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## **Ethical Concepts in Primary School Students Formation**

### *Konsep Etika dalam Pembentukan Siswa Sekolah Dasar*

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#### **Abstract**

The young generation is perfected in all respects as mature, morally decent people finding is an important task. It is known that the work of shaping the personality of students How much of their character traits to set in order for the purpose of determining the content. Every student is moral one by one, without determining how he mastered the concepts it is not possible to enter into a relationship.

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## Introduction

The young generation is perfected in all respects as mature, morally decent people finding is an important task. It is known that the work of shaping the personality of students How much of their character traits to set in order for the purpose of determining the content. Every student is moral one by one, without determining how he mastered the concepts it is not possible to enter into a relationship.

Primary school students are confident and sensitive to external influences are as our great scholars have said, human nature is the most important of all more often in the first years of life and appear in it during this period The existing qualities become firmly established and become the second nature of man.

## Main part

In the second nature of man, the composition of positive emotions and qualities is high The whole responsibility for the formation of norms of moral character is invaluable the class teacher. At this age of the child Every word, every action, every way of influencing the student is for him serves as a criterion of truth. Because students are hard on their teachers they believe; listen to his opinions, from a pedagogical point of view they enjoy, they always follow their demands, the assignments they give they try to do it fluently.

During this period for the teacher:

- a) influence on students' spirituality, feelings and good intentions support;
- b) encourage them to help those around them to teach to think correctly, to refrain from bad deeds, nature get used to observing feedback and listening to music;
- c) what to them explain the need to deal with, a sense of duty;
- g) read with them teaching books to discuss performances. Of the teacher Conduct meaningful conversations with students, introduce them to the world of wonders It is especially important that the entry leads to activity. Small school age to achieve the goal of developing the moral qualities of students in order to take into account their age and psychological characteristics.

It is known that the psychological characteristics of students are different when the means of influence successfully applied to the student are applied to another may not give the expected result. There is no doubt that better results will be achieved if the educational activities are carried out individually with students.

In this approach, the characteristics of the student's personality and his selection and upbringing of educational means appropriate to the psychological state of a particular period requires finding tools. In this case, the teachers' care for the student, pedagogical etiquette, an important role is to know in advance the consequences of their actions plays.

The implementation of these tasks is the responsibility of teachers and students depends on how well you study the properties of Everyone in the learning process The mental world of the student is able to find a rational way to success is a pledge. Determining the level of integrated moral concepts in the student in order to give them special questions in the third week of September is given. By choosing 2 "good" and "bad" ethical concepts for the experiment is obtained. They are concepts that are widely used in everyday life therefore plans to study. Morality begins with the same words, because at their core is the complex moral image, character, instability of man lies.

In practice, the questions are age characteristics, knowledge and life of students based on their experiences. 1st grade students were asked the following questions;

- 1) What is good and what is bad?
- 2) What kind of children are the ones who ask questions to adults and do what they say?
- 3) Is it better to say "yes" or "no"? And so on. Most students answer the first question by saying, "Rabbit is good, wolf is good," "Goat is good, wolf is bad." Yu. M's response is drastically different from the others; he expressed his opinion in a logical sequence "The goat is good he gives milk", "The fox is bad he deceives people", So he Chose the notion of "good" as an important sign to benefit man at the heart of the concept of "evil" is the sign of "deception". Deception is negative realized that it was a trait, noticed its negative trait, and to animals (even to man). The first from the student's opinion that there were differences between the subjects as soon as the question was answered can be seen.

The general answer to the second question is "Good children" returned. Although almost everyone has answered this question the scope of the reflection on the richness of the facts differences in their responses. Some of the third question

"It's good to say yes, it helps," "It's good to say yes," "It's bad to say no, he cheats, he doesn't do the job," they reply.



Most students are active in discussing these questions and how fluent their thoughts are from their peers are separated. In particular, the all-round superiority of brain reasoning shows. It turned out that the girl's family environment is conducive to this cracked. The first graders learned and mastered the ideas it was found that there were some differences between ethical concepts.

Determining the level of moral understanding in second grade students The following questions were asked for. "What's good and what's bad?" What kind of kids do you mean? What poems do you know about manners?" To the first question, many students say, "Listen to the adults, to the mother it is good to help, to prepare the lesson on time; Lying, adults to deceive, not to prepare a lesson - bad "It's good to respect adults who don't speak." The answers show the advantage of second-graders in terms of logical and meaningful thinking, expression of ideas.

In their answers, the essence of the concept of "good" is explained in more detail. It is said that it is good to listen, to help, to prepare lessons, not to shoot sparrows, not to lie. When children compared their misconceptions, attention was paid to lying, deception, and so on. They do not repeat each other in expressing their views. However, the answers differ to some extent in revealing the essence of the concepts, despite the correct understanding of the concepts, but after repeated experiments, this difference was clearly reduced.

To the second question, the student Umida "does not pull her brother's hair, clean floor it does not pollute"; Mubarak said, "A decent child does not go out without permission. She drinks tea on time, takes care of household chores and prepares lessons."

We see that the first test taker's answer is limited, It does not pull the hair, does not pollute the clean floor." In the experiment, 3rd grade students were asked the following questions. "What good or bad?", "What is the ugliest thing? "What is etiquette?"

Most students answer the first question, "A decent child is a good, bad child bad», «A decent child greets adults; Respects them; Bad children retort; The elderly do not like children of faith», «Bread coming good; It's good to do what you say. Not raising the floor, not sweeping the house is bad." return the answers. These students try to apply the concepts of "good" and "bad" in a complex way and enrich the character of a decent child. The polite boy said he would greet and respect her. Extending the essence of the concept of "evil" "he repeats; The old people don't like him. " From the general considerations it can be concluded that there is a certain difference between the students.

Only some 3rd graders answer the second and third questions they give. "Opening of various flowers in the garden; beautiful; beautiful These flowers to break them without asking, to break them." "Hot bread baked in the oven is beautiful," he said It is ugly to break bread and throw it on the ground" and so on.

## Discussion

The above questions have a psychological basis and they are moral to student's environment, social life, required a comprehensive knowledge of interpersonal relationships.

The concepts of "good" and "bad" are as moral as "beautiful" and "ugly." harmonized with the concepts. For example, the subjects tested the flowering of the trees at the opening of the flowers; they concluded that hot bread — breaking beautiful flowers, wasting bread — was ugly. From the above considerations it is clear that the subjects are also different in revealing the essence of the concepts approach. Our students have commented on these concepts

The main reason for the content of ideas - the students' natural sciences His interest in science is a conscious learning motive, the activity of mental work. Opinions and comments of third-graders on etiquette from the feedback of 1st and 2nd grade students with the form and structure of the content differs. This is due to the fact that they have a wider range of life experience, age features and a higher level of mental maturity. To the feature of the young period Different approaches to things with different differences, the essence of the problem There are also differences in the method of disclosure.

## Conclusion

Experiments with students in grades 1-3 are ethical in order to structure the concepts, it is important to understand each concept first distinguishing the sign; generalization; to find secondary characters showed the need for training.

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