

ETHICS-BASED LEARNING MATERIALS IN PRIMARY SCHOOLS IN INDONESIA

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Abstract

This review paper will discuss on ethics-based learning materials for primary schools' students in Indonesia. Ethical based learning-oriented learning is an idea to develop skills in building the ability to lead students to have skills in developing behavior. In line with this, Ethical development-based learning is an activity that is to develop the identity and personality of students in the elementary school. Similarly, the ability to develop skills and skills in discourse and ideas, appropriate skills despite attention to the ability to adjust proficiency in discourse or use ideas that fit with the skills in discourse. The ability to lead and understand that the appropriate skills despite attention to the data that exist among learners. In this case the ability to develop the ability to adjust

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Morals or what is commonly referred to as character is an ideal idea in conducting data to develop writing skills and skills. In this case, the ability to build knowledge and ideas is reflected in skills that adapt to the environment with a national perspective. Nasution (2017:3) states in this case the skill to promote ethical development is the skill to build dignified development ideas, in this case the ability to develop knowledge and ideas is an effort to build performance on the scientific performance of a student who is in elementary school (Bryan & Burstow, 2018).

In line with this, the ability to develop ideas is reflected in developing skills in developing adequate scientific ideas in the elementary school environment (Anggraini et al., 2016). This is reflected in the ability to develop ideas to adapt to an adequate environment with the ability to be friendly with the Ethical development environment. In developing skills to develop adequate scientific ideas, it is necessary to understand the concept of adequate ethical development in social life in society.

The ability to develop ideas is a skill that reflects the ability to develop social skills. The concept of Ethical development is a way and ideas to adjust understanding in building skills that adapt and ideas with the existing environment (Falabella, 2020). The capability to adapt are inseparable in ethical development-oriented learning. Ethical development is part of learning in elementary schools even though it pays attention to abilities and skills in independent ideas that already exist. in line with Arifkha, et al (2017:2).

When the development of adequate abilities, skills to develop adequate knowledge for learners to be in the idea that corresponds to the knowledge of Ethical development. Knowledge to develop ideas is a skill in understanding knowledge to change in the sense of developing adequate knowledge. In this case, the ability to develop adequate ideas is an adequate idea in the midst of globalization (Katrancı et al., 2015).

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Ethical Development Materials for Elementary School Age Children

In developing the ability to build the human spirit, the skill to develop ideas becomes dominant in the global current. In this case, children violent is a unified whole discourse in developing insight into the archipelago. In line with this, the ability to build intuition and scientific ideas is adequate. In line with this, the skill to develop scientific ideas is the main intuition in building scientific rules that are in accordance with the exemplary.

In line with the opinion of Arifkha, et al (2017:2) violent activities are latent danger that develops along with the pace and current of technological development. In line with this, a student even pays attention to the ability to implement and understand the data that develops among the public. In this case, public skills are the ability to develop adequate ideas, especially in the midst of the current development of the times that are developing today (Sutopo et al., 2020).

Discourse in Giving Ideas Regarding Ethical development

The ability to speak is one of the ideas that accompanies skills and proficiency in discourse. In line with this, adequate ideas are needed in building identity and ideas based on ethical development. Ismail, et al (2015:300) stated that adequate skills are based on the ability to develop humanitarian ideas, which are adjusted to the ability to prevent activities that are nuanced in the growth of children violent among elementary school age students. The ability of a teacher to prevent human development with character and ethical development. With the existence of ethical development, the ability to develop skills in developing character ideas.

In this case, the ability to adapt is an intuition in the midst of global flows and prevent the dangers of seeds of children violent in elementary schools. In discussing scientific ideas, a learning participant is taught to develop studies on ethical development. In this case the ability to socialize skills and build ideas. In this case the skill is a plan to develop adequate ideas in developing knowledge of humanity. The ability to build the ability to teach scientific ideas, it is appropriate to be able to develop adequate scientific knowledge in developing scientific ideas and rules. In developing scientific ideas, an elementary school student pays attention to things that already exist among the community (Tang et al., 2019).

In this case the ability to adapt and develop adequate discursive ideas. In this case, although skills are built to develop data that already exists in society. In this case the ability to develop basic skills becomes dominant in the midst of adequate global flows. Lefa, et al (2014:4) say in this case the skills to develop ideas even though paying attention to adequate ideas in this case skills to prevent the decline in the ability to develop adequate ideas. Ethical development-oriented education is an idea that reflects adequate skills. In this case, the skill to develop ethical development is an idea to develop adequate knowledge about data that exists in the midst of globalization. The thing that is considered in developing ethical development is the ability to adapt and ideas to develop adequate ideas.

Ethical Education for the Prevention of Violent Crimes at Elementary School Age

In developing the ability to develop ethical development-oriented learning, the ability to understand knowledge in developing knowledge about existing diversity. A student even though he is taught to build what has been known by the individual becomes the dominant thing. In developing the idea of ethical development, a student is taught to develop adequate knowledge in building things that will become dominant in preventing delinquency that already exists among elementary school age students (Rodríguez-Triana et al., 2016). In

developing existing ideas, a student is taught to develop existing abilities. In developing adequate knowledge (Bhardwaj, 2016).

In this case, the ability to develop human ideas is the main effort in developing existing knowledge. In this case the skills to develop adequate knowledge to prevent similarities in developing knowledge about ethical development. In this case the knowledge that is developed is expected to have the main ability to develop knowledge in preventing knowledge. In developing knowledge, although paying attention to the community that adapts to the ability to prevent skills in developing ideas about science and Ethical development.

Mujib (2017:1) gave an opinion in developing adequate ideas to develop ideas regarding ethical development, a student is taught to develop sufficient knowledge in developing data that has been adapted to the times and technology. In this case the development of scientific ideas is an idea to print adequate knowledge. In developing knowledge, although prioritizing the principles of existing knowledge in developing science.

Character development which, although carried out by a teacher at the educational unit level at the Elementary School level, is more dominant is the development of national identity and ability and on the one hand is the development of skills in designing humanity in accordance with these human abilities. In the development of character education, a student is taught to develop the ability to understand and explore the meaning of students. It is in the process of understanding eating that an educator understands that human ability to design national character and nationalism is limited.

Nasution (2017:3) explains along with the development of information and communication tools, the skills and abilities of a student are needed to understand that in producing character, the individual even faces limitations in teaching morals and character. Holding the principle of humanity and diversity, basically the achievement of an individual is more determined by the individual's ability to understand the problems that exist in his ability to solve various national and humanitarian problems that exist in the individual.

The development and development of individual abilities are closely intertwined with the development of the flow and pace of information and communication technology (Elonga Mboyo, 2018). This is the background for developing the competence and character development of the individual, which, although studied and taught carefully in a principle of developing national character, truly reflects discipline and order in the nation and state. Ismail, et al (2015:320) argue that in principle, the development and development of character education of a student in its application even though it is studied on the principle of prioritizing abilities and skills in national character and nationalism. Along with this development, the ability to develop oneself becomes dominant when the ability and identity becomes dominant.

Piaget's Development on Ethical Education

The development and process of growth and development of a student in elementary school has potential that provides opportunities for exploring his abilities from an early age. In exploring its development, a student is able to develop according to the level of development of the individual concerned. Nasution (2017:3) explains, in this process, individuals who develop even though they are trained to have potential which in turn will be able to build the academic and career potential of the individual concerned. This process requires elements that, although carried out in a balanced manner and meet the elements of a student's self-development (Southgate et al., 2019).

In fact, students who are in elementary school have more potential to improve their academic skills and abilities. Although the process of development and identity of a student is designed in accordance with the

talents and potential for growth and development of students, which in turn is able to explore potential according to the time and place for the process of developing the individual's identity. In principle, self-development becomes dominant along with the pace of development of the learners.

In turn, the process of developing a learner's identity in elementary school has a strong relationship with the development of students' abilities in the process of building one's skills and abilities to develop ideas. On the principle of development, students are shown and taught something that is concrete. In its development, students are taught to be able to develop the identity of students on the basis of themes that are in accordance with the religious narrative of a student (Krisna et al., 2020).

The process of developing ideas in elementary school is essentially a process to build skills and abilities in seeing and developing concrete objects. Nasution (2017:3) explains in the sense that a teacher at the elementary level even teaches skills in expressing ideas or skills in exploring developing facts and making a student able to correlate understanding according to the level and age of student development.

In designing the development process, a teacher even adjusts to existing material, and adapts to ideas that are in accordance with the level of development of students. In developing this idea, a teacher is able to adapt to various kinds of facts and adequate beliefs that are concrete and in accordance with the level of development of the age of students.

In its development, a learner even adjusts to empirical experience, which can be conveyed in an active and fun way through children's songs (Fekete, 2014). Developments in the age of concrete operations require empirical data and facts that are conveyed through the media, one of which is song.

Ethical Education Messages, Through Children Song

In ethical development, tools or vehicles for conveying messages are the dominant tools in conveying ideas or creativity. In constructing and delivering songs, the idea of sending ideas is the main choice in developing ideas. That principle is what is held in developing ideas and identity from the values of character education itself.

Siegler (2016:129) argues children's songs were developed following the principles of the ability and skill of a messenger. In principle, the development of abilities for character education becomes and has the opportunity to be developed in the principle of design achievement and the ability to design the achievement of character values combined with national values and nationalism. In principle, character development uses songs as a means of conveying messages even though it uses criteria that have been designed by policy makers.

In developing principles and abilities as well as diversity, ability development is taught in self-development and independence. The ability and skills to develop skills that are in accordance with the principles of national character are the main values even though they are handled optimally. Carey, et al (2015:38) states that nature of ethical children songs holds these principles, holds the principles of humanity and diversity. In developing these character values, a vehicle and a messenger are needed. On this basis, it is necessary that the song is a medium for conveying the message of character education values.

Conclusion

Understanding the values of ethical education character even though it was developed since a student was at the level of an earlier basic education unit, namely Elementary School. In developing character values, what needs to be emphasized is the development of character with cultural and human nuances. The principles of diversity and humanity become dominant along with the development of the rate and the dominant line of

information in the midst of global flows.

Ethical education in elementary schools is an appropriate vehicle for conveying character values. In principle, conveying character values requires ideas that are in accordance with the principle of diversity of objects of thought and objects of action. On this basis, character education is needed to provide solutions for achieving the goals that exist in the world of education. In principle, humanity becomes dominant along with the pace of development of the times.

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