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Efforts to Improve the Morality of Children Aged 5-6 Years Through Storytelling Activities at Ra Tarbiyatul Muta'allimin, Karanang Hamlet, Bajuran Village

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Abstract:
This research aims to enhance the morality of children aged 5-6 years through storytelling activities at RA Tarbiyatul Muta'allimin, Karang Hamlet, Bajuran Village, Cermee District. The study utilizes a classroom action research method conducted over two cycles, focusing on key moral aspects such as empathy and respect towards teachers. Data were gathered through observation, documentation, and teacher evaluations. The results indicate significant improvement in children's moral development across both cycles. In the first cycle, 66.7% of the children reached classical completeness in the development of empathy and respect for teachers. By the second cycle, this increased to 86.7%, demonstrating the positive impact of storytelling activities on the children's moral development. The research concludes that storytelling is an effective method for improving moral values in young children.

Keywords: Morality, Storytelling, Children Aged 5-6, Empathy, Respect, RA Tarbiyatul Muta'allimin, Classroom Action Research

INTRODUCTION

Early childhood refers to children from birth until the age of six. This period is crucial in the formation of a child's character and personality, as children experience rapid growth and development during this time. Early childhood is often referred to as the golden age (Golden Age). In an effort to enhance education, the government has implemented early childhood education programs, with the aim of preparing Indonesian children for higher levels of education. This preparation is important because early childhood development occurs rapidly, and it is during this time that a child's potential can be optimally developed, especially with the support of those in the child's environment, such as parents and teachers. Early childhood education programs typically include daycare (ages 3 months to 5 years) and playgroups (for children around 3 years old). For children aged 4-6 years, they usually attend kindergarten. According to the Indonesian dictionary, education is derived from the word "didik," meaning "the process of changing a person's or a group's attitude and behavior in an effort to mature them through teaching and training." Additionally, Indonesian Law No. 20 of 2003, Chapter I, Article I, Paragraph 14, defines education as a conscious and planned effort to create a learning environment and process that allows students to actively develop their potential, to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed for themselves, society, the nation, and the state.

Furthermore, in the National Education System Law, it is stated that early childhood

education is an effort aimed at children from birth to six years of age, carried out by providing educational stimulation to encourage physical and spiritual growth and development so that children are prepared for further education. From the above definitions, it can be concluded that early childhood education programs aim to optimize the potential of young children in various developmental aspects, including social-emotional, religious, cognitive, motor (fine and gross), and artistic aspects. One of the advantages of humans, as creatures of Allah SWT, is being endowed with a natural ability (fitrah) to know Allah and follow His teachings. In other words, humans are blessed with a religious instinct. Because of this fitrah, humans are known as homo devianus and homo religiousus, creatures that worship and have religion. Every child is a unique individual, each with different characteristics. Therefore, no two children can be treated the same. Each child has a distinct learning style and behavior, which requires different stimuli and training tailored to their individual characteristics.

Children are viewed as individuals just beginning to explore the world, who do not yet understand manners, ethics, rules, norms, and various aspects of life. They are also learning to communicate with others and understand them. Therefore, children need to be guided in understanding the world and its contents. Interaction with objects and other people is essential for children to develop their personalities, character, and noble morals. Early childhood is a critical time to instill values of nationalism, religion, ethics, morality, and social skills that will be beneficial for their future lives. Morals refer to ingrained qualities within a person that can produce actions easily and naturally, without needing thought or consideration. If these qualities lead to praiseworthy actions according to rational and religious norms, they are called good morals. However, if they result in negative actions, they are considered bad or poor morals. Morality, on the other hand, is the willingness to accept and adhere to rules, values, and moral principles. These values include the call to do good to others, maintain order and security, cleanliness, and respect the rights of others. A person is considered moral if their behavior aligns with the moral values upheld by their social group.

When discussing the characteristics, ethics, morals, or behavior of children, a teacher or educator is obligated to instill moral values in children from an early age, so that they grow up with good morals or values in line with Islamic teachings. In this case, morals and ethics are interconnected, though morals refer to actions seeking the pleasure of Allah and are more commonly discussed among Muslims, while ethics is used in a broader context. Essentially, both concern behavior or attitude, so the early development of children's attitudes is crucial for building their morals. Based on observations conducted in the field, it was found that the children attending RA Tarbiyatul Muta'allimin in Dusun Karanang, Bajuran Village, Cermee District, do not exhibit behavior consistent with religious norms. For instance, some children do not greet their parents or show respect to their teachers when dropped off at school. Additionally, some children do not say "salam" when entering the classroom, show little empathy toward their peers, and do not dispose of their trash properly. The storytelling method or activity used by the teacher is also very limited in improving the children's morals. To enhance the morals or values of children, a stimulus must be provided. One such stimulus is storytelling. Storytelling is a genre of children's literature categorized as a form of fantasy. Furthermore, storytelling is generally bound by time and place. Storytelling plays an important role in conveying moral education to children. When done with a close, familiar approach, storytelling can open up the child's thinking horizon, aligned with their psychological growth, allowing them to receive valuable lessons and distinguish between right and wrong. Storytelling also teaches lessons without the impression of lecturing. Based on the explanation above, the researcher is interested in conducting a Classroom Action Research (CAR) study titled "Efforts to Improve Children's Morality Through Storytelling Activities for Children Aged 5-6 Years at RA Tarbiyatul Muta'allimin, Dusun Karanang, Bajuran Village, Cermee District, for the 2023/2024 Academic Year."

METHODS

This research is a Classroom Action Research (CAR) aimed at improving the learning process, specifically in enhancing the morals or ethics of children aged 5-6 years. Wina Sanjaya explains

that classroom action research is: The intervention or implementation of certain treatments to improve performance in real-life settings. According to her, etymologically, there are three terms related to Classroom Action Research (CAR), namely: "Research," "Action," and "Class." First, research is a problem-solving process conducted systematically, empirically, and in a controlled manner. Second, action refers to a specific treatment carried out by the researcher or teacher. The action is aimed at improving the performance of the teacher. Third, class refers to the place where the learning process takes place. This means that CAR is conducted in a classroom that is not specifically set up for research purposes but takes place in real, unaltered situations and conditions.

According to Suhardjo, as quoted by Jhoni Dimyati, and in line with the above explanation, classroom action research is research conducted with the goal of improving the quality of classroom teaching practices. This research is carried out by the teacher, either in collaboration with a researcher or independently by the teacher, who also acts as a researcher in their own classroom or school. The emphasis is on refining or improving the learning outcomes. Benyamin Situmorang states that: Action research is research that aims to develop the most efficient working methods, thereby reducing production costs and increasing the productivity of an institution. This research involves researchers and others who collaboratively assess the weaknesses and strengths of current work procedures, methods, and tools, eventually discovering new methods deemed most efficient. These new working methods are then tested and continuously evaluated during implementation until the most efficient method is found. Therefore, CAR can be concluded as a process of examining classroom learning problems through self-reflection, in an effort to solve these problems by conducting various planned actions in real situations and analyzing the effects of the applied treatments.

RESULTS

This Classroom Action Research (CAR) was conducted at Ra Tarbiyatul Muta'allimin, Bajuran Village, Cermee District. The research subjects were Group B (children aged 5-6 years) with a total of 15 children, consisting of 8 girls and 7 boys. The implementation of this Classroom Action Research was carried out in two cycles, with stages including planning, implementation of action, observation, and reflection. The results are as follows:

Pre-cycle Description The pre-cycle research was the initial step taken by the researcher before conducting the classroom action research, which involved observing the actions of the teacher and students. The purpose of the pre-cycle research was to assess the moral development of the children before any action was taken. The results obtained from this assessment would later be compared with the post-action values. The results based on the observation tool are as follows:

Based on the table above, the explanation is as follows: a. The aspect of empathy evaluation showed that 11 children (73.3%) were in the category of not yet developing (BB), while 4 children (26.7%) were in the category of starting to develop (MB). No children were found in the categories of developing as expected (BSH) or developing very well (BSB). b. The aspect of respecting the teacher showed that 10 children (66.7%) were in the category of not yet developing (BB), and 5 children (33.3%) were in the category of starting to develop (MB). No children were found in the categories of developing as expected (BSH) or developing very well (BSB). Next, the percentage data from the table above is displayed in the following graph: Graph 4.1. Percentage of Children's Moral Development in Pre-cycle Based on the graph above, it can be said that children's morals have not yet developed as expected or very well. Therefore, the researcher must take action in Cycle I through storytelling activities.Cycle I Description a. Cycle I Planning Before taking action in Cycle I, the researcher had prepared a learning plan to be implemented in the classroom, including: Determining the theme to be taught according to the syllabus and curriculum. Preparing a learning plan in the form of Daily Learning Implementation Plan (RPPH). Preparing materials and equipment for storytelling activities, such as storybooks. Preparing the classroom setup for storytelling, with a classical seating arrangement. Preparing observation sheets for the teacher and children. b. Cycle I Implementation Based on the results of the pre-cycle meetings conducted by the researcher, it was found that the children's morals

were still low. Therefore, this research continued to Cycle I, which was carried out over two meetings. c. Cycle I Observation Results The observations conducted by the researcher and the Group B teacher at Ra Tarbiyatul Muta'allimin Cermee showed that the researcher's activity as a teacher during Cycle I in improving children's morals increased compared to the pre-cycle observations. The results can be seen in the table below:

Table 4.3
Observation Data of Children's Moral Development in Cycle I

No	Child Code	Empathy		Respect for Teacher	Total Score %
		BB	BSH	BSB	BB
1	01		√		
2	02		√		√
3	03		√		
4	04		√		√
5	05		√		√
6	06		√		√
7	07		√		√
8	08		√		√
9	09		√		√
10	010		√		√
11	011		√		√
12	012		√		
13	013		√		
14	014		√		
15	015		√		√

DISCUSSION

Chart 4.2. Percentage of Children's Moral Development in Cycle I Based on the graph table above, the percentage of children who developed as expected and those who developed very well can be seen in the following table:

Table 4.5

Children's Moral Development Achievement in Cycle I

No	Aspect Assessed	Development Criteria	Number of Children (F)	%
1	Empathy	Developed as Expected (BSH)	10	66.7%
		Developed Very Well (BSB)	-	-
	Total		10	66.7%
2	Respect for Teachers	Developed as Expected (BSH)	10	66.7%

No	Aspect Assessed	Development Criteria	Number of Children (F)	%
		Developed Very Well (BSB)	-	-
	Total		10	66.7%

Total percentage of 2 aspects: 66.7% + 66.7% = 66.7%

The table above shows that the research in Cycle I has not yet achieved success and remains in the moderate category. This data can be explained as follows: a. The aspect of children's empathy received a "developed as expected" (BSH) criterion for 10 children (66.7%), and none were found to have developed very well (BSB). b. The aspect of respect for teachers also received a "developed as expected" (BSH) criterion for 10 children (66.7%), with none developing very well (BSB). The total percentage of success from the two aspects of children's moral assessment in Cycle I is 66.7%.

Based on the above data, it can be concluded that the actions in Cycle I have not yet reached the desired outcomes, as the set performance target was not achieved. The action is considered successful if the average success rate of the children reaches at least 80%, while the average total score of the children in Cycle I reached only 66.7%, which falls into the moderate category. Reflection on Cycle I From the observations made, it was found that the storytelling activity had not yet succeeded in improving children's morals as expected. Therefore, the researcher will make improvements, hoping to increase children's morals to meet the expectations and develop very well. The reflections on Cycle I are as follows: The children showed a positive response to the researcher's presence during the initial activity. Many children still did not pay attention to the content of the story being told by the researcher. The classroom atmosphere was not yet conducive. 3. Description of Results and Implementation ofCycleIIa.PlanningforCycleII Before implementing the actions in Cycle II, the researcher prepared a teaching plan to be executed in the classroom, including the following: Deciding on the theme to be taught based on the syllabus and curriculum. Developing a daily lesson plan (RPPH). Preparing materials and equipment for the storytelling activity, such as storybooks. Arranging the classroom for the storytelling activity, with seating in a classical arrangement. Preparing observation sheets for both the teacher and the children. b. ImplementationofCycleII Based on the results from Cycle I in both sessions, it was observed that the children's moral development was still in the "beginning to develop" category. The improvement in children's morals had not yet reached the "developed as expected" or "developed very well" criteria, so the researcher continued with Cycle II, which was conductedovertwomeetings.c.ObservationResultsfromCycleII The observations conducted by the researcher and the teachers in Group B at RA Tarbiyatul Muta'allimin showed that the researcher's activities as a teacher during Cycle II had improved compared to Cycle I. The results can be seen in the following table: Table 4.6 Data of Children's Moral Development Observation in Cycle II

No	Child Code	Empathy		Respect for Teachers		Total Score	%
		BB	BSH	BSB	BB		
1	01		√				
2	02		√				
3	03		√				
…	…			…			

Based on the above data, it was found that 13 children had reached individual completeness. The classical completeness was then calculated using the formula: Classical completeness = (Σs ≥ 60 x 100%) / N = (13 x 100%) / 15 = 86.7% Based on the data, it can be concluded that 13 children (86.7%) reached individual completeness, which is in the "very good" category, i.e., between 86% and 100%. Further results of children's moral development are

interpreted in the following table: Table 4.7 Recapitulation of Children's Moral Development in Cycle II

No	Aspect Assessed	Development Criteria	Number of Children (F)	%
1	Empathy	BB	-	-
		MB	3	20%
		BSH	2	13.3%
		BSB	10	66.7%
	Total		15	100%
2	Respect for Teachers	MB	2	13.3%
		BSH	5	33.3%
		BSB	8	53.4%
	Total		15	100%

Based on the data in the table above, it can be explained as follows: a. The empathy aspect received no "not yet developed" (BB) ratings, with 3 children (20%) rated as "beginning to develop" (MB), 2 children (13.3%) as "developed as expected" (BSH), and 10 children (66.7%) as "developed very well" (BSB). b. The respect for teachers aspect received no "not yet developed" (BB) ratings, with 2 children (13.3%) rated as "beginning to develop" (MB), 5 children (33.3%) as "developed as expected" (BSH), and 8 children (53.4%) as "developed very well" (BSB). Next, the percentage data is presented in the following chart: Chart 4.3 Percentage of Children's Moral Development in Cycle II Based on the table and chart above, the percentage of children who developed as expected and those who developed very well can be seen in the following table:

Table 4.8

Children's Moral Development Achievement in Cycle II

No	Aspect Assessed	Development Criteria	Number of Children (F)	%
1	Empathy	Developed as Expected (BSH)	2	13.3%
		Developed Very Well (BSB)	10	66.7%
	Total		12	80%
2	Respect for Teachers	Developed as Expected (BSH)	5	33.3%
		Developed Very Well (BSB)	8	53.4%
	Total		13	86.7%

| Total percentage of 2 aspects: 80% + 86.7% = 83.3% |

The table above shows that the research in Cycle II achieved the expected success. The data can be explained as follows: a. The empathy aspect received a "developed as expected" (BSH) criterion for 2 children (13.3%) and a "developed very well" (BSB) criterion for 10 children (66.7%). b. The respect for teachers aspect received a "developed as expected" (BSH) criterion for 5 children (33.3%) and a "developed very well" (BSB) criterion for 8 children (53.4%). The total percentage of success from the two aspects of children's moral development in Cycle II is 83.3%. Based on the above data, it can be concluded that the actions in Cycle II have achieved the expected outcomes, reaching at least 80%, while the total average score of the children in Cycle II reached 83.3%, which falls into the "very good" category.

The achievement in Cycle II indicates that the implementation of strategies was effective in enhancing children's moral development, particularly in the aspects of empathy and respect

for teachers. The increase in children's moral behavior suggests that the applied interventions, such as structured activities, role modeling, and reinforcement techniques, played a significant role in fostering positive character development. Furthermore, the improvement from Cycle I to Cycle II highlights the importance of continuous assessment and refinement of teaching methods. The success in Cycle II, where the percentage of children achieving the "developed very well" (BSB) category increased, demonstrates that targeted interventions and engaging learning experiences contributed to the development of children's moral values. Given these results, educators should consider maintaining and further improving the strategies used in Cycle II by continuing interactive and participatory learning approaches to strengthen children's moral and social skills. Additionally, while empathy and respect for teachers showed significant improvement, future research could explore other moral values such as responsibility, honesty, and cooperation to create a more comprehensive moral development framework.

Individualized support should also be provided for children who have not yet reached the highest category to ensure holistic moral development, while longitudinal monitoring is necessary to track whether the improvements observed in Cycle II are sustained over time. The findings align with the perspectives of educational theorists such as Piaget (1932) and Vygotsky (1978), who emphasize the role of social interactions and guided learning in moral development. Piaget's theory suggests that children construct moral understanding through interactions with peers and adults, while Vygotsky's socio-cultural theory highlights the importance of guided learning and scaffolding in developing moral reasoning. Moreover, previous studies, such as those conducted by Lickona (1991) on character education, emphasize that continuous reinforcement and an engaging learning environment significantly contribute to shaping children's moral behavior. Therefore, the success in Cycle II not only demonstrates the effectiveness of the applied strategies but also reinforces the importance of systematically designed educational interventions in promoting children's moral development, providing a strong foundation for future improvements and expansions in character-building education.

Building upon the success of Cycle II, it is crucial to further analyze the factors contributing to the improvement in children's moral development and explore strategies for sustaining and expanding these positive outcomes. One key aspect is the role of the learning environment, which should continue to be structured in a way that encourages active participation, positive peer interactions, and reinforcement of moral values. According to Bandura's (1977) social learning theory, children learn moral behaviors by observing and imitating role models, suggesting that teachers, caregivers, and peers play a significant role in shaping children's ethical understanding. The success in Cycle II also aligns with the findings of Nucci (2001), who emphasized that moral development is deeply influenced by social experiences and structured moral discussions. To maintain and enhance these outcomes, it is recommended that educators implement reflective discussions, storytelling, and real-life situational problem-solving exercises, which have been proven effective in previous studies on character education (Lapsley & Narvaez, 2006).

Moreover, considering that moral development is a continuous process, future interventions should not only focus on short-term success but also integrate long-term monitoring and assessment. This aligns with Berkowitz and Bier's (2005) findings that character education programs yield the best results when they are systematically reinforced over time. Implementing periodic evaluations and tracking children's progress beyond Cycle II can help determine whether the positive behaviors observed are sustained and internalized. Additionally, collaboration with parents and the community can further strengthen the development of moral values by providing consistent reinforcement both at school and at home. Studies by Epstein (2011) highlight that family and community involvement significantly contribute to children's overall character formation, reinforcing the need for integrated moral education efforts.

Lastly, while Cycle II has demonstrated success in the aspects of empathy and respect for teachers, future research should consider expanding the scope of moral education by incorporating elements such as conflict resolution, cooperation, and civic responsibility. Drawing from Kohlberg's (1984) theory of moral development, which categorizes moral reasoning into different stages, educators can design interventions that challenge children to think critically about ethical dilemmas and social justice issues, fostering higher-order moral reasoning. Through the integration of diverse teaching methods, ongoing assessments, and a

collaborative approach involving educators, families, and the wider community, moral education can continue to evolve, ensuring that children develop strong ethical foundations that will guide them throughout their lives.

Expanding on the success of Cycle II, a more comprehensive approach to moral education should consider integrating multidisciplinary methods that cater to diverse learning styles and developmental needs. Since children acquire moral values through a combination of cognitive, emotional, and social experiences, a holistic approach that blends traditional instruction with experiential learning can further enhance moral development. Dewey's (1938) experiential learning theory suggests that children learn best through meaningful experiences, implying that incorporating activities such as role-playing, cooperative projects, and community engagement programs can provide children with real-world opportunities to practice empathy, respect, and other moral values. In alignment with Vygotsky's (1978) sociocultural theory, scaffolding moral learning through guided interactions with teachers, peers, and family members can strengthen children's ability to internalize ethical principles.

Additionally, integrating moral education with other subjects such as literature, history, and social studies can provide contextual learning experiences that deepen children's understanding of moral concepts. Research by Narvaez and Lapsley (2008) highlights the effectiveness of narrative-based learning in character development, suggesting that storytelling and discussions about historical figures who demonstrated strong moral values can help children connect moral principles to real-life scenarios. For instance, literature that explores themes of kindness, justice, and integrity can serve as a springboard for meaningful discussions about ethical decision-making. Similarly, incorporating moral dilemmas in classroom discussions can encourage children to think critically and reflect on different perspectives, fostering their moral reasoning skills as suggested by Kohlberg's (1984) stages of moral development.

To ensure the long-term impact of moral education, continuous professional development for educators is also essential. Teachers play a central role in shaping children's moral growth, and equipping them with effective strategies through training programs and workshops can enhance their ability to facilitate moral discussions and model ethical behavior. According to Lickona (1991), teachers who actively demonstrate moral virtues in their interactions with students create a learning environment that reinforces positive character development. Furthermore, fostering a school culture that prioritizes moral education through policies, extracurricular activities, and recognition programs can contribute to a supportive and values-driven learning environment. Schools that adopt a whole-school approach, as advocated by Berkowitz and Bier (2005), tend to see greater success in character education initiatives.

Ultimately, sustaining the achievements of Cycle II requires a commitment to continuous improvement and adaptation of moral education strategies. Future studies could explore the long-term effects of these interventions by conducting longitudinal research that tracks children's moral development over time. Additionally, expanding research to different cultural and educational contexts can provide valuable insights into how moral education can be adapted to various settings. By integrating experiential learning, interdisciplinary approaches, teacher training, and school-wide initiatives, moral education can evolve into a dynamic and impactful process that shapes children's character in meaningful and lasting ways.

Building on the success of Cycle II and considering the broader implications for moral education, it is essential to explore strategies for sustaining and further enhancing children's moral development. One critical aspect is ensuring consistency in moral instruction across different learning environments, including school, home, and the wider community. Research by Epstein (2011) emphasizes the importance of parental and community involvement in character education, suggesting that collaboration between teachers, parents, and local organizations can reinforce moral values more effectively. When children receive consistent messages about ethical behavior from multiple sources, they are more likely to internalize and apply these values in their daily interactions. Schools can facilitate this by organizing workshops, discussion forums, and community service activities that involve both students and their families, creating a shared responsibility for character development.

Additionally, while Cycle II demonstrated success in fostering empathy and respect for teachers, moral education should be expanded to encompass a wider range of ethical principles, such as fairness, responsibility, and integrity. According to Rest's (1986) Four-Component Model of Morality, moral development involves not only moral reasoning but also moral sensitivity, motivation, and action. Therefore, beyond teaching children to recognize moral dilemmas, educators should also focus on encouraging them to take ethical action. Activities such as service-learning projects, peer mentoring, and leadership opportunities can provide children with hands-on experiences where they can practice moral decision-making in real-world contexts. Research by Battistich et al. (2000) supports this approach, indicating that students who engage in prosocial activities develop a stronger sense of moral responsibility and civic engagement.

Moreover, integrating technology and digital media into moral education can offer new and engaging ways to reinforce ethical learning. In today's digital era, children are exposed to a wide range of online influences, making it crucial to include digital citizenship and ethical decision-making in moral education programs. Studies by Ribble et al. (2011) highlight the need for digital literacy education that teaches children about responsible online behavior, cyberbullying prevention, and ethical use of technology. Interactive digital platforms, such as educational games and virtual simulations, can also be utilized to present moral dilemmas and encourage students to reflect on the consequences of their choices in a safe and controlled environment.

Finally, future research should focus on evaluating the long-term impact of moral education interventions to ensure their effectiveness beyond early childhood. Longitudinal studies tracking children's moral growth over several years can provide valuable insights into how early moral education influences later ethical behavior and decision-making. Additionally, comparative studies across different cultural and educational settings can help identify best practices that can be adapted to diverse learning environments. By continuously refining and expanding moral education strategies, educators and researchers can contribute to the development of a generation that is not only knowledgeable but also morally responsible and socially conscious.

CONCLUSION

Based on the results of observations from classroom action research conducted over two cycles, several conclusions were drawn as follows: Empathy Development: In the pre-cycle, the children's empathy received the "Not Yet Developed" (BB) criterion, with 11 children (73.3%), "Beginning to Develop" (MB) for 4 children (26.7%), and no children were classified as "Developing as Expected" (BSH) or "Developing Very Well" (BSB). In the first cycle, no children were classified under the "Not Yet Developed" (BB) criterion, with 10 children (66.7%) categorized as "Beginning to Develop" (MB), and 5 children (33.3%) as "Developing as Expected" (BSH), but none as "Developing Very Well" (BSB). The classical completeness of the children was 66.7%. In the second cycle, no children were categorized as "Not Yet Developed" (BB) for empathy, while 3 children (20%) were "Beginning to Develop" (MB), 2 children (13.3%) were "Developing as Expected" (BSH), and 10 children (66.7%) were "Developing Very Well" (BSB). The classical completeness for empathy was 66.7%.

Respect for Teachers: In the pre-cycle, the children's respect for teachers was categorized as "Not Yet Developed" (BB) for 10 children (66.7%), "Beginning to Develop" (MB) for 3 children (13.3%), and no children were categorized as "Developing as Expected" (BSH) or "Developing Very Well" (BSB). In the first cycle, no children were classified under the "Not Yet Developed" (BB) criterion, with 10 children (66.7%) categorized as "Beginning to Develop" (MB), and 5 children (33.3%) as "Developing as Expected" (BSH), but none as "Developing Very Well" (BSB). The classical completeness for respect was 66.7%. In the second cycle, no children were categorized as "Not Yet Developed" (BB), 2 children (13.3%) were "Beginning to Develop" (MB), 5 children (33.3%) were "Developing as Expected" (BSH), and 8 children (53.4%) were

"Developing Very Well" (BSB). The classical completeness for respect was 86.7%.Overall Improvement: The research results showed an improvement in children's behavior from the first to the second cycle, with a classical completeness rate of 83.3%. This indicates that the children's moral development, including respect and empathy in Group B, improved through storytelling activities at RA Tarbiyatul Muta'allimin, Jl. Garu I, Desa Bajuran, Kecamatan Cermee, for the 2023/2024 academic year.

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