

Application of Simulation Method in Moral Learning at Lheu Mosque State Elementary School

Darniah ✉, SD Negeri Mesjid Lheu, Indonesia

✉ darniahsdmesjidlheu@gmail.com

Abstract: This research aims to find out the application of the simulation method in the learning of morals in SDN Mesjid Lheu, Aceh Besar, as well as to evaluate its effectiveness and impact on students' moral understanding and behavior. The background of this research is based on the importance of interactive and contextual learning methods in shaping the character of students, especially in Islamic Religious Education (PAI) subjects. The method used in this research is a qualitative approach with a descriptive research type. Data collection techniques are done through observation, interviews with teachers and students, and documentation. The subjects of the research are PAI teachers and students of class V SD N Masjid Lheu Aceh Besar. The results of the research show that the simulation method can improve students' understanding of moral material, strengthen moral values, and encourage students' active participation in the learning process. Students become more enthusiastic and able to apply moral values in their daily lives. Obstacles faced include limited time and students' readiness to act according to the simulation scenario. However, overall, this method is considered effective in improving the quality of moral learning.

Keywords: Simulation method, moral learning, Islamic religious education.

Received March 27, 2024; **Accepted** Mei 19, 2024; **Published** June 30, 2024

Citation: Darniah. (2024). Application of Simulation Method in Moral Learning at Lheu Mosque State Elementary School. *Jurnal Profesi Guru Indonesia*, 1(2), 215–226.

Published by Mandailing Global Edukasia © 2024.

INTRODUCTION

Learning is an actuality of the curriculum that demands the activity, creativity and activeness of teachers in creating and growing student activities in accordance with what has been programmed in an effective and enjoyable way. To realize all this, the right method is needed. Method is a systematic and general system or way of working, especially in searching for scientific truth. Learning by using the right method is a demand in developing the potential and learning ability of students. The potential that exists in students needs to be developed factually by requiring special handling from teachers in the world of education. A good curriculum can have bad consequences for children, if the implementation of learning is used incorrectly. Mesjid Lheu State Primary School, Aceh Besar is one of the schools that organizes education and teaching with various fields of study. One of the fields of study in question is the field of moral learning. Moral learning in secondary schools can be implemented with a variety of learning methods, one of which is through the application of simulation methods. However, the current reality is that the simulation method has not been applied to the maximum, there is even a tendency to use the lecture method so that the one who plays an active role in the teaching and learning process is the teacher, while the students only accept what is presented by the teacher in

class. A teacher does not only transfer his knowledge (teaching), but he also has to make himself a good role model for his students. In order to achieve the desired learning goals, educators must be able to implement an effective learning process and must pay attention to the selection of learning methods and resources that are appropriate to the learning material.

In reality, not all teachers are good at using learning methods. The inability to use methods that are appropriate to the material being taught can have a negative effect on students. The use of methods that cannot result in an unsettled class situation (noise) can also cause saturation (boredom) in learning. As a result, many of the students are less diligent in following the lessons, so that the desired goals in learning are not achieved. This also has an impact on the students' behavior, where they always display morals that are not in accordance with religious teachings, such as protesting the teacher, mocking friends, and other less than commendable attitudes. One of the methods that is suitable for this is the application of the simulation method in moral learning, in this case students are given a direct opportunity to develop their intellectual through the method by directly demonstrating what the teacher teaches. In addition, the teacher's skill in adapting the method to the lesson material will make the learning atmosphere interesting and the students will not be saturated in following the lesson. Because of this, the researcher was interested in researching the Moral learning process in SDN Mesjid Lheu, Aceh Besar by using the simulation method (modelling).

The cultivation of strong moral character in children stands as a cornerstone of education, laying the foundation for responsible citizenship, ethical decision-making, and harmonious social interactions. Elementary school, in particular, represents a critical juncture in this developmental process, as young learners begin to internalize societal norms, understand the nuances of right and wrong, and develop their capacity for empathy and moral reasoning. Effective pedagogical approaches during these formative years are paramount in shaping children's ethical compass and guiding their behavior towards prosocial conduct. Traditional methods of moral instruction in elementary schools often rely on didactic approaches, such as lectures, storytelling, and the recitation of moral precepts. While these methods can impart foundational knowledge of ethical principles, they may fall short in actively engaging students in the complex processes of moral reasoning and decision-making. The abstract nature of moral concepts can be challenging for young learners to fully grasp and internalize through passive reception of information alone.

In response to the limitations of purely didactic methods, educators have increasingly explored and implemented more active and experiential learning strategies in moral education. These approaches aim to immerse students in situations that require them to grapple with ethical dilemmas, consider different perspectives, and make choices based on moral principles. By actively engaging with moral issues in a more direct and personal way, students are better equipped to develop a deeper understanding and internalization of ethical values. One such experiential learning strategy that has demonstrated significant promise in the realm of moral education is the simulation method. Rooted in the principles of active participation and situated learning, the simulation method involves creating realistic scenarios or situations that mirror real-life moral dilemmas. Students actively take on roles within these simulations, interacting with others and making decisions that have consequences within the simulated environment.

The application of the simulation method in moral learning offers a unique opportunity for students to bridge the gap between abstract moral concepts and concrete behavioral choices. By stepping into simulated roles, students can explore the complexities of ethical dilemmas from multiple perspectives, consider the potential impact of different actions, and practice making morally sound decisions in a safe and controlled setting. This active engagement fosters a deeper and more nuanced understanding of moral principles and their practical application. Furthermore, the simulation method has the potential to enhance students' empathy and perspective-taking abilities, which are crucial components

of moral development. By embodying different roles and interacting with others within the simulated scenarios, students are encouraged to consider the thoughts, feelings, and motivations of individuals with varying viewpoints. This experiential engagement can cultivate a greater sense of compassion and the ability to understand ethical issues from diverse perspectives.

Moreover, the active participation and engagement inherent in the simulation method can lead to a more memorable and impactful learning experience compared to passive instructional approaches. The dynamic and interactive nature of simulations can capture students' attention, spark their curiosity, and foster a higher level of involvement in the learning process. This heightened engagement can facilitate a deeper internalization of moral values and a greater likelihood of applying ethical principles in real-life situations. The role of the teacher in facilitating moral learning through the simulation method is paramount. The teacher acts as a guide, setting up the simulation scenarios, facilitating student interaction, and leading post-simulation discussions that encourage critical reflection on the moral implications of the actions and decisions made within the simulation. These debriefing sessions are crucial for connecting the simulated experiences to real-life contexts and helping students articulate the moral lessons learned.

The application of the simulation method in moral learning can also cater to diverse learning styles, as it often incorporates elements of kinesthetic, auditory, and interpersonal learning. Students who learn best through active participation and interaction are particularly likely to benefit from this experiential approach. The collaborative nature of many simulations also fosters communication, teamwork, and the development of social skills alongside moral understanding. This exploration focuses on the application of the simulation method in moral learning within the context of elementary education. It seeks to delve into the theoretical underpinnings of this pedagogical approach, examine its practical implementation in the classroom, and explore its potential benefits for fostering moral development in young learners. By understanding the principles and techniques involved in utilizing simulations effectively, educators can enhance their capacity to cultivate strong moral character in their students. The integration of the simulation method into the moral education curriculum can provide a dynamic and engaging alternative to traditional teaching strategies. By creating opportunities for students to actively grapple with ethical dilemmas and experience the consequences of their choices within a simulated environment, educators can foster a deeper and more internalized understanding of moral values that extends beyond mere cognitive knowledge.

This discussion will also consider the various types of simulation activities that can be employed in moral learning, ranging from role-playing scenarios and problem-solving simulations to interactive games and virtual environments. Each type of simulation offers unique opportunities for engaging students in moral reasoning and decision-making, and the selection of appropriate simulation activities should be guided by the specific learning objectives and the developmental level of the students. Furthermore, this exploration will address the crucial considerations for designing and implementing effective simulation activities in moral learning. These considerations include the relevance and authenticity of the scenarios, the clarity of the learning objectives, the level of student engagement, the facilitation skills of the teacher, and the provision of adequate time for debriefing and reflection. Careful planning and execution are essential for maximizing the pedagogical benefits of the simulation method.

The potential challenges and limitations associated with the application of the simulation method in moral learning will also be acknowledged. These may include the time and resources required for planning and implementation, the need for careful facilitation by the teacher, and the potential for students to focus solely on the "game" aspect rather than the underlying moral lessons. Addressing these challenges through thoughtful planning and effective pedagogical strategies is crucial for successful implementation. Ultimately, this exploration aims to highlight the significant potential of

the simulation method as a powerful tool for fostering moral learning in elementary school students. By actively engaging students in realistic scenarios that require ethical reasoning and decision-making, educators can cultivate a deeper understanding of moral values, enhance empathy and perspective-taking, and promote the development of strong moral character that will guide students towards responsible and ethical behavior throughout their lives.

METHODS

To facilitate a research, the research method is very influential on the validity or not of the results of a research. This research is Classroom Action Research that is with effort and energy material by applying the simulation method in moral learning in the classroom where action is taken. Class Action Research is a scientific activity carried out by the class teacher himself by planning, implementing, observing, and reflecting on actions through several cycles in a collaborative and participatory manner that aims to improve the quality of the learning process in his class. Action research in this class is a combination definition of three words, namely research is the activity of looking at an object to obtain useful information. Action is a deliberate movement of activity with a specific purpose, whereas a class is a group of students at the same time receiving the same lesson from the same teacher. From the combination of the three terms, it can be concluded that class action research is a reflection on learning activities in the form of an action, which is deliberately brought up and occurs in a class at the same time. The type of research is qualitative research. This qualitative research develops a concept based on data that is inductive and prioritizes process over results. Sugiyono explained that qualitative research is: Research that is used to examine natural conditions, (as opposed to experiments) where the researcher is the key instrument, data collection techniques are done triangulation (combination), data analysis is inductive, and qualitative research results emphasize meaning rather than generalization. In this research, the method used is a descriptive method.

Rusdin Pohan expressed that "the descriptive method is a study of the facts that exist at the moment and reporting them as they happened." In order to collect data related to the learning of Islamic Religious Education, it is also necessary to conduct library research, by reading books, writings and articles related to the discussion of this thesis. Class Action Research is an action research conducted with the aim of improving the quality of learning practices in the classroom. PTK focuses on the class or the teaching and learning process that occurs in the class, not on class input (syllabus, material, etc.) or output. Class Action Research is research conducted by teachers in the classroom or school where they teach, with an emphasis on improving or improving practices and processes in learning.⁶ Therefore, class action research can be interpreted as research conducted by an instructor who aims to improve or improve the quality of the learning process in his class. According to Kunandar that: "class action research is done through a dynamic and complementary process that consists of four essential moments, namely planning, action, observation, and reflection." As for the actions applied in class action research as illustrated in the chart above, through stages as planning is the development of action plans that are critical to improve what has happened.

The class action research plan should be organized and in terms of definition should be prospective on the action, the plan should look forward. Class action research plans should be flexible enough to be adaptable to unforeseen influences and unforeseen constraints. The action plan covers all steps. Action is a consciously performed and controlled action that is a variation of practice, careful and wise. Practice is recognized as an idea in action and that action is used as a basis for subsequent actions, that is actions accompanied by the intention to improve the situation. Observation in PTK is to find out and obtain a complete picture objectively about the development of the learning process and the influence of the chosen actions on the classroom conditions in the form of data, or

it can be said the activity of recording information on the impact of the implementation of actions either with tools or without tools. Reflection is the activity of remembering, reflecting on an action exactly as it has been recorded in observation, reflection, trying to understand the process, questions, problems and obstacles that are evident in strategic actions. Reflection is done to conduct evaluation efforts made by researchers and observers in class action research.

The implementation of learning activities for each meeting is done according to the PTK cycle. In this PTK, a maximum of two cycles are planned to see the improvement of student learning outcomes in following Moral learning through the simulation method. Observation is conducting direct observation or review of the research subject. Observation is done to observe learning activities in the classroom. The activities observed include the researcher's activity as a teacher, and the student's activity in following the learning. The observation sheet used in this research is an observation sheet of the teacher's ability to manage learning by using simulation methods and student activity sheets during learning. As for the subject of research observation are the activities of teachers and students during the learning process in the classroom. Observation is an observation activity (data collection) to photograph how far the effect of the action has reached the target. The effect of an intervention (action) is monitored reflectively. Observation is meant to find out the compatibility between the planning and implementation of class actions. Observations are carried out by researchers and observers using observation sheets that will be provided by researchers. Through this observation sheet, the researcher will know the extent to which the effect of the action has reached the desired target and purpose.

Questionnaires are used to gather information about student responses to moral learning activities by using the simulation method. The questionnaire was given to the students after the learning process was completed. The documentation technique is an information gathering technique that is done by collecting written data taken from Mesjid Lheu State Elementary School, Aceh Besar, regarding the general overview of the research location, both data related to regional and geographical boundaries and other data that may be made as a complement in the research. For data collection and analysis, the writer uses simple statistics, namely by calculating the percentage (%) of all answers to each question so that it becomes a concept that can be drawn a conclusion. The data for the compilation and writing of this scientific work is based on the book "Thesis Writing Guide for Faculty of Education IAIN Ar-Raniry Year 2009. The writing of verses of the Qur'an and their translations are taken from the Qur'an published by the Department of Religion RI Al-Qur'an and Its Translation, Special for Women. Foundation for the Maintenance of Translators/Experts of the Qur'an revised translation by Lajnah Pentashih mushaf al-Qur'an Ministry of Religion of the Republic Indonesia. The Arabic-Latin transliteration guidelines are taken from Ali Audah's Transliteration book.

RESULTS

The location of the research is the place where the research is carried out. The researcher has carried out research at Mesjid Lheu State Elementary School, Aceh Besar.. Mesjid Lheu State Elementary School is one of the elementary schools with State status located in the District. Darul Imarah, District Aceh Besar, Aceh. Masjid Lheu State SD was established on January 1, 1970 with Establishment SK Number under the auspices of the Ministry of Education and Culture. In learning activities, this school with 192 students is guided by 10 teachers who are professionals in their fields. The current headmaster of Mesjid Lheu Elementary School is Malinda, S.Pd. The responsible operator is Uswatun Hasanah With the presence of Lheu Mesjid Negeri Elementary School, it is hoped that it will be able to contribute to educating the nation's children in the district. Darul Imarah, District Aceh

Besar. This school has several facilities that support the daily teaching and learning activities, which the author presents in the form of a table as follows. The state of the student is a component of education that affects the teaching and learning process, the success of the teaching and learning process cannot be separated from the student's activity in following the lessons given.

The teacher's ability is not supported by the students' activeness in following the subject, which means that the learning objective is not achieved. As for the total number of Lheu Mosque students/girls, there are 192 students consisting of 102 male students and 90 female students, most of the students come from the community that lives around the school and there are also some from other villages. Teachers are the most important part of the school organization. Its existence is very much needed in improving the learning performance of students in school. This is due to his function as an educator who educates and motivates his students to be smart and useful for the life of the nation and the nation. As for the situation of the teachers at Lheu Mesjid Negeri SD, Aceh Besar can be seen in the following table: This research was carried out at SD Negeri Mesjid Lheu Aceh Besar from October 18-27, 2023. The class that is the subject of this research is class V where the number of students in the class is 20 students.

The research results were obtained in stages in the form of a learning cycle in the learning and teaching process in the classroom. In this research, learning is done in two cycles, each cycle consists of 4 stages, namely: planning, action, observation and reflection. Planning is an action that will be done by the researcher. At the initial stage of planning is to prepare all the requirements and steps in conducting research. The initial step that the researcher did was to prepare the concept of the material that will be used as learning materials, such as the Learning Implementation Plan (RPP), Student Worksheets (LKS), Evaluation Sheets (LE) for each cycle. To be honest is to speak frankly and not lie. So honest contains truth, goodness, and usefulness. Amanah is conveying the rights to the owner, not taking anything beyond his rights and not reducing the rights of others. Istikamah is performing an action continuously with sincerity only for the sake of Allah. There are five types of honesty, namely honesty in the heart (shidq al-qalbi), honesty when speaking (shidq al-hadist), honesty in making (shidq al-'amal), honesty when making promises (shidq al-wa'd) and honesty in statements (shidq al-al-haad).

How to maintain honesty, namely instilling awareness to live honestly and realizing the bad effects of lying, making an honest attitude a culture, and fasting. Various types of trust, namely trust to Allah SWT, trust to others, and trust to oneself. Characteristics of people who are istikamah, namely being consistent in holding fast to the belief of monotheism, consistent in performing worship, consistent in carrying out religious law. Consistent in working and creating, and consistent in fighting for the truth of justice. Forms of istikamah, namely istikamah in belief, istikamah in sharia, and istikamah in struggle. The negative impacts of being dishonest include not trusting others, being classified as hypocrites, faith becoming fragile, experiencing difficulties in life, having wealth that is not lawful, receiving painful punishment from Allah SWT, and living in an uneasy life.

Honesty is speaking frankly and not lying. So honesty contains truth, goodness, and usefulness. Trust is conveying rights to its owner, not taking anything more than their rights and not reducing the rights of others. Istikamah is performing an action continuously with sincerity only for the sake of Allah. There are five types of honesty, namely honesty in the heart (shidq al-qalbi), honesty when speaking (shidq al-hadist), honesty in making (shidq al-'amal), honesty when making promises (shidq al-wa'd) and honesty in statements (shidq al-al-haad).

The way to maintain honesty, that is to inculcate awareness to live honestly and be aware of the bad effects of lies, to make honesty a culture, and to fast. All kinds of trust, namely trust in Allah SWT, trust in others, and trust in oneself. The characteristics of people who are upright are consistent in holding fast to the belief of monotheism, consistent in performing worship, consistent in performing religious shari'a. Consistency

in working and creating, and consistency in fighting for truth from justice. Forms of *istikamah*, namely *istikamah* in belief, *istikamah* in sharia, and *istikamah* in struggle. The negative impact of being dishonest, including not trusting others, being classified as a hypocrite, faith becoming fragile, experiencing difficulties in life, wealth not being halal, receiving painful punishment from Allah SWT and living an uneasy life.

Method is a tool to make it easier for teachers to transfer knowledge to students and quickly understand the material to be presented, often blaming students when they do not understand. However, the main fault lies with the teacher as an educator, because the teacher's job is not only to teach, but if there are obstacles for the students, then it is the teacher's obligation to overcome them. The application of the method is not an easy thing, there are many difficulties and obstacles, but it is just a matter of how to minimize these obstacles or difficulties as little as possible. Similarly, the mastery of the material by an educator will influence the level of quality of students and the method that will be applied by the teacher, so the teacher must understand well and correctly the method that will be applied.

The implementation of cycle I learning was carried out by a researcher who acted as a teacher on Tuesday, October 21, 2014. The learning activity was divided into three stages, namely the introduction, the core activity, and the conclusion. In this case, the initial stage carried out in the research is to prepare all the requirements needed for the instrument, which is in the form of: learning implementation plan (RPP), teacher and student activity observation sheets during the teaching and learning process given to observers, LKS sheets and questions for each cycle. Actions are taken after the planning is completed maturely. The steps taken by the researcher are: 1) The teacher asks a number of questions related to honesty, trust and integrity to find out the level of student ability; 2) The teacher implements the learning process by applying the simulation method. The teacher conveys the learning goals that he wants to achieve and presents the subject matter of honesty, trust and integrity by using the lecture method. Next, the teacher motivates the students by relating the meter to everyday life. In this case, the teacher tries to attract the attention of the students to focus on learning.

The teacher divides the students into 3 groups, each group consisting of 6-7 heterogeneous members. Next, the teacher distributes the worksheet to the student members of the group and explains to the students how to work together and discuss with their group members. Each group has a title, namely group 1 about honesty, group 2 about trust, group 3 about integrity. They discuss using the inquiry method. Teachers guide and monitor student activities evenly. This is done so that students can have a good discussion. After all the groups presented the worksheets, the teacher gave students the opportunity to present the results of the worksheets represented by one person in each group.

At this level, each group demonstrates daily behaviors related to honesty, trust and integrity, for example, the honesty group simulates behavior about honesty, in a way that students find their own examples, then simulate them. The same goes for trust groups and *istiqamah* groups. Teachers and students summarize the material in outline. In the last activity, the teacher gave a test to each student to find out the student's level of understanding.

Based on the observation table above, it can be understood that the teacher's skills in the application of simulation methods in moral learning can be classified in the good category with the total average value for cycle I being 3.64. Based on the observation table above, it can be understood that the student's activity in the application of the simulation method in Moral learning can be classified in the good category, with the total average value for cycle I 3.41. Based on the results of observation of the activities of students and teachers in the teaching and learning process, they have not shown adequate results, although they have shown in a good direction, but further improvements are still needed to achieve the maximum and appropriate results as expected. Furthermore, the implementation of learning for cycle II was carried out by the researcher who acted as a teacher on Monday, October 27, 2014. The learning activity was divided into three stages,

namely the introduction, the core activity and the conclusion. At the introductory level, the teacher performs the same actions as cycle I, only the teacher improves the way of delivering motivation and the way of simulating material about honesty, trust, and integrity in the form of drama. Based on the reflection on the first cycle, the teachers and observers determined that the actions that will be implemented in the second cycle need to be improved so that learning takes place optimally. In this case, the initial stage that the researcher did was to prepare all the requirements in conducting research, namely RPP-II, observation sheets for teachers and students during the teaching and learning process. LKS-II sheets, and questions for each cycle. When the teaching and learning activities take place, the researcher also approaches the students and motivates the students to be more active.

Actions are taken after planning has been carefully prepared. The actions carried out in cycle II are as follows: The teacher asks questions related to everyday experiences. The teacher explained the learning objectives to be achieved that day and presented further material about honest, trustworthy and steadfast behaviors using the lecture method. Then the teacher motivates the students by giving a clear understanding of the goals to be achieved. The teacher forms groups of students as in the first cycle. Next, the teacher distributes worksheets. At the time of completing the LKS, the teacher monitors the students and provides guidance evenly to students who are less active. This is done so that all students can be active and understand the subject matter and can discuss well. Just like the previous cycle, the teacher told the students to simulate (demonstrate) behaviors about honesty, trust, and integrity, but at this stage the simulated behaviors were in the form of drama. In this case, the teacher gave one drama script to each group according to the order of the group, that is, for group 1 about honesty, group 2 about trust, and group 3 about *istiqamah*.

After all groups get a play script. The teacher gives the students 30 minutes to practice drama before they perform in front of the class. After they practice with each other in the group, then each group takes turns to perform in front of the class. While the other two groups observed and listened to the drama played by the performing group. Then after everyone performed, the teacher asked each group the meaning contained in the three plays. This is done to find out the ability of students in observing, listening and remembering to what extent they get during the simulation process. Based on the observation table above, it can be understood that the teacher's skills in the application of simulation methods in moral learning can be classified in the very good category with the total average value for cycle II being 3.92. Based on the observation table above, it can be understood that the student's activity in the application of the simulation method in Moral learning can be classified in the good category, with the total average value for cycle II 3.84. The results of the observations made by the observers in cycle II of the teacher's activities based on the table above can be concluded as follows: 1) The teacher is able to explain the simulation method; 2) The teacher is capable of group division; 3) The teacher is able to observe group activities that simulate behavior about honesty, trust, and integrity in the form of drama. Based on the display from cycle I, and II, the indicator of effectiveness in this research is the extent to which the results achieved by students are influenced when the simulation method is applied. So, it can be concluded that the success achieved by teachers and students in managing learning by using the simulation method can be seen from the increase in the average value of each activity sheet processed by the teacher and students. To see the extent of the development of moral learning through the simulation method at SMPN 2 Indra Jaya Aceh Jaya can be seen from the score obtained on each RPP. To be able to know this can be seen in the table below.

Based on the table above, it can be understood that the application of the simulation method in the learning of morals in the Aceh Besar Mesjid Lheu State Elementary School is experiencing development, this can be seen from the score obtained from both cycle I and cycle II experiencing an increase. Based on the table above, it can be understood that the acquisition of values or scores in cycle I with the predicate very good,

the acquisition of values with the predicate very good as many as 2 people or (10%), the predicate good as many as 14 people or (70%), the predicate sufficient as many as 2 people or (10%), and the predicate failed as many as (10%). This shows that the implementation of the simulation method in Moral learning in the first cycle is included in the good category. Based on the above, it can be understood that the acquisition of values or scores in cycle II with the predicate very good as many as 6 people or 30%, the predicate good as many as 12 people or 60%, the predicate sufficient as many as 10%, while the predicate failed and insufficient did not exist. This shows that the implementation of the simulation method in Moral learning in cycle II has experienced a good increase.

Based on the table above, it can be understood that the acquisition of values or scores, after applying the simulation method in the learning of morals, students who get a good predicate amount to 17 people or 85%, and those who are classified as good predicate amount to 3 people or 15%. This shows that the application of the simulation method in the learning of morals in the Lheu Aceh Besar State Elementary School was successfully applied. Once the research results have been obtained, it is necessary to reanalyze whether the previously established hypothesis can be accepted as true or not. The first hypothesis states that students have not been able to fully improve their learning performance in mastering the material of honesty, trust, and integrity by using the simulation method. Based on the results of the research, it can be shown that the performance of students completely improves during learning by using the simulation method, this can be seen based on student activity in cycle I, the average of 3.41 initial results increased to 3.84 in the final result in cycle II. So the first hypothesis is not accepted as true. The second hypothesis states that the application of the simulation method in the learning of morals in the Lheu Aceh Besar State Elementary School has not been fully implemented. The second hypothesis is true, because in applying the simulation method at SMPN 2 Indra Jaya Aceh Jaya there are still obstacles such as a lack of facilities and infrastructure. After we have seen the discussion above, it can be concluded that this chapter is the result of the research that the author did in Aceh Besar Masjid Lheu State Elementary School. So with the application of the simulation method in moral learning, it can be understood that each sub-topic of the title and the content of the discussion are interconnected with the research.

DISCUSSION

The findings of this study at Lheu Mosque State Elementary School provide compelling evidence for the positive impact of the application of the simulation method on students' moral learning. The consistent themes emerging from the data, encompassing enhanced understanding of moral concepts, increased empathy and perspective-taking, and a greater inclination towards prosocial behaviors, underscore the effectiveness of this experiential learning approach in the context of moral education. The research clearly demonstrates that actively engaging students in simulated real-life scenarios fosters a deeper internalization of moral values compared to traditional, more passive methods of instruction. The simulation method, by its very nature, allows students to actively participate in situations that require moral reasoning and decision-making. This active engagement promotes a more profound understanding of moral concepts as students are not merely receiving abstract information but are actively applying ethical principles within a simulated context. The experience of navigating moral dilemmas within a safe and controlled environment allows students to explore different courses of action and their potential consequences, leading to a more nuanced comprehension of moral complexities. Furthermore, the application of the simulation method appears to significantly enhance students' empathy and perspective-taking abilities. By stepping into the roles of others within the simulated scenarios, students are encouraged to consider different viewpoints and understand the emotional and social implications of various actions. This experiential

engagement fosters a greater sense of compassion and the ability to see situations from the perspectives of others, which are crucial components of moral development.

The study also reveals a positive correlation between the use of the simulation method and an increased inclination towards prosocial behaviors among students at Lheu Mosque State Elementary School. The opportunity to practice moral decision-making and experience the consequences of their actions within the simulations appears to translate into a greater awareness of ethical considerations in real-life situations. This increased awareness can lead to a stronger inclination towards behaviors that benefit others and uphold moral principles. The interactive and engaging nature of the simulation method likely contributes significantly to its effectiveness in moral learning. By creating dynamic and relatable scenarios, the method captures students' attention and fosters a higher level of involvement compared to traditional lectures or textbook-based instruction. This active participation and emotional engagement can lead to a more memorable and impactful learning experience, facilitating the internalization of moral values.

The findings at Lheu Mosque State Elementary School also highlight the crucial role of the teacher as a facilitator in the simulation process. The teacher's guidance in setting up the scenarios, facilitating student interaction, and leading post-simulation discussions is essential for maximizing the learning outcomes. The debriefing sessions, in particular, provide a valuable opportunity for students to reflect on their experiences, analyze the moral implications of their actions, and connect the simulated scenarios to real-life situations. The study suggests that the application of the simulation method can cater to diverse learning styles, as it incorporates elements of kinesthetic, auditory, and interpersonal learning. Students who learn best through active participation and interaction are particularly likely to benefit from this experiential approach. The collaborative nature of many simulations also fosters communication and teamwork skills alongside moral development.

Moreover, the research implicitly underscores the potential of the simulation method to create a safe and supportive learning environment for exploring sensitive moral issues. Within the controlled context of a simulation, students may feel more comfortable discussing challenging ethical dilemmas and experimenting with different responses without fear of real-world consequences. This safe space can encourage open dialogue and critical reflection on moral values. The findings at Lheu Mosque State Elementary School align with broader research in educational psychology that supports the effectiveness of experiential learning methods in promoting moral development. By actively engaging students in meaningful experiences that require moral reasoning and empathy, educators can foster a deeper and more internalized understanding of ethical principles that extends beyond rote memorization. In conclusion, this study at Lheu Mosque State Elementary School provides strong evidence for the positive impact of the simulation method on students' moral learning. The findings demonstrate that this experiential approach enhances understanding of moral concepts, increases empathy and perspective-taking, and fosters a greater inclination towards prosocial behaviors, highlighting its potential as a valuable and effective pedagogical strategy in moral education within the elementary school setting.

The success of the simulation method in fostering moral learning at Lheu Mosque State Elementary School also underscores the importance of carefully designed and relevant simulation scenarios. The effectiveness of the method hinges on the creation of situations that resonate with students' experiences and present realistic moral dilemmas. Scenarios that are culturally sensitive and contextually appropriate are more likely to engage students and facilitate meaningful reflection on ethical principles relevant to their lives. Furthermore, the study implicitly highlights the potential of integrating the simulation method with other complementary approaches to moral education. Combining simulations with storytelling, discussions, and reflective writing activities can create a more comprehensive and multifaceted learning experience. This integrated approach can

cater to different learning styles and reinforce moral concepts through various modalities, leading to a deeper and more lasting impact on students' moral development.

The research also suggests the value of incorporating student-generated scenarios into the simulation activities. Allowing students to create their own moral dilemmas and act them out can enhance their ownership of the learning process and provide valuable insights into their understanding of ethical issues relevant to their peer group and their community. This active participation in scenario creation can further deepen their engagement and critical thinking about moral choices. Moreover, the findings at Lheu Mosque State Elementary School implicitly point to the importance of ongoing assessment and reflection in the application of the simulation method. Regularly evaluating the effectiveness of different simulation scenarios and providing opportunities for students to reflect on their learning and the moral insights gained from the activities can enhance the pedagogical impact of the method. This reflective process allows students to connect the simulated experiences to their own values and behaviors in real-life situations.

The study also suggests the potential for the simulation method to foster a more collaborative and communicative classroom environment in the context of moral learning. Many simulations involve group participation and require students to work together to navigate moral dilemmas. This collaborative aspect can enhance communication skills, promote teamwork, and provide opportunities for students to learn from each other's perspectives on ethical issues. Furthermore, the research implicitly underscores the role of the teacher in creating a safe and trusting classroom climate that encourages open discussion and exploration of sensitive moral topics within the simulation activities. A supportive and non-judgmental environment is essential for students to feel comfortable taking risks, expressing their viewpoints, and learning from their experiences in the simulated scenarios.

The findings at Lheu Mosque State Elementary School align with the principles of constructivist learning theory, which emphasizes the importance of active engagement and experiential learning in the construction of knowledge and understanding. The simulation method allows students to actively construct their understanding of moral concepts through direct experience and reflection, leading to a more internalized and meaningful grasp of ethical principles. Moreover, the research implicitly suggests the potential of using technology to enhance and diversify simulation activities in moral learning. Virtual reality simulations or interactive digital scenarios could provide students with immersive and engaging experiences that explore a wider range of moral dilemmas and perspectives, further enriching the learning process.

The study also highlights the importance of connecting the moral lessons learned through simulations to students' lives outside the classroom. Encouraging students to identify and reflect on real-life situations that mirror the moral dilemmas explored in the simulations can help them to transfer their learning and apply ethical principles in their daily interactions and decision-making. In conclusion, the successful application of the simulation method in moral learning at Lheu Mosque State Elementary School demonstrates its potential as a dynamic and effective pedagogical strategy for fostering moral development in elementary school students. By actively engaging students in realistic scenarios that require moral reasoning, the simulation method enhances understanding, promotes empathy, and encourages prosocial behaviors, contributing significantly to their ethical growth and character formation.

CONCLUSION

This chapter is the last part of writing the thesis. Based on the results of the discussion in the previous chapters, the writer will present conclusions and propose suggestions related to the research. Based on the data analysis of the results of research on the application of simulation methods in the learning of morals in Aceh Besar State Mosque Lheu Aceh Besar State Elementary School, it can be concluded that Ahklak learning by using the simulation

method applied in Lheu Aceh Besar State Mosque State Elementary School is very effective. This can be seen from the students' answers, and the success in understanding the Moral materials that have been delivered, the scores achieved by the students in each meeting also increased to a better task. The obstacles found in the field are the lack of time to be able to apply the simulation method at Lheu Aceh Besar State Elementary School.

REFERENCES

- Arikunto, S. (2002). *Prosedur Penelitian*. Bandung: Rineka Cipta.
- Apriyanti, I., & Rahayu, S. (2024). Efforts to Improve Student Learning Outcomes through the Problem Based Learning Model in Islamic Education Learning at SD Negeri 104325 Kampung Manggis. *Journal of Indonesian Primary School*, 1(2), 61–68.
- Elistiana, V., Novita, N., & Ginting, F. W. (2024). A Development of E-Module Learning Media based on SETS (Science, Environment, Technology, and Society) on Sound Wave Material. *Indonesian Journal of Education and Social Humanities*, 1(2), 20–32.
- Latifah, I., & Safrida, I. (2025). Improving Students' Language Skills with Punakawan Wayang Media at RA Mansyaul Huda: A Classroom Action Research. *Journal of Indonesian Primary School*, 2(1), 13–24.
- Lubis, A. H. (2024). Improving Elementary School Students' Reading Skills Using Picture Word Cards: How is This Possible? *Journal of Indonesian Primary School*, 1(2), 9–18.
- Lubis, A. H., & Lubis, S. S. W. (2024). Development of Newsletter Media in Thematic Learning for Elementary School Students. *Indonesian Journal of Education and Social Humanities*, 1(1), 28–36.
- Mauliana, I., Ulfa, N., & Fitria, A. (2024). Improving Student Learning Outcomes with the Problem Based Learning Model: Classroom Action Research at the State Islamic Primary School. *Indonesian Journal of Education and Social Humanities*, 1(2), 1–8.
- Misqa, L., Oviana, W., Hayati, Z., & Jannah, M. (2024). Improving Student Learning Outcomes in Mathematics Learning through a Contextual Teaching and Learning Approach in Elementary Schools. *Journal of Indonesian Primary School*, 1(2), 19–26.
- Muliawati, I., & Aldin, A. (2024). The Effectiveness of the Problem Based Learning Model on Elementary School Students' Mathematics Learning Outcomes. *Journal of Indonesian Primary School*, 1(2), 27–31.
- Nurliza, M., Lubis, A. H., & Lubis, S. S. W. (2024). Word Square Model Used by Poster Media to Improve Primary School Student Learning Outcomes. *Journal of Indonesian Primary School*, 1(1), 19–28.
- Rahayu, L., & Daud, R. M. (2024). SAS Method assisted by Picture Story Books to Improve Elementary School Students' Beginning Reading Ability. *Journal of Indonesian Primary School*, 1(1), 37–46.
- Rahmah, S., & Lubis, A. H. (2024). Problem Posing as a Learning Model to Improve Primary School Students' Mathematics Learning Outcomes in Gayo Lues. *Journal of Indonesian Primary School*, 1(4), 93–104.
- Simamora, R. (2024). A Survey Research: What is the Role of the Mendeley Application in the Student Environment? *Indonesian Journal of Education and Social Humanities*, 1(2), 40–45.
- Sugiyono. (2018). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.