



The Effect of Story-Based Learning Media on the Formation of Honest Character in Children at SDN Geredug 1

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DOI:

<https://doi.org/10.47134/paud.v3i2.2343>

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Received: 22-12-2025

Accepted: 22-01-2026

Published: 22-02-2026



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Abstract: This study aimed to evaluate the effectiveness of storybased learning tools in promoting positive character development among elementary school students. Honesty is a crucial component that molds human character. This study uses a qualitative descriptive methodology to describe the process of establishing the character value of honesty. The study's subjects were eighteen first-graders from Geredug 1 Public Elementary School in Bojong District, Pandeglang Regency. Data was gathered during the learning process through observation, interviews, and documentation. Stories were the main means of teaching the principle of honesty since they may simultaneously effect students' cognitive, emotive, and psychomotor abilities. The findings demonstrated that telling stories to kids can improve their comprehension and knowledge of the need of honesty. Pupils were more inclined to speak truthfully, own up to their mistakes, and exhibit consistent behavior in both words and deeds. As a result, stories can be utilized as an educational substitute to enhance character education in primary schools, especially when it comes to teaching kids the need of honesty at a young age.

Keywords: Children's Stories, Honest Character, Learning Media

Introduction

The Character education has a significant role in forming pupils' personalities at a young age. Character education's primary goal is to mold people into morally upright, responsible, and pleasant people (Yudha & Firmansyah, 2024). Since honesty is the cornerstone of moral behavior and fosters trust at home, at school, and in the family, it is one of the primary character traits that must be ingrained from a young age. Students' interests, attitudes, learning motivation, learning styles, cognitive capacities, and past knowledge are all included in their characteristics. Students, also known as learners, are people who are impacted by a teacher or group of teachers during the learning process (Sihombing, Norin, Dian, Simbolon, & Dianita, 2024).

These characteristics include physical, emotional, intellectual, social, and moral aspects that influence how we learn and interact in an educational environment. Students have varying levels of physical strength and health, which affect their ability to concentrate. At the emotional level, students may have varying degrees of motivation, self-confidence,

or anxiety, which influence their engagement in the learning process (Sihombing et al., 2024).

However, empirical data indicates that elementary school students still frequently engage in unethical activity, such as lying, cheating, or hiding errors. This problem demonstrates how crucial it is to instill honesty in kids at a young age (Yu et al., 2025). Through engaging and enjoyable activities, teachers play a crucial role in imparting the virtue of honesty (Septiwiharti & Putra, 2024). One good method of instilling these principles is through story-based learning materials. Because stories use themes, characters, and conflicts that frequently arise in children's lives, they have the ability to impart moral lessons (Unar, Hussain, Tunio, & Lobo, 2024). Children who read stories are able to emotionally experience and imitate the actions of the characters in addition to gaining a cognitive understanding of what honesty is (Wicaksono & B, 2022).

To be honest is to acknowledge, state, or provide accurate information. Since honesty breeds goodwill and leads to heaven, the Prophet Muhammad has constantly urged Muslims to speak truthfully and perform good deeds. Truth and honesty are inextricably linked, and an honest person will always behave honestly (Syaroh & Lubis, 2023). God Almighty created humans, who are intellectual, spiritual, and physical beings. People's behavior and character are reflections of their human ideals. Religious standards, laws, manners, conventions, etiquette, and community culture all influence personality values. Because a person's personality is reflected in their behavioral values, character and personality are closely related (Fratama et al, 2025).

It is anticipated that this study would theoretically advance the field of character education and educational media for young children (Buchori & Setyawati, 2015). This study demonstrates that moral qualities, particularly honesty, can be effectively instilled through story-based media (Aziz, Napitupulu, & Siregar, 2025). Additionally, it is intended that using story-based learning materials can boost students' motivation to learn, cultivate an honest mindset, and inspire them to emulate positive conduct. Moral education is defined as a form of education that aims to promote students' moral development and character formation (Birhan, Shiferaw, Amsalu, & Tamiru, 2021).

A person's mindset, disposition, and actions are all part of their character, which is a component of personality. According to (Zubaedi, 2017), character is the outcome of an individual's constructive growth and is made up of ethical, social, emotional, and intellectual components. People who aspire to do good deeds and adhere to social, religious, and cultural norms are considered to have excellent character. The inculcation of character building is considered to be the most effective in early ages and children because it is believed that whatever the children are in the future has a significant link with the characters embedded in them (Adriyanti, 2021).

A person's character is shaped and formed by both contextual factors and innate potential (heredity), according to (Maksudin, 2013). Positive character development is fostered by a positive environment, but it can be hampered or even destroyed by a negative one. A person's identity is reflected in their character, which includes their inner traits,

thought processes, and actions in social, national, and state contexts (Hartutik, Aim Abdulkarim, 2025).

In essence, character education seeks to mold personality by moral growth that manifests in day-to-day conduct. According to (Lickona, T., Schaps, E., & Lewis, 2003) education has two primary goals: to make people kind (kind) and intelligent (smart). As a result, character education is crucial to creating people who are morally upright as well as intellectually gifted. In order to develop individuals with well-rounded personalities and high integrity, character education must be implemented at home and in the social environment. Therefore, this study will focus on examining the effect of story-based learning media on the development of honesty in children at SDN Geredug 1.

Methodology

The process and outcomes of employing storytelling media to instill the principle of honesty in elementary school kids were thoroughly described in this study using a qualitative descriptive method. Because a qualitative technique can fully characterize students' reactions, attitudes, and behavioral changes following the usage of story media during learning, it was selected (Lim, 2025).

The purpose of this study was to ascertain the significance of student interactions and conduct during the learning process. The study's subjects were eighteen first-grade elementary school pupils. Subjects were chosen using purposeful sampling based on student attributes pertinent to the study's goals (Widodo, 2021). These included cognitive level, family background, and communication skills. This study was conducted at SD Negeri Geredug 1, located in Bojong Subdistrict, Geredug Village, Pandeglang Regency.

The data collection methods consisted of observation, interviews, and documentation. Observations were conducted directly in daily learning activities to determine how the use of story media could influence students' honest behavior. Interviews were conducted with classroom teachers, parents, and several students to obtain further information about the factors that supported and hindered the formation of honest character (Fiyul, 2025).

The data obtained was then analyzed and which consists of three stages: data reduction, data presentation, and conclusion drawing. Until a thorough grasp of the patterns of children's honest character development through narrative media was attained, the analytical process was repeated. In order to guarantee that the research findings were scientifically reliable, data validity was preserved using source and method triangulation procedures (Ardiansyah, Risnita, & Jailani, 2023).

Result and Discussion

In Many aspects of people's life have altered in the current globalization era, including the attitudes and actions of the younger generation (Mialiawati, 2020). Modern communities frequently embrace foreign cultures, which frequently run counter to Indonesian culture's core values. As a result, education is important. Strategically imparting national cultural values to students in order to help them form personalities based on their

own local knowledge. (Suprima, Parhan, Nurjanah, Ihsan, Solehudin, & Chrismawan, 2023) asserts that fostering noble national ideals in schools is crucial for developing cultural character in pupils.

The Indonesian people's current moral condition is generally highly unsettling. The younger generation's identity problem has caused morality to deteriorate and aberrant behavior to rise, even to the point of criminal activity. The character issue demonstrates the need for comprehensive and ongoing character education in schools. Everyone involved in the educational process must be involved in the contextual and thorough implementation of character education. To put it another way, an honest person is one who acts honestly in addition to speaking the truth. One of the key elements of character education is honesty (Fathoni, Sulaeman, Amiroh, Azizah, & Styawati, 2024).

The definition of honesty is behavior that stems from an attempt to become a person of integrity. Someone who is reliable in both words and actions. The Arabic word for honesty is *ṣidiq*, which translates to "truthful." This involves acting in a way that is inconsistent with reality as well as stating or acting in a way that is inconsistent with reality. Children's character is greatly influenced by their parents. The moral and spiritual growth of children is the responsibility of their parents. Youngsters will mimic their parents. Children are more likely to be decent if their parents are good, and vice versa. The right one, however, is not only the responsibility of parents (Fathoni et al., 2024).

This case study looks at how first-graders in public primary schools are taught character. Fostering children's moral development; the society and surrounding environment also have an obligation. Children are taught Geredug 1 norms and values by their social surroundings. This study clarify their functions as directors, counselors, learning managers, learning designers, and assessors in the process of molding students' personalities (Wiyani, 2024).

Based on the results of observation and data analysis, it was found that teachers had successfully instilled character values in students quite effectively. Teachers tried to integrate character values, especially honesty, into their learning activities in each learning process. The study's findings show that teachers at SDN Geredug 1 employ a fun, interactive, and contextual character-based learning strategy. Moral qualities like discipline, accountability, and honesty are instilled through habituation, role modeling, and the use of interesting learning materials. There is proof that youngsters can develop moral values through stories or fairy tales. Because they can foster empathy, compassion, and a desire to do good, stories are not only entertaining but also educational (Larasati, 2024).

Telling stories or fairy tales to young children is incredibly beneficial. In addition to improving children's right brain and emotional intelligence, this activity fortifies the emotional connection between kids and their parents. Children can learn about a variety of life lessons through stories. Identifying what is right and wrong and imitating just and responsible people. In light of the difficulties of the digital age, which is full of detrimental consequences, fairy tales have emerged as a successful means of instilling moral principles from a young age (Chaira Salsabila, 2025).

National values like religiosity, honesty, tolerance, discipline, hard work, creativity, independence, curiosity, and love for the country, appreciation of accomplishment, friendship, reading habits, environmental care, social responsibility, and social awareness are generally the goals of character education. Through character education, it is intended that students would be able to incorporate these values into their everyday life. Students are expected to have strong personalities and high morals in addition to cognitive intelligence if schools practice effective character education. In 2045, Indonesia's Golden Generation will be built on these enduring qualities. This generation will uphold the nation's high ideals while being kind, truthful, and prepared to take on global issues (Harahap, 2025).

Conclusion

This study found that instilling character values in students is very important in today's educational environment, especially given the moral and behavioral crisis experienced by society. To instill noble qualities derived from religious teachings, culture, Pancasila, and prevailing social norms, character education needs to be strengthened. Through character education, it is hoped that students can act, think, and behave appropriately in social, family, and educational contexts. In addition to increasing intelligence, character education helps students become more empathetic, sensitive, and morally responsible towards themselves and others. The findings also show that teaching the concept of honesty to elementary school students through stories is very important. Moral principles can be presented in a fun and easy-to-understand way, which influences children's emotions through stories. This can also be a topic for further research.

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