

Stimulation of the Development of Moral and Social Aspects in Efforts to Improve the Mental Health of School-Age Children

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Abstract

The stages of psychosocial development of school-age children are in the industrial phase, namely the ability to produce work, interact and achieve in learning. If school children are unable to achieve their development optimally, then school children will experience low self-esteem. Stimulation of moral and social development of school-age children is an important aspect in supporting psychosocial growth because it can affect social abilities in the future. Without proper stimulation, children can experience obstacles in development that can cause problems such as low self-esteem and lack of self-confidence. The purpose of this service is to stimulate the development of moral and social aspects of school-aged children. The method used in this service activity is to carry out stimulation on 30 school-aged children by providing stimulation on the moral and social development aspects of school-aged children. The results of this service activity show that there is an increase in the moral aspect by 2.7% and the social aspect by 11.9% in school-aged children. Therefore, stimulation of the development of this aspect is recommended as a health promotion to improve the development of moral and social aspects of school-age children in the mental health service setting in the community.

Keywords: Moral, School Age Children, Social, Stimulation

A. INTRODUCTION

Moral and social education should start early, because childhood is a critical period for character development. The moral aspect includes values such as honesty, responsibility, and empathy, while the social aspect involves the ability to interact with others positively (Anisah et al., 2021). The instillation of these values is expected to form individuals who are not only academically intelligent but also have integrity and good social skills. Moral education is defined as the process of teaching good values that aims to form noble character in children. Moral education includes honesty, responsibility, and empathy. This aspect of education involves the child's ability to interact positively with the surrounding environment such as the skills of working together and communicating well (Nurhaliza, 2023).

Stimulation of the development of moral and social aspects in early childhood must be carried out comprehensively through religious education, educational games, and habits in everyday life. The active role of teachers and support from the social environment are also very important to shape good children's character. With the right approach, children can grow into individuals who are moral, civilized, and able to interact well in society. Morals and social are fundamental aspects in the development of school-age children that are significant for mental health. However, many children still experience challenges in developing balanced morals and social, which can have negative implications for children's

mental health. Research has found that around 67% of school-age children experience bullying and 58.8% experience suicide attempts (Riry, 2018).

Community service in the field of stimulating children's moral and social development is very important to create a generation that is not only academically intelligent but also has good character. Through integrated education between family, school, and community, as well as effective stimulation methods, it is hoped that children can grow into individuals who are able to adapt well to their social environment. The family, school and community environments have a crucial role in instilling moral values. The family is the first place where children learn about good and bad behavior through daily care. In schools, formal education can strengthen these values through a curriculum that is integrated with character education (Fadilla, 2021).

To overcome the above problems, stimulation will be provided on the aspects of moral and social development in 30 school-age children. This activity is carried out as a form of community service activities aimed at increasing knowledge about the development of moral and social aspects of children towards the mental development of school-age groups in the Sri Meranti Village area by involving teachers and officers of the Umban Sari Health Center. Moral and social stimulation in school-age children not only improves mental health, but also helps them become more independent and well-mannered individuals, through this service it is hoped that more effective strategies can be developed in helping children develop balanced moral and social aspects so that they are ready to face future challenges with more optimism (Dini, 2020).

B. METHODS

Community service activities were carried out at State Elementary School 166, Pekanbaru City, Sri Meranti Village, involving teachers and mental health officers at the Umban Sari Health Center as a health institution responsible for the Sri Meranti Village area.

The activity is carried out by providing stimulation on the moral development aspects of school-age children which include obeying the rules, stimulation is carried out by explaining the rules known at home (study schedule, praying, eating and playing), at school (school hours, study hours, classroom rules and deadlines for completing assignments) and public places (queues, not making noise, following transportation rules, and throwing garbage in its place) discuss in groups and agree on its application in everyday life. The second moral aspect stimulation is good behavior, stimulation is carried out by conveying good behavior such as honesty, respect for others, helping others, respecting others which is

carried out in everyday life, discussing and agreeing on its application in everyday life, the third moral aspect stimulation is making peace is carried out by discussing incidents of wrong behavior by himself or others and practicing apologizing for his mistakes and forgiving for the mistakes of others so that peace is achieved and avoids feelings of revenge.

Stimulation of social aspects, namely social activities in the family of school-age children, conducting exercises on social activities that can be carried out by families, namely eating, studying, playing, worshiping, and creating together, exercises in groups sharing experiences of social activities in the family. Social activities at school are stimulated by practicing discussing social activities that can be carried out at school, namely group activities (sharing, helping each other, working together, overcoming conflicts and empathizing with each other), studying, playing, producing work, competing such as sports competitions, singing, cleanliness and tidiness of the class and learning to accept the results, whether winning or losing. Stimulation of social aspects of socialization activities in the community is carried out by discussing social activities that can be carried out in the community such as mutual cooperation, sharing with street children, visiting social service places such as orphanages, elderly homes. Stimulation of social aspects of carrying out social activities in public facilities by discussing social activities that can be carried out in public facilities such as shopping places, transportation, banks, pharmacies. Role-playing exercises, for example, when shopping in a crowd, when paying, following the queue in an orderly manner.

Before the stimulation, participants will be asked to fill out a questionnaire as *a pre-test* , after the stimulation, participants will be given a questionnaire again as *a post-test* . The questionnaire contains aspects of moral and social development of school-age children that show the achievement of mental development of school age children.

C. RESULTS

Table 1
Characteristics of School Age Children (n=30)

No	Variables	Amount	Percentage (%)
1	Age		
	09-12 years	30	100
2	Gender		
	Man	12	40
	Woman	18	60
3	Birth Order		
	The first child	12	40
	Second child	11	36.7
	The third child	7	23.3
4	Number of Siblings		
	0 people	1	3.3
	1 person	3	10
	2 persons	7	23.3
	3 people	11	36.7
	4 people	6	20
	5 people	2	6.7

All children aged 9-12 years, mostly girls as many as 18 people (60%) and as the first child as many as 12 people (40%) with the number of siblings 3 people (36.7%) . Children at this age begin to realize the difference between right and wrong. They learn to understand social norms and rules that govern their behavior. This process involves the development of a more complex moral awareness, where children not only obey the rules to avoid punishment, but also begin to consider the impact of actions on others (Anisah, 2021). Girls tend to be more honest than boys. This is due to the fear of the consequences of dishonesty, while boys are often more willing to take risks (Oktovia, 2022). Moral development is also influenced by the age of the child and gender differences in how they interact with the environment (Nurainiah, 2022) . Boys usually show more aggressive and competitive traits, while girls tend to be more sensitive and oriented towards interpersonal relationships (Siregar, 2021). The influence of birth order, first children often have higher leadership and independence traits compared to their siblings, children tend to take on the role of leader in groups, both at school and in other social interactions (Fauziyyah, 2018). Positive relationships between siblings can support healthy social development. Children who have warm and supportive relationships with their siblings tend to be better at adapting socially (Pitaloka, 2018).

Table 2
Moral Aspect Response Before and After Stimulation (n=30)

No	Sub Components	Pre n	Post n
Moral			
1	Knowing right and wrong , good and bad	30	30
2	Can follow the rules of parents, teachers, schools and social environment	30	30
3	Anger and hostility are reduced	26	30
4	Knowing the sense of justice	30	30
5	Keeping promises	30	30
Total		146	150
Stressor Assessment Composite		4.86	5
Percentage (%)		97.3	100

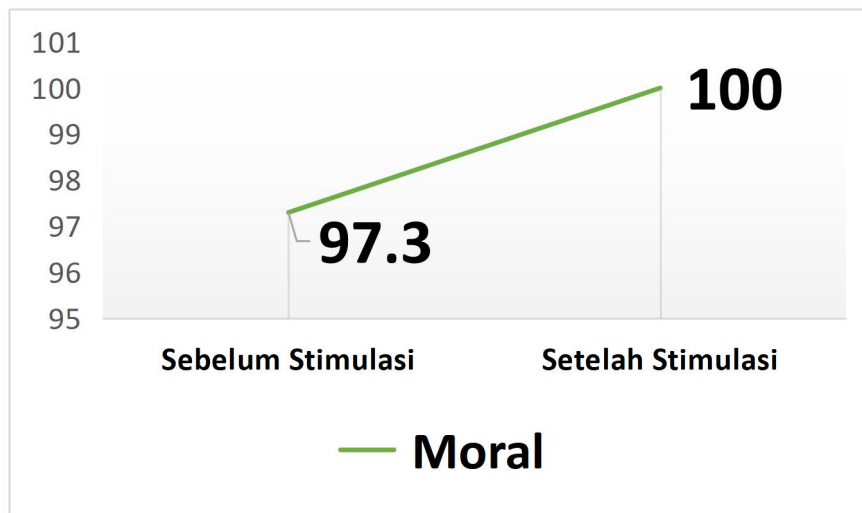


Photo 1. Moral Aspect

There was an increase in moral aspects by 2.7% in school-age children. School is a place where children learn to interact with peers, which greatly influences their social development. Children learn about cooperation, sharing and conflict resolution. Interaction with peers helps children develop empathy and tolerance for differences. The development of empathy is a key aspect in children's social and moral development. Children learn to understand the feelings of others (Hasanah, 2019).

Table 3

Assessment of Social Aspect Response Before and After Stimulation (n=30)

		Pre	Post
No Sub Components		n	n
Social			
1	Starting to experience conflict with siblings	18	25
2	Friendship becomes wider and more intimate	27	29
3	Forming new group bonds with peers	27	28
4	Able to adapt to other people	28	29
5	Able to collaborate with other people	29	30
6	Interested in activities of peers and form peer groups	24	29
7	Children prioritize friends over family	9	17
Total		162	187
Stressor Assessment Composite		5.4	6.2
Percentage (%)		77.14	89.04

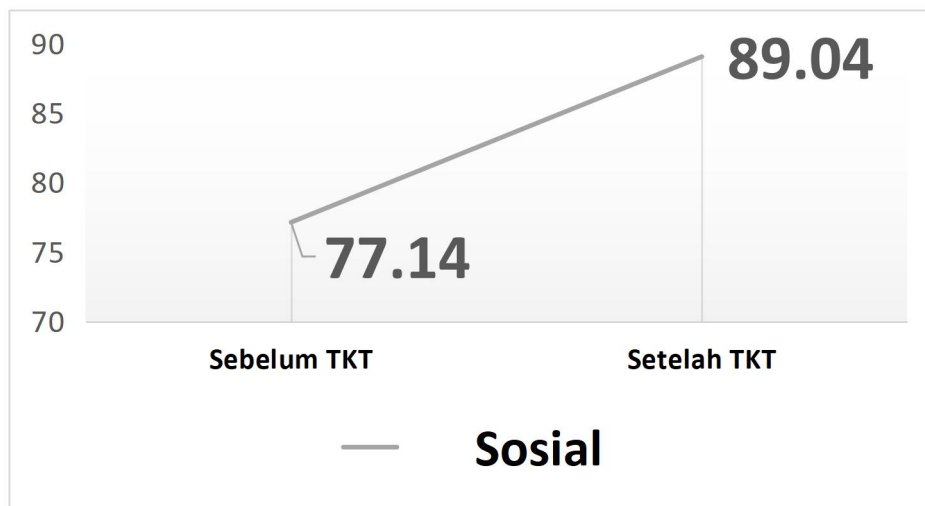


Photo 2. Social Level

There was an increase in social aspects by 11.9% in school-age children. Interaction with peers, teachers and the community is very important in shaping children's social behavior. Children learn social norms through direct experiences outside the home (Murni, 2017). Parents' attitudes and ways of educating also play a major role in the development of children's character. A supportive family will help children develop self-confidence and social skills (Pangaribuan, 2022)



Photo 3. Delivery of material on the development of moral and social aspects of school-age children



Photo 4. Participants fill out *the pre-test*



Photo 5. Participants and the Faculty Of Nursing, Universitas Riau Community Service Team take a photo together

D. CONCLUSION

The stimulation activities carried out went smoothly and achieved the expected results. There were 30 participants present. Participants were very enthusiastic about stimulating the development of moral and social aspects of school-age children and how to achieve this development. There was an increase in the ability to develop moral and social aspects of participants after being given stimulation training. The results of this community service are expected to have an impact on improving the mental health of school-age children. This activity can be followed up by the Umban Sari Health Center as a partner to be applied to other school-age children in the work area of the Umban Sari Health Center, Pekanbaru .

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