

The Characteristic of Moral Cognitive Development Stage of Primary School Student and The Implications for learning in Primary School

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Abstract— The purpose of this study is to perform analysis of the characteristic of cognitive development stage of Primary school students age 10 to 11 years. The characteristic of cognitive development of learners is the moral reasoning quality of learners or at which stage/moral cognitive level the learners are. This study is a descriptive study. It is said to be descriptive study as it seeks to describe the characteristic of moral cognitive development stage of the Primary school student. The sample of this study is students of Ketabang Surabaya Primary School at the fifth grade which amounted to 274 people from five elementary schools in Surabaya. Statistical analysis techniques of the research data that conducted are (1) average analysis, this analytical technique is used to obtain a description of student's moral cognitive development trend judging from the average value. (2) Percentage analysis to describe Percentage of score frequency of moral development test that emerged. The results of this study further be used as a reference for the development of learning models that emphasize the moral cognitive of learners in Primary school learning.

Keywords— Moral Cognitive, Primary School Student, Primary School Learning.

BACKGROUND

In general, cognitive is defined as intellectual potential consisting of stages: *knowledge, comprehension, application, analysis, synthesis, evaluation* (Sarbaini, 2012; Degeng, 1994). Cognitive means issues involving the ability to develop rational skills (reason). Cognitive theories emphasize how processes or efforts to optimize rational aspect capabilities possessed by others. Therefore, cognitive theory is different from behavioristic theory that emphasizes the aspect of behavioral ability as well as realized by the ability to respond to the stimulus that comes to him.

Children can actively build their own cognitive world (Piaget, 1896-1980 in Festinger, 1959). In Piaget's view, there are two processes underlying the development of the individual world, namely organizing and adapting (adaptation). Organizational trends can be described as the innate tendency of every organism to internalize its own processes into coherent systems. Adaptation can be described as the innate tendency of every organism to adapt to the environment and social circumstances (Suparno, 1997).

Whereas in Vygotsky's view (1896-1934 in.....) emphasizes how mental development processes such as memory, attention, and reasoning involve learning using the findings of society such as language, mathematical systems, and memory device. He also emphasizes how children assisted to develop with the guidance of people

who are already skilled in these areas. Likewise, with moral behavior. Moral behavior or someone morality can be influenced by moral knowledge, quantity, and quality of moral value knowledge.

Someone is said to be moral when they have a moral conscience which is mean that they can judge the good and the bad. A moral person, by it self, will appear in his judgement or moral reasoning and his good, proper, and ethical behavior (Budiningsih, 2008). It's mean that, there is a unity between reasoning and moral behavior. In other words, no matter how useful a moral behavior is to human values, but if the behavior is not based on moral reasoning, then it has not be said as moral behavior that contains moral values. According to Kohlberg (1971), a moral behavior is considered to have a moral value if the behavior is done consciously of its own will and derives from thought or autonomous moral reasoning.

The discovery of cognitive development pioneered by Piaget and Kohlberg shows that moral reasoning develops through some stage and every stage has shape, pattern, and identifiable organization. (Duska and Whelan, 1975). Kohlberg (1995) states that human moral cognitive development take place through restructuring or cognitive reorganization, which progresses gradually through pre-convention, convention and post convention stages. (Kohlberg, 1995; Tokan, 1999).

- a. **Post convention stages.** Child has no idea of rules or moral standards.
 - In "stage 1" the child does good deeds solely to avoid punishment.
 - At "stage 2" the child will adhere to anything as long as it satisfies his/her own needs or others.
- b. **Conventional Stages.** Children respect morality as a set of social rules and social expectations.
 - In "Stage 3" good deeds are deeds that make people happy and other agree on what they do.
 - In "stage 4" good deeds are done by performing obligations and respecting authority.
- c. **Post-Konventional Stages.** Conventional morality is formulated into deeper moral values.
 - At "Stage 5" one believes that by doing something right, broadly to support the general welfare.
 - In "Stage 6" the right action is to follow the universal principles of justice and respect others as others respect others, as others respect themselves.

According to Kohlberg (1995), each moral cognitive development is the product of a distinct cognitive structure, that is, the organization of the system of assumptions and rules about situation of moral conflict that give a situation of meaning to the assumption and the rules. Cognitive structure does not occur due to carriage but as the result of human interaction with the social environment. There are several principle or assumption that apply to the stage of moral cognitive development (Kohlberg, 1984) above, which are:

- a. The development of the stage is always the same and sequential.
- b. In the development of the stage, the subject can not understand the reasoning of the stage above it more than one stage.
- c. In the development of the stage, the subject is cognitively interested in the way of thinking one stage upon it self.
- d. In the development of the stage, the transition from stage to stage occurs when cognitive disequilibrium is created, that is when a person's cognitive outlook is incapable of compleeting a moral dilemma which he faces.

The moral cognitive function is to solve conflicts of personal claims with others. That such moral cognitive development is experienced by a person and every moral judgment made on something, including moral and social matters, is inseparable from the moral considerations on which his moral judgement orientation is based.

Because, the stage of development is a system of organized thinking that strengthens and simultaneously leads to certain moral decisions.

Factors affecting the Moral Cognitive Development Level

According to some expert, a person's moral cognitive development is influenced by various factors. Freud (in Downey, 1982) with his psychoanalytic theory, views moral as adaptations to cultural values through the process of internalization. Morality is gained by the development of "super ego" in one's person. This super ego is a mechanism that issued a rule that was formed, internalized according to the norms prevailing in society. Freud further states that the experience of a person at an early age (age 5 – 6) which is burried in the subconscious will affect his moral during his life.

Education in Primary School (SD) is the level of education that has a very important role in efforts to establish the quality of Indonesian (SDM). The vision of Primary education (Suyitno,2007) is to develop people who are faithful and devoted to God the one and unique, noble, healthy, knowledgeable, capable, creative, independent, and become citizen who responsible and democratic. Therefore, required model, learning strategies that support the achievement of vision and objectives of basic education.

METHOD

This study is descriptive study. It is said to be a descriptive study as it seeks to obtain information about the phenomena observed to day (Arikunto, 1989; Gay, 1985). This study aims to describe the characteristic the characteristic level of moral cognitive development of primary School students. Characteristics of cognitive development of learners is the moral reasoning quality of learners or at the stage of reasoning where learners reside.

The population of this study is the student of the fifth grade of both public and private primary school aged about 10 – 11 years. The population of this study was taken from five primary schools used as pilot project of the 2013 curriculum implementation. With a total sample of 274 people. Sample determination of the study is based on certain population (Isaac dan Michael, 1981) by knowing the number of study population, it can be determined the number of samples from the table with 95% confidence level. The sample of the study were two classes randomly selected in each school. The sampling technique using *simple random sampling*. It is said simple because the collection of sample members from population is done randomly because the population members are considered homogen.

Technique of data taking is by performing moral cognitive test. This test is taken from an interview guide developed by Kohlberg in the form of short stories

containing moral issues to solve. The purpose of this test is to reveal the respondent's reasoning about what action should be done if the respondent is in a situation such as the main character of the story. This answer is an indicator at the stage of moral cognitive development where (Kohlberg, 1984). This instrument has been used by Budiningsih (2001), Pratidarmanastiti (1991), Syarkawi (1994), Selly Tokan (1999). In this study, interview guide was developed into moral cognitive test with objective items. This is so that researchers can reach a large number of research subject.

This moral cognitive test is one type of non-test that used to reveal the tendency of a person to make a certain response to the world around either in the form of individuals or certain objects. Cronbach (1984) states that "a test is a systematic procedure for observing behavior and describing it with the aid of numerical scales or fixed category". This means the test as a

systematic procedure for observing and describing the behavior with the help of numerical scalling or classification.

The instrument of moral cognitive test which is developed contains the questions along with the choice of answers concerning respondent's attitudes, action, feelings or perceptions related to the dilemmas presented. The options given have a storied sequenced in accordance with the indicators in the stage of moral cognitive development developed by Kohlberg (1995).

The goal of attitude assessment on the dimensions of cognitive development is based on the improvement or the changes of moral cognitive stage that occur in learning. The indicators of moral cognitive development stages are based on the stage developed by Kohlberg (1995). At primary school age there are at level I and II with the following characteristics.

Table 1: Indicator of Moral Development Stage

Level	Stage	Moral Concept
Level I	Preconventional Morality (age 4-10 years)	The child has no idea of rules or moral standards.
	Stage 1: Pay attention to obedience and law	<ol style="list-style-type: none"> 1. The child determines the bad behavior based on punishment due to the bad behavior. 2. The child does good deeds solely to avoid punishment. 3. Measures of good behavior seen from the behavior contain punishment or not.
	Tahap 2: Pay attention to the needs satisfaction	<ol style="list-style-type: none"> 1. The child will adhere to anything as long as satisfy his/her own needs. 2. Good behaviour is associated with the satisfaction of wants and needs without considering the needs of others.
Level II	Conventional Morality (age 10-13 years)	Children respect morality as a set of social rules and social expectations.
	Stage 3: Paying attention to the image of "Good Boy"	<ol style="list-style-type: none"> 1. Children and adolescent behave in accordance with the rules and moral standard in order to obtain adult consent, not to avoid punishment. 2. Good and bad deeds are judged by purpose. So awareness of the need for rules. 3. Good deeds are that make people happy and other agree on what they do.
	Stage 4: Pay attention to laws and regulations.	<ol style="list-style-type: none"> 1. Children and adolescents have a certain attitude toward authority and rules. 2. Law must be obeyed by everyone. 3. Good deeds are done by performing obligations and respecting authority.
Level III	Post-Conventional Morality (Age 13 and up)	Conventional morality is formulated into deeper moral values.
	Stage 5: Pay attention to individual rights	<ol style="list-style-type: none"> 1. Adolescents and adults replace good behavior with personal rights in accordance with social rules and standard. 2. Legal changes and rules are acceptable if necessary for the best things. 3. Violations of laws and rules can occur due to certain things.

Level	Stage	Moral Concept
		4. Someone believe that by and doing something right, broadly to support the general welfare.
	Stage 6: Pay attention to ethical principles	1. Decisions about social behaviors are based on personal moral principles derived from universal laws that are in harmony with the public interest and the good of others. 2. The belief in personal morals and values remains inherent, albeit at times opposed to laws made to perpetuate social rules. 3. Correct action is to follow the universal justice and to respect others as others respect others, as others respect themselves.

(Source: Ali, 2007) with modification

The result of moral cognitive tests was further analyzed using statistical analysis techniques. Techniques of statistical analysis of research data are:

1. Average Analysis
Average analysis to describe the average score of moral cognitive tests. This analytical technique is used to obtain an illustration of the students' moral cognitive development trends seen from their mean values.
2. Percentage Analysis
Percentage Analysis to describe the percentage of moral development test scores. This analytical technique is used to obtain an illustration of the tendency of moral inquiry. Based on the number of test participants (frequency) available at each stage,

the researcher makes as the test scores. So the test scores used in the analysis to answer the research problem is the frequency, to then calculated the percentage.

RESULT AND DISCUSSION OF RESEARCH

Based on the data in the field, number and distribution of samples for each school and class varies depending on the number of students in the selected class sample. The number of samples taken are 274 of 5 primary school. Data obtained are then analyzed descriptively to find out the characteristic of moral cognitif development stage of primary school students in surabaya.

Here is the recapitulation of the moral cognitive development stage of learners.

Table 2: The Average Level of Moral Cognitive Development of Learners at Primary School Grade in Surabaya

NO	PRIMARY SCHOOL'S NAME	N	STANDARD DEVIASION	AVERAGE
1	SDN KEBON DALEM	17	0.73	3.02
2	SDN WIYUNG	62	0.86	3.19
3	SDN KETABANG	75	0.87	3.03
4	SD HANGTUAH	65	0.80	3.01
5	SDN TENGGILIS	56	0.80	3.03
	TOTAL	275	0.82	3.06

Table 3: Percentage and Frequency at each level/Stage of Moral Cognitive Development

NO	PRIMARY SCHOOL'S NAME		FREQUENCY						Σ
			1	2	3	4	5	6	
1	SDN KEBON DALEM	F	3	72	231	51	17	0	374
		%	1%	19%	62%	14%	5%	0%	100%
2	SDN WIYUNG	F	8	247	712	275	122	0	1364
		%	1%	36%	104%	40%	18%	0%	100%
3	SDN KETABANG	F	57	312	916	252	112	0	1649
		%	3%	19%	56%	15%	7%	0%	100%

4	SD HANGTUAH	F	51	174	678	199	45	0	1147
		%	4%	15%	59%	17%	4%	0%	100%
5	SDN TENGGILIS	F	35	202	756	174	65	0	1232
		%	3%	16%	61%	14%	5%	0%	100%
	TOTAL	F	154	1007	3293	951	361	0	5766
		%	3%	17%	57%	16%	6%	0%	100%

Table 2 shows the mean score of moral reasoning test of primary school students. This data is presented to obtain an overview of moral reasoning trends of primary school students aged 10 to 11 years. The data relates to moral reasoning characteristic. There are six stages of moral development proposed by Kohlberg (1981) namely stage 1: Orientation of obedience and punishment. Stage 2: Orientation of needs satisfaction, Stage 3: Image Orientation of “Good Boy”, Stage 4: Legal and Regulatory Orientation, Stage 5: Orientation of individual rights, and Stage 6: Orientation of universal ethical principles.

Table 2 shows that the average moral cognitive value of learners is 3.06. this means that the tendency of the moral cognitive stages of elementary school students ages 10 to 11 years is at stage III of Image Orientation “Good Boy”.

Similarly, the result shown in Table 3 shows the percentage score of moral cognitive test showed 57% of respondent’s is in stage III.

Based on the two tables above (3.1 dan 3.2) the stage of moral cognitive development of primary school students age 10 to 11 years, tend to be in stage III of image orientation “Good Boy”.

Children in stage III are more likely to think that good deeds are in accordance with the rules and moral standard in order to obtain adult consent, not to avoid punishment. Good and bad deeds are judge on purpose, so awareness of the need for rules. In addition, good deeds are deeds that make people happy and others agree on what they do. They tend to act according to the expectations of their social environment, thus earning recognition as a good child. The goal is to get a good and satisfying social relationship. Thus, children tend to try to play in accordance with the expectations of parents, family, teacher, and surrounding community. This is in accordance with characteristic of Stage III of cognitive moral development proposed by Kohlberg (1984).

Values that owned by society and family become the standard for follow by learners (Hardiman, 1987). Further, according to Eyre & Erye (1993) in Budiningsih (2001) every adult can be a moral educator in moral

education which is mostly done in society. In the cultivation of these values is done in an instructive manner, lectures, advice and even educative penalties. These such cultural transmission modes only provide a package of values such as being a good student, a good child, studying diligently, and being polite. The child in indoctrination is brought into adulthood as desired by an adult. If it refers to the learning objective, (Bloom’s Taxonomy) it’s doesn’t reach to the aspect of reasoning or judgment why the virtues of goodness should be followed. As a result, the child can only carry out the values desired by the adult but do not understand the reason. They can memorize but cannot understand the meaning. Those ways do not treat children as moral subjects, so that what is formed is heterogeneous moral values rather than autonomous moral values so that the behavior that arise are not sourced from the moral values that are believed. This is in accordance with Kohlberg (1971) opinion, a moral behavior is considered to have a moral value if the behavior is done consciously of his own will and derived from autonomous thought or reasoning.

That such condition may cause children to be good if in sight or under supervision of parents (family) and teachers. If the child is out of supervision and encounters events that are contrary to the values of family virtues that have been followed then he can be vulnerable to change, this is in accordance with the view that moral values are liquid that is flexible and easily influenced by environmental situation.

Thus, it is necessary to design and develop a model or strategy of moral learning, especially in the world of education that is more trying to adjust and develop the existing cognitive structure in the child, not just the effort to fill or transferring the virtue values. The child, on his own, should actively construct and internalize the development of knowledge and structure of virtue values that he believes in (Freire, 1984, 1999). So far, the design of learning in developing moral learning strategies by teachers and parents in educating the moral of learners seems less attention to children’s moral cognitive factors that develop gradually. To proof this allegations, it is necessary to research the content of the analysis of moral learning

materials, strategies and models of moral learning used in the applicable curriculum, and used by teachers in primary schools.

CONCLUSION

Based on analysis above, it can be stated that children aged 10 – 11 years are in the Third stage. It is influenced by the child's desire to meet the expectations of parents and teachers. This is reinforced by the existence of learning models that are indoctrination, repressive, and rigid. The child has not yet explored the values of the authentic virtues they live in. In addition, the learning model used in the school has not touched the moral cognitive domain of learners.

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