

## *Morality Analysis of Students, according to Kohlberg's and Lickona's Theory*

Mary Monalisa Nainggolan, Universitas Kristen Indonesia, Indonesia  
Lamhot Naibaho, Universitas Kristen Indonesia, Indonesia

The Osaka Conference on Education 2020  
Official Conference Proceedings

### **Abstract**

The study aims to find out the level of moral development of students according to Kohlberg and Lickona theory, and it was done at State Junior High School (JHS) 29 and State Junior High School (JHS) 9. The design of the research is descriptive qualitative research design, and the data collection is done through observation and in-depth interviews. In-depth interviews were conducted with students as the informants, teachers, and the Principal. The instruments of this research are interview guidance which was adopted from Kohlberg's theory and Lickona's theory. Both research instruments have been validated by an expert in the field of psychological research methods. Data validity is done by triangulation techniques (sources, data collection techniques, and time). The findings of the study are that the moral development level of students functions at a conventional level, with a higher score being in State Senior High School 9 students. The level of highest moral development (post-conventional), also appears more in State Senior High School 9 students. In general, the character and moral behaviour of students in both State Senior High School is classified as good with good moral knowledge and moral feeling (attitude) in the process of developing. A conducive school climate is an absolute prerequisite for achieving optimal moral development level. The method of teaching moral values and character in the classroom needs to be optimized by carrying out every single stage of the scientific approach in the 2013 Curriculum.

Keywords: Morality Analysis, Kohlberg, Lickona, Moral Development

**iafor**

The International Academic Forum  
[www.iafor.org](http://www.iafor.org)

## **Introduction**

The portrait of Indonesian teenagers is littered with pornography-related cases such as free sex, abortion, and exposure to HIV/AIDS. It indicates the moral decline of adolescents. A survey conducted by the Indonesian Child Protection Committee (KPAI) and the Ministry of Health (Kemenkes) in October 2013 revealed that around 62.7% of adolescents in Indonesia had had sex outside of marriage. 20% of the 94,270 women who experienced out-of-wedlock pregnancy also came from adolescents, and 21% of them had had abortions. Then in cases of HIV infection, within three months, from 10,203 cases, 30% of the sufferers were teenagers.

For the Bekasi West Java area, the most recorded cases in criminal law in 2016 were juvenile delinquency cases in the form of drug use consisting of marijuana leaves, crystal methamphetamine, and ecstasy (Bekasi District Court, 2018), the Whatsapp (WA) group which consists of Junior high school student with the name "All Star" where the content contains pornography and violence (KPAD, 2018). On December 1, 2018, four junior high school students were involved in attacking other students in the Medan Satria Bekasi area (Tempo, 2019). The issue of morality among Indonesian students has drawn attention and concerns to the Indonesian public and government, parents, teachers/educators, and clergy. More immoral and criminal acts are committed by junior high school students. Kohlberg developed a theory of moral development and deepened the structure of thought processes that are seen in moral reasoning, which develops gradually [1;2]. Moral reasoning competence is a person's ability to use specific ways to explain his choices, why to do something or not do something. Moral development means changes in the way children think about moral problems, their attitudes towards lawlessness and their behaviour when facing moral problems (Academia Edu, 2019). Meanwhile, according to Lickona, character contains three interrelated components and influence: moral knowledge, moral feelings, and moral behaviour [3].

Even though the 2013 education curriculum in schools prioritizes character education and uses a scientific method/approach, a lot of juvenile delinquency cases still occurred. It is what motivates the author to conduct research on the morality of students at two junior high schools in Bekasi city and to analyze the morality of students of both schools. The research title is "Analysis of Student Morality according to Kohlberg and Lickona's Theory at SMP Negeri 29 and 9 Bekasi". The problems that will be answered in this study are: a) How is the picture of morality (moral level development) of students of State JHS 29 and State JHS 9 based to Kohlberg and Lickona's theory? and b) What are the implications of student morality in the implementation of moral and character learning in schools? The research objectives are: a) to know in-depth the description of morality (moral development) of students at State JHS 29 and State JHS 9 according to the theory of Kohlberg and Lickona and b) to find out in-depth the implications of student morality in the implementation of moral and character learning at State JHS 29 and State JHS 9.

## **Literature Review**

The term moral is often interpreted concerning moral or ethical attitudes and behaviour. Moral refers to morals by social regulations or regarding laws or customs that govern behaviour [4]. Meanwhile, according to Hurlock defines moral behaviour

as behaviour by the moral code of a social group which is controlled by moral concepts or rules of behaviour that have become habits for members of culture. From the above definitions, the authors conclude about morals as matters related to good-bad or right-wrong things and a person's ability to judge or distinguish good-bad or true-wrong qualities above, by customs/norms, social and existing laws. The division of morals is moral as individual values (honesty, discipline, and conscience) and moral as social values (empathy, respect for others, self-control, and justice) [5]. Borba stated that there are three moral values which are referred to as the moral core, namely: empathy, conscience, and self-control [6].

Another term closely related to morals is character. The term moral development in literature is also often used interchangeably with character education. Character is an appropriate assimilation of all the virtues identified by religious traditions, literary stories, sages, and people of common sense throughout history [7]. Zions describes character education as a conscious effort by schools, families and society to help young people understand, care for and act according to core ethical values [8]. A professor and developmental psychologist from Harvard University named Lawrence Kohlberg, said that moral development is a change in the way children think about moral issues, their attitudes towards lawlessness and their behaviour when facing moral problems, such as honesty, obedience, responsibility and punishment [9]. The moral development of a child is closely related to the way he thinks. It means that the better the thinking ability of a child, the more likely the child is to have good moral development. Children with good moral development can understand moral concepts well. However, Kohlberg added that an intelligent child does not necessarily have good moral development and moral behaviour, even though he understands the moral concept that should be.

Colby and Kohlberg stated that moral reasoning is related to moral behaviour, even staying that moral behaviour can only be seen based on moral reasoning [10]. Several factors shape and stimulate the development of a person's moral reasoning, namely: social environment, role-taking opportunities, cognitive development, and socio-cognitive conflict [11]. Several other studies have found factors that influence the development of moral reasoning, namely: social environment (parents, friendship, education, mass media, and culture), cognitive development, opportunities for role transfer accompanied by empathy, socio-cognitive, religious considerations, gender, and biological conditions (puberty). In moral learning, there are two essential things to understand, namely moral judgment (consideration) and content of the moral judgment. A person's choice of either schoolwork or play is an example of the content of moral judgment. Meanwhile, the reason someone determines the available alternatives is a moral consideration, for example, why a child completes homework, in order to avoid sanctions from the teacher.

Kohlberg's theory provides ideas for structures of moral reasoning that become more sophisticated as children develop. How children respect the rules and how their understanding of the nature of the rules changes through the different stages. Moral judgment is, therefore, a direct consequence of cognitive development where each stage leads to a specific type of behaviour. Piaget found that young children tend to conceptualize morals in terms of obedience to adults, while older child tends to conceptualize in terms of cooperation with peers [12]. Through research, Kohlberg shows that moral reasoning develops through six stages that can be identified and

classified into three levels, namely: pre-conventional, conventional, and post-conventional.

In this study, the subjects to be studied were junior high school students in each grades, ranging from 12-16 years old. The age range of adolescence is a life span of around 13 years to the early twenties. Physically, adolescents are no longer children, but also have not become independent adults. Puberty is the most obvious sign of the onset of adolescence characterized by physical changes in primary sex characteristics.

Based on Piaget's theory of development, adolescence is in the stage of formal operational thinking just like adults. However, in reality, not many teenagers think like adults. Adolescent cognitive development is less visible than physical development. However, there are significant changes in the way youth think about themselves, about their peers and relationships, and the world around them. Another important aspect of adolescent cognitive development is the understanding of "right" and "wrong." Based on Kohlberg's theory, adolescents and adults can be found to be at all three levels of moral development (described in the previous section). A naughty teenager tends to have moral reasoning that is at a pre-conventional (low) level. Children's behaviour at the first level of moral development (pre-conventional), is governed by the consequences of these behaviours [13]. At the second level (conventional), children's behaviour is regulated by confirming the norms of community behaviour. At the third level (post-conventional), a person's behaviour is governed by individual-decided moral principles, which may conflict with prevailing social norms.

The development of personality and social relationships during adolescence is related to a constant search for personal identity. The psychosocial crisis faced at this time is called Erikson as the stage of identity versus role confusion. At this stage, adolescents choose from many available choices, values in life and beliefs such as political issues, career choices, and marriage. From the various options, a consistent identity must be found.

Lickona's theory tells about three interrelated and influencing components of character: moral knowledge, moral feelings, and moral behavior. Good character consists of: good knowledge, good desires, and good behavior. The habituations of thinking, behaving, and acting are important things in shaping and living the maturity of a moral life.

## **Method**

This research is a qualitative descriptive study conducted to explore and understand in-depth the description of morality (level of moral development) of students at State JHS 29 and State JHS 9 according to Kohlberg's theory and the implications of student morality on the implementation of learning and student learning outcomes at State JHS 29 and State JHS 9. Data collection conducted through teaching observation, interviews, and document study. The research instruments used were observation sheet, interview guide sheets and document checklists. The observation sheet consists of seven teaching aspects, namely: a) opening; b) learning; c) method; d) personality; e) tools/media; f) learning; g) attitude/ behavior. The questions on the moral development interview guideline are classified into four sections, namely:

moral dilemma #1 up to moral dilemma #4 [14]. For questions in the moral dilemma section, #1 - #3 consists of 11 questions, while in the moral dilemma #4 consists of 8 questions. So the total number of moral dilemma interview questions is forty-one questions.

Other instrument is Moral Analysis Interview Guide Sheet aimed to obtain a qualitative description of participants' morality based on Lickona's theory, which dissects the characters into three components: moral knowing, moral feeling, and moral action. The researchers compiled five examples of negative moral behavior, namely: 1. Cheating behavior (cheating on tests), 2. Mocking/degrading friends, 3. Watching pornographic content, 4. Lying, and 5. Laziness. These five negative moral behaviors were drawn to the surface based on the researcher's interviews with teachers of the both JHSs.

The respondents of this study were junior high school students from grade 7 to grade 9 who were selected purposively, while the students selected from both schools were six students. This research intensively began in February 2019 and ended in August 2019. The research locations are located at State JHS 29 Cikunir, Bekasi City and SMP 9 Jati Asih Bekasi City. Data collection was also carried out in two other places, the Bekasi City P3A (Women's Empowerment and Child Protection) office and the Bekasi Ministry of Religion's Christian Community Service office. To obtain valid data, the researcher checks the validity of the research data by a) extending observations; 2) persistence of observation; c) use reference materials; d) triangulation (of sources, data collection, and of time). After the data collected, the next step is to analyze them with qualitative data analysis techniques (collecting data, presenting data, reducing data and drawing conclusions).

## **Result and Discussion**

This section describes the results of the research (findings and conclusions) in the two schools in Bekasi city: State JHS 29 and State JHS 9, which is followed by a discussion of these results. The results obtained from this study are described as follows.

**A. Results**

**1. The Morality of Students at State JHS 29 Cikunir**

**a. Level of Moral Development (based on Kohlberg's theory)**

Students Initial	Moral Development Stage				Stage Frequency (%)
	Problem 'Moral Dilemma'				
	#1	#2	#3	#4	
					Stage 3 = 4 or 33.33%
					Stage 4 = 6 or 50%
Nat	3	3	4	4	Stage 5 = 2 or 16.67%
Gus	3	3	4	4	Stage 6 = 0 or 0%
Eje	5	5	4	4	

**Information:**

- 3 - conventional (interpersonal harmony)
- 4 - conventional (law and order orientation)
- 5 - post-conventional (social contracts and personal rights)
- 6 - post-conventional (universal principles)

**Table 1. Recapitulation of Moral Development Stage for State JHS 29 Students**

**b. Analysis of Moral Character and Behavior (based on Lickona's theory)**

Below is presented a table of recapitulation of the rating score for each of the moral behaviour of each informant. The moral behaviour (moral action) is 1) cheating behaviour during the test, 2) ridiculing/demeaning friends, 3) watching pornographic content, 4) lying, and 5) laziness. The rating score is directly proportional (positive) to behaviour number 4 (lying) and 5 (laziness). Meanwhile, specific rating scores are inversely proportional, namely, 1) cheating behaviour during the test, 2) ridiculing/demeaning friends, and 3) watching pornographic content. The following is the description.

Moral Behavior No. 1, 2, and 3	Initial score	1	2	3	4	5	6	7	8	9	10
	Final score	10	9	8	7	6	5	4	3	2	1

Moral Behavior	State JHS 29			Average
	Nat	Gus	Eje	
1. Not cheating during the test	6	7	8	7
2. Do not mock /ridicule friends	9	10	6	8,33
3. Not tempted to watch pornography	8	10	9	9
4. Commitment to speak honestly/ truthfully	8	4	9	7
5. Diligent/responsible for the task	5	8	8	7
Total	36	39	40	38,33

**Table 2. Recapitulation of Moral Behavior Rating for Students at State JHS 29**

## 2. The Morality of Students at State JHS 9 Jati Asih

### a. Level of Moral Development (based on Kohlberg's theory)

Students initials	Moral Development Stage				Stage Frequency (%)
	Problem 'Moral Dilemma'				
	#1	#2	#3	#4	
Ala	3	5	4	5	Stage 3 = 2 or 16.67%
Bel	3	5	4	5	Stage 4 = 4 or 33.33%
Sur	4	5	4	6	Stage 5 = 5 or 41.67%
					Stage 6 = 1 or 8.33%

#### Information:

3 - conventional (interpersonal harmony)

4 - conventional (law and order orientation)

5 - post-conventional (social contracts and personal rights)

6 - post-conventional (universal principles)

**Table 3. Recapitulation of Moral Development Levels for Students at State JHS 9**

### b. Analysis of Moral Character and Behavior (based on Lickona's theory)

Moral Behavior	State JHS 9			Everage
	Ala	Bel	Sur	
1. Not cheating during the test	7	9	2	6
2. Do not mock/ridicule friends	7	6	6	6,33
3. Not tempted to watch pornography	9	10	8	9
4. Commitment to speak honestly/truthfully	8	6	10	8
5. Diligent/responsible for the task	8,7	7	8,5	8,07
Total	39,7	38	34,5	37,4

**Table 4. Recapitulation of Moral Behavior Rating for Students at State JHS 9**

The intermediate stage of moral development of State JHS 29 informant students was 3.83, and the informant students of State JHS 9 were 4.42. Both these scores point to the conventional level of moral development. This result is quite suitable for children their age. For the post-conventional level of moral development (the highest level), the scores for State JHS 9 informant students were higher than State JHS 29 informant students (see table 4.1), namely: 50% (State JHS 9) and 16.67% (State JHS 29).

The average score of all moral behaviour studied, student informants at State JHS 29 were higher than State JHS 9. For the respective scores of moral behaviour studied, it was found that: a) Non-cheating behaviour during the test was higher for informant students at State JHS 29; b) Behavior that does not ridicule/demean friends is higher in State JHS 29 informants; c) The behaviour of not being tempted to watch pornographic content was the same between students at both SMPNs; d) Commitment to always speak honestly and truthfully is higher for student informants at State JHS 9, and e) The attitude of being diligent/responsible on assignments is higher in State JHS 9 informants.

### **3. Student Morality of State JHS 29 Cikunir (based on interviews with student informants, counselling teachers, and school principals)**

One of the problems of moral attitude and behaviour in schools is saying harsh words (bastard or animal naming). Other immoral behaviours are friends' bullying (threatening), calling on teachers harshly, taunting friends, disturbing people, disrespecting to teachers/staff, destroying school facilities (benches, desks), smoking, cheating, skipping classes, coming to school late, teasing parents' names, joining street's brawls, fighting inside school, and drinking liquor. According to the informants, youth morality is shaped by family, association with friends, teachers, and the environment. The benchmark for judging something good or bad, is to consider whether the actions benefit others; have good intentions; love for peace; have attitude to follow God's commands or parents' advice, and his/her own conscience.

This school places attitudes, behaviour, and character as the main things in the process of achieving educational goals. Moral values that give priority to students are politeness, mutual respect, responsibility, honesty, discipline, and mutual assistance. The school is committed to always improving and improving student morality by making efforts to revise student rules and school work programs. As a school with the title "Child-Friendly School", the school strives to keep up with the era dynamics and students' needs. School shows efforts to appreciate the moral and character development of children through the provision of extracurricular activities. Permanent and honorary teachers are actively involved in extracurricular activities in schools (permanent teachers as coaches, honorary teachers from outside schools as trainers). Teachers also act as motivators, resource persons, and assistants for student activities at school. When the habituation program is run, all teachers participate in assisting/guiding.

### **4. Student Morality of State JHS 9 Jati Asih (based on interviews with student informants, counselling teachers, religion teachers, and school principals)**

Some of the students' moral behaviour problems include: taking drugs (pills) at school, stealing cell phones, smoking in the school environment, running away from school/leaving class during class hours, speaking the foul language, disrespecting/verbally abusing teachers, bullying, and favouritism between friends.

Regarding the exemplary of the teachers, all student informants thought that the teachers gave good examples (role models) to students, were kind and friendly, and did not discriminate, even though it was not one hundred percent. The problem is that a few teachers who have not shown that good role model have been used as a reference for individual students to justify their improper behaviour. According to the student informants, the factors that play a role in the moral formation of adolescents are the Bible, prayer, religion, one-self (a strong desire to behave appropriately or not), parents, family (harmonious or broken), friends, and the quality of someone's relationship with the environment. The standard to judge a good and bad deed is based on religious values or teachings, not from the men's opinion alone.

## **B. Discussion**

The findings regarding the level of moral development of Christian students as research informants are higher in State JHS 9 than State JHS 29, and further research can be carried out to see the significance of the differences by increasing the number of research subjects (informants/samples). The level of moral development of student informants in the two schools that functioned at the conventional level was generally considered quite good. That is, referring to Kohlberg's theory, those whose moral development is at a conventional level can adjust their behaviour based to the expectations of the norms in their environment, such as family, school, or community norms (A. Colby & L. Kohlberg) [15]. Attention is also given to obeying the law and fulfilling obligations to create order. The ability to develop good morals, which is based on the ability of mature moral judgment, becomes the basis for generating adaptive and mature moral behaviours.

Related to the five moral behaviours examined in the moral analysis instrument/character theory of Lickona, there are several things (phenomena) that the researcher found. First, in the 'cheating' behaviour (cheating during the test), 100% of student informants did not justify this behaviour (moral knowing), but the desire to commit cheating (moral feeling) appeared in all student informants when facing the test. Besides, 100% of student informants cheated during the test, at least by asking their friends for answers. So even though all students know that cheating on the test is wrong, it is not strong enough to keep them from cheating on the test. The awareness to be honest during the test has not been an internalized part of students. This phenomenon can be caused by students' lack of awareness of fear of God, students' low self-efficacy [16] (A.Shriki & I.Lavy), and less test supervision. Religion and character need to make a planned effort/program for the development of a student's conscience, where his conscience will feel guilty when committing a wrongdoing.

Second, in the behaviour of mocking/degrading friends, 100% of student informants admitted that they would not retaliate if their friends teased/put them down. It can be a positive indication of students' moral, namely patience, self-control, and love of peace (disliking a dispute). Third, on the behaviour of watching pornographic content, 100% of student informants think that children of their age should not watch pornographic content (moral knowing) and the majority of informants will feel guilty after watching pornographic content for the first time (moral feeling). However, if the behaviour of watching pornographic content is done repeatedly because friends keep offer to watch it altogether, then the feeling of guilt after a child watches it many times, will decrease or even disappears at all. One way to prevent children from falling into the habit (addiction) of viewing pornographic content is to avoid making friends/associating closely with people who are used to watching pornographic content.

Fourth, the behaviour of lying for good or white lies. Of the responses given by student informants, 75% of the responses were statements that could tolerate and accept lying for good purpose. The remaining 25% is a response which states that they cannot tolerate and accept that action (moral knowing). Furthermore, 100% of the student informants stated that they would feel guilty after lying for good (moral feeling). This last response provides an encouraging indication for researchers because a guilty feeling opens up an opportunity for someone not to repeat the mistakes of doing white lies.

Fifth, lazy behaviour to do/fulfil tasks or responsibilities. What attracts the attention of researchers here is that the factors that can motivate subjects to fulfil their duties/responsibilities diligently are getting rewards and support from others (external), which is 66.67%. While the rest, 33.33%, are things of an internal nature, namely making activity plans and starting doing something from the most-liked ones. This result is understandable considering the age of the informants are adolescents, who in their development they still need a lot of support and encouragement from people/their surroundings, in the process of internalizing their attitudes/internal motivation. Another thing that attracted researchers' attention was related to the score of student informant moral behaviour ratings in both schools, where it was found that a higher score for positive moral behaviour was found in State JHS 29, not in State JHS 9, whose score of level of moral development (reasoning) is higher. It can be explained by referring to Kohlberg's theory. He said that children with good moral development could understand moral concepts well. However, an intelligent child does not necessarily have moral development and good moral behaviour, even though he understands the moral concept that should be. Apart from the reasons above, there are also external factors from students that also influence the moral behaviour of students in school, such as the influence of the values of parents (family), peers, behaviour (role models) of teachers, school rules, school climate, etc. According to Erik Erikson's theory, peers have a significant influence on the social and moral development of adolescents (Sandra K. Ciccarelli & Glenn E. Meyer).

Apart from being influenced by student's internal factors such as motivation and positive attitudes, a good level of moral reasoning/development of students in State JHS 9--where daily attitudes and behaviours at school are also good, is influenced by the school environment which supports the formation of moral values and character of students. One form of support is the provision of religion and character learning at the schools. Religion teachers at State JHS 9 have carried out essential duties/roles in teaching and educating students on values and characters under the 2013 education curriculum. Religion gives particular emphasis related to cultivating character in the formation of noble characters, such as honesty, discipline, compassion, the spirit of sharing, optimism, love of the country, intellectual curiosity, and creativity. Other important factors in the school environment, which play a role in developing the character and moral values of students are: school rules, teacher role models, and the implementation of programs related to the cultivation of moral values and character.

In the two SMPNs studied, the school and teachers had tried to implement the rules/rules of the students earnestly. Sanctions for violations of student discipline are stated in quite a detail in the student handbook at State JHS 9. Student informants from both schools also stated that the school treats the sanctions fairly to students who commit violations. Parents and students generally accept the school's rules. This condition creates a positive and conducive school climate for the development of moral values and character of students. As emphasized by Sudarminta, the atmosphere of the school which is conducive to introducing and fostering awareness of the importance of values and moral behaviour of students, is one way to improve the morale of students. The atmosphere in schools need to reflect a real appreciation of the moral values that are planted and developed in students. All components in the school are expected to provide positive examples to students in order to create a positive school climate to carry out moral education.

Regarding the attitudes and personalities of the educators and teachers, student informants at both SMPNs stated that teachers generally show good examples of life (role models) to students, although not all teachers. In teaching activities in the classroom, they do not discriminate against students due to differences in religion, socio-economic status, etc. This condition supports students in receiving the transfer of knowledge and soft life's skills and values taught by the teachers. The integrity of the individual teacher and overall teachers in the school is an essential component for the success of developing the students' moral values and character. The presence of one or a few teachers who do not provide a good example to students can hinder the course of the moral and character education process because students can make the teacher's wrong behaviour as a reference to justify their actions.

### **Conclusion and Suggestion**

Related to the findings of research on morality (level of moral development, character, and moral behaviour) of students at State JHS 29 Cikunir and State JHS 9 Jati Asih, Bekasi, the researchers concluded the following matters: a) The level of student's moral development (reasoning) functions at the conventional level with a higher score for State JHS 9 students. Besides, for the highest level of moral development/reasoning (post-conventional), students' scores in State JHS 9 are also higher than in State JHS 29; b) In general, the character and moral behaviour of students at the two junior high schools studied were classified as good enough. They have good moral knowledge and attitudes that are still developing. They show positive, adaptive, and normative moral behaviours; c) The 2013 curriculum education emphasizes the formation of moral values and character of students. Its implementation is integrated into all subjects in schools; d) Whereas in the process of instilling, cultivating and developing the moral values and character of students, a conducive and healthy school climate is an absolute requirement in order to achieve optimal results. A conducive and healthy school climate is characterized by the existence of transparent, fair rules/regulations, that is implemented consequently and consistently. Besides, the exemplary teacher (educator) becomes another essential factor as public figure whom are imitated and are taken as reference by their students; and e) About the teaching methods of moral values and character, teachers need to optimize the implementation of each stage of the scientific approach in the 2013 curriculum into daily teaching practices in the classroom. Thus it is expected that there will be an increase in the moral reasoning abilities of students which then increase the level of moral development.

## References

Colby & Kohlberg. The Measurement of Moral Judgement. Cambridge, UK: Cambridge University Press. 1987 quoted by Sasikala Sivakumar. *Examining the Relationship between Moral Reasoning, Cognitive Reasoning, and Learning Preferences of High School Students in Selected South Australian Schools*. Dissertation University of Adelaide. 2014. [15]

Hing Keung Ma. Front Public Health. *The Moral Development of the Child: An Integrated Model*. Published online 18 Nov 2013. [11]

Lickona, T. *Educating for Character: How Our Schools Can Teach Respect and Responsibility*. USA: Bantam Books. 1991. [3;7]

Sandra K. Ciccarelli & Glenn E. Meyer, *Psychology*. New Jersey, USA: Pearson Prentice Hall. 2006. [13]

Shriki & Lavy, *Engagement in Vedic Mathematics as Means for Strengthening Self-Efficacy of Low Achievers*, Proceedings of Edulearn18 Conference. Spain, 2-4 July 2018. [16]

Suryana, Sawa, Lita Latiana. *Indonesian Journal of Early Childhood Education Studies IJECES* 2 (1).2013. Character Education Model in Early Age Children. <http://journal.unnes.ac.id/sju/index.php/ijeces> [5;6]

Zionts, P. & Jennifer Mata, Chapter 9: *Moral Development of Students Who Are Disturbed and Disturbing: Theory and Practice*, dalam Zionts, P., Banks, T., & Killu, K., *Teaching Students Who Are Disturbed and Disturbing: An Integrative Approach* (3rd ed.).Austin, TX: Pro-Ed.2014. [8]

## Recources

[https://www.academia.edu/25944151/Evaluation\\_of\\_Kohlbergs\\_theory\\_of\\_moral\\_development](https://www.academia.edu/25944151/Evaluation_of_Kohlbergs_theory_of_moral_development) [1;2;9;10;12]

<https://journals.sagepub.com/doi/full/10.1177/1088868318811759>, The Psychology of Morality: *A Review and Analysis of Empirical Studies* published from 1940 through 2017.[4]

<http://ww3.haverford.edu/psychology/ddavis/p109g/kohlberg.dilemmas.html> [14]

**Contact email:** marypak17@gmail.com