

Analysis of Adolescent Moral Aspects: A Descriptive Study of Junior High School in Magelang Regency

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ABSTRACT

Morality is a good way of behaving, which comes from the heart of conscience. Although morality comes from the heart, morality is universal. The purpose of the study was to describe the morals of adolescents in "X" Junior High School, to test the validity of the item as a whole and each dimension of morals and reliability. The data collection method used is a youth moral measurement scale with 4 moral dimensions, namely: honesty, social care, responsibility and spirituality. Data analysis used "Descriptive Statistics", product moment and Cronbach's alpha. The results of the analysis show that the morale of adolescents in Junior High School "X" is in the high category, namely 76.67%. The dominant dimension that reflects the morals of adolescents is the spirituality dimension of 74.17% with indicators of deep belief in something, the meaning and purpose of life, purity in life and awareness of a high ability to empathize. The lowest moral dimension that reflects youth morals is social concern: 63.33% with indicators sharing with others, having empathy for others, tolerance for differences and being involved in various community activities.

Keywords: Moral; Adolescent; Descriptive Study

1. INTRODUCTION

Junior high school students are in the age range between 12 years to 14 years and are in their early teens (Huebner A, 2009) [1]. Adolescence has its own characteristics that are different from the period before and after it. Adolescence is a stage where individuals are in a transition period from children to adults [1]. So that adolescents can enter the next stage of development well and smoothly, they need to be prepared very mature physically, psychologically and socially. Adolescence is a time to condition and construct cognitive-motivational aspects that have a certain meaning in adolescence whose conditions are influenced by school, work, physical conditions, and risky behaviour, such as drug use and delinquency [2]. Adolescent behaviour can be seen from various perspectives, both past and present [3], and their future [2]. Adolescent behaviour is quite risky caused by developmental failures at an earlier stage [2].

Rogers, 1977 [7] interpreting morals as a guide is wrong or right for someone determined by society. Moral is defined as right behaviour as guided by or defined by the respective society [8]. Moral can be interpreted as right or good behaviour according to the norms that apply to a society. Morals contain values and norms that are sourced from the deepest voice of human conscience. so

that humans are able to withstand the occurrence of despicable behaviour. Moral is something that is not brought because of genetics alone but appears based on past experience. Adolescent morals are formed because of experiences related to a person's self when he was still at the childhood stage. Morals can also be formed due to the influence of several factors that can be seen from a cognitive and behavioural perspective [4].

Teenage morals have been widely discussed and researched in the academic world for decades. However, in every research there is always something new in it. This is because adolescent morale is formed and influenced by many factors. Factors that affect adolescent morale are the school environment, peers, and family education [11]. These factors are dynamic in nature so that it will make the morale of adolescents also continue to experience a change and development.

The moral development of adolescents in Indonesia is very worrying and requires more attention to find solutions to every problem. This is because adolescent morals are the foundation of adulthood [7]. In more detail, adolescence is a determinant of the success of adult developmental tasks related to commitment and responsibility [1].

Responsibility. A variable that can greatly influence how the actions or behaviour of an individual appears and has consequences for his morals [15]. Scanlon states that responsibility has 2 points of view, namely whether the individual is responsible or the individual is considered responsible [10]. Responsibility is part of the task of adolescent development [11]. Special attention needs to be paid to the responsibilities of adolescents because the responsibility of adolescents is one of the determinants of their moral level.

Social concern. The definition of social care is caring, focused, and interested in other people or certain situations [12]. This concern is not related to a reward for behaviour and attitudes given to others. Individuals do it because of the existing interpersonal relationships and feel loyal to the relationship [12]. Adolescents with good social awareness will have a desire to act, behave, and behave in a socially oriented manner.

Spirituality. A search for meaning, purpose, good and bad values, which are related to the welfare of oneself and others and the real reality [13]. Spirituality is concerned with how people think, feel, behave, and are interrelated in an effort to find meaning. Spirituality is different from religiosity but both have the same goal, namely purity [13]. The spirituality possessed by adolescents is able to direct their behaviour to things that are of positive value for themselves and others which will ultimately lead to a behaviour that is shared by the social.

The breadth of moral aspects for adolescents makes researchers carry out various methodologies in

investigating adolescent morals [7]. This is due to the wide scope of behaviour that reflects a moral value in every aspect and its indicators, of course, the handling of which requires conformity in each of the problems that occur.

Based on the description above, the researchers tried to conduct a more in-depth study related to the moral behaviour of adolescents.

2. METHOD

The research entitled "Adolescent Morals: Descriptive Study" uses a population of 245 students in Junior High School "X" spread across all grade levels, namely grades 7, 8 and 9. The characteristics of the population are: 1) best status as students in junior high school " X" Magelang Regency, 2) male and female, 3) aged between 12-15 years.

The research sample amounted to 120 subjects (students). The sampling technique used is probability sampling, namely the simple random sampling method.

The measuring instrument used to measure adolescent morale in this research is the adolescent moral scale which is constructed based on the moral aspects of [22], namely social care, responsibility, honesty, and spirituality. Adolescent moral scale is made using a liker scale with a weighted score of 1-5. Aspects and indicators of adolescent morale can be seen in table 1.

Table 1 Adolescent Moral Aspects and Indicators Table

Number	Aspects	Indicator
1.	responsibility	<ul style="list-style-type: none"> • Carry out duties and obligations towards yourself • Carry out duties and obligations towards the environment • Carry out duties and obligations to God Almighty
2.	Caring for others (social)	<ul style="list-style-type: none"> • Share with others • Have empathy for others • Tolerance to differences • Involved in various community activities
3.	Honesty	<ul style="list-style-type: none"> • Say what it is • Can be trusted
4.	Spirituality	<ul style="list-style-type: none"> • forgiving • loving • transcendental dimension

The moral scale was then tested on 30 students to obtain the validity and reliability of the measurement. Based on the test results obtained 50 valid items that are ready to be used for research using product moment analysis with the criteria of person Correlation > r table (0.179). The results of the reliability analysis obtained the Cronbach' Alpha coefficient value of 0.937 and the difference index moved from 0.247 to 0.69 (Christopher, M. [23]. Based on the results of the validity and reliability

analysis, it can be concluded that the adolescent moral instrument is reliable and can be used as a data collection tool.

The data analysis method used in order to achieve the research objective was to "describe the morals of teenagers in Junior High School "X", testing the validity of the item as a whole and each moral dimension and reliability, namely descriptive statistics, product moment analysis and Cronbach alpha.

3. RESULT AND DISCUSSION

3.1. Result

Based on table 2, it can be seen that the moral data of adolescent subjects obtained mean on: (1) responsibility aspect of 41,1833., (2) social concern aspect of 46,1333, (3) honesty aspect of 28,7500; (4) aspects of spirituality

of 42,1000. From these data, the mean total morale of students in SMP "X" Magelang Regency is fairly high. The high morale of students will determine how students follow the learning process at the school which in turn will determine success in education. The results of this study are in accordance with the results of Nurrochman's [24] research that moral intelligence has a positive relationship with student learning outcomes.

Table 2 Descriptive Statistics of Adolescent Morals Statistics

	responsibility	Caring for others (social)	honesty	Spirituality	Adolescent moral
N Valid	120	120	120	120	120
N Missing	0	0	0	0	0
Mean	41.1833	46.1333	28.7500	42.1000	158.1667
Median	43.0000	46.0000	30.0000	45.0000	165.0000
Mode	46.00	45.00	31.00	45.00	166.00
Std. Deviation	6.62689	6.52073	5.13065	6.70056	21.84334
Variance	43.916	42.520	26.324	44.897	477.132
Minimum	19.00	27.00	14.00	26.00	99.00
Maximum	51.00	59.00	36.00	52.00	187.00

Furthermore, from the descriptive analysis, categorization calculations related to the moral dimensions of adolescents were carried out with the results as shown in figure 1.

Based on figure 1 above, it can be stated that in general, adolescent morale has high characteristics with 4 dimensions. The moral dimensions of adolescents with high categories sequentially are: 1) spirituality dimension of 89; 2) honesty dimension is 86; 3) the dimension of responsibility is 85; 4) the dimension of social care is 76.

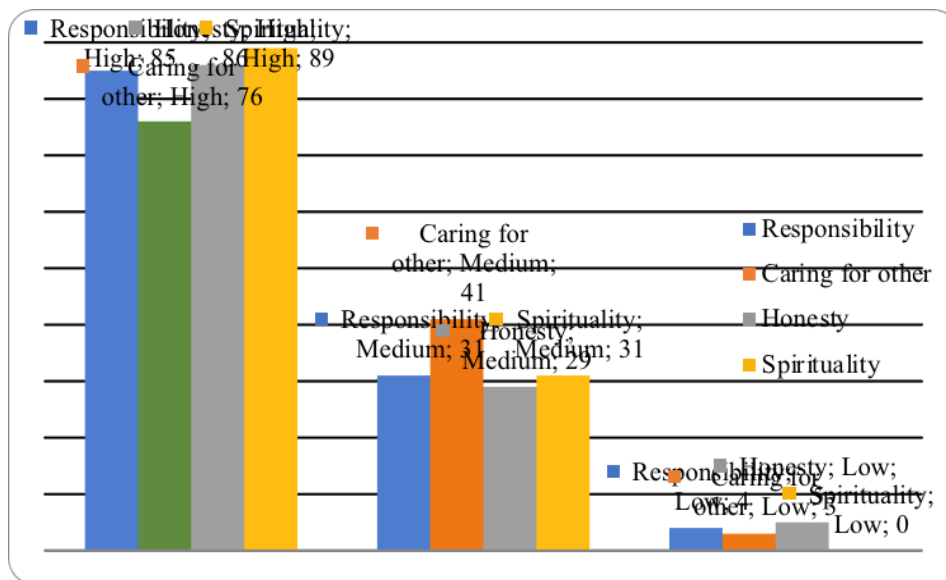


Figure 1 categorization of adolescent moral dimensions

To clarify the average value of each of the following aspects can be seen in figure 2.

Figure 2 shows that the average value of each adolescent's moral dimension, the spirituality dimension has the highest value, which is 3.24; then followed by the honesty dimension of 3.19; the dimension of responsibility is 3.17 and the last is the dimension of social care which is 3.08.

The dimension of spirituality has the highest value because spirituality is related to one's desire to find meaning in life, as stated by Pargament and Pargamenn, 2021 that spirituality is a search for meaning, purpose, good and bad values, which are related to the welfare of oneself and others and the real reality.

In general, the moral categorization of adolescents is shown by the research data as presented in figure 3.

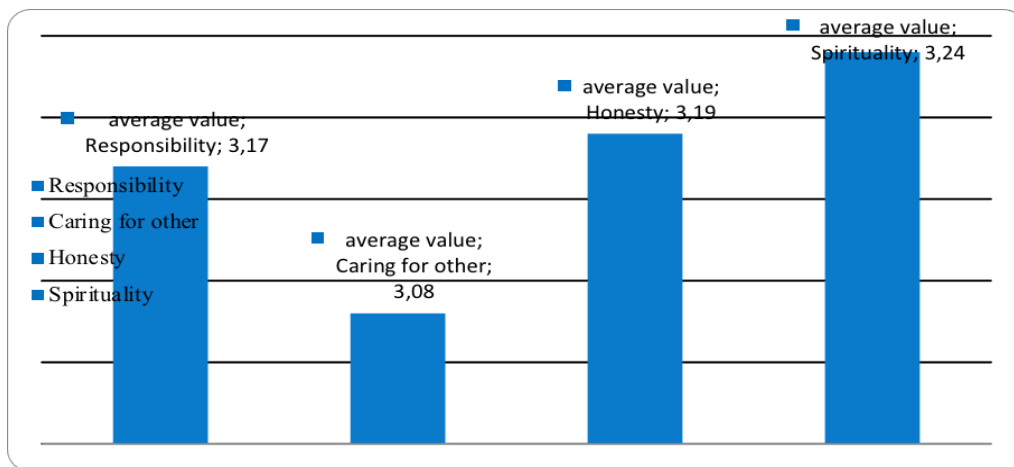


Figure 2 the average value of each moral dimension of adolescents

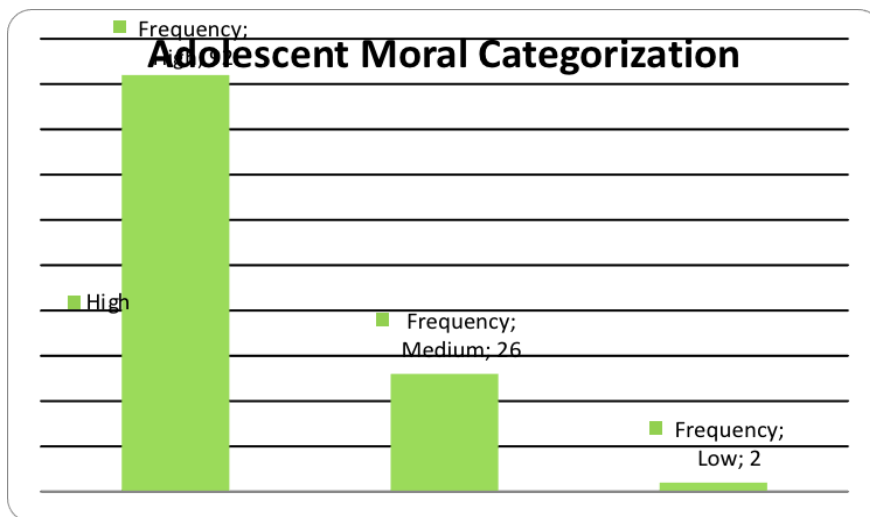


Figure 3 adolescent moral categorization

3.2. Discussion

Based on the research data above, it can be stated that adolescents in this case students (students) at SMP "X" Magelang Regency have a high level of morale. All aspects or dimensions and items that make up the morale of students are declared valid and reliable so that all aspects or dimensions of morals and indicators are able to reflect and shape the morals of students or students.

The most dominant aspect or dimension that reflects students' morals is the aspect or dimension of spirituality. The main indicator of the spiritual dimension is transcendental, so this condition is a reflection of the internalization of the vision and mission of SMP "X" which is under the auspices of the Islamic Foundation.

The specific behaviour of morals is that students are able to behave in accordance with moral values so that in the end they have high moral intelligence. Students who have high moral values have a tendency for their

behaviour to always be directed at moral values that will always sin.

The lowest aspect or dimension of student morale is social concern. The main indicators are empathy for others, tolerance for others and involvement in community activities.

4. CONCLUSION

Moral is a guide to right or wrong or good and bad. Morality is determined by the society where the good and bad values apply. Moral is not something that is only brought from birth, but morality in the individual is shaped and conditioned by the environment and experiences gained throughout his life as a result of interaction with the environment. The experience gained is a very dominant factor in colouring and shaping the morals of individual humans, in this case students or students.

The dimension of spirituality has a high or large position in the aspect of adolescent moral behaviour compared to the dimensions of honesty, the dimension of responsibility, and the dimensions of social care for Islamic-based junior high school students.

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