



Improving Youth Moral Knowledge Through Classical Guidance: Empirical Study

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Abstract. This study aims to examine the effect of classical guidance on adolescent moral knowledge. The subjects of this study were students at the Kedu Region Junior High School, Central Java, with a total of 90 people. The data analysis technique used is quantitative with statistical techniques, the technique used is the T-test. Based on the results of data analysis, the t value is -65.403 with sig. 0.001. These results indicate that the significance is <0.01 , this can be interpreted that the results of hypothesis testing are significant. The results of the descriptive analysis showed an average pretest score of 52.57 and an average posttest score of 67.61. This means that there is a significant difference between the results of the pretest and posttest or in other words there is an increase in the value of adolescent moral knowledge from pretest to posttest. It can be concluded that there is an influence of classical guidance on increasing adolescent moral knowledge. Furthermore, after conducting descriptive analysis, the results obtained from the category of moral knowledge of the majority of adolescents were in the medium category, namely 67 respondents (74.4%), then in the high category there were 23 respondents (25.6%) and no respondents were included in the low category. Furthermore, during the posttest, all adolescent moral knowledge categories were included in the high category, namely 90 respondents (100%), and no respondents were included in the medium or low categories

Keywords: Moral Knowledge, Classical Guidance, Adolescent.

1 Introduction

Adolescents are individuals who experience a process of physical and psychological growth, as well as experiencing changes in terms of physical and spiritual, these changes occur at a stage of age 12 to 22 years [1]. Hurlock [2] suggests that adolescence is a time when there is heightened emotional tension as a result of physical and glandular changes, therefore adolescence is called a period of storms or storms and stress. This heightened emotion is due to being under social pressure and facing new conditions according to his physical and psychological development. According to Liang [3], adolescence is easily influenced and influences fellow adolescents to carry

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out activities towards positive and negative things, a period of searching for identity that moves or encourages them to have a high sense of curiosity, want to stand out, and seeks to be acknowledged as a teenager so that adolescence can be said to be a vulnerable age.

Adolescence is an important period in the span of human life, there are many terms that can be used in this samsa, namely a transitional period, a period of change, a period of problematic age, a period in which individuals seek self-identity, dreaded age, a period of unrealism, and a threshold. towards maturity [4]. Meanwhile, Ali argues that adolescents actually do not have a clear place, in which adolescents are not included in the group of children, but have not yet been fully accepted to enter the adult group. Adolescents exist between children and adults, therefore adolescents are often known as the "finding identity" phase or the "hurricane and storm" phase [5].

Changes that occur in adolescence today are strongly influenced by changes in people's lives due to developments in science and technology, especially developments in information technology. The development of information technology, especially the development of the internet is happening very fast, its utilization is very wide, and it influences human behavior. The internet boom happened so fast, we don't have time to step back and look more systematically, as a new environment that has a strong influence on behavior. Based on it, can be stated that the development of the internet as a form of information technology development is very fast and has a strong influence on behavior [6].

The influence of the internet on human behavior is quite large, that the internet has created a new environment, as a place where humans carry out actions and interactions. [6] The influence of the internet at one time seemed so positive, at one time, we were doing things online that we might never have done in any other environment. At the same time, the internet is an environment in which we as users can change our perceptions and behavior. Wallace's opinion illustrates the magnitude of the influence of the internet as a form of information technology on human perception and behavior because through the internet humans can communicate without boundaries with other people from all over the world. The internet has been used extensively and intensively in various fields, including: education, economics (trade), industry, banking, military and other fields, as well as for interpersonal communication.

The development and utilization of the internet broadly also influences civilization and culture. This influence can lead to the emergence of various kinds of life crises, including a moral crisis. Moral crises can occur in aspects of ethics, manners, association, lifestyle, and concern for one another [7]. These changes also greatly affect the transformation of moral values, especially in adolescents. At this stage teenagers have high curiosity and want to try something new, and these two reasons make technological developments switch functions.

With the development of the internet and the speed at which information is obtained but not matched by good filters, it has caused a lot of juvenile delinquency. Old age, watching pornographic films, violating traffic and stealing, according to research results the thing that underlies the occurrence of delinquency is the moral emotion that exists in adolescents [6]. Eka [7] also shows that the emotional moral intelligence of adolescents will be directly proportional to the moral behavior of adolescents. The

emotional moral intelligence of a teenager is influenced by 2 factors, namely internal and external factors. Internal factors include the influence of parents in instilling moral values in children, while internal factors include the influence of the friendship environment.

2 Method

The research method used in this study is a quantitative method with an experimental approach. Testing the effect of action or treatment of group counseling services on increasing adolescent moral knowledge, as a relationship as a result [8]. Data collection used a scale with five alternative answers. The scale in question is a Likert scale with 5 alternative answers [9] The sample used in this study was students at SMP Negeri Kedu, Central Java, totaling 90 students. As for the sampling, it was carried out randomly, meaning that all members of the population were given the same opportunity to become members of the sample. The data analysis technique used is quantitative with statistical techniques, the technique used is the t-test.

3 Result and Discussion

3.1 Result

To prevent and deal with moral crises, it is necessary to carry out youth moral development as a real effort. Youth moral development, especially for junior high school students, must be an important concern in the midst of current global challenges, which not only have positive but also negative impacts that have recently internalized junior high school students [10].

The moral development of junior high school students includes developments in cognitive, feeling, and reasoning aspects followed by physical changes, social interactions, and emotions [11]. At each stage of development, a person needs direction, assistance, habituation, and concrete examples from the environment, one of which is through religious education and counseling at schools [12]. Teaching morals through religious education is not without problems, one of which is the definition of moral standards applied in the educational and family environment [13]. Moral development of students can be done by developing moral knowledge through classical guidance is one real effort that can be done and requires empirical testing through measurable scientific research. Table 1 shows that adolescent moral knowledge during the pretest has a minimum value of 47, and a maximum value of 58 with an average value of 52.57; then during the posttest the minimum value of adolescent moral knowledge is 60 and the maximum value is 73 with an average value of 67.61.

Table 1. Results Descriptive Statistics

		Pretest	Posttest
N	Valid	90	90
	Missing	0	0

Mean	52.5667	67.6111
Median	52.5000	68.0000
Mode	53.00	68.00
Std. Deviation	2.71513	2.24707
Minimum	47.00	60.00
Maximum	58.00	73.00

Table 2 shows the results of the normality test using the Kolmogorov Smirnov test showed that the significance value of the adolescent moral knowledge variable at the pretest was 0.538, and the moral knowledge of adolescents at the posttest was 0.446. Because the significance value generated for each variable is greater than $\alpha = 0.05$ ($p > 0.05$) it can be concluded that the distribution of each variable in this study is normally distributed.

Table 2. Data Normality Test Results

Variable	Sig.	Note
Pretest adolescent moral knowledge	0,538	Normal
Posttest adolescent moral knowledge	0,446	Normal

Table 3 shows the t value is -65.403 with a significance of 0.000. The significance value of 0.000 is less than 0.05, which means it is significant, thus it can be argued that there is an increase in the value of adolescent moral knowledge from pretest to posttest. These results were reinforced by the average pretest score of 52.57 and the average posttest score of 67.61.

Table 3. Paired Sample T-Test Results

	Mean	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)	
Pair 1	Pretest	52.5667	-15.04444	2.18221	.23003	-65.403	89	.000
	Posttest	67.6111						

Based on Table 4, the majority of adolescent moral knowledge categories were in the medium category, namely as many as 67 respondents (74.4%), then in the high category there were 23 respondents (25.6%) and no respondents were included in the low category. Furthermore, during the posttest, all adolescent moral knowledge categories were in the high category, namely 90 respondents (100%), and no respondents were included in the medium or low categories.

Table 4. Categorization Result

	Category	Frequency	Percent
Pre-test	High	23	25.6
	Average	67	74.4
Post-Test	High	90	100.0

3.2 Discussion

Based on the results of the pre-test and post-test scores, it showed that there was an increase in students' moral knowledge by 74.4% from before being given classical services about moral knowledge. After that, an analysis was carried out using SPSS software using a t-test where the result was a significance value of $0.000 < 0.05$, then H_0 was rejected and H_a was accepted. The results of the research show that classical guidance can increase the moral knowledge of adolescents.

The results of this study are in line with the results of research conducted by Oktaviani et al. [14] which showed an increase in student morality after being given group counseling services. So it is hoped that by giving treatment the morale of youth will increase and be in accordance with the prevailing norms [15]. Problems that occur if adolescent morality is not properly guided, student morality will experience a decline, namely, adolescents will harm themselves both physically and mentally, then adolescents will continue to deviate from a moral point of view which will violate the rules in existing laws and norms in society [16].

Moral knowledge is an important aspect or component of morality. According to behavioristic theory, human behavior is determined by several aspects, including cognitive aspects, feelings, and behavior. The cognitive aspect of behavior is primarily concerned with one's belief in an object. If a person has accurate, correct, and useful knowledge, it will strengthen his beliefs and will influence behavior. Cognitive mapping in a person causes these beliefs to last relatively long so that the person's behavior is relatively consistent. Every human being has the capacity to develop his beliefs, this is based on the assumption that humans are born with the potential to think rationally or straight and irrationally or think crookedly. One's belief that comes from accurate and correct knowledge is obtained through developing rational thinking and avoiding irrational thinking. The ability to think rationally can be developed because basically everyone has the potential to think rationally. The ability to think rationally with regard to good and bad values based on the values prevailing in society is the essence of morality, so that morality, especially youth morality, can be developed. The development of adolescent moral knowledge through classical guidance turned out to be effective in this study.

Classical guidance as one of the techniques in counseling guidance in schools is guidance carried out by counseling teachers by providing information about classical moral knowledge and providing opportunities for each student to discuss material, so as to enable students to internalize moral values and map them to their cognition. Internalized moral values are used to guide behavior, so that adolescent behavior is in accordance with the moral values of society

There are several previous studies to support research on classical guidance services to increase moral knowledge in adolescents, one of which is research conducted by Azizah [17]. Using descriptive qualitative methods with interviews, observation and documentation, the results show that the moral condition of students after carrying out classical guidance services is better than before carrying out classical guidance which is also supported by the efforts of the counseling teacher and other teach-

ers. What makes it different from previous research is that this research uses quantitative statistical techniques and the T-Test test.

4 Conclusion

Adolescents are human individuals who experience growth and development in all aspects of development. The developmental aspects in question include: cognition, social-emotional, moral-spiritual, physical (gross and fine motoric), language and artistic aspects. Adolescence is a period of transition from childhood to adulthood, with marked characteristics that are uniquely different from the period before and after. One characteristic that stands out is the fluctuation of emotional aspects, adolescents find it difficult to control their behavior because of emotional conditions. Moral is a value that must be instilled in the lives of adolescents. Adolescents with high moral knowledge, their attitudes and behavior are expected to be in accordance with moral values. There is an increase in youth morale because of the group guidance services provided to the maximum. The morale of most teenagers is in the medium category, and the high category is owned by some teenagers, while those in the low category are not

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