Student's Social Moral in Adolescent Psychological Development

Hilda Ainissyifa[1]*, Fauzi Ridwan[2]

[1,2]Department of Islamic Education, Universitas Garut, Indonesia
*Corresponding author E-mail: hildaainissyifa@uniga.ac.id

Abstract

Education in adolescence period is one of the important bases in students' moral building. In education process, student's behavior is allegedly influenced by the development of adolescent psychology. This study aims to reveal the influence of adolescent psychological development to student's social moral. The method used in this research is a quantitative method with statistical descriptive and inferential approach. The research data are taken based on the occurring phenomenon and drawing conclusion from the data of sample result by t-test. This study involves 41 students as respondents, and the research site is Vocational School (SMK) of Al-Mukhtariyah, Cinisti Village, Bayongbong sub-district, Garut, Indonesia. The research finding showed that the variable reality of adolescent psychological development and students' association moral are seen to have quite well criteria. The correlation between adolescent psychological development variable and students' social moral is in the high category. According to the result of a significance test, the study stated that adolescent psychological development has significant positive effect on students' social moral. The study recommends a holistic form of education, which does not only apply moral education at school. Moral education needs to get more attention from all parties such as school, society, parents, and government.

Keywords: education; psychological development; social moral

1. Introduction

Education constitutes a conscious and planned effort to create a learning atmosphere and process so that students are actively developing their potential to have spiritual, religious, self-control, personality, intelligence, noble character and skills needed by them, society, nation and state. Education is an effort of educating, guiding, fostering, influencing, and directing learners with a set of knowledge. Thus, education can be applied both formally and informally and the places to perform education are family, school, community environment (1).

Education implementation needs to be supported by various disciplines one of which is a developmental psychology. Developmental psychology is a science that disputes the common factors that influence the process of development (change) that occurs within a person, with emphasis on the relationship between personality and development (2).

Developmental psychology theory of often states that within every phase of its development, everyone is required to be able to perform his developmental tasks properly. The task of development is a set of behaviors must be met deeply within a certain period in order to succeed in the development experienced and further development.

Based on the above description, education is a mechanism to form learners' characters in nature. On the other hand, the developmental phase is an important aspect of character building. There is needed an analysis that discusses the influence of development toward students' moral. This study aims to reveal the influence of the adolescent psychology development to students' moral.

2. Methodology

This study employed quantitative method with an analysis technique of inferential descriptive i.e. a research performed based on the phenomenon happened by drawing conclusion from sample result data with statistical test. By describing the phenomena that exist, both natural phenomena and human engineering (3).

In this study, researchers did not manipulate or give a particular treatment to variable or design something expected to happen to the variable. This study evaluates a condition or an event that works regularly (as it is). Data source was obtained through the process of observation, interview, questionnaire distribution, and documentation study. Analysis was done by benchmarking, looking for similarities, and causal relationship in various ways. Finding meaning is the focus of the whole process. To facilitate the measurement process of research variables, there was conducted variables operationalization as presented in Table 1.

Table 1: Variables Operationalization

Variable	Dimension		Indicator	
rection of youth development (X)	1.	Achieving socially responsible behavior.	a.	Participating as a responsible adult in a community.
			a.	Self-directed
	2.	Accepting the physical state and using it effectively.	b.	Maintaining health regularly
	3.	Obtaining a set of values	a.	Being able to control oneself.

Variable	Aspect	Indicator
	and ethical systems as a guide / mentor in behaving	b. Can distinguish right and wrong
		c. Responsible
		d. Respecting the other's feeling or opinion in making decisions of taking action
	4. Achieving emotional independence from parent and other adults.	1. Getting free from childish attitudes and behaviors.
		2. Asking parent/adult's advice when experiencing difficult problem
		3. Able to deal with failure with rational attitude, by trying to face it better without depression or regression
	5. Believing in and fearing God Almighty.	a. Implementing belief values
		b. Implementing worship values
		c. Implementing noble character values
cial Moral (Y)	1. Silent is better than saying bad words.	a. Silent is better than saying bad words.
	2. Fearing God more than anything else	a. Allah only has the right to be feared.
		b. Dare to reject a friend's negative call
	3. Preferring afterlife interest to the world interest	a. Afterlife interest is better than the world interests.
		b. Breaking God's provisions will get sins and torture in the hereafter
	4. Willing to make all efforts to get happiness.	a. No success achieved without a struggle.
	5. Not doing meaningless deeds.	a. Doing positive activities (good deeds).
		b. Having consideration when going to do something

This study was employed at SMK Al-Mukhtariyah Cinisti, Bayongbong, Garut district, with 41 respondents. Given the homogeneous population, the study used simple random sampling,

3.   Result and Discussion

3.1. Result

Description analysis of the research finding showed that the development of adolescent psychology was in sufficient criteria. This implied there is something from the development process of students that has not been able to occupy the accuracy of student's development and it is due to a non-completion of his development tasks, and should be paid the attention from the parties responsible in facilitating the phases of student development that include school, and society. Measurement on student's moral variable in the research object showed a result with sufficient criteria. This result was strengthened by researcher observation on the pattern of student interaction in daily interaction.

The result of hypothesis test obtained t-stat value of (11.708) greater than t-dist value of (2.023) (in degree of freedom 39 with a significance level of 5%) This means that the hypothesis was accepted, concluding that the development of adolescent psychology has positive and significant influence on students' social moral.

Based on the result of further observation, research showed that the students as the research object generally in adolescence period that should be able to optimize their development phase which is in very potential phases from the cognitive, attitude, emotional, and physical aspects to the student's morals in association. However, students' social moral in accordance with *shari'ah* is still not visible such as:

a. Some students lack attention in terms of association according to shari'ah.
b. Some students lack attention to the prohibition of dating in Islam.
c. Some students lack attention to the boundaries of association.
d. In school students get Islamic religious education as a school subject only, while outside school hours, students generally are less involved in the activities of religious school organizations such as adolescent of school mosque.

High school students who are in the adolescence phase with excellent potential of the passing developments can make themselves better and qualified in social moral and will have a positive effect on the next phase. Adolescence period as a part of human life cycle, according to religion is the starting point of the religious law implementation for human being. Therefore, adolescents should implement religious values in their life one of which is social morals.

3.2. Discussion

Based on the result of descriptive research there is a sufficient range in adolescent psychology development. This result recommended the improvement pattern of students psychology. Development is a change that needs to be done comprehensively, not only a quantitative change, but also qualitative change (2). Development is not emphasized on the material side, but on the functional side.

The notion of development refers to a process in a more perfect direction and can not merely be repeated (4). Student psychology development must be defined as a process leading to a higher level of integration, based on growth, maturity, and learning. The meaning of one's life embodies in his attitudes and behaviors that match the value of his humanity as a servant and khilafah on earth, relevant to his standpoint, truly believed that human being is a bio-psycho-socio-spiritual dimension.

The development of human dimensions, along with their life ranges from the conception, babies, children, adolescents, and adults. One period in their life human are experiencing a developmental phase of adolescence. The adolescence phase is also called baligh phase, a phase in which children have reached a young age, marked by a dream for man and menstruation for woman. At this time the child has a full awareness of himself, so he is given taklif (responsibility). This phase is also called aqil phase (the intellectual behavior phase of a person reaching a peak condition, to distinguish right and wrong behavior, good and bad) this phase begins around the age of 15 to 40 years *(4)*.

Adolescence is an important life part in the developmental cycle of a person, and is a transitional period that can be directed to the development of healthy adulthood (2, 5). Adolescence is a time of great interest because of its distinctive traits and its decisive role in its individual life when an adult. Researchers believe that the quality of a phase development will affect the next phase of development. Thus, the role of school needs to be adjusted to the developmental pattern of student psychology.

In developmental psychology, it is often stated that each phase of his development, everyone is required to be able to perform his developmental tasks appropriately. The development task is a set of behaviors that must be met in depth in a certain period in order to succeed in the experienced development and the next development.

In line with Yusuf's opinion, there are some tasks of adolescent development, which need school intervention for student maturity (5), namely:

1. Achieving socially responsible behavior. The purpose of this task is participation of a responsible person as part of the community, considering the social values in his behavior.
2. Accepting the physical state and using it effectively. This task is intended to make adolescent proud of being grateful to what God has given to him, or tolerant of his physical right to give his physical right by maintaining the physical from negative things, using and maintaining his physical effectively, and satisfied with his physical. Indicators of achievement level are self-directed, maintaining regular health, having exercise skill, treating body and gender appropriately, feeling good and taking advantage of his physical, having reproduction knowledge, accepting her feminine appearance (for woman) and masculine appearance (for man) and carefully nurture himself.
3. Obtaining values and ethical systems as a guide/ supervisor in behaving. This task aims to establish a set of possible values that can be realized namely religious or social values obtained and then practiced in life, develop awareness to implement values, develop awareness on the relationship with human beings as well as nature as the environment where they lived, and understand life description and values they have, so that they can live in harmony with others. Achievement indicators of human are a reputation of good character, honest, loyal, responsible, self-control, accepting and employing duties/ obligations, willing to cooperate, paying attention to the problem of ethics and religion and discussing it seriously, distinguishing right and wrong, analyzing the others' behavior rationally, and respecting the others' feelings or opinions in decision making to perform an action.
4. Achieving emotional independence from parents and other adults. The purpose of this developmental task is to free from childish attitudes or behaviors or dependence on parents, develop affection (love) to parent without dependence, and develop an attitude of respecting others, without relying on them. Achievement indicator is having a realistic life goals, being able to develop a positive perception to others and trying to integrate with family independently, accepting the consequence/ consequence of mistakes without complaining, asking for parents/ adults advice when experiencing problem, being able to face failure with a rational attitude, by an effort to solve it better without depression or regression, and participating with adults in community activity.
5. Believing and fearing to the one God. This means is finding attitude maturity, habits and insight development in practicing the values of faith and piety to God in daily life, in both personal and social aspects.

Thus, at school age adolescents should optimize all the potential they have in the form of favors i.e. morale (attitude) of association in everyday life in accordance with social and religious norms because one is required to have belief and ability to actualize religious values (faith, worship, and ahlak) in everyday life in the family, school, and community.

Schools should realize that the success of individual development is determined by one's ability to find sources and ways to obtain his need, and accomplish his developmental tasks that are the key to his development accuracy. To employ its task properly, schools need to have excellent human resources *(6)*, with an adequate technological support *(7)*.

Regarding social moral, research showed that students' morality was in medium category (enough). In practice, moral is defined as a tabi'at or character of a person, namely the state of soul that has been trained so that there adhere to the soul the characters that generate deeds easily and spontaneously without thinking and contemplating *(8)*. Based on the above statement, it is understandable that association is the way people interact and adapt to others, learn how to live, and act in an environment governed by binding rules. Regarding intercourse adolescence is always defined as a social life. Research observations revealed

that in the adolescent phase, a person usually looks for as many friends as possible, and follows the norm of a natural common association, which may give negative affects to adolescents. Accordingly, schools need to build a good social atmosphere based on religious and social norms, so that the norms of adolescent association can be tied by the positive norms developed in schools. It is important for adolescent to know, contemplate, and practice the religious norms that regulate human interaction. Thus, schools should educate students within good norms. To optimize this role, schools need to collaborate with student environment, especially family and parents to jointly create a healthy atmosphere for adolescents. A conducive atmosphere is marked by a strong commitment development of each individual who has moral obligations (parent, school, government, and citizen) to practice the values of religion in everyday life, such as providing guidance, teaching, habituation, emulation, and making the environment free of liquor, narcotics, pornography, gambling, prostitution, and crime.

The result of inferential study concluded that the development of student psychology has a positive and significant relationship with student behavior. This is in line with Yusuf statement, revealing that human development can be described in the function and concept of structure *(5)*. Function is a same innate biological mechanism for every person or biological tendencies to organize knowledge into cognition structure, and adapt to various environmental challenges, meanwhile structure is the interrelation of knowledge system underlying and guiding intellectual behavior. In adolescent psychology development in which there are several dimensions of development that will affect each other in order to form a good development. Kohlberg's theory of moral development (4), is based on his interview analysis with boys aged 10 to 16 who were faced with a moral dilemma, in which they had to choose obeying the rules or fulfilling life necessity contrary to the rules, the higher the stage of one's moral development will be the more visible and responsible his moral actions are. Morality is a willingness to accept and enact rules, values or moral principles. These moral values are calling to make good deeds for others, maintaining order and security, keeping cleanness and the others' right, and prohibition from stealing, fornication, killing, drinking and gambling. Someone is said to have moral, if his behavior is in accordance with moral values raised by his social community.

Family environment plays a role in shaping children development who have good characters by way of instilling and understanding, and implementing religious values since early age and continuously (9).

4. Conclusion

Based on the research finding it can be concluded that the adolescent psychology development has positive and significant influence on students' moral. Accordingly, school together with the student family, community, and government should hold a good coaching on the development of student psychology to create an intelligent and skilled generation with good characters.

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