

Moral Thought of Early Childhood in Perspective Lawrence Kohlberg

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Abstract

This paper seeks to explain the moral development of early childhood in the view of Lawrence Kohlberg. Research on Kohlberg's development so far has been more targeted at the development of elementary-age students to adults. This paper tries to analyze moral development at an early age or age 4-6 years. Early Childhood, according to Kohlberg experienced a phase of moral development in the first stage (pre-conventional phase). In this period, the child's moral development is influenced by adults' behavior around the child (role model). The moral development of children does not occur suddenly but is attempted and intentional. To achieve moral development in early childhood it is necessary to have moral education for early childhood. The exciting thing is that this moral development is always biased with a sense of injustice. Lawrence Kohlberg suggested that conducting moral education should always be done with a sense of justice. Because justice is a significant recognition of the same level and position and become the most basic and general measuring tool. This discussion uses the method of library research. The results of this study indicate that educators (teachers), especially in early childhood in understanding the moral development of children, in addition to going through stages of moral development, must also pay attention to justice in applying the stages of moral development.

Keywords: Thought Lawrence Kohlberg; Early Childhood Education.

Abstrak

Tulisan ini berusaha menjelaskan pendidikan dari sudut pandang Lawrence Kohlberg, yang merupakan seorang profesor yang menciptakan bidang baru dalam psikologi yaitu perkembangan moral. Dalam perspektif Lawrence Kohlberg menawarkan tahap-tahap perkembangan moral pada individu yang dalam perkembangan moral tersebut akan membantu para pendidik dalam mengaktualisasikan pendidikan karakter yang efektif. Dunia pendidikan tidak dapat dipisahkan dari nilai-nilai yang berpengaruh dalam proses perkembangan peserta didik. Karena pendidikan merupakan salah satu bentuk perwujudan manusia yang sarat akan perkembangan, maka kita sebagai calon pendidik harus mampu mendukung pembangunan di masa mendatang, yaitu dengan memberikan pendidikan yang bukan hanya transfer pengetahuan saja kepada anak didik. Jadi, perkembangan moral ini mencakup aspek kognitif tentang pengetahuan baik atau buruk, benar atau salah, dan aspek afektifnya yaitu sikap perilaku moral mengenai bagaimana cara pengetahuan moral tersebut dipraktikkan dalam kehidupan.

Kata Kunci: Pemikiran Lawrence Kohlberg; Pendidikan Anak Usia Dini.,

INTRODUCTION

Research on Kohlberg's moral development so far has been more focused on the development of primary to adult students, as written by Anata Ikromullah, explained that the stages of moral development of the highest student santri at the level of Low and order, as well as moral development between male and female students there is a difference (Ikromullah, 2015). The same thing was stated by Siti Rohmah Nurhayati, who stated that the analysis of Kohlberg's moral development, if applied to different cultural conditions, the results were also different. (Nurhayati, 2006). Likewise, research conducted by Samsul Susilowati, that Kohlberg's theory of moral development is related to the educational method. The use of moral education methods by the stages of moral development will be better able to increase moral judgment (Susilawati, 2017).

Therefore, this study tries to analyze moral development at an early age, or 4-6 years of age, by using Kohlberg's moral development view. Early childhood is a concern in this study because the morale of early childhood is still unstable. Moral development that is still unstable requires a reference or guideline in moral development. Kohlberg as a figure about moral development, especially the stages of moral development offered, are essential to be analyzed and implemented in early childhood. Educators will find it helpful to understand the stages of moral development offered by Kohlberg.

Next to understand Kohlberg's ideas about moral development requires a research method. The method used in this study is a research library using content analysis.

DISCUSSION

Biography of Lawrence Kohlberg

Lawrence Kohlberg was born in Brouxville New York, on the 25th of October in 1927. Kohlberg's theory of moral development was inspired by Swiss psychology Jean Piaget (1896-1980) about cognitive moral development, besides Piaget, John Dewey, Baldwin, and Emile Durkheim also influenced Kohlberg's thoughts (Febrianty, 2011).

Lawrence Kohlberg's work, which involves the theory of Piaget, focuses on developing personal moral provisions of children and adults who have adopted cognitive development strategies. Emile Durkheim Baldwin, Jean Piaget, and John Dewey contributed to realizing Kohlberg's moral development stage. In the first stage (1958-1970), Kohlberg elaborated on the cognitive-developmental approach strategy, and with that approach, Kohlberg succeeded in producing his work: "Stage and Sequence" (1969). In the second stage (1970-1976), Kohlberg focused his ideas on increasing Piaget's structuralism by consistently using it on the longitudinal development of individual personalities, and he tried to work on improvements in his previous work and published his work, "Moral Stage and Moralization" (1976). In the third stage (1975-1987) Kohlberg published a work entitled "The Moral Atmosphere of High School: A Comparative Study" (1984) (Khairunnisa, 2019).

Lawrence Kohlberg's Thoughts

The moral is related to the basic actions, manners, personality, and morals, which form innate in a person so that he can get through it exactly, which is accurate and wrong. It can be interpreted as a character base formed on every individual in a community with his friend, then will create a sense of respect and respect. In the child's moral development, it is greatly influenced by the child's environment, especially from his parents' environment. Values and behavior by the values

obtained by children make a source of learning. Therefore it is essential for the role of parents in the formation of children's morals.

Each stage of development has the characteristics of morality that the child can obtain; therefore, there is no difference in open boundaries and is more dependent on each individual's norms that usually occur in the child. Kohlberg stated that dialogue between children and parents about values and norms has the most important influence from the family on discipline, punishment, and gifts obtained from parents. Kohlberg's statement afterward was that moral thought was influenced by the presence of significant cognitive improvement and education and social and moral knowledge. In this case, education is a very significant cause of increased moral reasoning because higher educational conditions present broader opportunities and challenges to stimulate cognitive development.

Rawls's theory of justice and Piaget's moral development theory were combined to create Kohlberg's Theory. The focus in Kohlberg's theory lies in the moral assessment of other processes that are actually incorporated and become a model made by James R. Rest, he was a follower or who agree with Kohlberg's thought. But he and his friends deviated from the theory of Kohlberg (1999). They built a model known as neo-Kohlbergian. The model used by Rest emphasizes more on the component of social cooperation in consideration of justice. While Kohlberg emphasizes the concept of justice, it is based on individuals (Khairunnisa, 2019).

Through moral development theory, Lawrence Kohlberg designed a moral problem-solving in a person with reasoning or cognitive. Moral nobleness in humans is obtained by self-recognition so that it reaches the Most Eternal, Allah SWT. Then he will certainly understand who His Creator is. Kohlberg established stories about moral problems as a way of experimenting, looking at how people compare their responses if they are on the same moral problem. Using internalization or what

happens to change in the development of behavior is a theoretical concept from Kohlberg that is controlled externally and becomes internally controlled behavior.

K. Bertens, in his book "Ethics", states the thoughts of Lawrence Kohlberg about three levels and six phases of one's moral development, subsequently becoming a form of moral order that influences psychology and ethics or moral philosophy (Khairunnisa, 2019), that is:

1. Pre-Conventional Level

- a. In this phase, the child, when doing an activity, will have a view of the punishment that this is due to the action and discipline of someone. This phase can also be referred to as the orientation phase of punishment and obedience. For example: "Syafi does not want to lie, because if he lies, his father will punish Shafi."
- b. In this phase the child can compare things based on usefulness, excitement, or something ugly into ugliness. In this phase, the child can learn to pay attention to the desires and needs of others. Moreover, this stage can be called a relativist-instrumental orientation. For example: "if you are friendly to everyone, of course, they will also be friendly to you."

2. Conventional Level

- a. In this phase, the development process takes place towards morality and sociality. Understanding and attention to groups, and an assessment of the personality that is in front of a community. This stage is also called an adjustment to the group or orientation.
- b. In this phase, there is a situation where someone has begun to turn to formal legal views or policies that are useful to produce an orderly and peaceful situation in a community. This phase is also called the stage of law and order orientation. For example: "Syafa must obey the rule of law because it is Syafa's obligation as a good citizen

of the country. Then it will make everyone's lives easy."

3. Post-Conventional Level

- a. In this phase, it is a condition that emphasizes rights and obligations so that the process of democratization is created. In this phase, an act of love for a country and a government based on law is formed. This phase is called the legalistic social-contractual Orientation stage. For example: "Adlin is very compliant with legal policies because a society will be able to walk well if the people adjust and respect each other."
- b. In this phase, a person working on an act tries to be comparable with general moral instincts and laws. According to Kohlberg the demands on the general moral law are: comprehensive, general, and consistent in its application. The general law is justice, the law of reciprocity, harmony, and respect for the social position. This stage can also be called the orientation of universal ethical principles. For example: "violence is an act that insults fundamental human rights. Because genuinely, human life is pure and needs must be prioritized. "

Kohlberg argues in the theory of moral development has behavior or unique characteristics, including:

Every phase of development in children always takes place using the same method, and the first stage continues to the second stage.

b. That the individual/child in moral reasoning can only understand one phase above the child's stage.

c. That, according to the cognitive individual/child, tends to understand and think one stage above its stage.

Kohlberg's moral education focuses on using a "disguised curriculum" system, meaning that Kohlberg focuses on teachers or educators

must be able to create a state of self that describes morale towards students. Kohlberg assumes that the process of moral development of children is influenced by the community and the child's environment as well as the main aspects in growing the morality of the child, namely in the family environment. In his theory of moral development, Kohlberg stated that the phases of moral development occur from automatic activities in children. Moreover, moral attitudes do not originate from socialization or lessons learned from habits and other matters relating to cultural values.

Achieving goals in forming characters from various psychological aspects will succeed and will have a very influential role in giving color to a child's life. One aspect that supports the perspective of children or students' moral development can be known by understanding the moral aspects that can contribute input in achieving the character education process (Khoirun Nida, 2013).

Lawrence Kohlberg's Educational Concepts

Kohlberg's scientific career began with Kohlberg working as a researcher in empirical psychology, but from the beginning, Kohlberg already had the intention to focus on the field of education. Kohlberg explained that Kohlberg's motivation to write something was pedagogical. It was in the field of education that, according to Kohlberg, was the central praxis, making psychology relevant." (Khoirun Nida, 2013) By Kohlberg's theory of moral development, the raw estimates of the Kohlberg model approach are:

1. Moral education requires a philosophical view of morality.
2. Moral development through qualitative phases.

3. The stimulation of moral development is based on the stimulation of ideas and in solving problems.

The Socrates-style discussion method is offered by Kohlberg, who discusses moral issues about moral education. In this method, the teacher offers the discussion method through moral issues to be discussed by students. In viewing and studying a moral problem from its aspects, needs, rules, and values in the community around children are given the teacher's broadest opportunity. The students themselves must determine all decisions on what funds should be taken. For the realm of Indonesian citizens, new moral themes that occur in life, as usual, should be raised by Kohlberg if he offers fictitious moral issues/themes.

In this case, having diverse knowledge on social issues must be emphasized in the child. Also, from a different perspective, children must be faced with moral problems. Because stimulating moral development in children leads to a higher phase must begin in various moral problems encountered and a variety of perspectives in solving moral problems (Amiruddin, 2015).

The essential reference in moral development in the field of education, according to Kohlberg, is justice. Because justice is a significant recognition of the same level and position and become the most basic and general measuring tool. Ensuring freedom of belief is used justice as a principle, historically and based on the psychological reality of one's development used in the concept of morality (Khoirun Nida, 2013). This stage is called hierarchical integration. This means that when a person rises to a higher phase of thinking structure in a higher phase, it is reintegrated with the structure of thinking at a lower stage. Lawrence Kohlberg stated in his moral development theory that using a methodology, Lawrence Kohlberg developed a research instrument to facilitate the qualification of reasoning someone in

overcoming moral problems. Besides that, instruments were also arranged to determine the stage of the moral propriety of a child/individual. Decision moral judgment decisions are used by Kohlberg, which consists of three theoretical problems. Each problem must choose two conflicting values and expose the subject to a problematic solution. Perpetrators are expected to be able to solve a problem and provide arguments for solving problems that they think are correct (Khoirun Nida, 2013).

The concept of stages is the core of the cognitive development approach. Durkheim's statement supports this. He concludes his thesis, which starts with a firm statement "that in determining what kind of effort a science should help our behavior adjustment." Hogan and Busch argued that increasing moral judgment in a person could be carried out in school or in the home through education to behave according to the moral thinking techniques contained in it and the behavior that exists in individuals based on cognitive considerations. Lawrence Kohlberg's contribution to moral development is enormous. He was almost alone in innovating the field of cognitive moral development in American Psychology. This was almost absent in the early 1960s, starting when Kohlberg began publishing his research (Febrianty, 2011)

The view put forward by Kohlberg about education is still revolutionary and transformative because Kohlberg defines and considers education as moral education. Kohlberg believes moral education is frightening for him if it is not done to others. According to Kohlberg, education in schools must teach "the good", while it still adheres to the understanding that education is a moral endeavor full of values and connected to the broader community. Kohlberg developed the idea that the education system must always take precedence and set aside as a form of life-long or long-term development preparation.

Progressive change over time, the domain of life experience, and the changes that occur in each individual are the basis of development for long-term moral development and enhance social cognitive and problem-solving abilities influenced by cross-time, individual capacity integration (Hasanah, 2018). Kohlberg stated that based on his empirical findings regarding the stages of moral decision, the rules of moral development and moral education rules could be explained as a moral development from stage one to the next stage, and moral education means stimulating the movement. To understand his theory, we must know several definitions of each stage of moral development.

a. Moral education

As Kohlberg explained, the consequence of the development of cognition is the moral orientation of the individual, which unfolds along with its development from one phase to the next. Children and adolescents begin to arrange their moral thinking, rather than passively accepting cultural norms about morality. Kohlberg and Piaget have the same opinion. They state that the phases of moral development run from reflexive behavior in children, not derived from activities in society or teaching that is gained from experience. Children develop through interaction activities in the community, which has a unique variety as children's activities play a role as personal factors.

Sharing opportunities to take on roles and discover cognitive problems is the parents' responsibility, but they also present a primary function in moral development for their friends. That proves between parents and peers have a significant impact on the moral development of children. Cognitive moral education is a concept based on the belief that as moral reasoning develops, students should learn to value values such as democracy and justice. Moral education that has been stated by Kohlberg has become the basis for cognitive moral education. This moral education has the aim that students have trust and can develop higher ideas.

Kohlberg realized that the atmosphere at school had a significant influence compared to the others. For example, a study found that moral education courses given for one semester based on Kohlberg's theory succeeded in increasing moral thinking in three democratic schools but did not succeed in schools with an authoritarian climate.

b. The Purpose of Moral Education

Lawrence Kohlberg is very interested in aspects of moral education. With the cognitive-developmental theory of moralization, the achievement of Kohlberg's universal ethical orientation is set as the goal of moral education, as in this phase, someone is biased to understand, be willing and live the norm. More than that, a person has the potential to comment on a regulation that neglects the principles of justice, democratic honesty, and other principles. Lawrence Kohlberg is deeply attached to moral education. Although Kohlberg began his scientific work from the beginning as a researcher in empirical psychology, the world of education was the intention since Kohlberg's inception. In this case, Kohlberg once said that Kohlberg's first encouragement to write something was pedagogical. In this case, psychology became relevant in praxis and primary education for him. "By Kohlberg's opinion, that his approach in moral education is called cognitive-developmental (Amiruddin, 2015).

Kohlberg beranggapan pendidikan moral tidak wajib diselipkan pada struktur kurikulum atau disebut juga dengan *hidden curriculum* (kurikulum tersamar) sebagaimana pendidikan terwujud melalui koneksi, perbincangan, dan jalinan antara guru dengan murid. Kohlberg dalam hubungannya dengan hal ini membutuhkan penekanan pada tauladan dari guru kepada anak didiknya. Dengan cerminan dari guru itu anak didik bias menganalisis nilai serta moralitas yang bagus dan sejalan dengan perilaku di masyarakat sampai dapan bangsanya.

c. Moral Education Method

In a typical Socratic discussion, Kohlberg, about moral knowledge that examines moral themes, is then offered, Kohlberg. This method is the teacher in carrying it out through a discussion of moral problems to be discussed by students. In analyzing and viewing moral conflicts from aspects of their interests, rules, and values in society from students, they are given the most ample opportunity. The method built by Kohlberg and his friends is useful in seeing the level of development of a person's moral judgment or reasoning found in this method of discussing Kohlberg's moral problems.

It has been proven from various research conducted by Kohlberg that progress in moral assessment is a way of development, not on how to produce, but set an example, advice, provide punishment and rewards for enforcing the rules and virtues, but a process of forming cognitive structures. So that students themselves must determine all funds decisions what steps should be taken. For Indonesians, new themes of contemporary morality that exist in daily life must be raised by Kohlberg if he offers a fictional moral issue.

In this case, having diverse experiences in social issues must be emphasized in the child. Also, from a different perspective, children must be faced with moral problems. Because it stimulates a child's moral development towards a higher phase, it must be in the form of various moral problems encountered and a variety of perspectives in solving moral problems (Amiruddin, 2015).

According to Kohlberg, the essential reference for the development of moral considerations in education is justice because justice is an essential recognition of values and equality of position and is the most basic and standard method of measurement. Ensuring freedom of belief is used justice as a principle, philosophically and based on psychological facts of human development used in the concept of morality (Khairunnisa, 2019)

d. Educators and Students

The right strategy must be carried out to determine the moral character of Kohlberg's view must be based on an understanding of the phases of moral development. Kohlberg also argues that the direction of moral education is to encourage someone to reach the next moral phases.

Teachers with these conditions should convey the lesson to students but prolonged it must advance the development of thinking and the transition of behavior towards a higher phase of development.

The most important thing about a teacher is that he must give teachings about moral values. In this case, Kohlberg seeks to improve and develop the method of moral development explained by Piaget. The developmental mammals of Kohlberg's method are indeed to apply Piaget's primary strategy, namely by presenting children to a series of stories involving morality. But the story extended by Kohlberg is more complicated than the stories that Piaget exploits.

e. Factors Affecting Moral Education

1. Opportunities in taking part

Suppose a person has a role in conditions that strengthen a person adopting social aspects. The development of a person's moral thinking will increase. Is a condition where people have difficulty accepting the authority, responsibilities, values, ideas, opinions, needs, desires, feelings and standards of others. Association with peers can make individuals play their roles more than family at home. This is more important because it is more influential due to the opportunity to take part.

2. Moral situation

The most basic rights and responsibilities that are channeled and link provisions are the hallmarks of every social area. In an area, the provisions are used by regulations, customs, norms, or figures of validity (part 1). Furthermore, the provisions are based on views in the techniques presented (section

4 or higher) in other areas. Conditions that stimulate a teacher's moral values and it is classified as a moral thinking faculties

3. Moral cognitive problems

Disputes about one's moral thinking on the thoughts of others are also called cognitive moral problems. Some studies mentioned then, the subjects crossing other people will have higher or lower moral thinking. For example, children who have disputes with other people who have higher moral thinking will be more likely to prove a higher moral development phase than children who conflict with others who have a moral thought phase commensurate with it. Kohlberg has pointed out that the teacher can influence one's moral reasoning. Because the teacher is a moral model in the phase of high cognitive progress, and interacting with the teacher will affect the moral development in the socio-moral experience in the school environment.

4. Family

Kohlberg argues that conversations between children and parents about social values and rules are most influential on the family than the child's personal experience of order, retribution, and parents' reward. The relationship between children and parents of various conditions illustrates the three common envies above. Moral children, much influenced by the region as children live. They get moral values from the region in their neighborhood, especially from their parents' area. Values and behavior are in line with the scale obtained by children as a source of learning, so parents need to contribute to children's moral development.

5. Education

Kohlberg's other opinion revealed that high cognitive development phases influence moral thinking, for example, education and social, moral experience. Education is used as a strong prediction of moral thought development because

opportunities, challenges, and broader areas that can stimulate cognitive development only exist in a higher education environment. Therefore, since 2013 the 2013 curriculum has been adopted. It has become a kind of justification for character education in Indonesia's field, as the curriculum focuses more on the creation of national character. The Ministry of Education and Culture said in the 2013 curriculum it was used to create character education for the nation's children and as a center of improvement, and the 2013 curriculum focused more on improving character, skills, and cognitive expertise.

Focusing on children's skills in respecting the rules that become the nation's tradition is a fundamental orientation of the implementation of the 2013 curriculum, which is to develop honest character, order, and obligation. The curriculum contains some of the main behaviors of a person, namely spiritual, social, and skill behavior, all of which are implementations of the 2013 curriculum in schools where the value of these attitudes is beneficial for shaping Indonesian children who have complete character (Khoirun Nida, 2013)

Lawrence Kohlberg's Moral Education Model

The development of moral development theory has been explained to influence how moral values are taught in schools. According to Narvaez, there are two approaches to moral education.

1. First, the universalist approach

This approach emphasizes what should be done in certain moral situations. This approach is much influenced by moral judgment theory and moral reasoning from Jean Piaget and Lawrence Kohlberg. This approach puts forward processes rather than content and considers environmental factors, not an essential factor in shaping student morale. The role of the teacher or adult in this approach is more as a facilitator. The teacher or adult is tasked with testing

student perspectives, building empathy, encouraging discussion, enriching students' perspectives and thinking abilities, and learning to make the right decisions.

2. A particular approach

This approach prioritizes the mastery of virtue or virtue values, which are deemed necessary and sufficient to get a good life. The focus of moral education on this approach is more on how to shape character. Aside from the fact that the character is not carried from birth, it is also believed that a person's moral behavior will be consistent with his character. This approach emphasizes tradition, authority, and obedience rather than reasoning, autonomy, or social justice.

3. An integrative or multidimensional approach

This model seeks to combine ethical and character ethic rules, and those included in the integrative model include Thomas Lichona, Darcia Narvaez, and Marvin W. Berkowitz. According to Lichona, moral character is multidimensional. According to Lichona, moral education aims to build positive or virtue character qualities. There are three elements of moral character, namely moral knowledge, moral views, and moral behavior. Meaning, moral behavior alone is not enough for Lickona. Moral behavior must be accompanied by knowledge and feelings about whether the behavior includes moral behavior or not (Rahman, 2010).

Lawrence Kohlberg's thoughts on philosophy

Opening and discussing the truth of children's education methods are discussed in the philosophy of early childhood education. In the embodiment of early childhood education to be in line with children's growth and development must be based on educational philosophy and theory. Thus, educational practice will have a clear direction, nature, and then the needs and development of children will be by relevant objectives. By

the necessary knowledge in philosophy, Child axiology will be treated by the situation and condition and assume. Axiology is a concept of values related to the benefits of knowledge gained. If the subject contributes significantly to all things, then the value will be subjective. Human consciousness is used as a benchmark for everything. The subject's response who carried out the evaluation without reviewing whether it was psychological or physical would be the key to meaning and validity so that the best behavior will make something the best.

The child's need for self-inclusion is very focused on building a useful and meaningful person for the child. Regardless of its form, the child must be appointed. Behaviorism has an opinion on how to see children as individuals who are still dependent and do not uphold anything. Based on the child's behavior, depending on the environment and what environmental influences are given by the environment. According to behaviorism, if the environment guides children very well, their development will be okay. Moreover, the opposite if the child is a learning environment that does not support, it will be less optimal development in children. Children who can develop themselves according to other views are constructive, and through a way of relationship with their social community, children's development will be better (Rahmat, 2018).

By perceiving Lawrence Kohlberg in moral development, the three most important components of character education are comparable to the moral and developmental aspects that embrace known moral, moral feelings, and moral behavior. As has been explained in Lawrence Kohlberg's moral theory, it can shape the values of one's personality and character into a positive outcome.

CONCLUSION

Kohlberg argues that a good strategy that must be implemented to determine moral behavior should be based on an understanding of the phases of moral

development. It was stated that by supporting someone to reach out to the next moral phases, they were made in moral education.

Teachers with this condition good not only convey lessons to students but also to advance the development of thinking and the transition of behavior towards a higher development phase. The most important thing for a teacher is to be able to teach about moral values.

Hopefully, this article can provide insights to educators to primarily know the existence of a moral and developmental perspective. With this understanding, it is hoped that teachers will obtain an efficient and effective way of character education with their students. This discussion uses the method of library research. Moreover, the results of this study can be formulated that the teacher needs to understand Lawrence Kohlberg's mind in the phase of moral development, the three main components of character education which include knowledge, moral feelings, and the teachers must carry out moral behavior in harmony with moral aspects and their development.

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