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Foundation of Child Moral Intelligence in The Ajatappareng Area of Sulawesi Selatan

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Abstract

Quantitative research was conducted to determine the effect of parental morality on children's moral intelligence in the Ajatappareng area. The research was conducted in four areas, namely the City of Parepare, Pinrang, Sidrap, and Barru Regencies. The subjects in this study were parents who had children aged 6-12 years, totaling 133 people. Research data were analyzed using simple linear regression test and correlation test. The results of the study indicate that there is an influence between parental morality on the moral intelligence of children in the Ajatappareng area with a correlation value (R) of 0.624 and a coefficient of determination (R Square) of 0.390 which means that the influence of the independent variable (parental morality) on the dependent variable (children's moral intelligence) by 39%. In addition, the correlation test obtained a value of $0.00 < 0.05$. This means that there is a relationship between the independent variable (parental morality) and the dependent variable (child moral intelligence). In addition, the degree of relationship on these variables is a strong correlation. By using Pearson Correlation, the value obtained on parental morality and children's moral intelligence is 0.624.

Keywords: Children; moral; parental, Komunal

Introduction

The period of the child's moral development is an important time in enhancement source power human. Because that, child need be prepared as strength nation. Desmita (2006) explains that child when born no have morals. However, child

have possible moral potential developed . Early childhood already taught about morals. Experience and interaction with others, like family, school, and friends peer is holding important role in children's moral development.

Moral and family development is two mutual thing that interact. Family as context first in the process of socialization and moral formation in children (Lollis, 1996). Moral intelligence is formed from the affection and feelings of support from individuals who are sufficiently challenged by ideas in moral matters. Power (White, Kenan, & Matawie , 2004) explains that family is also an important resource for establishing social relations in society. This relationship originates from individual moral intelligence to be developed and generalized as moral results in social environments such as schools and work environments.

Smetana (1999) describes that social theory has viewed moral internalization as the primary thing that comes from parents. Moral internalization functions in providing parenting patterns to children to form discipline. White, Kenan, and Matawie (2004); Bower and Casas (2016) explain further that the family can have an influence on moral development. This will be used as a measurement construct for families and children. The moral intelligence construct in research comes from roles in family processes and moral socialization.

Research on moral intelligence originates from Kohlberg's stage theory which focuses on the stages of cognitive experience which are often called moral reasoning. Henry (1983) then proposed an opinion that was different from the theory put forward by Kohlberg. The statement contains satisfactory self-interest and is an internal source. Family expectations as an external source. Teachers for individuals, society, and individual equality as a principal source.

On the other hand, Kohlberg and Piaget (Santrock, 2012) underestimate the contribution of family relations in the stages of moral development. The relationship between children and parents does not provide space for children about the perspective of giving and receiving behavior. In essence, family processes are not important for the moral development of children. Kohlberg and Piaget as moral experts actually state that it is the role of peers who play an important role in children's moral development. This statement has been widely agreed upon by development experts.

White (2000); Weymouth and Buehler (2016) also found that positive communication with parents is a moral result of the relationship between parents and children. Bandura (1991) in theory suggests that moral standards in adults are a guide in teaching morals to their children. A positive relationship between parental and child moral intelligence has been predicted. Parental stimulation of children's cognitive abilities stems from greater support for participants in making decisions and spending more time exploring moral issues. Research conducted by Hazra and Mittal (2018) regarding pattern parenting in children's moral development. As has is known previously that parent hold role important in children's moral development. Child born without there is exists discipline and moral values. The parenting process plays role. Parents embed moral values of environment where they grow.

Garcia, et al (2020) analyze the extent of parental support with child's moral development. Result of study the show that when children not enough get support from parents, then these child will show poor performance, behavior drink alcohol, and boring behavior. It compared backwards with parents who provide support social full to his child. The next study is Boele, et al (2019) explained that quality relationship and empathy considered hold role important between parents with child. Behavior the occur through theory study bandura social with modeling behavior. Parents give warm and supportive behavior. So that Thing that will help child in adolescence be warm personality, capable to solve problems, and empathy to others.

Tan and Yasin (2020) also added in his research that pattern foster parents play role important in moral formation of children. For prevent modern world changes, then parents must involve self in embed religious beliefs, communicate more, provide many time with child. As for patterns most effective parenting applied by parents in embed moral values are pattern foster authoritative because considered have involvement, high acceptance, self control, and giving proper autonomy. Raised child with pattern foster authoritative will more competent, Inclined more responsible answer because get warmth and care from parents. Children also get habituation discipline with fun way. Besides that, child given freedom for make decision itself which is supported by the values that have been held firm by parents (Guevara, et al , 2021).

Esmaeili, et al (2021) did study about parental morals with children's moral development. Research conducted on 128 children of 8 early childhood education

program in Iran shows that children's moral development related with pattern foster parents. Parents should consistent in style parenting. Build behavior assertive and trusting self. Apply discipline that is fun, warm, and giving freedom with limit certain.

Research conducted by Peterson (2020) on religion and parenting. Peterson explained that religious participation has many effect positive in children and adolescents, such as enhancement health, achievement academics, and abilities social. Kindly general, style parenting could help in differentiate good practice related parenting in religion. Remember that comparable religious values with values culture. Parents assume that religious values can transmitted from parents _ to child with a number of method pattern parenting. Planting religious values carried out by parents to child give benefit for development child, like benefit in a manner physical, emotional, mental, and social.

Same thing study about harmony family carried out by Nikmah and Sa'adah (2021) that key success harmony family is close relationship between member family. Every member family have respective roles. Parents give the best parenting version family. When family harmonious, then child will happy, believe self, and control self. Satrianingrum and Setyawati (2021) added that formation character children are also related with values and culture area certain. Parenting patterns Among one tribe _ with other differentiate formation behavior child. It seen from pattern applied communication, purpose, vision mission from every culture, and parenting ways educate child.

The strength of the moral intelligence relationship between parents and children has varied according to the age of the child. Children have been able to evaluate good and bad behavior according to the function of age and parental reactions (White, Kenan, & Matawie , 2004; Johnston, 2016) . This is different from the research by Haan, Langer, Kohlberg (1976) which found no significant relationship between the stage of moral development of girls and their parents, and only a moderate relationship between boys and their parents. Other family processes have also found a moderation in the moral intelligence relationship between parents and children.

Walker and Taylor (White, Kenan, & Matawie , 2004) researched to find out the parenting style of children. Hart (White, Kenan, & Matawie , 2004) examined fathers' self-ratings of involvement and affection. Holstein (White, Kenan, & Matawie ,

2004) found that parental encouragement was correlated with high moral intelligence, maternal dominance , and hostility were associated with low moral intelligence. The combined results from relevant studies consistently indicate a positive relationship between parental warmth or affective involvement and stages of moral development in children. Family processes significantly play a social role than moral intelligence content (Speicher, 1992; Smetana, 1999). Although on the other hand, Kohlberg and Piaget did not make the role of the family a factor that plays a role in the moral development of children.

This conflict of opinion ultimately made researchers interested in proving the extent of the role of the family in children's moral development. Is this indisputable in the field or is it consistently the role of the family that contributes to the moral development of children.

Method

Study this use approach quantitative aim look for influences and relationships among variable parental morality as indeoenden variable (X) against variable children's moral intelligence as dependen variable (Y). Source of data used in study this are parents who have child with range ages 6 to 12 years as many as 133 people came from four areas in the Ajatappareng region, namely Parepare City, district Pinrang, Barru, and Sidrap. Sample chosen with use method sample purposive, that is given technique to characteristic sample already determined and known more before based on characteristics and properties from population. Measuring tools used in this study is adapted scale from before researcher. There is two given scale to parents as sample research. The scale consists from parental morality as many as 37 items statement and scale the moral intelligence of children consisting of 48 items statement. Techniques data analysis used technique simple linear regression and correlation test . Analysis used for knowing connection among dependen variable and two or more independen variable. Analysis conducted with SPSS 25 *for windows*.

Literature Review

Moral Intelligence

Suntrock (2012) describes moral development as something related developments with rules and conventions to what should done by individuals in interact with other people. Morale is something related with rules, that is right and wrong are done on each individual. It could look at behavior frequent cheating happens to students. On behavior, child will think behavior in accordance or no, then how behavior carried out by children when cheating, and consequences what is obtained from behavior cheat. Morality means as anti social behavior, eg: covering properties honesty , sincerity heart and concern to fellow. Trust student to appropriate behavior with morals and behavior that is not moral that is about how behavior the correct or what's going on in the environment school. Students also believe that morality influence method think and respond to behavior at school. It could seen from behavior cheat that has described above.

Famous character with theory related moral intelligence is Piaget and Kohlberg. Second figure the have different views about moral intelligence. Piaget explained that moral intelligence begins with observing behavior children and interview them. The children that Piaget observed aged among four up to 12 years. Piaget observed children playing marbles, how they play , the rules what 's there in game the. Besides that Piaget also asked around characteristic rules ethical, like cheating, stealing, and lying. After it, Piaget began describe morals as something evaluation about right wrong. Response on each child naturally varies, depending on its age and consistency to response (Santrock, 2012). The results of observations and interviews conducted by Piaget on children the, then concluded that in a manner general children think about morality shared in two part, that is *morality of constraint* and *morality of cooperation*.

The second figure is Kohlberg, explained that Kohlberg's moral development is a choice, a circumstances that are not there is response correct or wrong. Kohlberg more emphasizes moral reasoning and development in a manner gradually. The main point in understand moral development where internalization changes development influenced by control external and also influenced by internal processes. Kohlberg then share level

moral reasoning becomes three part, that is morality pre conventional, conventional, and post conventional.

Morality according to Santrock (2012) can be learned through four elements, first learning about customs, laws, and norms that apply in society. Second, understand the meaning and listen to the voice of the heart. Third, understanding the meaning of feelings of shame and guilt resulting from bad behavior experiences. Fourth, have the opportunity to learn to be part of a society through social interaction. Almost the same thing was explained by Hurlock (2012) as Damon and Hurlock that there are three systems that motivate individuals to behave morally, namely, empathy, *moral affiliation*, and principles. The explanation of empathy is the same as the previous explanation. The second system, namely *moral affiliation*, means that individuals understand, feel, and behave morally due to the identification of models of moral behavior, whether parents, religious leaders, political figures, or fictional characters. The third system is principles which are commitments to principles or personal standards regarding good and bad and right and wrong.

There are three reason why individual must moral (Hurlock, 2012). First change feeling individual from feeling suffer Becomes feeling happy. Second make individual who has good attitude and behavior as a moral model. Third make individuals have good and moral thoughts.

Discussion

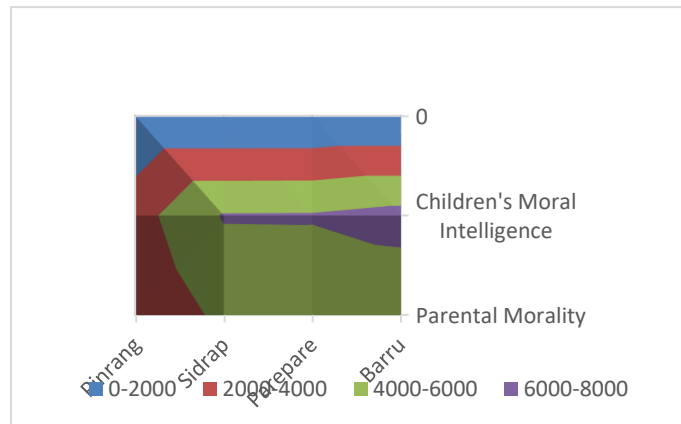


Figure 1. The Descriptive of Parental Morality and Children's Moral Intelligence in the Ajatappareng Area

Based on the diagram above related results descriptive research, then could explained that description parental morality and children's moral intelligence on four areas in Ajatappareng in category currently to high.

Table 1. Regression Test

Model	R	R Square	Adjust R Square	std. Error of The Estimate
1	.624	.390	.385	13,273

Based on the simple linear regression test contained in the table above, it is obtained score correlation (R) of 0.624 and value coefficient determination (R Square) of 0.390 which implies that influence independent variable (parental morality) against dependent variable (children's moral intelligence) by 39%.

Table 2. Regression Test part 2

Model	df	MeanSquare	F	Sig.
Regression	1	14850526	84,295	.000
residual	132	176,173		
Total	133	133		

Based on the simple linear regression test contained in the table above, it is obtained results calculated F value of 84.295 with level significance of $0.00 < 0.05$. So that could pulled conclusion that the regression model could worn for predict variable

participation or in other words there is influence variable parental morality (X) against variable moral intelligence of children (Y).

Table 3. Correlation Test

		Parental mortality	Children's Moral Intelligence
Parental morality	Pearson Correlation	1	.624
	Sig. (2-tailed)		.000
	N	134	134
Children's moral intelligence	Pearson Correlation	.624	1
	Sig. (2-tailed)	.000	
	N	134	134

Based on the correlation test contained in the variables above, then obtained score of $0.00 < 0.05$. It means that there is connection Among variable free (parental morality) with variable bound (children's moral intelligence). Besides that degrees relationship to variables the is correlation strong. With using the Pearson Correlation, the values obtained on parental morality and children's moral intelligence of 0.624.

After conducted data collection, scoring, and data analysis with using descriptive test, regression test simple, and correlation test, then results obtained there is influence on variables parental morality against moral intelligence of children in the Ajatappareng region. The correlation value (R) is 0.624 and the value coefficient determination (R Square) of 0.390 which implies that influence variable free (parental morality) against dependent variable (children's moral intelligence) by 39%. With thereby the proposed hypothesis in study accepted.

Explanation results research conducted in accordance with theory put forward by Walker, Hennig, and Krettenauer, 2000; Santrock, 2007) shows that parent have contribution in child's moral maturity if child left opinion and check understanding them. As from theory explained by the characters related intelligence capital, such as Piaget, Kohlberg, Gilligan, and Lickona that basically moral development originates from exists interaction social.

Interaction social happenings among child with people will give great contribution in moral development. Research results previously supported study this is Hazra and Mittal (2018) about pattern parenting in children's moral development. As has is known previously that parent hold role important in children's moral development. Child born without there is exists discipline and moral values. The parenting process plays role. Parents embed moral values of environment where they grow.

Garcia, et al (2020) analyze the extent of parental support with child's moral development. Result of study the show that when children not enough get support from parents, then child will show poor performance, behavior drink alcohol, and boring behavior. It compared backwards with parents who provide social support to his child. The next study is Boele , et al (2019) explained that quality relationship and empathy considered hold role important between parents with child. Behavior the occur through theory study social bandura with modeling behavior. Parents give warm and supportive behavior. So that thing will help child in adolescence be warm personality, capable complete problems, and empathy to others. Parenting in parental context according to Piaget and Kohlberg no give many contribution in children's moral development compared friend peers (Santrock, 2007). Research results from Walker, Hennig, and Krettenauer, 2000; Santrock, 2007) shows that parent have contribution in child's moral maturity if child left opinion and check understanding. There are four contributing aspects in children's moral development related with parent child relationship, that is quality relationships, parental discipline, proactive strategies, and conversational dialogue.

Parents have obligation for involved in positive parenting that makes child as man competent , as child have obligation for respond, and defend positive connection with parents (Thompson, 2006; Santrock, 2007). Because that, warmth and responsibility answer in the mutual obligation is base important to positive moral growth in children. Besides that, secure attachment also goes along with it role in children's moral development. Research results from Kochanska et al (2004) in Santrock (2007) argued that secure attachment at 14 months function as pioneer linkages among pattern foster positive and conscientious child in childhood early.

On the aspect second, discipline from parents. There are three form parental discipline to children proposed by Hoffman (1970) in Santrock (2007), namely withdrawal love dear, affirmation power, and induction. Withdrawal love Dear is form disciplining with withhold attention and love to child. Affirmation power is form disciplining form takeover control and source power this child, like threatening and hitting. Whereas induction is form disciplining with use reasoning explanation about consequence behavior child to another child.

Hoffman (1970) in santrock (2007) concludes that third form disciplining each generates arousal techniques in children with different levels. Induction technique is that evokes deep arousal level currently compared technique withdrawal love and affirmation power. Induction focus attention child at the consequences from behavior not on weakness child. Hoffman believed that technique induction push children's moral development.

Aspect third support connection between parents with child is a proactive strategy. Thompson, McGinley, and Meyer (2005) in Santrock (2012) argued that pattern strategy important care is a strategy that proactive avoid child from behavior bad before thing the happened. In older early childhood, proactive in thing diversion attention or activity. Whereas in children who are older child, proactive in thing speak with child about considered value important for parents. The last aspect in parental morality against children's moral development is conventional dialogue. Relevant dialogue with moral development can profitable good in form effort disciplining nor in form interaction daily between parents and children (Thompson, 2006; Santrock, 2007). It give moral judgment explicit and contributing to children's moral development.

The next hypothesis there is correlation among parental morality with children's moral intelligence. Value of $0.00 < 0.05$. It means that there is connection among independent variable (parental morality) with dependent variable (children's moral intelligence). Besides that degrees relationship to variables the is correlation strong. With using the Pearson Correlation, the values obtained on parental morality and children's moral intelligence of 0.624. Research results the supported by research conducted Tan and Yasin (2020) explain in his research that pattern foster parents play role important in moral formation of children. For prevent modern world changes, then parents must involve self in embed religious beliefs, communicate more many, provide

time more many with child. As for patterns most effective parenting applied by parents in embed moral values are pattern foster authoritative because considered have involvement, high acceptance, control self and giving proper autonomy.

Raised child with pattern foster authoritative will more competent, inclined more responsible answer because get warmth and care from parents. Children also get habituation discipline with fun way. Besides that, child given freedom for make decision itself which is supported by the values that have been held firm by parents. Esmaeili, et al (2021) did study about parental morals with children's moral development. Research conducted on 128 children of 8 early childhood education program in Iran shows that children's moral development related with pattern foster parents. Parents should consistent in style parenting. Build behavior assertive and trusting self. Apply discipline that is fun, warm, and giving freedom with limit certain.

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Same thing study about harmony family carried out by Nikmah and Sa'adah (2021) that main point to success in harmony family is close relationship between member family . Every member family have respective roles. Parents give the best parenting version family the. When family harmonious, then child will happy, believe self, and control self. Satrianingrum and Setyawati (2021) added that formation character children are also related with values and culture area certain. Parenting patterns Among one tribe with other differentiate formation behavior child. It seen from pattern applied communication, purpose, vision mission from every culture, and parental traits educate child.

Okin and Reich (1999) suggest that the role of parents is also very important, for example working fathers and mothers, when are at home they will tell to his son

experiences gained on the spot work. Start from feeling comfortable, safe, sadness, until feeling happy. Besides that, parents it will too teach how intertwine good relationship, help, and work same in a manner healthy. From communication among the child and the person naturally will push child for to do same thing or far away more good from his parents. From the results research conducted by Okin and Reich (1999) concludes that parenting, effective communication, and discipline is important thing in repair children's moral development.

More continued White, et al (2004) showed that positive relationship among children and parents has predicted as predictor in stimulate development cognitive child. important changes in parental and family contexts in increasing the developmental stages of moral intelligence from examining processes, such as parental warmth and affection, attitudes, interactions, discussion modes and discipline modes. Family processes, such as family adaptability, closeness and communication, have also found different predictions in the context of adolescent moral intelligence (White, Kenan, & Matawie, 2004). Positive communication in the form of empathy, reflective listening, and supportive comments allows families to know what their needs are. Olson (White, Kenan, & Matawie , 2004) also found that high levels of closeness, adaptability, and positive communication are the amalgamation of better family functioning in healthy families.

White (White, Kenan, & Matawie, 2004) also found that children who showed positive communication with their parents, showed more significant results from the relationship with their parents as a moral form compared to adolescents who showed negative communication with their parents. Bandura (1991) in theory suggests that moral standards in adults are a guide in teaching morals to their children. A positive relationship between parental and child moral intelligence has been predicted on the assumption that parental stimulation of adolescent cognitive abilities comes from greater support for participants in making decisions and spending more time exploring moral issues.

Conclusion

Research results this could becomes consideration for researcher in increase children's moral intelligence age early that must with guidance in a manner good to

child, because in fact child that in form a moral based instructions and examples from other people such as teachers at school, parents and the environment. So that morals have appropriate morals with level development these age. This study can made as reference study next. Could researching about other factors involved increase children's moral intelligence age early including: type connection child with friend classmates, the moral support of teachers and parents, the moral education given by teachers to children, and others.

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