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Research Article

THE ATTAINMENT OF ADOLESCENT MORAL JUDGMENT VIEWED FROM MORAL DILEMMA WITH APPLYING PSYCHOLOGICAL INDIGENOUS APPROACH

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ABSTRACT

The purpose of this research is to present research results on the attainment of adolescent moral judgment in some cities of Indonesia. Based on those data, the happened moral dilemma toward adolescents is studied by applying indigenous psychology approach, which in this sense is represented by adolescent's self-interdependent cultural orientation. The subject of research is assumed oriented to self-interdependent rather than self-independent. This research is literature research on the postgraduate and doctoral student's research findings from 1982 to 2014, which amount to nine quantitative research and one qualitative research findings. Results of research showed that adolescent's moral judgment attainment was averagely on the conventional level of moral judgment. Meanwhile, adolescent age should have attained post-conventional level of moral judgment.

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INTRODUCTION

Moral judgment is right-wrong reason, good-bad, reasonable-unreasonable, which is used by someone in taking a decision or moral incident. Moral dilemma indicates a confusing situation to determine right and wrong one, good and bad one, reasonable and unreasonable ones. Moral dilemma is prerequisite to be occurred moral judgment development to a higher level.

According to Kohlberg (Lickona, 1976), moral judgment to age of adolescent had attained post-conventional level of moral judgment. However, from researcher's daily observation, it was always founded that adolescent's thinking still attained conventional level of moral judgment. This gap is crucial to pay close attention to and interesting to be researched, studied, because of high moral judgment would be expected more consistent with moral behavior according to its moral judgment. Higher moral judgment level, more mature individual think about moral and its behavior is expected more consistent.

The attainment gap of adolescent's moral judgment between empiric and theoretic can be studied from several approaches. They are indigenous psychology approach, to the mechanism of occurrence of adolescent's moral dilemma. Indigenous psychology is accurately considered to study the occurred

moral dilemma to the subject of this research, namely Indonesian adolescent who is often assumed orienting to self-interdependent culture. Hereby, the problem that will be answered in this research is how does adolescent's moral dilemma orienting to self-interdependent happen, so their moral judgment attainment is big enough in percentage to conventional level of moral judgment.

Departure from the importance of research and problem to answer, it can be asserted that this research aims at knowing about adolescent's moral judgment attainment in depth in some cities of Indonesia, which has previously been done. Hence, studying the occurrence of adolescent's assumed moral dilemma oriented on self-interdependent so they so dominantly averagely have conventional level of moral judgment.

Judgment and Moral Dilemma

Theories of psychology often used in studying moral development were behavioristic, psychoanalytic, and cognitive theories (Aronfreed in Lickona, 1976; Kohlberg in Lickona, 1976). In framework of cognitive moral development theory, it was known moral judgment theory told by Kohlberg. Arbouthnot and Faust (1981); Campbell and Christopher (1996); Smetana and Turiel in Adams and Berzonsky (2003); Steinberg (2002); Reimer, Paolitto, and Hersh (1983); Kohlberg in Lickona (1976); Velasquez (2002); Eckensberger

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and Zimba in Berry, Dasen, Saraswathi (2001) told that there are three levels of moral judgment, each level consisted of two stages, so there are six stages of moral judgment. They were then revised to become five stages, because sixth stage combined in fifth stage.

Each stages are moral thinking structure (namely thinking structure in view of right-wrong, good-bad) which explained that higher stage, more individual use reasons to decide right-wrong, good-bad, which watch on the more people's existence and interest and internalizes more universal and available values, coming from conscience such as human right, fairness. Three levels (five stages) moral judgments are as follows: Pre-conventional level, stage 1: heteronomous morality, stage 2: individualism moral, instrumental objective, and exchanges. Conventional level, stage 3: morality bases on interpersonal expectations together, relationships, and interpersonal conformity, stage 4: morality for keeping social system. Post-conventional level, stage 5: morality attributes social contract or usage and individual rights, and universal self-ethical principles, that bases on fairness comprehension.

Indigenous Psychology

Indigenous meant indigene, original available in an area (Big Dictionary of Indonesia Language/KBBI New Edition, 2007). Indigenous referred to knowledge elements generated in a state or culture, and they had developed at the area, contradicted with anything imported (Sinha in Berry, Poortinga, Pandey, 1997). Indigenous referred to the preserved or borrowed transformations under outer elements in order to proceed area or cultural characteristics. In English Oxford Dictionary, it was told that indigenous meant produced naturally in an area; naturally follows to original (Sinha in Kim & Berry, 1997).

Indigenization was a process of taking development from other place and bringing modifications that make appropriate for new culture (Sinha in Berry, Poortinga, and Pandey (1977). Indigenization was indigenous process, referring to a transformation process of modern elements or other imported elements to make it adjustable for cultural social setting. The Indigenization is going on the internally indigenization and *indigenization of exogenous*. *Internal indigenization* is a growing and developing in a particularly culture and by using construct, collective creations and its categories. *Indigenization of exogenous* referred to an elements change process in the milieu of cultural social.

Indigenous psychology was native psychology (Berry, John W, et al., 1999). Sinha (in Berry, Poortinga, and Pandey (1997) described Heeler (1981), Segall & Dasen (1992)'s idea about indigenous psychology. Heeler (1981) told that *indigenous psychology* took root in rules, classifications, predictions, theories, idioms, internalization in the social institutions, bearing on psychological topics. According to Segall and Dasen (1992), *indigenous psychology* developed a behavioral science relevant with self-society's cultural social realities. Menanti (2008) concluded that indigenous psychology was psychology that take root to knowledge system and local community practice.

The study of indigenous psychology covers mankind's whole cultural product. This article limits self to apply the approach

of indigenous psychology, specifically to rooted cultural orientation that differentiates individual with orienting to the culture of interdependent-self construal, and on the contrast, orienting to the culture of independent-self construal. Tendency oriented to self-interdependent, is assumed to be exist in Asian Community such as Indonesia, Malaysia, and Brunei.

Interdependent-Self

Markus and Kitayama (Matsumoto, 2000, Matsumoto, 2004) told his idea about *sense of self/self-concept/self-construal*, consisted of *interdependent construal of self and (independent construal of self)*. Independent construal of self was an understanding that consider selves as limited entity, separate of the significant others such as family, colleague, close friend. This interdependent self-construal was an understanding that consider self and others interconnected, unlimited, flexible (Matsumoto, 2000).

The individual who have interdependent construal of self tends to express behavior or success based on the situational strength that influences the person, not based on its internal predisposition. Interdependent construal of self considers separate between self and others clearly unappreciated, But on the contrary, the interconnected and interdependent among individual are mostly emphasized. Every individual performs normative assignment to keep in the interdependence and does self-adjustment to be fit. Individual's failure performed normative assignment to appear guilty feeling, guilty feeling encourages individual to harmonize and to adjust self in related to interdependent back, so more promoting interdependency between individuals (Kitayama and Markus in Matsumoto, 2004; Matsumoto, 2000). The existing expectation in order to individual to be able to perform the performed normative assignment, so individual is grown up in culture to make adjustment with others in a relationship or group, to be a sympathetic person, to place on self and to perform our role, to act reasonably (Menanti, 2008). Able to carry out the interdependency demand is considered increasing self-esteem.

RESEARCH QUESTIONS

Two research questions guided the researchers in the successful conduct of this study:

At what level is adolescent's moral judgment attainment viewed from moral dilemma?

At what level is adolescent's moral judgment attainment based on the student's intellectual level?

METHODOLOGY

This study was conducted at the University of Padjadjaran, Bandung. This study on "the attainment of adolescent moral judgment viewed from moral dilemma with applying psychological indigenous approach" was conducted by searching out, exploring and collecting 10 researches related to adolescent moral judgment written in the form of thesis and dissertation since 1982 up to 2014 in the library of Padjadjaran University. This study is literature study by applying descriptive analytic approach, using percentage and frequency calculation. Those frequency and percentage results were then done by applying qualitatively analytic to search out the meaningful of calculation results on moral judgment level.

The subject of this research comprised of ten researches, namely nine quantitative researches and one qualitative research findings. Adolescent moral judgment attainment comprised of four levels, namely level of conventional, pre-conventional, post-conventional, and Anti-establishment (A), Meaningless (M), Mixed Type (MT). So each subject has variety of moral judgment attainment percentage in four level of moral judgment. Each subject averagely showed that the adolescent percentage that attain the conventional level of moral judgment can be categorized large enough.

Researcher then had already been doing qualitative analytic on why adolescent averagely attained conventional level of moral judgment, that should be post-conventional level one.

RESULTS

Research findings about moral judgment at the age of adolescent in some cities of Indonesia showed that percentage of adolescent attaining the conventional level of moral judgment was classified large enough. From ten quantitative researches, it was founded that the attainment of conventional level moral judgment was as follows: 99%, 42,86%, 20%, 32,09%, 28%, 23,27%, 43,34% for intellectual of *average* and 33,34% for intellectual of *above average* as well as 0% for intellectual of *superior*. The attainment of conventional as well as pre-conventional level of moral judgment were as follows: 32,8%, 31,66%, 49,9%. The rest of percentage was on the post-conventional level of moral judgment, *Anti-establishment (A)*, namely moral judgment which was scarcely to classify accurately was on the certain phase, *Meaningless (M)*, namely moral judgment which was not enough strong to classify was on the certain phase, *Mixed Type (MT)*, namely moral judgment combines. These are presented clearer on table 1. From qualitative research findings using the interviews conducted by Menanti (2006) to five Malay ethnic adolescents in Medan as milieu of marginal Malay culture showed that adolescent was dominantly on conventional level of moral judgment.

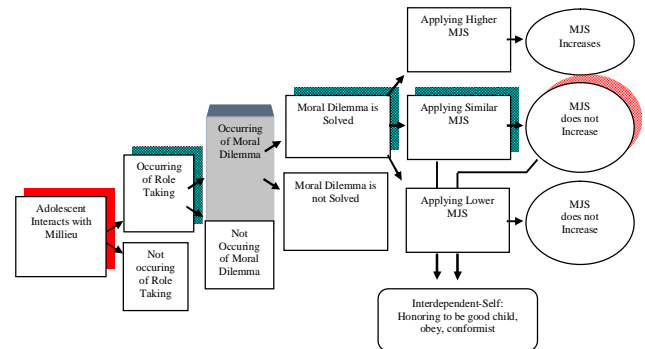
Table 1 Research findings about adolescent’s moral judgment attainment in the frametime 1982 up to 2014

Researcher	Adolescent’s Moral Judgment Attainment (%)				Topics of Research
	K	PraK	PascaK	A, M, MT	
Setiono (1982)	99	1	0	0	Student’s social cognition development: Effect of KKN UNPAD to social perspective coordination and student’s moral reasoning
Menanti (1990)	42,86	2,68	26,78	27,68	Role of moral discussion stimulation in promoting adolescent’s moral reasoning.
Supartini (1999)	20	2,86	37,14	40	Correlation between perception on scout establishment and moral reasoning.
Menanti (2003)	32,09	5,22	32,48	29,85	Moral reasoning of excellent student and in excellent student in SMUN IV Medan.
Maryani (2005)	28	4	40	28	Correlation between participation in organization and moral reasoning on the later adolescence.
Rosito (2006)	32,8		40,6	26,5	Correlation between religiosity and moral reasoning on the later adolescence.
Oki, P.S (2007)	31,66		36,66	31,68	Study on moral judgment stage to student who does cheating behavior in examination.
Menanti (2007)	43,34 33,34 0	3,33 5,21 12,5	23,33 31,25 75	30 30,21 12,5	The attainment level of moral judgment based on student’s intellectual quotient:
					<ul style="list-style-type: none"> • Average intellectual level • Above average intellectual level • Superior intellectual level
					Adolescent’s perception contribution on the disciplinary technique applied by parent and adolescent’s interdependent construal of self toward Malay ethnic adolescent’s moral reasoning in milieu of Malay culture in Langkat district, North Sumatra
Menanti (2008)	23,27	12,07	25,00	39,65	The effect of group guidance services through socio-drama technique in increasing moral judgment of student’s cheating behavior
Suhana (2014)	49,9		41,6	8,5	

(Sources obtained a part or a whole from Menanti, 1990, 2003, 2007, 2008, 2009, 2016).

DISCUSSION

Some research findings showed that adolescent in some cities of Indonesia with enough big percentage are on conventional level of moral judgment, if studied from moral judgment mechanism can be explained as in the following figure 1:



Note:
MJS = Moral Judgment Stage

Figure 1 Dilemma on Mechanism of moral judgment promotion

Based on figure 1 illustrated above, it can be explained about why adolescent’s moral judgment attainment is on the conventional level. The explanation uses the indigenous psychology approach in the framework of orientation culture, interdependent culture. It is assumed that Indonesian adolescents are adolescent orienting to the interdependent construal of self. As adolescent, social development is occurred isolating self from parent and toward peer group (Mönks dan Kawan-Kawan, 2002), although adolescent is not mostly independent psychologically moreover economically. This extended social development makes adolescent social interaction disseminate toward varied person in character, age, occupation, experience, as well as in milieu of home, school, play group, study group, or in wider communities.

More wide opportunity to involve self in various social activities, better adolescent's social insight, adolescent can evaluate his friends very good (Hurlock, 1980).

The rich social interaction appears role taking, on the contrary, poor social interaction will not appears role taking. Concerning to this role taking, adolescent as research subject orienting to interdependent self construal has rich social interaction, because they are socialized to join and interdependent with others. Role taking is ability to take social perception or others' perspective (Reimer, Paolitto, and Hers, 1983; Kohlberg in Lickona, 1976), realizes and accepts that other people have their own perspective, understand complicated perspectives relationships between similar perspectives and different ones, understand capabilities, attributes, wishes, expectations, feelings, emotions, motivations, reactions, and other peoples' ideas (Arbuthnot and Faust, 1981).

Wide and intense role taking appear moral dilemma (moral cognitive conflict) and on the contrary, superficial role taking, will not appear dilemma and immediately go away. Moral cognitive conflict or dilemma is prerequisite for moral judgment promotion (Arbuthnot and Faust, 1981). Departure from rich role taking experience, adolescent as research subject is assumed experiencing moral dilemma. Moral dilemma or cognitive moral conflict shows disequilibrium situation such as to puzzle situation and curiosity when facing an interesting problem, which encourages thinking for solving it. The disequilibrium circumstance experienced by individual encourages to obtain equilibrium back, this is obtained when he can solve the faced problem with structural reorganization (Arbuthnot and Faust, 1981).

The problem solving appearing moral dilemma to adolescent as research subject implies two alternatives, namely able to solve or in turn un able to solve. Adolescent who is unable to solve dilemma, in other word experiences moral confusing, so mechanism of moral judgment promotion will stop (not going on). Adolescent who is able to solve moral dilemma, implies alternatives, he can solve by applying moral judgment values one stage higher than owned (N+1), or the other alternative applies moral judgment values with similar stage with owned moral judgment values (N), or other alternative applies moral judgment values lower than owned moral judgment stage (N-1). When adolescent uses moral judgment values N+1, then moral judgment increases one stage, if applying moral judgment values N or N-1, then moral judgment remains (not increasing).

Adolescent as research subject who is on the conventional level of moral judgment stage 3 or stage 4, does not increase to higher stage (post-conventional level), although he can solve moral dilemma, because adolescent solves moral dilemma using moral judgment values honored deeply by interdependent culture, these values are conventional level of moral judgment values. The honored moral values are adolescent values to become good adolescent, liked by others, obey to parent and to older one, and conform for others. Adolescent does not use post-conventional of moral judgment values, because they are not becoming parent/family/interdependent society's primarily norms, although they realize those post-conventional of moral judgment values.

CONCLUSION

Based on indigenous psychology approach using interdependent self-construal cultural orientation based study in understanding on the conventional level attainment of adolescent moral judgment, it can be concluded that those conventional level attainment of moral judgment are influenced by values honored in adolescent's family/society orienting to interdependent construal of self. At the time of adolescent is experiencing moral dilemma, they solve it referring to the interdependent cultural values such as to be a good child, obey to parent and to the older one, adherence to the rules, conform for others. Adolescent realizes post-conventional level of moral judgment values, but they do not give priority to it as reference. It is recommended in order to adolescent uses values honored in their interdependent cultural orientation, but they necessarily train their selves to use post-conventional level of moral judgment values as well toward accurately setting and circumstance.

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