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MORAL AND SPIRITUAL DEVELOPMENT OF STUDENTS

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Abstract

Education is a process of changing oneself in one's attitude and one's behavior and groups, for the process of maturing oneself and being able to find out what developments one will get after receiving education. Then moral development education is a learning process where students are able to understand themselves and then can also control themselves in the environment around them. And morality is about knowing how to behave towards this life, both good and bad. The Impact of Students' Moral and Spiritual Development on Education Humans generally develop according to stages. When an individual enters school age, which is between seven and twelve years, that individual is referred to as a student who will be involved in the learning process in an education system.The expected learning method must be appropriate to the child's developmental stages. Namely, it has the following characteristics: (1) the program is structured flexibly and not rigidly and takes into account children's individual differences; (2) it is not carried out monotonously, but is presented variedly through many activities: and (3) it involves the use of various media and learning resources so as to enable children to be fully involved using various development processes (Syamsuddin, 2007).From the description above, it can be concluded that moral development is a development related to rules and conventions regarding what humans should do in their interactions with other people and spiritual development is a human soul that has enthusiasm and has deep trust in itself, other people, God and nature, which occur due to experience and awareness in life above one's self.

Keywords : Growth in Students' Religious Morals

Introduction

Development is a process that cannot be measured. Which means development can be interpreted as a process towards maturity. When the physiological functions of the body's organs have become more perfect. The process is not the same even if living creatures have parents. Then this natural development can be said to be a process of becoming. The role of development becomes more mature because this is where moral development and human attitudes will be more visible. Moral education really requires all aspects of human life. It can be emphasized that moral education does not only require cognitive ones. Moral education for elementary age children must be in accordance with the child's soul in developing aspects of human life that are in line with the Al-Qur'an and Hadith. Based on the explanation above, on this occasion the author explains how the religious and moral values of elementary age students develop. This research aims to explore and provide dedication to the school/teachers, parents and students' environment so that they know more about how important moral and religious understanding is for the development of students so that they can become individuals or citizens who can change world civilization for the better based on Al-Qur'an and Hadith.

Understanding Morals and Moral Development

Etymologically, the term moral comes from the Latin mos, moris (customs, mores, habit, way, behavior, conduct) mores (customs, behavior, character, character, morals). Meanwhile, morality is the willingness to accept and implement rules, values and moral principles. These moral values include, among other things, a call to do good to other people, or a prohibition against doing evil to other people. So it can be concluded that morals are human behavior that is based on good and bad based on the values and norms that apply in society. A person is said to be moral if he has good and bad considerations which are shown through his behavior in accordance with customs and manners. On the other hand, someone is said to have immoral behavior if their behavior does not conform to social expectations due to disagreement with social standards or a lack of feeling obliged to conform. Moral development is development related to rules regarding what humans should do in their interactions with other people (Santrock, 2002). Moral development is also changes in behavior that occur in a child's life regarding the procedures, habits, customs or value standards that apply in a social group. When children are born they have no morals (immoral), but within them there is moral potential that is ready to be developed. Through their experience of interacting with other people (parents, siblings, peers or teachers), children learn to understand which behavior is bad or should not be done and which is good or may be done so that the child's moral development occurs.

Spiritual Understanding and Spiritual Development

The word spirituality comes from English, namely "spirituality", the basic word "spirit" which means "spirit, soul, spirit" (Echols & Shadily, 1997), the word spirit comes from the Latin word "spiritus" which means: "Wide or deep (breath), determination or confidence (courage), energy or enthusiasm (vigor), and life (ingersoll, 1994). The adjective spiritual comes from the Latin word spiritualis which means "of the spirit". Each individual's spiritual definition is influenced by culture, development, life experiences, beliefs and ideas about life. Spirituality also provides feelings related to intrapersonal (relationships between oneself), interpersonal (relationships between other people and the environment) and transpersonal (relationships that cannot be seen, namely a relationship with divinity which is the highest power). So spirituality is students' belief in a belief that is based on customs and divinity. Spiritual development more specifically discusses the human need for religion. Religion is an organizational system of belief and worship where a person can express clearly outwardly his spirituality. Spiritual development is defined as the stage where a person, in this case a student, forms his or her beliefs. Both in the form of beliefs related to religion and custom. Factors that Influence the Moral and Spiritual Development of Students. Various aspects of student development are influenced by the interaction or combination of internal influences and external factors. Likewise with the moral and spiritual development of students. Even though these two aspects of development are influenced by almost the same external and internal factors, the levels or forms of influence are different. In the moral development of students, internal factors include genetic factors or the influence of innate traits that exist in students. Furthermore, the characteristics that underlie moral development are developed or shaped by the environment. Students will begin to see and incorporate the values that exist in the surrounding environment, both the family environment and the community environment, which can include elders who may be role models in the community, neighbors, friends and teachers in the school environment. All of the aspects above have an important role in the moral development of students, the extent of which influence depends on the age or habits of the students themselves (Baharuddin, 2011).

Even though external factors have quite a big influence on students' moral development, students are still able to determine the things or values they will embrace or use as forming their identity. This is of course influenced by students' knowledge of moral values, which will first be seen from the figure or identity of their parents. Even though sometimes parents do not formally provide these moral values, students are still able to internalize or incorporate these values into their identity which is manifested in the students' attitudes and behavior. Therefore, sociologists assume that society itself has an important role in moral formation. Where in an effort to shape behavior as a reflection of certain life values, many factors influence it, including: (1) The level of harmonization of relationships between parents and children (2) Many models (sympathetic adults, friends, famous people and other things) are identified by children as ideal images (3) The environment includes all elements of the social environment that have an influence, what seems very important is the environmental elements in the form of humans which are directly recognized or encountered by a person as the embodiment of certain values (4) The level of reasoning, where moral development is reasoning according to Kohlberg, is influenced by the development of reason as proposed by Piaget. The higher a person's level of reasoning according to Piaget's stages of development, the higher a person's moral level (5) Social interaction in providing agreement for children to learn and apply standards of behavior approved by society, family, school, and in interacting with other people (Yusuf, 2011). Spiritual development is also influenced by internal and external factors as well. Internal factors in spiritual

development also take the form of hereditary factors, namely in the form of disposition, where these factors are the characteristics of the person himself, the basic thinking of the individual based on his beliefs and culture. External factors can be in the form of the family which is also very determining in a child's spiritual development because parents have a very important role as educators or determiners of the child's underlying beliefs. Then religious education implemented in schools can also be a determining factor in children's spiritual development, because with education children will begin to think logically and determine what is good and not good for themselves and in the future this will become the character of the students. Apart from that, the existence of a culture that develops in society will also influence the spiritual development of students. Whether development is in a good direction (positive) or in a bad direction (negative), it all depends on how the child interacts with society (Baharuddin, 2009).

Research Methodology

The method used in this research is library study, in the form of research whose objects are library works, namely scientific journals, books, articles in the mass media, and statistical data. The literature obtained will be used as an alternative to answer research problems written by researchers regarding the religious and moral development of elementary age children. After that, it is continued by reviewing information to describe the stages of children's moral and religious development, as well as examining how the characteristics shown by children are appropriate to their stage of development. The nature of the study carried out is descriptive analysis, namely providing education and understanding to readers, and the type of data used in this research is secondary data.

Result & Discussion

Moral and Spiritual Development

Morality is a result of values that are between good and bad, to the point of involvement in rules that influence children's behavior, where children's behavior, where children's behavior is honest, disciplined, respectful, obedient, etc., this is an attitude that must be had. by children, because this attitude will continue to develop until the child grows up and has offspring. Children can build morals by interacting with the surrounding environment, children's moral development is also vulnerable because children can imitate things very quickly, even though they are not taught directly, apart from the increasingly rapid moral development of children, it also has an impact on changes in children's morals, both good and bad in the future. front. There are two factors that can influence the moral development of students, namely internal factors and external factors, where internal factors are genetic factors or innate traits that exist in students, while external factors are factors that come from outside the student, such as moral development is formed by the environment. Students will incorporate the values that exist around them both from the family environment and society, but in this case external factors will also have a significant influence on students, but students will still be able to determine the values that form identity. All of the above aspects are important in students' moral development. Spiritual development factors are also influenced by internal and external factors, with internal factors in religious development in the form of inheritance, namely inheritance where this factor is a characteristic of the person himself, the reasons are based on the person's beliefs and culture. Although external factors originating from the family are the basis for a child's development, parents play a very important role in determining a child's beliefs. Apart from that, religious education in schools also determines children's intellectual development. With education, children can also think logically and determine what is good and what is right, which then forms the character of students.

Apart from that, sociologists also believe that society also plays an important role in the moral and spiritual education of children, whose factors include: (1) The degree of harmony between parents and children (2) Many models (good adults, friends, famous people, etc.) are identified by children as ideal images (3) The environment includes all elements and what is very important is the environmental elements that a person will face as the embodiment of certain values (4) The level of thought at which Kohlberg's moral development was influenced by the development of Piaget's thought. The higher the mindset, the higher the morals (5) Social interaction allows children to learn and apply standards of behavior approved by society, family, school, and in interactions with other people. According to Wantah, there are 3 strategies in forming moral behavior in early childhood, namely: training and habituation strategies, activity and play strategies, and learning strategies, namely: (a) Training and Habituation Strategy Training and habituation are effective strategies for forming certain behavior in children, including moral attitudes. With practice and habituation, relatively permanent behavior is formed. For example, if children are accustomed to respecting older children or other adults, then the child has good norms, namely always respecting their older siblings or parents (b) Strategy for playing activities. Playing is an activity carried out by every child that can be used and managed to develop moral behavior in children. Based on the results of Piaget's research, he shared that the development of moral behavior in early childhood occurs through play activities. At first, children play alone without using toys. After that, the children play using toys but do it themselves. Then the child plays

with his friends and friends but does not yet follow the applicable laws. Next, children play with their friends in accordance with applicable law (c) Learning Strategy, the struggle for moral development in early childhood can be done with the art of moral learning management. Moral education can be equated with learning the values and character development needed which can be manifested in a person's self and attitudes such as honesty, courage, friendship and respect. Moral learning in this context is not merely a situation like what occurs in formal learning classes at school, especially since this learning is aimed at early childhood children whose main characteristic is like playing. From the perspective of the stages of moral development, moral learning strategies differ in orientation between one stage and another. For children aged 0 − 2 years, learning is more oriented towards practicing motor activities and meeting the child's needs proportionally. For children aged between 2 - 4 years, moral learning is more directed at forming a child's sense of independence when entering and facing the environment. For children aged 4 − 6 years, moral learning strategies are directed at forming children's initiative to solve problems related to good and bad behavior.

Stages in moral and religious development

Since the elementary age starts from 7 years to 12 years, this stage is the most important stage for student development. In the world of education, elementary school is a long time for students to miss. Elementary school is a continuation of the previous school at an early age, according to the current age it is part of the fundamentals for the development process in students' subsequent education. If the concept of decency or in other words morals has been instilled in them as a child, then children will know how to behave in any activity. In this stage the role of parents or family and school cannot be separated. Religious morals are used as provisions for children who are in their teenage years and beyond. Religious morals have truly great power and influence in everyone's life. Concerning religious morals which originate from the texts of the Qur'an and the Hadith of the Prophet, they are adapted to current developments with the ijtihad of Islamic scholars. The word moral is about the discipline of science which discusses science and then also discusses good or bad, ways of thinking and how people speak according to the standards of the Qur'an and hadith. Harms divides the stages of gamma development in children into three, namely: (1) Fairytale stage (fairy tale level) At the age of 3-6 years, at this stage children develop concepts about divinity based on their imagination, such as knowing God as a giant, ghost, winged angel and so on (2) Realistic stage (level of reality) At the age of 7-12 years, at this stage children will be more inclined to know religion more clearly. Then at this stage for children, God and angels are real existences, like humans who have a big influence on life on this earth. This concept arises from religious teachings, experiences and other adults (3) Individualistic stage (individual level). At this stage, children aged 13-18 can already make a choice about a model and religion. Stages at this age are divided into two parts, namely: a. Children get conventional and conservative concepts of divinity from the environment around them. Then it can influence some fantasies.

The concept of divinity is explained more clearly in a personal or individual view by obtaining a personal view based on the experiences the child has. Piaget developed the theory into three stages of children's moral development, namely: (1) Pre-conventional morality stage in children aged 4-9 years. The characteristics that are usually found at this stage are that children follow the rules of their environment. The child's behavior is controlled by the consequences that can be seen in his behavior, namely rewards and punishments. For example, a child does not want to hit his younger sibling, because he is afraid of being angry with his parents. Then behave well so that he gets a gift from his mother and father (2) Conventional stage, at the age of 9-13 years, at this stage the child's behavior will arise from behavioral agreements that are formed in the child's environment for self-adjustment. For example, children who do certain actions just want to be accepted or so they can play with friends their age (3) Post-conventional stage, at the age of 13, he can control his behavior with the principles and values he holds. Then the child makes an alternative moral action and shows his choice. At 27 stages, it is hoped that children can form their own beliefs and then be able to accept when other parents have different beliefs, which are not easy to change or which can be influenced by other people. The stages of religious and moral development of early childhood have stages that must be adjusted to the age and characteristics of early childhood, where the family, school and surrounding environment also have a huge impact on a child's developmental stages.

According to Piaget, there are several stages of development in children, namely as follows.

1. Heteronomous morality (4-7 years) Here children will think that justice is something that cannot be changed by someone. Four year old children will start entering kindergarten, so from then on they will begin to know that the rules must be respected without knowing why. Therefore, when they are encouraged to change a rule during a game they don't mention it, here children will also assess the truth based on the consequences they will receive. For example, a child thinks that if he drops a lot of blocks it will have more painful consequences than dropping a few blocks.
2. Transition (7-10 years)

At this time the child shows a mindset that is still in heteronomous morality and several characteristics of heteronomous morality.

3. Autonomous morality (10 years and above)

    Here children will think that justice and rules are only made by humans. This will be seen when the child begins to evaluate an action where the child will consider the intentions and consequences he will receive. When children play a game, older children accept change and realize that the rules are consequences that do not necessarily change, where older children will see the punishment that someone receives when the child makes a mistake.

Piaget thought that a person's social understanding might come from friends of the same age, here children feel that they have the same power and power compared to the relationship between parents and children or people who are older than them, this happens because older people have power. who are higher than children so that rules are often handed down by authority. The experts who identified the stages of didactic or instructional development were Comenius and JJ Rosseau. From an educational perspective, Comenius suggests a person's development at four levels, namely: (1) Mother's school (maternal school), for children aged 0-6 years (2) Mother tongue school (social school), starting with children aged 6-12 years (3) Latin school (Scola Latin), for teenagers aged 12-18 years (4) Academy (akademica), for young men and women aged 18-24 years and over. Didactic materials are available at every school level that are appropriate to student development and whose development must use appropriate methods. Periodization according to Rosseau, development is divided into four stages, namely as follows: a. Stage I: This stage starts from 0-2 years, said to be the age of care. B. Stage II: This stage starts from the age of 2-12 years, it is said to be a period of education and training for the five senses. C. Stage III: This stage starts from the age of 12-15 years, it is said to be intellectual education d. Stage IV: This stage starts from the age of 15-20 years, it can be said to be the period of development of attitudes or character or the formation of character and religion.

Conclusion

Moral education really requires all aspects of human life. Morals which means those regarding the rights of a person or group's behavior which can be differentiated between good or bad in that environment, while religion is the science of religion, where religious science is the science that studies religions in general, meaning there are two The first thing discusses paying attention to many aspects. From the description above the following conclusions can be drawn: (1) Children will develop a concept of divinity based on their imagination and here parents play a role in guiding how to know God well (2) Children will know their religion more clearly, children will ask their parents about religion and other things related to religion and morals (3) Children are more likely to follow the rules in their surrounding environment, here parents guide what they can do and what they cannot do in carrying out their child's religion and morals (4) Children will control their own behavior with the principles and values they have received either from their parents or from within themselves.

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