



COGNITIVE, SOCIAL AND MORAL DEVELOPMENT OF PRIMARY SCHOOL AGE CHILDREN IN THE LEARNING PROCESS

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Abstract

This research aims to (1) determine the cognitive development of students in the learning process, (2) to determine the moral development of students in the learning process, and (3) to determine the social status of children at elementary school age. This research uses the literature study method. As we know, development is a continuous procedure that begins in the womb until adulthood. Intellectual development is related to the cognitive abilities possessed by individuals, namely the potential for solving problems and thinking. Characteristics of the social and moral cognitive development of elementary school children are that they are aware of the social roles, religion, race and socio-economic status of their peers, accept cultural stereotypes and mature attitudes towards their status, thus giving rise to group awareness in behaving in their social environment. These characteristics will persist until late childhood and will continue until they are adults if educators provide stimulus to continue their developmental tasks maturely. This stimulus takes the form of guidance, direction, and provides a good and healthy social and cultural environment in social, cognitive and moral development so that it has implications for the formation of good social attitudes. Based on research with a literature review that the author conducted, it was found that elementary school students in the concrete operations section were aged 7-11 years. Moral development is concerned with the growth of rules and conventions that determine the appropriate way to interact with other people. Moral development is a critical aspect that requires careful attention because it is closely related to children's spiritual and social intelligence. Social development is a child's learning process in adapting to the norms, morals and traditions of a group

Keywords : Cognitive, social development of children

Introduction

In the field of education, knowing developmental theory is an important thing to know. Having knowledge about development is very important, especially development in children. This knowledge is very important for children not only to know but also to understand. Development is an eternal and permanent process that leads to an organization at a higher level of integration, based on growth and force in learning and a higher organization or structure of behavior occurs. In the process of development, individual characteristics and the nature of the environment determine behavior to become actual and realized. (Haditono, 2006). Because it will be a guide in analyzing the child's character and needs, even if the child is at the elementary age phase. The aspect of development that needs to be mastered is development in elementary age children, namely the aspect of knowledge or cognition. Cognitive or also called intellectual is one aspect of development related to the intellectual abilities possessed by each individual, namely intellectual potential in the ability to think and solve problems (Latifa, 2017). This means that each individual's cognitive development has a development that needs to be known because at each

stage of development it will have a certain character. So a theory of cognitive development emerged which discussed the stages of cognitive development in humans starting from infancy to adulthood. Cognitive development is one of the important aspects in the development of children studied. The importance of the cognitive aspect is because cognitive is one of the causes of success in other aspects if cognitive abilities can develop, so that cognitive becomes a support for success in other aspects. (Juwantara, 2019). The moral development of elementary school children is all thoughts, feelings and actions that occur during the school harmony period or intellectual period by showing several characteristics such as honesty, fairness, respect, helping as a reference in behavior. During childhood development, the social world is presented, namely interactions between peers that can strengthen understanding regarding moral principles such as reciprocity, cooperation, justice and prosperity. At a certain age, each individual will more quickly and easily acquire dexterity in mastering certain skills. Apart from that, they will also learn certain behavioral patterns according to the phase of development they are going through. To achieve this particular phase, biological growth is the main basis for forming an individual's development phase. Social development is maturity achieved as a process of social relations (Desmita, 2017) or the interaction of children with other people, from parents, siblings, peers, to society at large (Suyadi, 2010) which is interpreted as a learning process to adapt towards the norms that apply in the process of adjustment and socialization in the community (Assingkily & Hardiyati, 2019).

Research Methodology

This research is research using the literature study or literature review method. A literature review is a comprehensive overview of research that has been conducted on a specific topic to show readers what is already known about the topic and what is not yet known, to find rationale for research that has been conducted or for ideas for further research (Denney & Tewksbury, 2013). Literature studies can be obtained from various sources, including journals, books, documentation, the internet and libraries. The literature study method is a series of activities related to methods of collecting library data, reading and taking notes, and managing writing materials (Zed, 2008 in Nursalam, 2016). The type of writing used is a literature review study which focuses on writing results related to the topic or writing variables. The author conducted this literature study after determining the writing topic and determining the problem formulation, before going into the field to collect the necessary data (Darmadi, 2011 in Nursalam, 2016).

Result & Discussion

Development according to experts

Psychologists have studied that human development is complex, a puzzle and a challenge to extract information from. To understand this, you must first understand that psychology is the scientific study of behavior, especially human behavior. According to Santrok and Yussen, development is a pattern of movement or change that begins at fertilization and continues throughout the life cycle. Developmental psychology focuses its attention on changes in behavior and abilities that occur during development. Developmental psychologists study behavioral changes that occur from the time of conception until the end of human life. According to Yusuf and Samsu, development is essentially a continuous and progressive change that originates from within the child from the time he is in the world until he dies. Hurlock states that development is basically a series of progressive forms of change that occur as a result of the process of maturity and experience. According to Ibnu Qayyim Al Jauziyyah, child development in general is contained in his work "Tuhfatul Maudūd bi Ahkāmīl Maulūd". In his book Ibnu Qayyim puts forward the concept of child development which is regulated by the guidance of the Qur'an and Sunnah. Regarding child development, Ibn Qayyim divides it into two terms, namely prenatal or before humans are born and postnatal which is the period after humans are born into the world until the end of their lives. According to FJ Monks, development shows a process in a more perfect direction and cannot simply be repeated. Development refers to changes that are permanent and cannot be reversed. Development can also be interpreted as an eternal and permanent process that leads an organization to a higher level of integration, based on growth and learning.

Cognitive development in children

Cognitive understanding

Cognition is a child's ability to think more complexly and the ability to reason and solve problems. Developing cognitive abilities will make it easier for children to master other general knowledge so that they can carry out their functions in interactions in society at large. Elementary school age children have unique thinking characteristics. Their way of thinking is different from pre-school children and adults. The way they observe their

surroundings and organize the world of knowledge they gain is also different from that of preschool children and adults. Piaget's developmental theory is one of the well-known theories of cognitive development. In his theory, Piaget explained that elementary school age children, who are generally aged 7 to 11 years, are in the third stage of the stages of cognitive development that he coined, namely the concrete operational stage. At this stage, children are considered to be able to carry out logical reasoning about everything that is concrete, but children are not yet able to reason about things that are abstract (Trianingsih, 2016). The ability to think systematically about several topics in school-aged children is easier than preschool children. Older children already have a sharper metacognition, a sense of their own inner world. These children become increasingly skilled at solving problems. Piaget defines reversible as a mental or physical action that can occur in more than different ways or directions. At the concrete operations stage, children cannot think either logically or abstractly. Children of this age are limited to concrete thinking - real, definite, precise, and uni-directional - terms that indicate real and concrete experiences rather than abstractions. Older children do not use magical thinking and are not as easily misled as younger children. Unlike preschoolers, schoolchildren know better than to ask their parents to fly through the air like birds do. Piaget stated that children's thought processes change significantly during the concrete operations stage. School-aged children can engage in classification or the ability to group according to features and serial ordering or the ability to group according to logical development. Older children already have the ability to understand cause-and-effect relationships and become adept at math and science. Understanding the concept of one's own identity which is stable and remains consistent even when circumstances change - other concepts are captured by older children. For example, a son who better understands the concept of a father's stable identity maintains a male identity regardless of what he wears or how he grows old. In Piaget's view, children at the beginning of the concrete operations stage demonstrate conservation or the ability to see physical properties remaining constant as they appear and change form. Unlike preschoolers, school-aged children understand that the same amount of black clay given different shapes remains the same amount. Cognitive behavior is contained in the process of how individuals get to know their environment and then use it as a psychic treasure that is needed to condition a meaningful and effective life. A child's cognitive development occurs gradually, the environment cannot influence the development of a child's knowledge. A child cannot receive knowledge directly and cannot immediately use that knowledge, but knowledge will be obtained gradually by actively learning in the school environment.

Stages of cognitive development

Stages of Cognitive Development According to Jean Piaget According to Piaget, knowledge is formed by individuals through continuous interaction with the environment. There are four stages of cognitive development according to Piaget, namely: (1) Sensorimotor stage (0-2 years old). Individuals understand things or about the world by coordinating sensory experiences (such as seeing and hearing) and with physical motor actions. In other words, at this age individuals understand something that is outside themselves through movements, sounds or actions that can be observed or felt by their sensory organs. Next, little by little the individual develops the ability to differentiate himself from other objects (2) Pre-operational stage (2-7 years of age). Individuals begin to describe the world through behavior and words. But not yet able to carry out operations, namely carrying out internalized mental actions or carrying out mental actions on what was previously done physically. At this age, individuals begin to have the motor skills to do something from what they see and hear, but are not yet able to mentally understand (the meaning or essence) of what they are doing (3) Concrete operational stage (7-11 years old). Individuals begin to think logically about concrete events. Individuals can already distinguish the same objects in different conditions (4) Formal operational stage (11 years and above). 15 Meanwhile, Salvin explained that formal operations occur from the age of 11 to early adulthood. At this time, individuals begin to enter the world of "possibilities" from the real world or individuals experience the development of abstract reasoning. Individuals can think abstractly, more logically and idealistically.

Characteristics of students' cognitive development

Referring to Piaget's cognitive thinking, the thinking of elementary school age children enters the concrete-operational thinking stage, namely the period where children's mental activities are focused on real objects or experiences. This means that elementary school age children already have the ability to think through cause and effect sequences and are starting to recognize the many ways that can be taken to solve the problems they face.

Elementary school age children can also logically consider the results of a condition or situation and know several rules such as addition, subtraction, multiplication, ordering things in series and are able to understand operations in number concepts, such as $5 \times 6 = 30$. In an effort to understand the natural surroundings, they no longer rely too much on information originating from the five senses, because they begin to have the ability to differentiate what is visible to the eye from actual reality, and between what is temporary and what is permanent. From around the age of 8 to 11 years, the thinking of Madrasah-aged children is called Concrete Operational thinking, meaning mental activity that is focused on real or concrete event objects. This period takes place in late childhood. Under normal circumstances, during this period a child's mind develops gradually. If in the previous period, children's thinking power was still imaginative and egocentric, then in this period children's thinking power has developed in a more concrete, rational and objective direction. Their memory becomes very strong, so that children are truly at the learning stage.

Factors That Influence Cognitive Development

There are several factors that can influence students' cognitive development, these factors are as follows:

1. **Maturity**
Maturity in the development of the central nervous system, brain, motor coordination, physiological and anatomical changes greatly influence a child's cognitive development.
2. **Physical experience**
When a child interacts with his environment, he will gain physical experiences. This physical experience allows children to develop brain activity and style. Physical experiences can come from activities such as touching, holding, seeing, hearing, so that they develop into speaking, reading and counting activities.
3. **Mathematical Logic Experience**
Namely the experience of building relationships, which is obtained from the results of interactions with objects, with experience of the logic of Mathematics lessons, knowledge of mathematical logic will be formed in the individual (in the child).
4. **Social experience**
Social interaction can be in the form of exchanging ideas or opinions with other people, conversations with peers, orders given by older people or adults, or other forms of activities. Through discussions with other people, you will gain good mental experience.
5. **Balance**
They will be able to achieve a balance through the process of assimilation and accommodation. Assimilation is a process related to obtaining information from the environment. Meanwhile, the accommodation process is related to receiving new information.
6. **Adaptation**
As a result of adapting to their environment, children will progressively show interactions with their environment in a more rational manner.

Apart from the explanation above, there are several other factors that influence cognitive development in students, namely:

1. **Heredity/heredity factors**
The theory of heredity or nativism, which was pioneered by the philosopher Schopenhauer, argues that humans are born already carrying certain potentialities that cannot be influenced by the environment. It is also said that the level of intelligence is determined from the moment the child is born. The psychologists Lehrin, Linzhey and Spuhier believe that 75-80% of intelligence is inherited or heredity.
2. **Environmental factor**
Environmental theory or empiricism was pioneered by John Locke. Locke argued that humans are born in a pure state like white paper that is still clean without the slightest writing or stain. This theory is widely known as the Tabula Rasa theory. According to John Locke, human development is determined by the environment. Based on Locke's opinion, the level of intelligence is determined by the experience and knowledge gained from the environment in which one lives.
3. **Maturity Factor**
Each organ (physical or psychological) can be said to be mature if it has achieved the ability to carry out its respective functions. Maturity is closely related to chronological age (calendar age)
4. **Formation Factors**

Formation is all circumstances outside a person that influence the development of intelligence. Formation can be divided into intentional formation (formal school) and unintentional formation (influence of the natural environment). So humans act intelligently to survive or in the form of self-adaptation.

5. Interest and Talent Factors

Interest directs actions towards a goal and is an encouragement to do more actively and better. Talent is defined as innate ability as potential that still needs to be developed and trained so that it can be realized. A person's talent will influence his level of intelligence. This means that someone who has a certain talent will find it easier and faster to learn it.

6. Freedom Factor

Freedom is the freedom of humans to think divergently (spread out) which means that humans can choose certain methods in solving problems, and are also free to choose problems according to their needs.

Social and moral development in children

Social attitudes are an individual's awareness that influences the social environment. Social attitudes are not formed naturally and are not inherited traits. Attitudes can be formed throughout human life (Saifudin, 2016) which is based on the stimulus and influence of the social and cultural environment, namely the family environment, school, norms, religious groups and customs as the biggest stimulus in forming attitudes (Ahmadi, 2007). A child growing and developing in a family environment is part of the process of interaction with the people around him in forming attitudes through a social learning process, namely a process where individuals obtain new information, behavior or attitudes from other people (Listyaningrum, 2018). Elementary school age children aged 6-12 years are experiencing development in various aspects ranging from physical, motoric, personality, social, emotional, cognitive and language, and religious morals (Henri, 2018). It is at this stage of late childhood that social attitudes begin to form, because psychologically the child's condition is influenced by personal and social adjustments. This school age period is a very important period, they are faced with a new atmosphere where they are required to be able to adapt to socializing with society even in a small scope (Wiyani, 2013), because at this age it is called group age where children will show different social attitudes. necessary in the process of social interaction (Hurlock, 1980). The social attitudes shown by children in interacting and socializing are being able to demonstrate honest, disciplined, responsible, caring, tolerant, mutual cooperation, polite and confident behavior in interacting effectively with the social environment (Kemendikbud, 2013). The imperfect social attitudes shown by children when interacting with their group are caused by their failure to complete their developmental tasks.

Social development

Syamsul Yusuf (2007) states that social development is the achievement of maturity in social relations. Social development can also be interpreted as a learning process to adapt to group norms, morals and traditions; merge themselves into one unit and communicate with each other and cooperate. When humans are born, they are not yet social, in the sense that they do not have the ability to interact with other people. Children's social abilities are obtained from various opportunities and experiences of interacting with people in their environment. The need to interact with other people has been felt since the age of six months, at that time they are able to get to know other people, especially their mother and family members. Early children are able to differentiate the meaning of a smile and other social behavior, such as anger (dislikes hearing loud noises) and affection. Sunante and Hartono (1999) stated that social relations (socialization) are relationships between mothers who need each other. Social relationships start from a simple and limited level, which is based on simple needs. As people grow older and older, human needs become complex and thus the level of social relations also becomes very complex. Social development means the acquisition of the ability to behave in accordance with social demands. Social demands on children's social behavior depend on differences in cultural expectations and demands in the society in which children develop, also depending on their age and developmental tasks. Socialization is the process of learning to behave and behave in accordance with social demands so that you are able to live in society with the people around you. The socialization process is carried out through learning to behave and play social roles that are acceptable to society, as well as developing social attitudes so that ultimately they can make social adjustments. Students' ability to socialize among other things, being given the opportunity to have time and motivation to socialize, the ability to communicate in understandable language, and effective learning methods and social guidance. In the social development of SD MI students, children's groups and games play an important role. Through group activities and games, SD MI students learn to get along and socialize with other children. In order to be accepted and not rejected by groups and games, children need to make social adjustments. For this reason, children need to learn various

social skills such as the ability to build relationships with other people, help others, social development can foster social development and attention to the environment without any pressure because social development is developing well. Thus, it can be understood that the older children get, the more complex their socialization development becomes, meaning that they increasingly need other people. It is no longer possible that humans are social creatures who cannot survive alone, they need interaction with other humans, social interaction is a natural need that humans have.

Characteristics of Children's Social Development

Characteristics and characteristics of social behavior of elementary/MI children School Age Period Most groups become larger and begin to reduce their participation in family activities. The effects that arise on children's socialization skills include the following: (a) Help children learn together with others and behave in a way that is acceptable to the group (b) Help children develop social values other than their own (c) Helps develop an independent personality by gaining emotional satisfaction from friendship. According to Hurlock, there are several patterns of behavior in social situations in early childhood, namely as follows: cooperation, competition, generosity, desire for social acceptance, sympathy, empathy, dependence, friendly attitude, accepting, closeness behavior.

a. Stages of Social Acceptance

The social development that children experience is a process of social acceptance. With regard to social acceptance, Elizabeth B. Hurlock (1978) suggests several stages in peer group acceptance as follows: (1) Reward Cost Stage. This stage is marked by the same hopes, the same activities and closeness (2) Normative Stage. This stage is characterized by having the same values, attitudes towards rules, and the sanctions given usually occur in children in grades 4 and 5 (3) An Emphatic Stage. At this stage, there is understanding, sharing of interests, self-disclosure, a closeness that begins to deepen in grade 6.

b. Forms of Children's Social Behavior

Through social interactions or relationships, whether with parents, family members, other adults or playmates, SD/MI Usta children begin to develop forms of social behavior, including:

1. Disobedience (Negativism)

This form of resistant behavior occurs as a reaction to the application of discipline or demands from parents or the environment that are not in accordance with the child's wishes. Parents' attitude towards children should not be seen as signs that they are naughty, stubborn, stupid or other negative names, parents should be willing to understand the process of children's development from a dependent attitude to an independent one.

2. Aggression

Namely the behavior of counterattacking physically (nonverbal) and words (verbal). Aggression is a form of reaction to frustration (feeling disappointed because one's needs or desires are not met). Usually this form is manifested by attacks such as pinching, biting, kicking and so on. Parents should try to reduce the child's aggressiveness by diverting the child's attention or desires. If parents punish aggressive children, the child's aggressiveness will increase.

3. Quarreling (fighting).

This attitude occurs if a child feels offended or disturbed by the attitude or behavior of another child

4. Teasing (Teasing)

Teasing is another form of aggressive attitude, teasing is a mental attack on another person in verbal form (words of ridicule or ridicule) that makes the person being teased angry.

5. Competition (Rivalry)

Namely the desire to exceed other people and always being pushed by other people, namely prestige competition (feeling like you want to be more than other people).

6. Cooperation

Namely the attitude of wanting to cooperate with other people

7. Ascendant behavior

Namely behavior to control social situations, dominate or act bossily. The manifestation of this attitude is forcing requests, ordering threats and so on.

8. Self-centered selfishness) namely a centric attitude in interests or future.

9. Sympathy

This is an emotional attitude that encourages individuals to pay attention to other people who want to approach or collaborate with them.

Factors that Influence Children's Social Development

According to Soetarno, factors that can interfere with a child's socialization process are two main factors that influence a child's social development, namely family environmental factors and factors from outside the home or outside the family. The explanation of these two factors is:

1. Family Factors

Respect is the first social group in a child's social life. Among the factors related to the family and which have a large influence on children's social development, are things related to: (a) Family socio-economic status (b) Family wholeness (c) Parental attitudes and habits

2. External Family Environmental Factors

Early social experiences outside the home complement experiences inside the home and are important determinants of children's social attitudes and behavioral patterns. Meanwhile, according to Elizabeth B. Hurlock (1978), added factors that influence children's social development, namely the early experience factors received by children. Early social experiences greatly determine subsequent personality behavior.

School also has a very important influence on the development of children's social attitudes, because during middle and late childhood, children spend many years at school as members of a small society who have to carry out a number of tasks and follow a number of rules that define and limit the behavior of students' feelings. Guidance apart from learning is for adapting oneself to the environment or also harmonizing with the environment. Students are taught about discipline and rules through the regularity or conformity implied in each lesson (Sinolungan, 2001).

The Influence of Social Development on Behavior

In children's social development, they can think about themselves as other people. This thinking is manifested in self-reflection, which often leads to self-assessment and criticism of the results of one's interactions with other people. The results of his thoughts will not be known by other people, and some people often hide them or keep them a secret. Children's minds are often influenced by ideas from theoretical theories which cause a critical attitude towards other people's situations, including their parents. Children's abstraction abilities often give rise to the ability to problematize reality and events in the way they think they should be.

Apart from that, egocentric influences are often seen, including: (a) Good ideals and ideals focus too much on one's own thoughts, without thinking about further consequences and without taking into account practical difficulties that might cause the failure to resolve problems (b) think with your own opinion, not including other people's opinions in your assessment. Through a lot of experience and appreciation of reality and in dealing with other people's opinions, the ego attitude decreases and by the end of adolescence the sense of ego is very small so they can get along well.

Moral development

Moral Understanding

Morals are a goodness that is adapted to the standards of action that are generally accepted, including certain social or environmental entities. The word moral always refers to the good and bad of human actions as humans. Many experts have tried to provide a moral understanding. What do they think about morals? The following are some definitions of morals according to experts:

a. Understanding Morals According to Chaplin (2006):

Morals refer to morals that are in accordance with social regulations, or involve laws or customs that regulate behavior.

b. Understanding Morals According to Hurlock (1990):

Morals are the procedures, customs, and customary rules of behavior that have become customary for members of a culture.

c. Definition of Morals According to Wantah (2005):

Morals are something related or related to the ability to determine right, wrong and good and bad behavior. Moral behavior has been influenced by social learning. The processes of reinforcement, punishment, and imitation are used to explain children's moral behavior. If children are rewarded for behavior that conforms to social rules

and agreements, they will repeat that behavior. Then, if children are given a model for moral behavior, they will imitate that model. Meanwhile, if children are punished for immoral behavior, that behavior will decrease or even disappear. But punishment sometimes has different side effects, so punishment must be wise. Then an important thing that needs to be considered in children's moral development is social learning. Moral behavior is often influenced extensively by different situations. For example, children cheat on math tests but not on Indonesian language tests. Then a child steals candy when there is no one else but when there is no one else he does not steal and so on. Because honest children basically do not exist, so do children who cheat in all situations, Hartshorne and May 1928-1930 (in Santrok; 288). Here are some processes of children's moral behavior:

1. Basic process

The processes of reinforcement, punishment and imitation are considered to provide a way for individuals to learn about certain responses and why individual responses are different from other individuals.

2. Self-control and the ability to resist temptation When pressure is placed on individuals to steal, cheat, or lie, it is important to ask whether they have developed the ability to resist temptation and do so.

In future moral development, children must learn what is right and what is wrong. Then, as the child gets older, he must know the reasons why some things are considered true and others are not. Thus, children need to be involved in group activities, but most importantly they still need to develop the hope of doing what is good and what is bad. Elementary school age children are at the concrete operations stage. In the elementary school age range, children begin to show the following learning behavior: (1) Begin to view the world objectively, shifting from one aspect of the situation to another reflective and looking at elements simultaneously (2) Start thinking operationally (3) Using operational thinking to classify objects (4) Establish and use interconnected rules, simple scientific principles, etc using cause and effect relationships, and (5) Understand the concepts of substance, liquid volume, length, width, area and weight. Paying attention to the stages of thinking development, the learning tendencies of elementary school age children have three characteristics, namely: (1) Concrete. Concrete means that the learning process moves from concrete things, namely things that can be seen, heard, smelled, touched and tinkered with, with an emphasis on using the environment as a learning resource. Utilizing the environment will produce learning processes and outcomes that are more meaningful and valuable, because students are faced with actual events and circumstances, natural conditions, so that they are more real, more factual, more meaningful, and the truth is more accountable (2) Integrative. At the elementary school age stage, children view something they are learning as a whole, they are not yet able to sort out concepts from various scientific disciplines, this illustrates children's deductive way of thinking, namely from general things to part by part (3) Hierarchical. At the elementary school age stage, children's way of learning develops gradually, starting from simple things to more complex things. In connection with this, it is necessary to pay attention to the logical sequence, relationships between material, and the breadth and depth of the material.

Stages of Moral Development

Stages of moral development are a measure of a person's high or low morals based on the development of their moral reasoning as expressed by Lawrence Kohlberg. This theory holds that moral reasoning, which is the basis of ethical behavior, has six identifiable stages of development. He follows the development of moral decisions with age as originally researched by Piaget, who stated that logic and morality develop through constructive stages. Kohlberg expanded this basic view, by determining that the process of moral development is in principle related to justice and its development continues throughout life, although there are dialogues that question the philosophical implications of his research. The stages of moral development that are well known throughout the world are those proposed by Lawrence E. Kohlbert (1995), namely as follows:

1. Preconventional Level

The preconventional level is where moral rules and expressions are still interpreted by the individual/child based on the physical consequences they will receive, whether in the form of something painful or pleasurable. The preconventional level has two stages, namely: (a) Stage 1: Punishment and obedience orientation. At this stage, the physical consequences of change determine the good and bad without regard to the human meaning and value of those consequences. Children simply avoid punishment and submit to authority without questioning it (b) Stage 2: Relativist-instrumental orientation. At this stage, actions considered right are actions that are a way or tool to satisfy one's own needs and sometimes also the needs of other people. Relationships between humans are seen as relationships in a market that are oriented towards profit and loss.

2. Conventional Level

The conventional or initial conventional level is where the rules and moral expressions are obeyed on the basis of following the expectations of the family, group or society. The conventional level has two stages, namely: (a) Stage 3: Orientation of agreement between individuals or called orientation "Sweet Child". At this stage, behavior that is considered good is that which is pleasing and helpful to other people and which is approved by them (b) Stage 4: Law and order orientation. At this stage, there is an orientation towards authority, fixed rules, maintaining social order. Good behavior is simply carrying out one's obligations, respecting authority, fixed rules, and maintaining existing social order. All of this is seen as something of value in itself.

3. Post-conventional, Autonomous, or Principle-Based Level

The post-conventional level is that moral rules and expressions are clearly formulated based on moral values and principles that have freedom and can be applied, regardless of the authority of the group or person who adheres to these principles and regardless of self-identification with that group. The post-conventional level has two stages, namely: (a) Stage 5: Legality social contract orientation At this stage, individuals generally have a very utilitarian tone. This means that good actions tend to be formulated within the framework of general individual rights and standards that have been critically tested and agreed upon by society. At this stage there is a clear awareness of value relativism and personal opinions are in accordance with these relativist values. There is an emphasis on procedural rules for reaching agreements, regardless of what has been constitutionally and democratically agreed, and rights are a matter of personal values and opinions. The result is an emphasis on the legal viewpoint, but with an emphasis on the possibility of changing the law based on rational considerations of social benefit. Outside the legal field, free consent and contracts are elements of binding obligations (b) Stage 6: Universal principles and ethics orientation. At this stage, rights are determined by an inner voice in accordance with self-chosen ethical principles and which refer to logical comprehensiveness, universality and logical consistency. These principles are abstract and ethical, not concrete moral rules. Basically, these are the universal principles of justice, reciprocity, equality of human rights, and respect for humans as individuals.

4. Teachers and Moral Development of Elementary School Age Children

Not much different from parents, teachers also have an important role in developing the morals of elementary school age children. Teachers are defined as people who work in the field of education and teaching who are also responsible for shaping children to reach their respective maturity levels. Educators play a very large role in determining the success of teaching in schools. There are many human elements such as attitudes, value systems, feelings, motivation, habits and examples that are expected from the learning process which cannot be achieved except through educators. In general, the task of educators is to educate, that is, to help in seeking the development of students in optimizing all his life potential. The role of teachers in schools is to instilling a clean and orderly life, creating a supportive environment, high habits and discipline, giving responsibility to all children, fostering good cooperation, tolerance, self-confidence through models and so on. Children are given adequate facilities and opportunities to use the tools available at school, under the supervision and guidance of teachers. Teachers must be able to foster good cooperation with students' parents, the community and all people involved in the smooth running of the education process at school. Both parents and teachers in serving this development should not be authoritarian, because this type will hinder the child's developmental tasks. In every activity, children can be invited to collaborate and deliberate. This attitude really determines the success of a child's development.

Conclusion

Cognition is a child's ability to think more complexly and the ability to reason and solve problems. Psychologist Jean Piaget divided children's cognitive development into four stages based on the child's age (1) Sensorimotor stage (0-2 years) ; (2) Preoperational stage (2-7 years) ; (3) Concrete operational stage (7-11 years); (4) Formal operational stage (11 years and above). The social development of elementary school age children includes social behavior, factors that influence social development, and their influence. The older children get, the more complex their social development becomes, meaning the more they need other people. Some characteristics of children's social development include: (1) Ability to build relationships with other people (2) Ability to help others (3) Ability to adapt to the social environment. School also has a very important influence on the development of children's social attitudes, because during middle and late childhood, they spend many years at

school as members of a small society who have to do a number of tasks and follow a number of rules that define and limit behavior. their feelings, feelings, and attitudes. At school, teachers guide the development of attitudes, abilities and normal social relationships in their students. Moral education in elementary schools must be implemented seriously because it is to form and build a quality generation of Indonesians. Even though the parents play the first role in forming and educating morals, teachers must also have a very big role in shaping and realizing children's morals. The surrounding environment also has a big role in forming good morals. Moral degradation in the younger generation means it is very necessary to instill moral values from an early age. The moral degradation that is being experienced, if left unchecked by the next generation or future generations, will result in bad morals. One of the efforts is to provide moral education because this is an important movement for elementary school children

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