

MORAL EDUCATION WITH SELF-REGULATION IN ADOLESCENT DELINQUENCY INFORMATION IN SMP CIPUTAT EAST, SOUTH TANGERANG, INDONESIA

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Preliminary

Moral issue is a problem that has always been discussed many issues, the attention of people in a community environment in developed and underdeveloped societies because moral damages disturb peace. Especially in a society much depraved, then will shook the state of the society. If we examine further, the state of society in Indonesia, especially in big cities today we find that the moral majority members of the community have been damaged or begin to degenerate. Where we see, the public interest is no longer the number one, but it was the private profit interests and prominent in many people. Moral decline not only in adults, are now spreading to teenagers who become hope to continue the struggle of this country. these days we hear a lot of complaints of parents and the public about the condition of today's teenagers are very difficult to control, naughty, often do trouble at home, school or in the communities where they live. Many factors lead to the emergence of delinquent. Razak (2004) said that social phenomena can occur because of misunderstanding, ignorance and arrogance against the commands of Allah and the Prophet Muhammad. Social phenomenon is defined as a condition in which there is the community that is contrary to the values of cultural and religious values of a society. The factors that mampengaruhi adolescents associated with social phenomena such as: 1) factor of personal development, 2) the influence of peers, 3) weak education system, 4) weak social system, 5) the emergence of attitudes negative of adults, 6) weak family functions, 7) social environment is weak. Mohammad, Baharom, et al (2008) in his research resulted in that family factors are the main factors that influence the behavior of students. Islamic education and moral education aresupporting factors for the students become qualified students. In line with St. Lunar (2011) in his research that through the educational model of moral values that can be given to children in the family, namely: (1) must be inculcated religious values from an early age, starting with coaching aqidah, and (2) instill use values - value morals early to children, such as the ways to talk, how to dress, how to choose friends, and instilled good qualities. Moral values education model can be implemented in schools that is by creating a religious culture in the school environment and coupled with the strengthening of the field of study aqidah morals to children. Moral values education model that can be implemented in the community is the way to build a religious community by means of intensifying the study of religion in the family environment, in mosques and fill the free time of children with religious guidance. Naughty teens also do not have good self-rule. Rules of self or self-regulated, which is a profound effort and utilize resources and existing networks, monitor and improve the depth process. In other words, self-regulated refers to the planning and monitoring process of cognitive and affective involving the successful completion of academic tasks (Kerlin, BA, 1992) in line with Schunk that self-regulated is a cognitive process from presenting information or instructions, process and integrate knowledge and repeating information. Different according to Eggen, P & Kauchak (2004) that self-regulated is the process to accept the responsibility and control of their own learning. It can be concluded that the self-regulated is

the way how a person to monitor, control and direct aspects of cognitive processes and behavior. The importance of self-regulated for teens delinquency that will make them be able to change both cognitive and behavior. It is of concern to the authors to examine the moral education with self-regulation in adolescents in junior Informatics delinquency East Ciputat, South Tangerang, Indonesia.

Moral Education

Moral mores derived from the Latin word meaning manners, habits, manners, and customs of life (Hurlock, 1990). Rogers (1977) defines morality as a guide for the correct one or the other, the behavior of someone who is determined by the community. Symptom (in Allen, 1980) defines morality as a pattern of behavior, principles, concepts and rules that individuals or groups associated with good and bad. Kohlberg (1981) states that the moral is basically seen as a settlement between self-interest and the group, between rights and obligations. That is morally identified with the settlement between self-interest and the interests of the environment which is the result of weighing scales among these components. According to Piaget (1976) is the habit of a person to behave better or worse in memikirka social problems, especially in moral action. Coles (2000) that the moral behavior revealed in the rate of people should behave and act to others. Such behavior appears simultaneously with the internal to the external transition accompanied by a feeling of personal responsibility for every action such as the consideration of the welfare of the group above the wishes or personal gain. The process of formation moral behavior according Kurtines and Gerwitz (1992) involves four important stages, namely: (1) to interpret the situation in order to understand and discover what action might be to do and how it affects the overall problems that exist, (2) describe what needs to be done by establishing a moral value on the situation of moral values in certain situations with the aim to establish a moral behavior, (3) to choose between moral values to decide what is actual to be done, and (4) to act in accordance with the values moral.

The above opinion is the explanation of how moral values can be applied in the family, the community, especially in schools. School is a very important part in imparting moral education especially in juvenile delinquency. Moral education is needed so that they are both self-regulation and is in need of all parties in the handling of this. Teachers teach moral values to students and the students should be able to explain the moral values and follow the rules that have been implemented in school, but many students prefer to violate the moral values. This is related to the research Camacho, et al (2003) that his research indicates that a significant transfer of moral values in which individuals should be able to choose things that are considered right and wrong. Chang's research (2004) shows the role of the rules that apply in the classroom will determine the level of moral and prosocial behavior between men and women. King and Ames (2004) research links between religiosity and moral behaviors that have positive results so as to underlie the process and the influence of religion when adjusted for the size of the social process of moral behavior and attitudes. Moral values will not be separated from religious teachings and rules applicable in both character and culture that exist in the community. Religion is part of self-regulation means to regulate a person to have a good attitude and behavior in life. Research conducted by Hasset 1981 (in Atwater, 1992) about the moral showed no significant relationship between religiosity and moral behavior. Respondents who had a score of religiosity and moral conduct high scores produced only by a few people, while others have different scores between the scores of religiosity and moral behavior score. That is the relationship between religiosity and moral behavior more shown in behavioral and institutional than personal behavior. Similarly, juvenile delinquency is that his life lacked moral values and even their very disruptive behavior in school and community life. It becomes a common task for schools to implement moral education to juvenile delinquency that are in school.

Moral education became one interesting topic to be studied, is an inseparable part of the educational process that can be done through habituation behavior in the family and school. In this case the good behavior begins within the family environment which is first and foremost for the development of adolescents. Family is an effective educational environment to practice good habits in children. Plato said that in theory is a moral judgment about what to do base on moral principles derived from the values of virtue. According to Plato, virtue has its own status as well as the eternal truth. In contrast to Plato, according to Aristotle virtue is to be cognitive, that the virtues associated with options, lies in ourselves and are determined by the intellect as well as the way people who have practical wisdom to define it. (Taher, 2014). If we look at how moral education can be run well, of course, followed by a moral climate for education in general and moral education in particular, the climate question is the concern in the care profession and in the classroom. Rules that match students' development and agreed that such a rule could make them comfortable. The approach developed awareness in the education of ethical concerns. This is a barometer of the application of moral education in juvenile delinquency at school.

Self Regulation

The term self-regulated says different is self-control (self-control) and self-discipline (self-disciplined) second course the term also has a different meaning and understanding. Self-regualted is the ability to be an active participant in metacognition, motivation, and behavior (behavior) in the learning process. In metacognition, self-regualted can be defined plan, organize, direct self, self monitor and evaluate themselves at different levels of what they learned. By motivations, they feel themselves to have competent and independent. In behavior, they can select, organize, and make their environment for optimal learning.

Self-regulated according to Bandura (1977) as the ability to control their own behavior and also hardworking. Bandura (1997) that self-regulated is how one is able to organize itself, influence behavior by regulating the environment, creating a cognitive support, as well as the consequences for their own behavior. Pintrich (1990) defines self-regualted as an active process, constructive, in which learners define their learning goals and then monitor, manage, and control their cognition, motivation, and behavior of those who are guided by their goals and in terms of contextual to the environment , Self-regulated refers to the process that is used to focus the students' thoughts, feelings, and actions systematically in goal achievement (Zimmerman, 1990). Research on self-regulation (self-regulated) during the learning begins as the development of a psychological investigation into the development of self-control by adults and children (Zimmerman, 2001). Many studies of self-regulation which earlier performed in the clinical context, in which researchers taught participants to change behavior dysfunction, such as aggression, addiction, sexual perversion, conflict in the personal and behavioral problems at home and at school (Mace & West in Schunk, 2012) , Self-regulated can arise in various forms. Most known, involving self-regulated behavior, when a person regulates their behavior to make themselves focused on achieving the goal. Self-regulated but also involves cognitive variables and variables that influence. Therefore, when engaged in learning activities, will be beneficial to the learners to maintain self-efficacy for the study, believes that the positive results will arise, and maintain a positive emotional state (for example, enjoy what they are doing). Thus, self-regulated requires setting, management, control over all the resources, ability and effort by the individual concerned to achieve certain goals or achievements that increased. In contrast to juvenile delinquency, clearly disturbed emotionally incapable of governing themselves, are not able to manage and control her so self-regulatednya very low. Smith in Mangunsong (2011) that the interference delinquency (behavior disorder) include (1) the inability to learn, where it can not be described through terms of intellectual, sensory or health factors; (2) the inability to establish / maintain satisfactory relationships with groups

and teachers; (3) forms of behavior or feelings that can not be controlled under normal conditions; (4) in general, often leads to feeling unhappy and depressed; (5) there is a tendency to development of symptom-physical symptoms or fears associated with personal or school problems.

Components, phases and Sub Process Self-regulated

Self-regulated the activity monitor and control the learning self-learners themselves. Setting learn has several components, among others: (1) Motivation: helping learners take the effort required to monitor and control the learning; (2) epistemic belief: what the learners believe about the nature of learning (nature of learning); (3) Metacognition: thinking about the mind (thinking about thinking), which is the ability to understand what needs to be done in a given situation. Metacognition helps arrangements by providing knowledge of learning strategies to be used; (4) learning strategies: mental activity used learners when they learn to help themselves to acquire, organize, or given new knowledge entry more efficient. W.M. Reed and S.F. GIESSLER (1995)

Self-regulated there are also phases that support the achievement of learners continue to complete the task. These phases simultaneously and dynamically generate multiple interactions between the processes and the different components. These phases: (1) self-regulating process begins with planning, where important activities in it as a series of tasks that cool or special purpose requested after the duty (specific goal setting requested); (2) monitoring themselves: a phase that help learners become aware of the state of cognition, motivation, use of time and effort, no matter how the conditions that context. Such as active learners observe their own reading comprehension, ask questions of their own to see if they had understood; (3) The activities of control, including the selection and use strategies of mind control (the cognitive strategies and metacognitive), motivation and emotion (strategy motivational and strategies of emotional control, which is practically related to the setting of time and effort, and control of the various academic tasks, and control of the atmosphere and the class structure; (4) reflection or evaluation, including consideration or decision, an evaluation with regard to the performance of its duties, comparing it with the criteria set (by self-learners themselves or teacher) before attribution / nature made with respect to the cause success or failure, affective reactions experienced by the results, as a consequence of attribution is made, and the choice of behavior that can be followed in the future. The phases need to be given to juvenile delinquency continuously and coupled with the teaching methods varied as Lynch described the results of research and Dembo (2004) that there is a significant relationship between self-regulated and online learning in the context of blended learning. Orhan (2007) concluded that the use of blended learning is an effective strategy to try to increase self-regulated. Someone who has a high self-regulated learning outcomes which will have a high anyway. For delinquency should also get a variety of learning methods such as blanded learning and other learning models so that they are interested in learning.

Self-regulated is strongly associated with social cognitive. The principle of social cognitive theory has been applied extensively on self-regulation learning (Bandura, 1997; Zimmerman & Schunk, 1990, 2004). From the standpoint of social cognitive, self-regulated is in need of the student's choice (Zimmerman, 2000). This does not mean that the students always take advantage of the options available, particularly when they are not sure of what to do and wonder at the teacher. However, when all aspects of the tasks of control, saying that the behavior of achievement has been "externally controlled" or "controlled by others," is accurate. This kind of situation arises when the teacher is not ilemm methods, results, and other conditions. Potential self-regulation varies depending on the choices available to learners.

Opinions can be concluded that teenagers in particular the third dilemma delinquency should have in the process of self-regulated to achieve as learners and can change behavior for the better. In addition, juveniledelinquency requires constant efforts of families, teachers (school) and community towards self-improvement to be able to achieve the goal of self-regualted.

Juvenile Delinquency

Teens are a figure that is unique with a variety of patterns and behavior of existing and raised. Almost all adolescents experience a period of both physical and emotional changes. According to Erickson adolescence is a time of identity crisis or identity search. Erickson idea is corroborated by James Marcia, who discovered that four identity status in adolescence is identity diffusion / confussion, moratorium, foreclosure, and identity Achieved (Santrock 2003, Papalia, et al, 2001, Monks, et al, 2000, Muss, 1988). According to Piaget (Desmita, 2009) that the cognitive development of adolescents that thought adolescence have reached the stage of operational thinking formal (formal operational thought), which is a stage of cognitive development that began at the age of about 11 or 12 years and continuing until teens reach age calm or adults. In the review the theory of development, adolescence is a period of time of rapid changes, including fundamental changes in cognitive, emotional, social and attainment (Fagan, 2006).

Some teens can handle this transition well, but some teens may experience a decline in the condition of psychological, physiological, and social. It can be concluded that the development of a teenager both emotionally, physically and cognitively will continue to proceed in accordance with the age and development of the search for identity in order to achieve a better maturity. Taken together the role of the family, especially parents, educators, school, and community to be a part of that follow their progress and continue to instill moral values so that they do not fall into the generation that failed. Such as research Stephanie T. Lanza (2013) that the factors of community, school, family, friends, and individuals provide a risk to the entire population of adolescents, especially teenagers who have individual factors and the strong friendship, and repeatedly engage in delinquency. Results of regression mixture according to the last study in adolescents with juvenile subgroup results at the level of delinquency is not at all, low, medium and high, as well as providing important insights about the relationship of risk factors in population subgroups. Risks associated individuals and friendship found particularly important at almost every level of delinquency in adolescence. This study proves that further support the broader programs such as life skills training for adolescents pengembangan self competence and expertise of the pressure defense that made friends as well as the media in the prevention of acts of delinquency. One example is the functional family therapy, this therapy is designed to reduce the rate of delinquency by increasing the cohesion and unity of the family and reduce conflict within the family.

Research Marita P. McCabe and Lina A. Ricciardell (2004), the results obtained in this study is the importance of having pegetahuan in the role of the development stages of puberty in adopting a great body to change behavior among adolescents. Nowadays, many parents and educators are very concerned about adolescent development relating to morals and values of life are beginning to shift. While teens themselves are also often faced with moral dilemmas that ilemma-teens feel confused about the moral decisions that must be taken. Supervision of behavior by adults has been difficult for teenagers because teenagers' environment is very broad. Even with their learning conditions in schools. For teenagers delinquency are far from how they can have a good learning plan in accordance with the rules at school. If we look on moral education and self-regulated strategies are an integral component of the formative function of learning. This function is a learning culture that encourages learners practice self-regulation learning strategies when taking part in an activity or while studying or doing homework.

Self-regulated is a set of plans that can be used learners in order to achieve the goal. According Pintrich, Marx, and Boyle (1993) that motivation is a variable that affects the cognitive, behavioral and contextual factors on self-regulation and there is a changing concept. As for juvenile delinquency, they do not have a goal in the study because they were emotionally and impaired cognition. This is where the role of moral education should be implemented by the school, home and community.

Aim

This study aims to examine how moral education with self-regulation in adolescents in junior Infomatika delinquency East Ciputat, South Tangerang. Delinquency teenagers often called juvenile social misfits because of his behavior indicates opposition to social norms in society are tangible disrupt, steal, hurt others, ditching school, against parents, and tends to destroy. With this background, the authors interested in studying about moral education in juvenile delinquency in Informatics Junior High School, East Ciputat, South Jakarta, Indonesia.

Method

This study used 20 juvenile delinquency subjects (14 males; 6 women) in their 14 years old. This study used observation and in depth interviews. Begins with observation and then use the interview guide was prepared by the researchers gradually. Interviews were conducted intensively in adolescents indicated delinquency.

Research result

Based on the results obtained from this study, the authors conclude that in order to make teenagers delinquency to have good morals, self-regulation particularly good at learning and good behavior needed social support from all parties including (1) education in the home, namely the elderly the focus to educate their children in a good way, instilling discipline (self-regulation / self-regulation) in children, instilling religious values and morals; (2) school: teachers are expected to work together with the well to parents in following the progress of their students; (3) The living environment should provide positive support for the environment means providing facilities fit their development.

Conclusion

Moral education and self-regulation is needed by those who still have their puberty although their emotions in general are not normal. Through their moral education and discipline for teenagers' delinquency, is expected to reduce the number of them so that they grow into teenagers good / normal with good emotional control can develop them, have self-esteem through strong social support, a willingness to learn well, so that they become good generation challenging and competitive era.

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