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Development Of Moral Reasoning Using Cognitive Behavioral Therapy

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Abstract. Adolescence is an important period in moral development and the search for self-identity. In adolescence is easily questioned by negative activities such as promiscuity, drug aid, student brawls, abortion, infidelity, rape, murder, and actions that unsettle the public including in criminal care. Violations committed by adolescents will prove moral values in a life together. Moral reasoning is a predictor of juvenile delinquency behavior, the lower the morale of adolescents, the higher the delinquency behavior. One of the efforts made to improve moral quality and inhibit the behavior of naughty adolescents (students) is to develop moral penalties by reorganizing cognitive or wrong ways of thinking that improve accordingly and minimize the behavior of juvenile delinquents that can be realized and counseling in schools with use cognitive behavioral therapy. Development of moral punishment by using cognitive behavioral therapy can restructure cognitive reasoning with everything related to morals, as well as doing good by the values of the norms adopted in the person and environment. The use of cognitive-behavioral therapy becomes a preventative and educative step for students in developing moral law to achieve the development of autonomous moral law.

Keywords: Moral Reasoning, Cognitive Behavioral Therapy

INTRODUCTION ~ Adolescence is a period of self-identity search. At this time, adolescents are easily affected by negative activities such as promiscuity, drug abuse, student brawls, abortion, infidelity, rape, murder, and acts that are disturbing the public including in criminal acts.

Kita and Buah Hati foundation noted that in 2012, 76% of elementary and junior high school children in Jabodetabek had seen pornographic material, either through internet cafes, cellphones, or from friends (Anshari in Kompas.com, 2013). Based on the nine complaint clusters at KPAI, children dealing with the law (ABH) occupy the highest position. As of April 2015, there were 6,006 cases of ABH and violence against children, while the number of care cases reached 3,160 cases, education reached 1,764 cases,

health and drug use 1,366 cases and cybercrime or pornography reached 1,032 cases. (Aditya, Kriminalitas.com. 2015).

The survey results showed symptoms of immoral behavior, with the intensity of violations of the highest moral values carried out in both the school and the community. Hurlock (2011, p. 226) argues that violations committed by children in schools and individuals in the community show a low understanding of moral values in a life together. The cultivation of moral values is needed to optimize the development of moral reasoning so that children can independently sort out which actions are positive and which are negative (Ibung, 2009, p. 9).

Research to develop morale was carried out by Fitriyah & Laila (2013), by providing Islamic guidance and counseling to street

children in the alang-alang Surabaya studio. The results showed Islamic guidance and counseling were not effective in developing moral training. Hidayat Research (2013) developed group guidance with halaqoh mentoring methods to improve the moral intelligence of high school students. The results showed the halaqoh mentoring method was effective in increasing students' moral intelligence. Kasman Research (2013) concerning the development of personal-social guidance to improve moral intelligence in high school students. The results of research on personal-social guidance programs effectively improve students' moral intelligence. Research on strategies for guidance and counseling services to develop moral reasoning in adolescents in schools is still minimal. The existing research is limited to correlation and descriptive studies so that it is only able to explain the level of moral reasoning relationship with other variables.

One of the efforts made to improve moral quality and inhibit adolescent delinquent behavior (learners) is by developing moral reasoning by reorganizing cognitive or wrong way of thinking to cause appropriate behavior and minimize adolescent delinquent behavior that can be realized through the implementation of guidance and counseling at school using cognitive behavioral therapy.

Cognitive-behavioral therapy is a counseling approach designed to solve problems experienced by the clients at this time by restructuring cognitive and erroneous behavior so that it is expected to improve adolescent delinquent behavior. The low moral quality is characterized by low morale reasoning so it is very important to do special handling actions to develop moral reasoning using cognitive behavioral counseling approaches that involve the cognitive functions of students so that students are able to restructure the related cognitive in weighing everything related to morals and be able to weigh where good deeds are also bad deeds in accordance with norm values and will be demonstrated by the way students behave, so that it will minimize immoral behavior. Specifically, the technique used to develop students' moral reasoning is cognitive restructuring and assertiveness training techniques which are expected to reorganize erroneous thinking and to be able to re-manage behavior following norm values. The use of cognitive-behavioral counseling approaches with cognitive restructuring and assertiveness training techniques is expected that students can reach an autonomous stage of moral reasoning in every aspect of development. The aspects of the development of moral reasoning that must be achieved by students include (1) obedience, (2) truth, and (3) justice so it is expected that the cognitive behavioral therapy approach can fulfill these three aspects and reach the stage of development of autonomous moral reasoning and with achievement of developmental maturity then adolescents

will be able to think subjective. The main problem in research is "the effectiveness of the cognitive-behavioral counseling approach in developing students' moral reasoning".

LITERATURE REVIEW

DEFINITION OF MORAL REASONING

Four concepts of understanding moral reasoning put forward by experts include; Piaget (Duska & Whelan, 1982), Kohlberg (Duska & Whelan, 1975), Blasi (Kurtines & Gerwitz, 1992).

Piaget (Duska & Whelan, 1982, p. 31) states moral reasoning is one's ability to take on the role of others and to see actions from other perspectives that are different from their perspectives based on subjective considerations and responsibilities. Extensively Piaget observed and interviewed children from four to 12 years old on ethical issues such as stealing, lying, punishment, and justice. Determining the stage of moral reasoning, Piaget compiled several stories of carelessness, stealing, lying, punishment, justice, and authority. The stories are to assess aspects of awareness of the rules and the implementation of regulations, consideration of right and wrong, and fairness (equality of rights and obligations), so that children can compare two kinds of actions that pay attention to motives or material consequences, so that the stage of children's reasoning can be known.

Piaget concluded that children think in two different ways regarding moral reasoning that depends on the maturity of development, namely heteronomous morality and autonomous morality. While children aged seven to 10 years who are in transition between the two stages show several characteristics of both stages (semi-autonomous) (Santrock, 2007, p. 302). The development of moral reasoning is related to the movement from heteronomous moral reasoning to autonomous moral reasoning (Nucci & Narvaez, 2014, p. 79).

Piaget's statement explains that individuals who have good moral reasoning are individuals who can think autonomously in the awareness of regulations and the implementation of regulations, consideration of right and wrong, and justice about equality of rights and obligations. So that, individuals can take the role of others and in seeing the actions of other perspectives that differ according to their perspective based on consideration and subjective responsibility.

Kohlberg in explaining moral notions uses terms such as moral-reasoning, which translates as moral reasoning and other terms such as moral-thinking, and moral-judgment (Kholberg, 1976; Setiono, 1982, p. 6). According to Kohlberg (in Duska & Whelan, 1975, p. 45), moral reasoning is seen as a structure of thought rather than content, meaning that moral reasoning is not about what is good or bad, but morality is about the answer to the

question of why and how to arrive at a decision that something it is considered good.

Kohlberg underlies the development of his theory of moral reasoning based on Piaget's thought about cognitive moral development. Piaget and Kohlberg embraced the theory of moral development which is in one family, namely the cognitive development theory family. Some differences between the two. Piaget's theory is more focused on physical and logical problems, while Kohlberg's theory is more focused on reasoning on social problems, especially regarding the development of moral reasoning (Kusdwiratri, 1983, p. 42). Then, Kohlberg developed more broadly. Kohlberg defines moral reasoning more emphasis on individual reasons to arrive at decisions that are considered good or bad (structure), not the determination of something good or bad (content). Moral reasoning develops in a series of stages of moral development which Kohlberg (Kholberg, 1995, p. 81) divides the stages of moral reasoning into three levels, namely the pre-conventional level, the conventional level, and the post-conventional level.

Blasi (in Kurtines & Grewitz, 1992, p. 93) moral reasoning in the direction of an action that is processed through a set of rules and responsibilities. The function of moral reasoning on the basis of responsibility to determine how something that is considered good and bad really is a

must for yourself. Moral considerations reflect the general understanding of the individual concerned or the understanding of others, understanding social relations and understanding of the situation. Kurtines (1992, p. 514) defines moral reasoning as a person's ability to weigh alternative decisions and determine the possible direction of action that must be carried out in dealing with certain social situations.

FACTORS AFFECTING THE DEVELOPMENT OF MORAL REASONING

Piaget believes that moral development can be encouraged and promoted. Piaget (in Nucci & Narvaez, 2014, p. 79) believes that social interaction, especially with peers, will trigger cognitive development. This means that the stages of moral development go along. Piaget also believes education can promote the development of mature moral reasoning by talking to children as equal partners in the search for knowledge. According to Kohlberg (in Janssens, 1992), 3 general factors contribute to the development of moral reasoning namely.

a. Role taking opportunity. The development of moral reasoning increases when someone is involved in a situation that allows one to take a social perspective such as a situation where one is difficult to accept ideas, feelings, opinions, desires, needs rights, obligations, values, and standards of others. For example, one of the factors that determines an increase in moral

reasoning in a family is when parents encourage intensive dialogue. Especially regarding values, there will be a transfer of viewpoints and attitudes called opportunities for role transfer.

b. Moral situation. The social environment is characterized as fundamental rights and obligations that are distributed and involve decisions. In some circumstances, decisions are made according to rules, traditions, laws, and authority figures (stage 1). In another environment, decisions are based on considerations of available systems (stage 4 or higher). The stage of moral reasoning is shown by situations that stimulate people to show moral values and moral norms.

c. Cognitive moral conflict. Cognitive moral conflict is a conflict between one's moral reasoning with another person's moral reasoning. In some studies, the subject is contrary to others who have higher or lower moral reasoning. Children who experience conflicts with others who have higher moral reasoning show a higher level of moral development than children who confront with others who have the same stage of moral reasoning. This can be said to be an unbalanced state (disequilibrium), always with the desire to be balanced again. A balanced state will be achieved if the individual can solve the problem of imbalance, that is, can understand a problem with a thought that uses a structure that is

higher than the structure owned. Individuals can understand or use the higher structure of thinking which is initially confusing. Understanding is obtained by the individual through the process of reorganization of thought structures carried out.

Other studies have found several factors that influence the development of moral reasoning such as Miller (Kalsoom, 2012, p. 20) and Zhang (2013) cultural factors affect one's moral reasoning, then according to Supeni (in Muslimin, 2004) other factors that can influence children's moral development is family. Affirmed by the results of research by Eisenberg and Morris, 2004 (in Santrock, 2007, p. 308) family factors including parenting are very important in moral development. In line with the opinion of Eisenberg and Morris, Kohlberg (in Jassens, 1992) views that the main influence of the family is on the discussion between parents and children about values and norms, rather than the child's own experience of discipline, punishment, and gifts from parents. Killen and Rutland 2011 (in Zhang, 2013) family and social groups as the two most important social contexts in which children's morality is formed and fostered. Peers and technological development can also influence the development of children's moral reasoning (Borba, 2008, p. 5).

Louis & Emerson's (2011) descriptive research in research found good moral reasoning skills influenced by several

factors such as parental involvement, fraternal relations, effective conflict resolution strategies (practicing moral dilemmas) and social competence. Furthermore, the results of research Tirri, et al (2009) understanding of religion gives an influence on one's moral reasoning. Kohlberg also states moral reasoning is influenced by high stages of cognitive development (such as education) and sociomoral experience (Glover, 1997). The level of education influences moral reasoning (Mayhew et al, 2011). Education is a strong predictor of the development of moral reasoning because a higher educational environment provides opportunities, challenges and a broader environment that can stimulate cognitive development (Rest, 1979). factors that influence the development of one's moral reasoning, namely the chance of role transfer, moral situation, cognitive moral conflict, local culture, family (parenting), peers, understanding of religion and education level.

MEASURING MORAL REASONING

James Rest (Santrock, 2007) suggested there should be methods in gathering information about moral reasoning not just from a single concept that requires individuals to reason about the hypothetical dilemma. James Rest also stated that the stories told by Kohlberg were very difficult to assess until finally, James Rest developed a moral assessment measurement called the Defining Issue Test (DIT).

DIT aims to determine which moral issues an individual experiences when faced with a situation, by giving statements of moral dilemmas. Individuals will be given five statements or stories of moral dilemmas and individuals are asked to decide and consider what should be done when dealing with the story of the moral dilemma. According to Rest, DIT is very valid and reliable to measure one's moral reasoning compared to using the method from Kohlberg. The moral dilemma presented by Kohlberg is not very common in daily life (Santrock, 2007, p. 310).

EFFORTS TO DEVELOP MORAL REASONING

Hurlock (2011, p. 226) argues that violations committed by students indicate a lack of understanding of students about moral values in a life together. The cultivation of moral values is needed to optimize the development of moral reasoning so that children are independent, able to sort out which actions are positive and which are negative. Many factors give rise to juvenile delinquency, high levels of moral reasoning function as inhibitors of delinquent behavior (Kohlberg in Duska and Whelan, 1982, p. 111).

Efforts made to develop moral reasoning are, speaking to children as equal partners in the search for knowledge (Piaget in Nucci & Narvaez, 2014, p. 78). Kohlberg states moral reasoning can be learned and developed through cognitive learning, through interaction with the adult model (moral example), peers (dilemma

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discussion), and the wider school community (fair community schools) (Nucci & Narvaez, 2014, p. 96). The development of moral reasoning with cognitive learning is found in cognitive behavioral therapy which is an approach based on learning principles that are designed to produce constructive changes in human behavior.

THE CONCEPT OF COGNITIVE BEHAVIORAL THERAPY

Cognitive-behavioral therapy is an approach that influences cognitive and behavioral approaches. Matson & Ollendick (1998, p. 44) revealed cognitive behavior is a combination of cognitive therapy and behavior therapy approaches. Behavioral cognitive characteristics not only emphasize changes in the clients's understanding of the cognitive side but provide counseling for better behavior. Cognitive aspects of cognitive-behavioral therapy include changing the way of thinking, beliefs, attitudes, assumptions, im Practices, and facilitating learning counseling to recognize and change errors in cognitive aspects. Behavioral aspects of cognitive-behavioral therapy are changing the wrong relationship between problem situations with the habit of reacting to problems, learning to change behavior, calming the mind and body so that they feel better, and thinking more clearly.

According to Darminto (2007), the main assumption in cognitive behavioral therapy is dysfunctional thinking or distorted thinking affects the mood and actions of the clients and becomes a common symptom for all forms of psychological disorders. The role of the counselor in the counseling process with a cognitive behavioral therapy approach helps the clients to understand the processes that lead to symptoms of anxiety/depression and others. Behavioral cognitive counseling is short-term, structured, and problem-oriented.

Cognitive-behavioral therapy is a unique category of psychological intervention based on scientific models of human behavior, cognition, and emotions (Dobson, 2000). The clients and counselor work together to identify and understand the problem of the relationship between thoughts, feelings, and behavior. The focus of behavioral counseling lies here and now.

CHARACTERISTICS OF BEHAVIORAL COGNITIVE COUNSELING

Hazlett-Steven & Craske (2002, pp. 1-3) formulated four basic behavioral cognitive counseling namely: First, psychological dysfunction is understood in terms of learning and information processing mechanisms. Second, cognitive-behavioral counseling that is identified as part of the diagnosis or problem raised for treatment. Third, change beggars are made through new learning experiences that defeat the previous forms of maladaptive learning and information

processing. Fourth, the value of the scientific method for cognitive behavioral counseling, as reflected in the evaluations conducted by the counselor on clients changes based on their respective levels.

Wilson & Branch (2006, pp. 16-17) put forward the main characteristics of cognitive-behavioral counseling as follows.

a. Emphasizing the role of personal understanding of an event in determining emotional responses.

b. Developed through scientific evaluation that is focused and carried out continuously.

c. Focus more on individual problems rather than the causes of individual problems.

d. Hold fast the view that individuals can change and develop themselves by thinking and trying out rock ideas and strategies.

e. It is permissible to discuss material from an individual's past if in that way can help understand and change the way of thinking and acting now.

f. Trying hard to get the individual's emotions back to normal, physical sensations, thoughts and not informing individuals of cognitive-behavioral counseling is a clue to a hidden problem.

g. Identify where individuals can develop problems such as feeling embarrassed when experiencing depression.

h. Underline learning techniques and maximize self-help so that you can truly become a counselor for yourself.

OBJECTIVES, FOCUS, AND PRINCIPLES OF BEHAVIORAL COGNITIVE COUNSELING

Darminto (2007) revealed the general purpose of cognitive-behavioral counseling is to help the clients identify errors in the information processing system and then correct. The goal of cognitive-behavioral counseling (Oemarjoedi, 2003, p. 9) is to invite clientss to challenge wrong thoughts and emotions by presenting evidence that contradicts beliefs about the problem at hand. The counselor is expected to be able to help the clients and strongly try to reduce it.

Somers (2006, pp. 10-11) Behavioral cognitive counseling is focused on how individuals feel and how to deal with feelings and behaviors that are often determined by past experiences. Moqodas (2011, pp. 93-94) revealed that cognitive-behavioral counseling is counseling that focuses on restructuring or cognitive restructuring that deviates due to adverse events both physically and psychologically and looks more at the future than the past. Cognitive aspects of cognitive-behavioral counseling include facilitating clients learning to recognize and change errors in cognitive aspects. While the behavioral aspects of cognitive-behavioral counseling are changing the wrong relationship between problem situations with habit of reconciling problems, learning to change behavior, calming the mind and body so that they feel better, and thinking more clearly.

The principle of cognitive-behavioral counseling is explained by Somers (2006, p. 3) which explains.

a. Based on cognitive models of emotional disturbance behavior (for example, thoughts affect feelings and behavior).

b. Short and limited time.

c. It requires a sound therapeutic relationship and is a collaborative effort between quality cognitive-behavioral counseling practitioners and treatment-seeking individuals.

d. Individuals are guided to find new ways of thinking for themselves with specific statements.

e. Structured, directive, and problem-oriented.

f. Often based on educational models (eg explaining the effects of understanding threats and bodily reactions).

g. Depending on the inductive method, the scientific approach uses logic and reasoning, and

h. Use in-between training sessions as a main feature (for people to practice what they have learned). The new behavior is initially tested in a safe situation (for example a practitioner's office).

CONCLUSION

Guidance and counselling as an effort made to develop moral reasoning in research in the form of cognitive-behavioral counseling approaches. Behavioral cognitive counseling is a counseling approach that is designed to solve problems experienced by clientss by restructuring cognitive and wrong behavior. Behavioral cognitive counseling is a counseling approach that uses cognitive to change negative thoughts and behaviors that can affect emotions. Many cases of moral dilemmas, especially in adolescents, are expected to improve the cognitive structuring of adolescents so that they are able to build a more appropriate and positive mindset. The counseling process is based on the clients's conceptualization or understanding of specific beliefs and clients behavior patterns. Expectations of a cognitive-behavioral counseling approach that is cognitive restructuring and belief systems change in moral reasoning were cognitive and behavioral autonomy.

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