



SOCIAL, POLITICS, HISTORY, AND EDUCATION

For School and Societies

Reviewers

Charlie Sullivan (Michigan University)

Dr. Max Lane (Victoria University)

Prof. Dr. Ajat Sudrajat (UNY)

Dr. Aman (UNY)

Dr. Dyah Kumalasari (UNY)



History Education Program Faculty of Social Sciences
State University Yogyakarta

**SOCIAL, POLITICS, HISTORY, AND EDUCATION
FOR SCHOOLS AND SOCIETIES**

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THE CONTRIBUTION OF JUSTICE MORAL ORIENTATION, CARE ORIENTATION ON THE MORAL DISENGAGEMENT OF SMA STUDENTS IN SLEMAN YOGYAKARTA SPECIAL PROVINCE (DIY)

Pratiwi Wahyu Widiarti
Dian Satria Charismana

ABSTRACT

This research aims to know: 1) the influence of the justice moral orientation and care orientations simultaneously and partially on moral disengagement of teenage students in Sleman; 2) the relationship between justice orientation and moral disengagement of teenage students in Sleman and 3) the relationship between care orientation and moral disengagement of teenage students in Sleman.

The research employs quantitative methods by applying statistics methods both descriptive and inferential. The research samples were taken using multi-stage sampling technique. They consist of 3 selected schools in Sleman, namely SMA 1 Depok, SMA Kolombo dan SMA 1 Prambanan. The samples for each school were taken from one class for each grade, namely class X, XI, XII. Therefore, there were 9 classes consisting of 277 students in total. The research instruments of those three variables are questionnaires designed by the researchers for justice and care moral orientations. Meanwhile, the research instrument for moral disengagement are instruments of Detert and Trevino which had been adapted. The instruments were tested for their reliability and validity. The reliability of the questionnaire for students' moral judgment is 0.726; student's moral orientation is 0,711; and students' moral disengagement is 0.735. With regard to the validity, there were 26 significant items and 10 fall items among 36 items of the questionnaire for moral judgments. Moreover, there were 12 significant items and 6 fall items among 18 items for moral orientation questionnaire. Also, there were 21 significant items and 11 fall items among 32 items for Moral disengagement Questionnaire. The data analysis techniques consist of descriptive statistics, cross tabulations, and regressions.

The research findings are as follows: 1) there is an influence of justice moral orientation and care orientations simultaneously on moral disengagement of teenage students in Sleman; 2) there is a negative relationship between justice orientation and moral disengagement of teenage students in Sleman and 3) there is a negative relationship between care orientation and moral disengagement of teenage students in Sleman.

Keywords: *Justice Moral Orientation, Care Moral Orientation; Moral Disengagement*

Introduction

Recently, Indonesia faced problems in many areas. Politic, law and government areas faced corruption cases. Corruptions have occurred in all lines. Education area faced plagiarism in college (2010), cases of instant teacher promotion by writing teacher works as requirement to get

instant title promotion are made by others (2009), fraudulence occurring when facing National Examination was made by all elements (2009 & 2010).

Corruption phenomena at local chief level such as Governor, Regent and Mayor, have been evaluated in fearful stage, according to the Leader of DPR III (Indonesian Legislative Assembly), Marzuki Alie (Monday, 27th August 2012, 23:41, Waspada On Line). In addition, according to Muhammad Hasamudin Kompas.com, Wednesday, 9th May 2012, 00:44 WIB, election of local Head directly having worked for about 8 years, in fact, resulted in many corruptive leaders. At least 173 regents elected directly did corruption in local head election, or involved in corruption. The quantity was 37% of total directly elected regents. Negative excess of directly regent election was tendency to result in money politic as to force the elected leaders to try to return their "capital" when they were incumbents.

Other big corruption cases are action of Corruption Eradication Commission (KPK) to continue deepening the two big cases, namely, in the case of Buol regent, South Sulawesi, and corruption of acquisition of Quran in Ministry of Religion. In the first time, KPK would examine Hartati Murdaya and Zulkarnen Djabar as defendants (Merdeka.com, Friday, 7th September 2012, 05:33:00).

In a discussion session in class in course of Ethics in Yogyakarta (September 2012), I tried to ask for opinion of students on statement in internet site, stating that "Members of Indonesian Legislative Assembly are like students in making LPJ, all are manipulated, not based on reality; so that proposal themed comparative study abroad, in practice, can be merely walking abroad". In the statement, opinion of students can be concluded that: (1) system problem facing decision makers; (2) chance; (3) absence of changes into maturity, from time of student period to professional period (working); (4) environment supporting the corruption occurrence; (5) when students have taken bad action (such as, imitating), in work world, bad action will be continued (corruption). Then, when I brought in discussion on the imitation, students verbally stated that it is bad action; but, in fact, during 22 years teaching in college, practice of fraudulence to imitate when taking examination is a common thing to happen, with proofs of students' answers that are always similar points, commas to given materials (hand-out, dictate, book).

Imitating, also lie, theft, including moral behavior (action) involving negative aspects of behavior (Santrock, 2007: 315). Moral actions such as imitating and corruption, including moral development consisting of moral cognition, affection, and action (Santrock, 2007: 301; Shaffer, 2009: 530). If seen from education aspect, whose meaning can be meant by them (in both school and workplace as professional) had been educated and trained for cognition continuously from child to adult and young; their moral cognition is good or high; but practice and action are bad or low.

With regard to various issues above, critical question appears, why does individual take negative moral action or make immoral decision (unethical)?

(Detert & Trevino, 2008, Journal of Applied Psychology, Vol. 93, No.2, p.374). it is true if it is adapted to Bandura's opinion (1986) in Detert & Trevino (2008, Journal of Applied Psychology, vol. 93, No.2, p. 374), namely, individual makes unethical decision because process of moral self-regulation is inactive when using cognitive mechanism associated with together. Inactiveness of moral self-regulation is called moral uproot or *moral disengagement*).

According to Bandura (1999, *Personality and Social Psychological Review*, Special Issue on Evil and Violence, 3, p. 193), *moral disengagement* is a corner or center in cognition restructuring evil action into anything found good or true by doing moral justification, fine language and profitable comparison, blurring or discarding responsibility, not appreciating or very few efforts to decrease results to hurt others, always blaming others and treating the victim with evil action. Bandura's confirmation seems to be more complex than his early opinion (1986), on *moral disengagement* explaining common people making unethical decision without showing false feeling or absence of self-sensor.

Studies widely conducted usually focus on results of *moral disengagement* such as positive relationship between *moral disengagement* and aggression of children (studies by Bandura, Barbaranelli, Caprara & Pastorellim 1996; studies by Bandura, Caprara, Barbaranelli, Pastorelly & Regalia, 2001; and studies by Bandura, Underwood & Fromson, 1975; in Detert & Trevino, 2008, Journal of Applied Psychology, vol. 93, No.2, p. 374). Furthermore, studies by Aquino, Reed, Thay & Freeman, 2007 (Detert & Trevino, 2008, Journal of Applied Psychology, vol. 93, No.2, p. 374) relate *moral disengagement* to decision making to support militarism action.

Studies by Detert & Trevino alone (2008, Journal of Applied Psychology, vol. 93, No.2, p. 374) researched individual difference as antecedent from *moral disengagement*, and relationship between *moral disengagement* and a set of unethical moral decision makings. The studies show the following results: (1) there is relationship between empathy and *moral disengagement*, individual has higher empathy, so that the individual has lower *moral disengagement* or the individual is able to control his/her moral well; (2) there is relationship between cynic character and *moral disengagement*, it indicates that people having cynic character will easily have *moral disengagement*; (3) there is positive relationship between orientation to locus of control with chance and *moral disengagement*; whereas relationship between internal locus of control and power locus of control and *moral disengagement* is not supported; (4) there is negative relationship between moral identity and *moral disengagement*.

Phenomenal pictures happening really in society, especially Indonesian society and in education centers, especially in high schools on practices of negative moral actions and results of studies on various relationships between aspects of individual as antecedent and *moral disengagement*, motivated the writer to research other individual aspects such as moral rationality and orientation, assumed to have association or contribution to *moral disengagement*, especially in adults (students) in Sleman District.

Development of individual moral involves cognition, affection and moral action in considering bad and good things. Furthermore moral development has intrapersonal dimension (basic values and self-implementation) and interpersonal dimensions (focus on actions which should be taken when orienting to others) (Gibbs, 2003; Walker & Pitts, 1998), in Santrock (2007, p. 301). Intrapersonal dimensions regulate one's activities when he/she is not involved in social interaction. Interpersonal dimensions regulate one's social interaction and resulting conflicts.

When discussing moral actions, these may be unethical decision making, there is one mediation aspect called *moral disengagement*. If it is found *moral disengagement*, one can facilitate unethical decision making, so that, in this case, *moral disengagement* is formed by support of aspects or personal factors deriving from moral cognition, and affective self-reaction and ecologic factors where all are interacting with one's moral actions (Bandura in Kurtinez & Gewirtz, 1991a:45-46).

One aspect of moral cognition is moral orientation. Moral orientation is a concept on different frame or perspective to arrange or understand moral domain. There are 2 orientations according to Gilligan, namely, orientation of justice and orientation of care (Laurence J, Walker in Kurtinez & Gewirtz, 1991: 334). Orientation of justice exists in Kohlberg's cognition, whereas orientation of care is derived from Gilligan's cognition (Barnstein Lamb, 1992: 445-447), among males and females, there is moral orientation (rationality) difference (Gilligan, 1997). According to Gilligan, females, especially female adults, widely exist in lower stage than male adults in their moral development, if measured by Kohlberg's measurer. It implies to Gilligan, stating that females have other voice which is never or seldom heard by males. Gilligan differentiated moral orientation of males as orientation to justice different from moral orientation of females as orientation to care and responsibility. Furthermore, moral development is viewed as competencies to think of universal principles about justice and honesty (moral consideration), whereas, from other aspect, moral is assumed as a problem of competencies to empathize with others and act to decrease others' suffering (Deirdre V. Lovecky, 1997, in Gilligan, 1997).

Sonny Keraf (Gilligan, 1997), the writer of preface in book titled 'Dalam Suara yang Lain', Indonesian translation of book by Gilligan titled *In a Different Voices*, states that both different voices between males and females must not be seen as two things that cannot be integrated, one is superior than other, but both are a thing that cannot be separated, mutually complimenting and if no other, other one is incomplete. The writer also found that both orientations do not merely exist in a *sekse*, but exist in each *sekse*.

Moral orientation is a part of moral cognition. In talking and results of previous studies, there are two opinions: (1) there is positive relationship between moral rationality and moral action; the higher moral rationality, it is more supportive to the moral action direction (studies by Kohlberg & Candee, 1984, in Kurtinez & Gewirtz, 1991a:67) indicating that there is inconsistency

between moral rationality and moral action.. the writer chose view indicating that, if there is insufficient relationship between moral cognition and moral action, because working mechanism of aspects in individual is impossible to "abandon" other aspects, then, in this case, moral cognition, which is moral orientation, has contribution to moral action occurrence.

Justice orientation refers to dimensions of equality, justice, mutual relationship, and truth assumed that these can be achieved by individual, with internalization process. Justice in concrete at highest stage is shown by individual with self-consciousness to do everything based on justice, equality. Individual will not do anything which may hurt justice feeling of other people. Care orientation refers to connection, peace, care and responsibility. Individual in this case shows responsibility and care, especially for people surrounding.

Associated with the things mentioned above, it is necessary to do researches, especially on inconsistency of relationship between rationality or moral orientation and moral action. Specifically, the writer wanted to research contribution of moral orientation, justice orientation, and care orientation with *moral disengagement*.

Procedures

This study is *ex post facto* study, namely, this study does not manipulate variables, but explains force of exogenous variable effect on endogenous variable. This study is designed as quantitative approach research, using inferential statistic analysis. Qualitative approaches are all information or data realized in quantitative form or numbers and the analysis is based on numbers using statistic analysis (FX. Sudarsono, 1988: 4). Quantitative approaches are used as main approaches.

Study respondents were students at adult age in State and Private Senior High Schools in Sleman District, DIY. In characteristics of 15-18 year age, there are considerations of gender. Sampling design used *multi stage sampling*. Samples were derived from 2 State Senior High Schools and 1 Private Senior High School in Sleman, namely State Senior High School 1 of Depok and State Senior High School 1 of Prambanan, whereas Private Senior High School in Sleman is Senior High School of Kolombo. Each of the schools was taken for samples in three classes, namely Class 1, Class 2, and Class 3, was taken one sample of class. Thus 3 classes were obtained for 1 Senior High School, and total classes are 9 classes. Total student subjects as samples are 93 students for State Senior High School 1 of Depok, 90 students for State Senior High School 1 of Prambanan, and 94 students for Senior High School of Kolombo; thus, total subjects are 277 students.

Data were collected by questionnaires that had been tested for validity and reliability. After instruments were tested the questionnaires of justice-moral orientation, care-moral orientation and *moral disengagement* were used. Data were analyzed using Inferential Statistic Analysis Technique, with Regression Analysis, testing hypothesis to make generalized conclusions. Before

doing hypothesis test, data were processed descriptively (descriptive analysis technique).

Discussion

Based on the results of descriptive analysis on identity of study subjects, the following table can be made:

Table 1. Age of Students in State Senior High Schools in Sleman

	Frequency	Percent	Cumulative Percent
Age .00	2	.7	.7
14.00	2	.7	1.4
15.00	61	22.0	23.5
16.00	102	36.8	60.3
17.00	84	30.3	90.6
18.00	24	8.7	99.3
19.00	2	.7	100.0
Total	277	100.0	

From the table above, it can be described that students with 14 year age were 2 students (2.2%); 15 year age, 61 students (22%); 16 year age, 102 students (36.8%), 17 year age, 84 students (30.3%), and 18 year age, 24 students (8.7%), and 19 year age, 2 students (0.7%), there were also students who did not fill data of age, namely 2 students (0.7%). Thus, it can be concluded that, in the Sate Senior High School of Sleman, 102 (36.8%) students were 16 years old.

Table 2. Gender of Students of the Sate Senior High School of Sleman

	Frequency	Percent	Cumulative Percent
Gender Empty	6	2.2	2.2
Males	125	45.1	47.3
Females	146	52.7	100.0
Total	277	100.0	

The table describes that male students were 125 students (45.1%); female students were 146 students (52.7%); whereas, there were 6 (2.2%) students who did not fill data of gender. Thus, it can be concluded that, for the State Senior High School of Sleman, 146 (52.7%) students were females.

Table 3. Education of State Senior High School of Sleman Students' Parents

		Frequency	Percent	Cumulative Percent
Education	Empty	27	9.7	9.7
	SD	14	5.1	14.8
	SMP	17	6.1	20.9
	SMA	124	44.8	65.7
	Bachelor	21	7.6	73.3
	S1	56	20.2	93.5
	S2,	15	5.4	98.9
	S3	3	1.1	100.0
	Total	277	100.0	

The table can describe that students' parents with Primary School (SD) were 14 persons (5.1%); Junior High School (SMP), 17 (6.1) persons; Senior High School (SMA), 124 (44.8%) persons; Bachelor, 21 (7.6%) persons; S1, 56 (20.2%) persons; S2, 15 (5.4%) persons; S3, 3 (1.1%) persons; whereas, those who did not fill data of education were 27 (9.7%) persons. Thus, it can be concluded that, for State Senior High School of Sleman, 124 (44.8%) students' parents had Senior High School education level.

Table 4. Jobs of Parents of State Senior High School of Sleman Students

		Frequency	Percent	Cumulative Percent
Fathers' jobs	Empty	16	5.8	5.8
	PNS	64	23.1	28.9
	TNI	15	5.4	34.3
	Private	63	22.7	57.0
	Entrepreneur	80	28.9	85.9
	Others	39	14.1	100.0
	Total	277	100.0	

The table can describes that students' fathers having civil servant jobs were 64 (23.1%) persons; Indonesian National Armed Force (TNI), 15 (5.4%) persons; private, 63 (22.7%) persons; entrepreneurs, 80 (28.9%) persons; others, 39 (14.1%) persons; whereas, those who did not fill data of jobs were 16 (5.8%) persons. Thus, it can be concluded that, for State Senior High School of Sleman, students' fathers having private jobs were 80 (28.9%) persons.

Table 5. education of State Senior High School of Sleman Students' Mothers

		Frequency	Percent	Cumulative Percent
Education	Empty	27	9.7	9.7
	SD	20	7.2	17.0
	SMP	24	8.7	25.6
	SMA	127	45.8	71.5
	Bachelor	24	8.7	80.1
	S1	52	18.8	98.9
	S2,	1	.4	99.3
	S3	2	.7	100.0
	Total	277	100.0	

The table can describe that students' mothers with primary school were 20 (7.2%) persons; Junior High School, 24 (8,7%) persons; Senior High School, 127 (45.8%) persons; Bachelor, 24 (8.7%) persons; S1, 52 (18.8%) persons; S2, 1 (0.4) person; S3, 2 (0.7%) persons, whereas, those who did not fill data of education were 27 (9.7%) persons. Thus, it can be concluded that, for State Senior High School of Sleman, students' mothers with Senior High School education were 127 (45.8%) persons.

Table 6. Jobs of State Senior High School of Sleman Students' Mothers

		Frequency	Percent	Cumulative Percent
Jobs of mothers	Empty	13	4.7	4.7
	PNS	36	13.0	17.7
	TNI	2	.7	18.4
	Private	20	7.2	25.6
	Entrepreneur	33	11.9	37.5
	Housewife	161	58.1	95.7
	Other	12	4.3	100.0
	Total	277	100.0	

The table can describe that students' mothers having civil servant jobs were 36 (13%) persons; Indonesian National Armed Force, 2 (0.7%) persons; private, 20 (7.2%) persons; entrepreneur, 33 (11.9%) persons; housewife, 161 (58.1%) persons; other, 12 (4.3%) persons; whereas, those who did not fill data of job were 13 (4.7%) mothers. Thus, it can be concluded that, for State Senior High School of Sleman, students' mothers having housewife job were 161 (58.1%) mothers.

Calculation of cross tabulation between moral considerations and *moral disengagement* indicate that most students existed in medium moral considerations and medium *moral disengagement*.

Table 7. Cross Tabulation Between Justice moral orientation and *moral disengagement*

		Moral Disengagement			Total
		High	Medium	Low	High
Moral considerations	Bad	38	22	2	62
	Medium	13	112	27	152
	Good	0	34	29	63
Total		51	168	58	277

Furthermore, using *contingency coefficient* statistic equation, the result is $C_{price} = 0.555$, for $N = 277$, significant in 0.000. thus, it can be concluded that there is association between moral considerations and *moral disengagement*.

Based on the cross tabulation calculation between care-moral orientation and *moral disengagement*, most students existed in medium moral considerations and medium *moral disengagement*.

Table 8. Cross Tabulation Between Care-Moral orientation and *Moral disengagement*

		Moral Disengagement			Total
		High	Medium	Low	High
Care orientation	Low	43	19	2	64
	Medium	8	113	31	152
	High	0	36	25	61
Total		51	168	58	277

Furthermore, using *contingency coefficient* statistic equation, the result is $C_{price} = 0.585$, for $N = 277$, significant in 0.000. thus, it can be concluded that there is association between care-moral orientation and *moral disengagement*.

For main hypothesis test results, testing justice orientation effect (moral considerations), care orientation collectively toward *moral disengagement*, the result is $F_r = 289.547$ (very significant, with significant level = 0.000). It means that there is if justice orientation and care orientation effects collectively on *moral disengagement*.

Partially, it was found that there is relationship between justice-moral orientation (moral considerations) and *moral disengagement*, the result is $r = 0.762$ (significant = 0.000). it means that there is negative relationship between justice-moral orientation and *moral disengagement*. Whereas, relationship between care-moral orientation and *moral disengagement* also showed negative relationship, where $r = 0.735$ (significant = 0.000).

Table 9. Correlation Between Justice-moral orientation and Care-moral orientation and moral disengagement

		Justice	Care	MD
Justice-moral orientation	Pearson Correlation	1	.654(**)	-.762(**)
	Sig. (2-tailed)		.000	.000
	N	277	277	277
Care-moral orientation	Pearson Correlation	.654(**)	1	-.735(**)
	Sig. (2-tailed)	.000		.000
	N	277	277	277
MD	Pearson Correlation	-.762(**)	-.735(**)	1
	Sig. (2-tailed)	.000	.000	
	N	277	277	277

From the results of hypothesis test 1, in fact, there is effects of justice-moral orientation, care-moral orientation and *moral disengagement*. It means that it is consistent with studies by Detert & Trevino (2008, Journal of Applied Psychology, vol. 93, No.2, p. 374-391) researching individual difference as antecedent from *moral disengagement*, and relationship between *moral disengagement* and a set of unethical decision making. The studies by Detert & Trevino show the following results: (1) there is relationship between higher empathy and individual *moral disengagement* to have empathy, thus *moral disengagement* is lower or may control moral well; (2) there is relationship between cynic character and *moral disengagement*, called people having cynic character would easily control their moral; (3) there is positive relationship between orientation of locus of control with chance and *moral disengagement*; whereas, relationship between internal locus of control and power locus of control and *moral disengagement* is not supported; (4) there is negative relationship between moral identity and *moral disengagement*.

In this study, testing of second hypothesis and third hypothesis also found negative relationship between justice-moral orientation and *moral disengagement*, and negative relationship between care-moral orientation and *moral disengagement*. It shows same results as studies by Detert & Trevino, in terms of positive relationship between empathy and *moral disengagement*, as well as there is negative relationship between cynic attitude and *moral disengagement*.

Moral disengagement is an inactive moral self-regulation process when using cognitive mechanism associated collectively. The inactive moral self-regulation is called *moral disengagement*. Individual moral development involved cognition, affection and moral action in considering bad and good things. One aspect of moral cognition is moral orientation. Moral orientation is a concept on different frame or perspective to arrange or understand moral domain.

There are 2 orientations according to Gilligan, namely, justice orientation and care orientation (Laurence J, Walker in Kurtinez & Gewirtz, 1991:334). Justice orientation exists in Kohlberg's opinion; whereas, care orientation is Gilligan's opinion (Barnstein Lamb, 1992:445-447). Among males and females, there are different moral orientations (rationality) (Gilligan, 1997).

Moral orientation is a part of moral cognition. In talking and results of previous studies, there are two opinions: (1) there is positive relationship between moral rationality and moral action; higher moral rationality, it is more supportive to moral action direction (studies by Kohlberg & Candee, 1984, in Kurtinez & Gewirtz, 1991a:67) indicating that there is inconsistency between moral rationality and moral action. The writer chose view, indicating that, although there is insufficient relationship between moral cognition and moral action, because working mechanism of aspects in oneself is impossible to 'abandon' other aspects, thus, in this case, moral cognition such as moral orientation has contribution to moral action occurrence.

Conclusion

Based on results of study and discussion, it can be concluded that:

1. There are effects of justice-moral orientation, care-moral orientation collectively on *moral disengagement* (the result of F is: 289.547 (very significant, significant level = 0.000).
2. There is negative relationship between justice-moral orientation and *moral disengagement* ($r = -0.762$, sign = 0.000).
3. There is negative relationship between care-moral orientation and *moral disengagement*, where $r = -0.736$ (sign = 0.000).
4. There is association between moral considerations and *moral disengagement*, it was conducted by using *contingency coefficient* statistic equation, where C price = 0.555, for N = 277, significant at 0.000. 149 students existed in medium moral considerations and medium *moral disengagement*.
5. In addition, the following results of descriptive statistic: 102 (36.8%) students were 16 years old. 146 (52.7%) were females. 124 (44.8%) education of students' fathers were Senior High School. Jobs of 80 (28.9%) students' fathers were entrepreneurs. 127 (45.8%) students' mothers educations were Senior High Schools. 161 (58.1%) students' mother were housewives.

Recommendations

Based on the discussion and conclusions, the recommendations are as follows:

1. Given results of this study, students of Senior High School could more develop moral cognition, considering that students with moral considerations existing in low level or bad were still many, namely, 10.4%, it could be conducted by always braving and firmly facing real events individually and not too protective under a group, for example, protecting under authority, such as parents or teachers. It is considered that age of Senior High School

- students will enter mature age in short time.
2. Senior High School teachers should develop moral education model in schools based on moral considerations touching the real world of students, so that when students must make decision, especially decision associated with moral, students could solve autonomously.
 3. Further studies are expected to research *moral disengagement* with other factors, such as, empathy, self-concept and environment surrounding.

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