

## PENGARUH METODE HADAP MASALAH TERHADAP MORAL REMAJA

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### INTISARI

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan metode hadap masalah terhadap peningkatan moral remaja siswa SMP. Metode hadap masalah yang melibatkan pengalaman langsung, menghadapi masalah dan dialog pemaknaan diterapkan pada pembelajaran moral untuk meningkatkan penalaran dan perilaku moral siswa.

Penalaran moral dalam penelitian ini diukur dengan menggunakan dilema penalaran moral Kohlberg yang diadaptasi dengan dilema moral sekolah. Peningkatan perilaku moral dilihat dari kepatuhan siswa terhadap tata tertib sekolah yang dalam penelitian dimaksudkan sebagai norma yang mengatur keharmonisan masyarakat sekolah.

Penelitian dilakukan di kota Solo dengan subjek siswa SMP sebanyak 55 orang yang melanggar tata tertib sekolah seperti membolos, bertengkar, tidak piket, tidak mengerjakan PR, ramai di kelas, tidak menghargai guru, terlambat sekolah dan bicara kotor.

Materi pembelajaran moral adalah harga diri dan empati yang dijabarkan dalam RP(Rencana pembelajaran) I sampai IV. RP 1 dan RP2 berisi wacana empati dan harga diri, RP3 dan RP4 berisi kegiatan-kegiatan yang mengkonfrontasikan wacana dengan interaksi moral nyata .

Hasil uji beda penalaran moral sebelum dan sesudah pembelajaran dengan metode hadap masalah diperoleh nilai *t-test* sebesar 4.264 ( $p < 0.00$ ), sedangkan hasil uji beda perilaku moral diperoleh nilai *t-test* sebesar -5.445 ( $p < 0.00$ ). Artinya pembelajaran metode hadap masalah memberi pengaruh positif terhadap peningkatan penalaran dan perilaku moral remaja

Kata kunci : Metode hadap masalah, penalaran moral, perilaku moral

THE INFLUENCE OF PROBLEM POSING TOWARDS  
ADOLESCENT'S MORAL

PENGARUH METODE HADAP MASALAH TERHADAP  
MORAL REMAJA

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ABSTRACT

The main purpose of this research was to understand the influence of problem posing towards moral development of junior high school students. Problem posing involving self affected experience, against problems, and dialogue pertaining to meaning, was applied as moral study to improve moral reasoning and moral behavior of the students.

In this research, the moral reasoning was measured by using moral reasoning dilemma of Kohlberg which was adapted to school reasoning dilemma. The improvement of moral behavior was measured by the obedience to school regulation. It was aimed to be a norm regulating the conducive of school environment.

The research was conducted in Solo. The sample was consist of 55 junior high school students dealing with some personal problems such as: play hooky, fighting, escape from duty, do not do the homework, noise in the class, do not respect to the teacher, came late to school, and fun of dirty speaking.

The course module was contained of empathy and self esteem which was elaborated in RP I to IV. RP I and RP II were composed of empathy and self esteem discourse. RP III and RP IV were composed of activities that confront discourse with the real moral interaction.

The t-test of moral reasoning by using problem posing method showed t-test of 4.264 ( $p < 0.00$ ). The t-test of moral behavior showed value of -5.445 ( $p < 0.00$ ). The result of the test indicated that problem posing had a positive influenced towards the improvement of moral reasoning and moral behavior.

Key words: Problem posing, moral reasoning, moral behavior

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