



Building Moral Intelligence with Cooperative Learning in Elementary School

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Keywords

Abstract

Civic Education, Cooperative Learning, Elementary School, Moral Intelligence

Dealing with the negative impacts of socio-cultural changes in the 5.0 era requires moral intelligence for elementary school students. This study aims to obtain qualitative data on the process of developing moral intelligence in learning using cooperative learning. The method uses qualitative ethnography with research implementation procedures referring to Wiersma & Jurs with the stages of identifying phenomena, formulating research questions, identifying subjects, collecting data, analyzing data, and making conclusions. Data collection techniques use observation, interviews, and document analysis. The research subjects consisted of 26 students in grade 5 elementary school PGSD FIP Laboratory UNJ and Budi Wanita Elementary School Jakarta for data triangulation. The results of the study determined that students were able to develop moral intelligence that is empathy, tolerance, respect, justice, and self-control through learning civic education using cooperative learning. Activities to make a mind map, make group tasks, and games through the process of interacting while working in a group trains. The novelty is that the uniqueness of the students who are the subjects of the study have a diversity of abilities. In an inclusive classroom using civic learning based on cooperative learning could be trained to develop moral intelligence. The benefits of research can provide examples of the implementation of civic education learning with cooperative learning to develop moral intelligence.

INTRODUCTION

Students need varieties of abilities to face the various life challenges associated with the Revolutionary 5.0 era, one of which is moral intelligence. Furthermore, students are expected to possess academic and moral intelligence (character). This aids them to be able to distinguish right from wrong and rejecting negative impacts, which arise from changes that occur in the socio-cultural life of students.

The importance of moral intelligence for students to have by going through the learning process in the classroom for children of primary school age. With the advantages possessed, the student can distinguish right from wrong and reject the negative influence in the face of his life and has a noble character. With moral intelligence, students can have positive character values including empathy, honesty, tolerance, kindness, discipline, and respect. Education must be able to develop the values of creation and habits of thinking, doing, and behaving as good members of the community, as well as being good citizens and character (Irma Savitri, 2021; Suprani, 2018; Rahmadyanti, 2017). One of the efforts made is to use the cooperative learning

method in learning. This is important because elementary school students should be able to develop all their potential, but in the classroom learning activities have not developed optimally in moral intelligence,

The presence and easy accessibility of digital technology and the internet, including its negative contents, tend to damage morale and further destroy national character. This is reinforced by the study, which stated that according to the most recent data, relatively 30 million children and adolescents in Indonesia are internet users, and digital media is currently the top choice of communication channels. It was also discovered that 80% of respondents surveyed were internet users. Only 13 percent of children and adolescents do not use the internet in urban areas, while in rural communities, it accounts for 87 percent. Furthermore, a significant number have been accidentally exposed to pornographic content in the form of advertisements comprising vulgar nuances (Indonesia, 2014). Various kinds of negative or deviant deeds are carried out by some children and adolescents, which they think are just mediocre, let alone some consider it something of pride. They often mention this behavior as just a symbol of their courage, but this negative behavior of children and adolescents is a behavior that is very

concerning for teenagers in Indonesia (Unayah, 2015). The nation's character has not been optimally developed, which significantly influences the citizens. A good education is an education that not only produces students who have intelligence but also have moral intelligence. Moral intelligence is how students can distinguish between good and bad (Rusmin & Sakka Hasan, La Rabani, 2020).

The previously mentioned social problems require in-depth study and collaborative efforts to determine the required solutions. Furthermore, one solution is to instill in them the ability to distinguish between right and wrong, which is referred to as moral intelligence. It is important for elementary school students because they can distinguish between right and wrong, thereby rejecting or avoiding negative influences. Through citizenship education, students can develop moral intelligence and good personalities to be able to live in a global society. In this case, the contribution of citizenship education is needed to achieve this goal. Moreover, citizenship education using meaningful learning approaches tends to develop moral intelligence. An alternative is to use a group discussion model, one of the innovative forms of active learning.

Civic education ideally develops all the potential possessed by students. Therefore, it emphasizes the development of knowledge, attitudes, and skills of a good citizen. Students develop empathy, respect, self-control, tolerance, kindness, conscience, and justice through group work activities with innovative learning. Moral intelligence can improve the ability to survive to get better, humans have the basic ability to develop moral values and beliefs and integrate them into an interrelated moral guideline which is then manifested in the form of actions or behaviors. A study has confirmed that moral intelligence strengthens good behavior and enables people's lives to be better over time (Farhan, Rabia Dasti, 2015).

Therefore, the aim of this research is based on the process of building moral intelligence using citizenship education with a group work model in the fifth grade of elementary school. This is active research with a group work model as opposed to the preliminary studies that utilized innovative and thematic learning approaches. Furthermore, preliminary studies discovered that thematic learning applied to civic education in elementary school tends to develop students' moral intelligence,

especially respect and empathy. Both studies consistently prove that innovative and thematic learning facilitates students in developing moral intelligence (Nurhasanah, 2015).

Learning citizenship education using this method instills the ability to interact socially with peers, thereby developing moral intelligence. Students actively learn both mentally and physically by participating in group work that is fun, joyful, and meaningful. They also think, argue, ask questions, actively discuss, and initiate creative ideas independently. Active learning and the ability to work together are two supportive aspects of early childhood. Furthermore, the PDR strategy is used to prioritize students' need to engage in learning based on their interests, and the ability to transform plans into action and communicate their findings to others. The process of conducting group activities is associated with the development of social attitudes, conveying ideas, solving problems together, and making decisions oriented towards the same goals (Asmah, 2016). Several benefits are associated with active learning strategies in the classroom. For instance, it facilitates the development of students thinking skills and conceptual understanding, thereby enabling the ability to create relationships between abstract and real-world applications.

In active learning educate or invite students to actively participate in the classroom, which is directed to optimize the use of all the potential mastered by the students, so that all students can achieve results satisfactory learning according to their characteristics (Retno Winarni, 2018). The application of active learning-based learning in civic education in elementary schools can help the student to implement his moral intelligence to make good citizens. Active learning requires the existence of active involvement of students in the learning process with various types of activities that aims to build understanding, ideas, and skills directed by the teacher or instructor who directs tasks and activities done. Students can further develop reasoning and moral behavior by playing and interacting with their peers. In terms of education, it also affects the moral development of the child, because the school instills the value of morality through learning programs, curriculum, and guidance of school staff, especially teachers who interact directly with children (Ashfi Raihana, Permata, 2016).

Subsequent studies discovered that the first and most important step in instilling moral intelligence in students is based on the exemplary behavior of teachers in respecting

moral knowledge, virtue, commitment, and competence. Education needs to foster integrity, responsibility, forgiveness, compassion, and the virtue of empathy, conscience, self-control, respect, kindness, tolerance, and justice (Aalbehbahania, 2015). This was supported by the research which stated that the seven important virtues of moral intelligence help students to do the right things and resist pressure that conflicts with good character or habits (Olusola & Samson, 2015a).

According to preliminary studies, civic education learning using the group work model develops moral intelligence in fifth graders of PGSD FIP UNJ Laboratory elementary school. This educational research is used to analyze the process of developing moral intelligence. Furthermore, the process of learning citizenship education with a group work model is one of the alternatives adopted by teachers. This study aims to see the development of moral intelligence that occurs in fifth-grade elementary school students using cooperative learning methods in civic education learning. This study aims to see the development of moral intelligence that occurs in fifth-grade elementary school students using cooperative learning methods in civic learning. Civic learning in the fifth grade of the PGSD FIP UNJ Jakarta Indonesia laboratory elementary school has succeeded in developing the moral ingenuity of its students. This research looks descriptively at the process of developing students' moral intelligence by carrying out learning activities carried out in groups or collaboration.

METHODS

This research uses ethnographic methods with a qualitative research approach. It started with identifying the phenomenon under study, formulating research questions, identifying the subjects (participants), data collection and analysis, and drawing conclusions (Putra, 2013). The subjects studied were students and teachers of fifth graders of PGSD FIP UNJ Laboratory elementary school and Budi Wanita Elementary School (triangulation). The background of the research is fifth graders of PGSD FIP UNJ Laboratory elementary school with learning activities during the learning process of civic education using cooperative learning. This school is unique with its various characteristics, including an inclusion school, which accepts students

with special needs.

Data collection techniques involve observation, interview sheets, and documents in the form of learning plans and tools. Furthermore, the data analysis techniques include field records, interviews, and document reviews. The main instrument is participant observation, and in-depth interviews with teachers concerning the learning of civics education using a group discussion model that aids in developing the moral intelligence of students in the fifth grade in the fifth-grade elementary school. The respondents involved 26 students and one teacher at PGSD FIP UNJ Laboratory Elementary School and triangulation of data with Budi Wanita Elementary School. Furthermore, validation techniques comprise triangulation, sources, and methods used in data collection.

Data Collection

Data collection techniques used in this study are using, among others, observations, interviews, and document review. For observation (observation) with the type used, namely participating observations, descriptive observations, focused observations, and selected observations. For interviews using in-depth interviews. In addition, it also examines documents related to research problems. The results of observations and interviews are made in the form of field notes (FN). Recording data using field notes consisting of initial recording, expansion, and additional stages. Observations were made to students and teachers of fifth graders of PGSD FIP UNJ Laboratory elementary school as a data source. Observations are made when students follow the civic learning process, while interviews are conducted with class V teachers. The purpose of the research is to see the process of implementing civic learning in grade V elementary school using group work, and the process of developing moral intelligence in the form of empathy, respect, self-control, tolerance, kindness, justice, and student conscience.

The results of the observation and analyzed documents are consistent with the transcript from the interviews that describes students' moral intelligence development through civic education using the group work model. The results of the interview with the teacher are as follows.

Table 1. Interview Results

Researcher	Teacher
What is the mother's knowledge as a teacher about moral intelligence?	Moral intelligence is one's ability to discern right from wrong.
What do teachers know about moral intelligence?	The ability of a person to discern right from wrong based on a strong belief in ethics and the application of certain actions
From your mother's experience as a teacher, what kind of active learning strategies can help students develop their moral intelligence?	Role-playing, inquiry, discussion, hands-on experience, etc
How do teachers make students' intellectual-emotional involvement in teaching and learning activities?	Being gentle, understanding the students' family background and their condition in the class, listening, and always appreciating their utterances, whether right or wrong.
How do teachers make students' intellectual-emotional involvement in teaching and learning activities?	By implementing learning strategies that mandate all students to participate individually and in groups, as well as giving assignments or activities that make them experience the use of any available media in the surrounding environment.

After the required amount of data is obtained and analyzed, the next process is to hold a data validity check. Establishing the validity of the data required examination techniques. The implementation of examination techniques is based on a certain number of criteria. In this study, data examination techniques were carried out in three ways, namely: 1) extension of participation, 2) persistence of observation, and 3) triangulation. The technique of checking the validity of the data was chosen because this study is descriptive qualitative research with a class/group research background (Moleong, 2017).

For data analysis procedures in this study according to Spradley (1980), includes activities to make domain analysis, taxonomic analysis, and component analysis comes to the analysis of the theme (Spradley, 1980). Data analysis in this study was carried out in stages according to the focus of research. After the data obtained from the results of interviews and observations are analyzed inductively, the next step is to formulate meaning based on the analysis domain, conducting focused observations, taxonomic analysis, making observations selected, and component analysis, until the next stage is theme analysis. After the required amount of data is obtained and analyzed, the process next is to hold an examination of the validity of the data. To assign the validity of the data required an examination technique. Implementation of examination techniques is based on several specific criteria. In this study, the technique

was carried out data check in three ways according to Moleong (2014), namely: 1) extension participation, 2) observational persistence, and 3) triangulation. Checking the validity of the data in this study using a triangulation form with the data source, comparing what the informant said with other people's opinions. In this way the researcher compares the data obtained from different sources, comparing data from observations with the results of interviews with the subjects of the study. For this purpose, then in this study uses Budi Wanita elementary school as a comparison of data sources about civic education learning by using cooperative learning methods in implementing the moral intelligence of fifth graders.

RESULTS AND DISCUSSION

Moral intelligence enables teachers to discern/see what is appropriate and acceptable in each context, practicing what is right in certain situations and in certain groups of people to achieve and maintain harmony. A teacher has the integrity to practice high moral intelligence, responsibility, compassion, forgiveness, and honesty (Guiab et al., 2015). Furthermore, teachers are expected to influence the behavior, attitudes of their students, and values accompanied by teaching whose content develops various academic abilities and skills to make good individuals. People around usually associate the attitudes and behaviors of students with their teachers. If students go beyond academic ability, they will say that their teachers teach very well (Guiab

et al., 2015). It goes on to say by Olusola and Ajayi (2015) that moral intelligence is the capacity to apply moral principles to one's values, actions, and objectives or the ability to see the right and integrate them into one's actions and life (Olusola & Samson, 2015b).

Building moral intelligence in human beings comes from seven main virtues, namely empathy, conscience, self-control, respect, kindness, tolerance, and fairness (justice) (Aalbehbahania, 2015b); Mottaghi, Hamid Janani, Zahra Rohani, 2014; Kurniawan, 2013). Moral intelligence is the capacity to determine right or wrong and to act according to one moral certainty to provide correcting and respectable behavior. This type of intelligence denotes the intelligent mental capacity of the human being to determine how universal humane principles, objectives, and values are associated with human actions (M. Moghadas, 2013).

Developing moral intelligence can be done using learning that involves active student interaction. Students can learn to cooperate with fellow friends in working on various tasks given by the teacher. Students solve problems by discussing, arguing, arguing, and determining multiple answers that are used as the result of joint exploitation. In these activities, students will learn to develop attitudes of tolerance, empathy, respect, discipline, kindness, justice, and other attitudes that are components of moral intelligence.

Learning processes are supposed to take notice of the instillation of soft skill elements, such as cooperation, mutual respect for the opinions of others, responsibility, honesty, willingness to sacrifice, etc. Learning focuses on soft skill aspects and is identified as cooperative learning. The student interaction process is a learning process to attempt to have a comprehension of new information. Learning processes that have the purpose of having comprehension of new information is the social principle of learning, in which students within learning groups of members with diverse abilities can do learning activities to understand new information. Learning is a process where individual students are intentionally managed to participate in certain behavior under specific circumstances or to provide responses in certain conditions. Learning is meant to make students learn. This comprehension of what learning is carries a deeper meaning that learning consists of these activities: selecting, establishing, and developing

methods or strategies, to achieve (Hariadi, 2016).

A cooperative learning strategy can provide a significant result for the improvement of learning achievement. With STAD type of cooperative learning strategy, the discussion process among the students occurs physically, so that expression of psychological aspects can be noticed and can be transformed into real behaviors. With STAD type of cooperative learning can promote motivation to learn and improve the active participation of the students during the learning process (Hariadi, 2016). The results of relevant research reported that using a cooperative learning model by integrating local cultural values can provide a different atmosphere and results for students (Sulistiani, 2017). The second difference between the collaborative learning approach and the traditional one lies in the learners' participation in the teaching and learning activity. The traditional approach tends to focus on teacher-centered rather than student-centered learning. Students are rarely involved in the teaching and learning process but only pay attention to what the teacher is explaining (EkaRizkiAmalia, 2017).

According to field records (FN. 4. h.4. p.1) student groups created mind maps, which are sequentially discussed. All the students actively express their thoughts and opinions in the form of a mind map concerning the material "Joint Decisions." Citizenship education learning activities were discussed in groups and described in the form of mind maps. It enables students to practice mutual respect, listen to each other speak, and make conclusions. Every student in the group actively participated without forcing their opinions on others. This process trained them to build moral intelligence such as empathy, tolerance, respect, and self-control.

All members of the group engaged in joint conversation to discuss the material needed by the teacher's instructions at the beginning of the learning process. In addition, the students actively participated in various activities by speaking, reading books to discover the needed information, and writing. The teacher initially issued certain instructions concerning the assigned task and its completion within a specified time. In addition to the students' activeness, their creativity is evident in making mind map products. The various groups produced different mind maps on "Joint Decision." The students provided examples of joint decisions, reasons, and objectives joint decisions in the family.

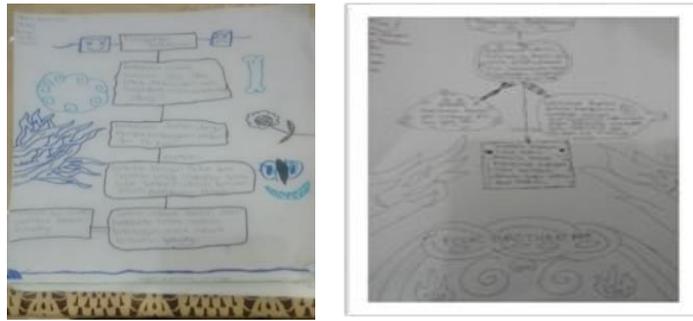


Figure 1. Results of creating a mind map in groups



Figure 2. Group students create mind maps and discussion.

The results of the aforementioned observation, reinforced by the interview, stated that active learning-based citizenship education tends to be more effective in developing moral intelligence. According to the teacher, the use of an active learning approach is not only associated with reading and writing rules and materials submitted (IT.1). Rather it is promoted by certain supporting factors, namely the existence of complete learning facilities and resources in schools and students' interests in the methods adopted by the teachers, such as direct instruction, interactive learning, role-playing, problem-solving, inquiry, and hands-on experience. During the learning process, the teachers ensure that students are active through the use of interesting and fun media.

Through strategic learning approaches, students are required to think critically, work with friends and actively search for information concerning the material under investigation from other sources. Conversely, when students interact, they gradually develop moral intelligence. This is also due to the supporting factors involved in implementing civic education, as the teacher

stated that there are various diverse, active learning techniques and methods. Subsequently, this makes learning less boring. In addition, the teacher stated that the student's interest, interactive atmosphere, and curiosity are supporting factors traced to the active learning-based citizenship education (IT.2.2).

This is because active learning immediately triggers all potentials or abilities that exist in the students. They are directly involved in learning and are trained to develop all their abilities. Citizenship education aids students to develop moral intelligence, which prepares them to be good citizens. Furthermore, the ability to develop moral intelligence is usually evident whenever the teacher congratulates the students that exhibit disciplinary behavior and compassion towards their friends. Meanwhile, those that act rudely, unfairly, and hostilely are punished.

At school, the student is introduced to and receives various universal principles and beliefs that may be different or similar to his home orientation. For teachers to model and form all universal values, moral principles, as well as various ethical and cultural abilities professionally that students must acquire and

have moral intelligence. Teachers have integrity for the practice of high moral intelligence, responsibility, compassion, forgiveness, and honesty. The teacher is expected to influence the behavior, attitudes of his students, and values accompanied by teaching whose content develops various abilities and academic skills to make a good individual. (Guiab et al., 2015).

Therefore, strategies adopted in developing the moral intelligence of students in elementary school involve the ability to behave appropriately, socialize with peers and embrace the norms and values of society. This study indicated that learning activities such as group assignments aid in building moral intelligence. For instance, in performing group assignments, students develop empathy, tolerance, respect, and self-control because the execution process involves interaction. It also trains students to develop individual abilities such as confidence, shared responsibilities, and the courage to argue. The learning process which is merely knowledge transfer does not provide opportunities for the students to interact and have transactions with one another, causing the students to lose their time to articulate learning experiences. Learning processes are supposed to take notice of the instillation of soft skill elements, such as cooperation, mutual respect for the opinions of others, responsibility, honesty, willingness to sacrifice, etc. Learning focuses on soft skill aspects is identified as cooperative learning (Hariadi, 2016).

The application of cooperative learning has been shown to have a better influence on learning outcomes in affective aspects (Hariadi, 2016) such as the research results of Noornia (1970), Zainuddin (2002), Machmuda (2007), and Mulyadi (2009). This is in line with the research which stated that students tend to develop reasoning skills and moral behavior by playing and interacting with their peers (Raihana, 2016). Then there is direct involvement in learning to help children build their knowledge, such as learning concepts, forming ideas, and solving their problems (Asmah, 2016).

Therefore, active learning-based citizenship education using group work offers many benefits to the students, such as developing critical and analytical thinking skills, and opportunities to explore values and build a positive attitude towards the material under investigation. This is also supported by the theory that stated that active learning characteristics aid students in developing new knowledge (Uno, Hamzah B, 2015). Using a group work model is one of

the alternative learning activities that aid in building and developing moral intelligence. This is in line with Sadker and Sadker's view in Gems (2016), that students can further develop reasoning and moral behavior by playing and interacting with their peers. In terms of education, it also affects the moral development of children, because schools instill moral values through learning programs, curricula, and guidance of school staff, especially teachers who interact directly with children (Ashfi Raihana, Permata, 2016).

Preliminary studies stated that one of the most difficult components of actively learning citizenship education by fifth graders is conscience. This is because most times students find it difficult to admit their errors. Another is self-control because, at the time of learning these activities, the students need to actively think, search for information, ask questions, and cooperate with peers. All these require communication and interaction with others. Cooperative learning demands the individuals in the group to be involved in an equal share and that each of them shall complete what has been authorized to them. Each member of the group has an equal and fair division of duty and task. Occasionally, when students are interacting with their friends during discussions, some tend to have different opinions, and in circumstances in which they are unable to control themselves, quarrels are bound to erupt. In civic education learning, students need to be invited to play an active role in learning so that they do not feel saturated and bored, but are more fun and enthusiastic in learning, so that learning becomes more meaningful.

The process of learning to use group work methods is beneficial for students to become aware and understand more about organizations and their application in daily life. According to Lorenzen and Winarni (2018), active learning is a method of education that invites students to actively participate in the classroom, which is directed to optimize the use of all mastered potentials (Retno Winarni, 2018). Students can understand and become sensitive to the social environment, which fosters affection, such as attitude and respect related to moral intelligence established in the learning process. According to Uno (2015), the ALIS model learning guide (Active Learning in School) is related to real life.

Therefore, based on the aforementioned observations and interviews, students develop moral intelligence through active learning. This is because student-centered learning encourages them to interact in multiple ways, using the environment as a

medium or resource. Additionally, their intellectual-emotional involvement in learning activities and the emphasis on the process do not only depend on the delivery of information by the teacher but rather on the development of analytical and critical thinking skills. Furthermore, the learning activities facilitate the formation of skills and passions and the internalization of values related to the development of attitudes. It further leads to the inculcation of moral intelligence. Conclusively, the activity-based learning process aids to develop moral intelligence. Therefore, teaching and learning activity is very dependent on the ability of teachers to deliver and organize learning materials and class management. The success of the learning process in the classroom is essentially a learning success of students supported by the teachers' success (Rusmin, 2020).

The results of the study obtained new findings that in civic education learning using cooperative learning can develop students' moral intelligence. This is because students working in groups in learning provide opportunities to learn socially with interactions between themselves and their friends. In that interaction, students learn to understand differences in abilities, and opinions, unify opinions, and develop empathy, kindness, and discipline to complete group tasks, as well as respect the rules made by the group to proceed according to the goal to be achieved. So, using cooperative learning is not only cognitive learning outcomes but also effective. This is supported by the results of research that shows that learning strategies have a strong influence on the learning outcomes of affective aspects, hypothesis testing results show that the application of cooperative learning has been shown to have a better influence on student learning outcomes from behavior in affective aspects. The research shows that cooperative learning strategies can provide significant results for the achievement of teaching bell results including the affective realm. Looking at the moral intelligence component showing affective indicators, it can be synthesized that by using cooperative learning in civic education learning can develop as long as it follows all activities that take place in the classroom.

CONCLUSION

Citizenship education is learning that instills value and moral intelligence as well as related to studies on state science and government, politics, law, and human rights,

including democracy. In addition, it is associated with values and morals, public, national, citizenship, political, legal and human rights, and democratic education. The process of implementing civic education learning with a group work model was discovered in the fifth graders of the PGSD FIP UNJ Laboratory elementary school in Indonesia. The process of implementing moral intelligence using group work activities is effective. Schools should organize civic learning based on group learning models so that the development of students' moral intelligence is heterogeneous in the learning process. All students can have a fun and challenging learning experience. There is a positive accompaniment impact that students learn actively in groups. Development of all the potential of students through learning carried out together and in developing their moral intelligence. The results of the study obtained new findings that in civic education learning using cooperative learning can develop students' moral intelligence. This is because students working in groups in learning provide opportunities to learn socially with interactions between themselves and their friends. In that interaction, students learn to understand differences in abilities, and opinions, unify opinions, and develop empathy, kindness, and discipline to complete group tasks, as well as respect for the rules made by the group to proceed according to the goal to be achieved. So, using cooperative learning is not only cognitive learning outcomes but also effective.

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