

THE INFLUENCE OF MORAL DISENGAGEMENT ON CLASSROOM ENVIRONMENT IN A JUNIOR HIGH SCHOOL

Yufiarti and Thia Rusbita

Moral disengagement is a tendency to justify negative behaviour that is morally acceptable and minimizes the influence of others. It is supported by Bandura et al (2000) and Santrock (2003) who said that the teenagers have a tendency to not show their consistent behaviour in different moral situations. This research aimed to find out the influence of moral disengagement on classroom environment in junior high school. The research instruments used were a modified form of Moral Disengagement Instrument (MDI) and What is Happening in This Class? (WIHIC) Questionnaire. The research subject included 171 students of junior high school. The data analysis method used in testing hypothesis was regression analysis. Analysis of the data showed that there was a significant influence of moral disengagement on classroom environment in junior high school. The classroom environment was found to be influenced by moral disengagement.

KEYWORDS: Classroom Environment, Junior High School, Moral Disengagement

INTRODUCTION

Adolescence is a transition from childhood into adulthood with a higher stage of development. Referring to the agreement with United Nations (UN) in 1970, WHO defines the adolescence period based on three criteria that are biological, psychological, and socio-economic. In the line with it, Santrock (2003) defined

Yufiarti ✉
Professor, Psychology Department, Lecturer of Early Childhood Education,
Jakarta State University, Jakarta, Indonesia
Email: yufiarti@yahoo.co.id

Thia Rusbita
Research Scholar, Psychology Department
Jakarta State University, Jakarta, Indonesia
Email: thiarusbita@gmail.com

youth as a development from childhood to adulthood that includes biological, cognitive, and social-emotional changes. It is also supported by Papalia, Old, and Feldman (2008) who said that physical or biological development in adolescence covers all the physical changes that began before birth to adulthood.

According to Santrock (2003), social and emotional development includes the changes of individual relationships with other human beings, both emotional and participation in a social context. The social and emotional development are more directed to develop interpersonal relations due to the impulse of curiosity as well as responses to other people around us and the influence of ourselves. It is associated with the social context of controlling and expressing emotions, close and warm interpersonal relationships, and exploring experiences.

Moral development is a connection between rules and values about what we are going to do which is related to individual interaction with others. It is related to Santrock (2003) who said that the teens can understand the rules and values as a result of man-made, based on consensus and can be changed by taking intention factor of a behaviour as an autonomous morality stage.

MORAL DISENGAGEMENT

The key point of adolescence's moral development is internalization. Where the teens control their behaviour based on the internal standards and principles, it is not perfect. The internalization is still heavily influenced by other people or authority figures in the adolescent self. Moral disengagement is a tendency to justify negative behaviour that is morally acceptable and minimizes the influence of others. It is supported by Bandura et al (2000) and Santrock (2003) who said that the teenagers have a tendency to not show their consistent behaviour in different moral situations.

Based on that theory, Bandura (1989) said that the teens learn to develop their behaviours that benefit them morally and socially. Mechanisms of moral disengagement provide some advantages by providing the justification of negative behaviour that adolescents did. The mechanisms of moral disengagement can be a moral justification, euphemistic labelling, advantageous comparison, displacement of responsibility, diffusion of responsibility, distortion of consequences, dehumanization and blame attribution. So, Moore (2015) said that this mechanism allows individuals to avoid immorality, negative behaviour, and do not feel guilty.

The disengagement moral case is also found in religion-based schools. Based on unstructured interviews which were conducted by the researchers for the Principal of junior high school, it showed that several cases of moral

disengagement were found. In one such case the students issued a profanity when talking with others. These words may be a detraction which is associated with the name of a particular animal. The second is a case in which students often lie or cover up the negative behaviors of other students. It is considered as a form of solidarity among fellow students.

The moral disengagement can be caused by internal and external factors. The internal factors consist of various individual aspects and the external factors which build the environment in order to be aware of morality through various social experiences. Beside these factors, the school environment is a second home for students in order to spend 1,920 hours per year in a classroom environment. According to Fraser (2000, in Goksu, 2015) who mentioned that the student takes 20,000 hours in class to complete a period of education to university level. Therefore, the classroom environment provides experiences both in quantity and quality for individuals who are in it.

What is happening in this Class? (WIHIC)

The classroom environment is defined as a psychological environment that reflects the feelings of students towards learning. Based on some expert definition, the classroom environment can be summed up as the psychological environment in which students and teachers interact in learning activities that have a major influence on student learning and achievement. It is supported by Fraser (1996) who said that the classroom environment is based on seven aspects. These are student cohesiveness, teacher support, student involvement, investigation, task orientation, cooperation and equity.

Based on this explanation, it can be concluded that moral disengagement is a problem. It is allowed to cause negative behaviour that deviates from accepted moral standards. By applying a positive classroom environment, it is expected to influence and minimize moral disengagement. Therefore, this research was conducted to find out the influence of moral disengagement on classroom environment in junior high school.

RESEARCH METHODOLOGY

Participants and Procedures

The sampling technique used in this research was purposive sampling. Quantitative research was conducted on a representative sample of the population. It aimed to test the hypothesis that has been established through field data collection. 171 participants were used in this research belonging to the junior high school.

TOOLS USED

Moral Disengagement Instrument

The Moral Disengagement Instrument (MDI) was developed to measure the tendency of individuals to justify negative behavior accepted in social norms. It was developed by Barbaranelli Bandura, Caprara and Pastorelli in 1996. It is based on eight mechanisms of moral disengagement. The Moral Disengagement Instrument (MDI) consisted of 32 items, then tested on 30 students. In the reliability test of Moral Disengagement Instrument (MDI) had a coefficient of 0.74.

WIHIC Questionnaire

What is Happening in This Class? (WIHIC) Questionnaire was developed by Fraser, Fisher, and McRobbie in 1996. This instrument aimed to measure a classroom environment based on students' perceptions and feelings in order to understand the relationship between teachers and students. The instrument of classroom environment consisted of 56 items and was tested on 30 students. In the reliability test of What is Happening in This Class? (WIHIC) Questionnaire a score of 0.95 was obtained.

DATA ANALYSIS

The data analysis for the study was done using regression analysis which was used to test the significance of the influence of moral disengagement on classroom environment in junior high school. For the analysis of data in this research the RASCH model through Winsteps application was also used.

HYPOTHESIS

The study had the following hypothesis:

The alternative hypothesis (H_a): There is a significant difference between moral disengagement and classroom environment in junior high school.

The null hypothesis (H_o) : There is no a significant difference between moral disengagement and classroom environment in junior high school.

RESULTS OF THE STUDY

Bivariate Analysis

Based on Table 1 of descriptive statistics and correlations between variables, it showed that the variable in classroom environment has a mean value of -0.5705 and a standard deviation value of 0.91264, while the variable of moral disengagement has a mean value of -0.4046 and a standard deviation of 0.48969. In Table 1, it showed that the instrument can be used to measure the

psychological attributes with good reliability (0.95 and 0.74). The correlation research was conducted by determining the relationship between variables before doing testing of research hypothesis. From the data it can be interpreted that there was a significant relationship between moral disengagement and classroom environment in junior high school.

Tabel 1
Descriptive Statistics and Correlations.

Variables	Mean	SD	Reliability	Correlation
Classroom Environment	-0.5705	0.91264	0.95	0.015*
Moral Disengagement	-0.4046	0.48969	0.74	

* $p < 0.05$

Test of Genders Model

Tables 2, 3 and 4 provide data on a one-sample regression analysis, calculation of result of multiple correlation index (R) and Adjusted RSquare.

Table 2
Regression analysis MDI and WIHIC.

Variabel X	Variabel Y	a	b
Classroom Environment	Moral Disengagement	-0.461	-0.100

Based on data in Table 2, we can see that constant (a) of moral disengagement was -0.461 and predictor coefficient (b) was -0.100. The regression equation of the predictors in this research was:

$$Y = a + bX$$

$$Y = -0.461 + (-0.100)X$$

The regression equation can be interpreted that if the classroom environment (X) has increased by one unit, then the moral disengagement (Y) decreased by -0.100.

In Table 3, we can see the results of one-sample regression analysis. It is known that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. In this research, the value of F count = 6.033 and the value of F table = 3.90, so that F count > F table. In addition, note also that the p-value = 0.015 and the value of $\alpha = 0.05$ which means p-value < α . Thus, it can be concluded that Ha is accepted and Ho is rejected. It can be interpreted that there is a significant difference between moral disengagement and classroom

environment in junior high school.

Table 3
Regression Test Results on Class Environment and Moral Disengagement.

Variabel	p-value	F count	F table	Interpret ation	
Classroom Environment and Moral Disengagement	0.015	0.05	6.033	3.90	There is a significant influence

Furthermore, results in Table 4 show that the calculation of the index multiple correlation (R) which is 0.186 and Adjusted R Square = 0.029. This means that classroom environment variables affect the variable moral disengagement by 2.9% and 97.1% were influenced by other factors not examined in this research.

Table 4
Test of Model Summary.

R	R Square	Adjusted R Square	Std. Error of the Estimate
0.186	0.034	0.029	0.48260

DISCUSSION AND CONCLUSION

In this research, the classroom environment was influenced by 2.9% of moral disengagement and 97.1% by other factors. Based on the 171 students who responded to the research, as many as 76 students positively assessed the classroom environment, and 65 students assessed the classroom environment negatively. Task orientation contributed the most influence among other aspects in the variability of classroom environment with the effect of 6%. Followed by aspects of teacher support with the effect of 3.6%, equity amounted to 3.3%, and 2.4% involvement.

The task orientation referred to students who understood the importance of completing the tasks and goals of a given task and behave in accordance with these objectives. Based on the research conducted by Smith (2004) entitled Give Them What They Want: Using Student Perception of Teacher Behavior to Create the Ideal Classroom Environment, he stated that task orientation is one aspect that is most expected of students in the classroom. The highest contribution by task orientation aspect was also proven through a research conducted by Yang (2013) entitled Senior Secondary Students' Perceptions of

mathematics classroom learning environments in China and their attitudes towards Mathematics. Yang stated that a higher task orientation shows that students understand what they should do with learning.

In addition, teacher support was another aspect in a classroom environment that contributed to influencing the variable moral disengagement. It described the relationship and communication between teachers and students. The research conducted by Thompson (2002) showed that the teacher is one of the important factors on positive behaviour change in students. A positive relationship between teachers and students have a positive influence also on the social aspects of students (Hamre & Pianta, 2001, in Soheili, et al., 2015). Instead, the relationships and poor communication between teachers and students can result in the emergence of behavioural problems in students (Badger, 1992, in Greany, 2015). This can be corrected by discussion and improve relations and communication with the student teacher (Badger, 1992, in Greany, 2015). Further note that the quality of the relationship between teachers and students associated with socio-emotional (Decker, Dona, & Christenson, 2007, in Soheili, 2015) and behaviour problems in students (Hamre & Pianta, 2001, in Soheili, 2015). Through good relationships students respect their teachers more and bring a positive attitude (Iram and Ambreem, 2016).

The relationship between teachers and students is an important factor in student involvement in learning (Hanrahan, 1998). Involvement itself is the involvement and interest of students in activities that take place in the classroom, both discussion and work on the assignment individually or in groups (Dorman, Aldridge, and Fraser 2006). Furthermore, in research by Afari (2013) he shows that involvement is another aspect that has significant influence on the behaviour of students on a particular subject.

Furthermore, equity by the teacher becomes a major role for the creation of equality that is given to all students. Equity undertaken by the teachers can be one media of learning to teach students the concept of greater equity. This is consistent with what was presented by Dewey (1933) in Santrock (2003) that moral education can be delivered through the hidden curriculum, by making the teacher as a role model.

Through this research, supported by the data in the variable moral disengagement, based on 171 respondents, there are 81 students who have high moral disengagement and 90 other students have a low moral disengagement. It can be stated that the classroom environment with aspects of task orientation, teacher support, involvement, and equity may be the antecedent of moral disengagement.

Santrock (2003) said that moral development can be applied in a variety of educational settings in schools. In this research, it was found that positive classroom environments can minimize the level of moral disengagement. The classroom environment influences moral disengagement by 2.9%. In brief, the school was developing a positive classroom environment by lowering the levels of moral disengagement.

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