
THE RELATIONSHIP BETWEEN PERSONALITY AND SOCIAL ENVIRONMENT WITH MORAL BEHAVIOR AMONG ADOLESCENTS

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ABSTRACT

The moral behavior of adolescents develops through the integration of cognitive maturity, emotional maturity, and the social environment. Although personality characteristics and the social environment influence moral behavior, little is known about the relationship between personality, the social environment, and moral behavior. This study involved 175 respondents, aged 19-22 years, selected from three colleges in the city of Banda Aceh. The sample was gathered using *purposive sampling techniques*, with data collection conducted through personality questionnaires, social environment questionnaires, and moral behavior questionnaires. The research findings revealed that the correlation coefficient (r) between the studied variables was 0.537 or 53.7 percent, indicating a strong relationship between personality and the social environment with moral behavior. These findings underscore the significance of personality and the social environment in promoting moral behavior among adolescents.

Keywords: *Personality, Social environment, Moral behavior*

HUBUNGAN ANTARA KEPRIBADIAN DAN LINGKUNGAN SOSIAL DENGAN PERILAKU MORAL DALAM KALANGAN REMAJA

ABSTRAK

Perilaku moral remaja berkembang melalui integrasi kematangan kognisi, emosi, dan lingkungan sosial. Meskipun karakteristik kepribadian dan lingkungan sosial mempengaruhi perilaku moral namun sangat sedikit diketahui bagaimana hubungan antara kepribadian, lingkungan sosial dan perilaku moral. 175 responden remaja, usia 19-22 tahun diambil dari tiga kampus di kota Banda Aceh. Sampel dijaring melalui *teknik purposive sampling* dengan pengumpulan data menggunakan kuesioner kepribadian, kuesioner lingkungan sosial dan kuesioner perilaku moral. Hasil penelitian ditemukan bahwa koefisien korelasi r antar variabel yang diteliti sebesar 0.537 atau 53.7 persen, yang artinya variabel kepribadian dan lingkungan sosial mempunyai hubungan yang erat dengan perilaku moral. Temuan ini menunjukkan pentingnya faktor kepribadian dan lingkungan sosial dapat mendorong perilaku moral dalam kalangan remaja.

Kata kunci: *Kepribadian, Lingkungan sosial, Perilaku moral*

Introduction

Moral behavior has become a significant concern in the era of globalization, particularly among adolescents. Moral behavior is guided by the knowledge of moral concepts, which reflects habits practiced within specific societal contexts. Nowadays, the moral behavior of adolescents is a pressing issue that demands attention. In line with the changing times and technological advancements, there is a growing prevalence of amoral behavior among adolescents, such as sexual assault, pornography, promiscuity, violence, sexual harassment, drug abuse, criminal activities, robbery, and various other moral crises.

The formation of adolescents' personalities is influenced by the environment in which they live and are raised. The social environment shapes adolescents' attitudes toward various issues, including self-adjustment, peer group influence, social behavior, social support and rejection, and the internalization of values. Hergenhahn (1982) found that the environment has an influential role in shaping a person's personality. Essentially, the relationship between adolescents and their environment is mutually influential, where each exerts an attracting and influencing force on the other. This interaction occurs simultaneously and continuously.

For adolescents, there is nothing more crucial and critical than their social environment. The social environment is a significant factor that can either build or damage the personality of adolescents. Adolescents tend to pay attention to and emulate what they see and hear (Qaimi, 1996). There is a high likelihood that adolescents will engage in negative behavior if they witness negative behavior.

Previous research has explored the interaction between adolescents, parents, and peers in predicting children's moral development (Walker et al., 2000). Furthermore, studies have examined how parental warmth, sympathy, and prosocial moral reasoning predict prosocial behavior (Carlo et al., 2011), and how aggression and emotional attribution in children's prosocial behavior are related to moral reasoning (Malti et al., 2009). These findings provide an understanding that various factors, such as parents, peers, personality, and developmental age, influence adolescents' knowledge of moral concepts.

Previous research on adolescent moral behavior from a psychological perspective in the Aceh province is limited, with some studies focusing more on community efforts to address moral decadence (Jannah, 2021). Therefore, this study aims to investigate the relationship between personality, social environment, and moral behavior among adolescents in the city of Banda Aceh, Aceh province, Indonesia. The hypothesis put forward is that there is a relationship between personality, social environment, and moral behavior among adolescents.

Literature Review

Child Personality

Personality is a set of specific thoughts, emotions, and behaviors that characterize an individual's approach to their world (Santrock, 2004). Generally, there are five major factors in the dimension of personality: openness, conscientiousness, extraversion, agreeableness, and neuroticism (Feist & Feist, 2002). These five primary personality factors provide distinctive traits for each of them.

Personality characteristics can also be observed through the concept of the interaction between an individual and their environment. This concept explains that a person will display different styles and variations depending on the situation they are faced with. For example, an extroverted person may adapt well when asked to collaborate with others, while an introverted person may adapt better when working on tasks alone. This concept concludes that personality does not always dictate a specific behavior in all situations (Santrock, 2004).

In Islamic psychology, the terminology used for personality is "syakhshiyah." The concept of personality in Islam primarily refers to the essence of a human, which includes physical, spiritual, and psychological aspects. The physical aspect is the materialistic bodily structure within a person, the spiritual aspect consists of the psychic components that act as the driving force for the existence of the body, and the psychological-physical aspect represents a combination of psychological and physical attributes (Khasanah et al., 2021).

The Role of the Social Environment in Shaping Behavior

Social development is the acquisition of behavioral abilities that align with societal expectations (Hurlock, 1980). A child's journey through their development involves their capacity to interact with the environment. In the process of integration and interaction, both intellectual and emotional factors play a pivotal role. This process is known as socialization, which positions children as active participants in the socialization process (Agung, 2002).

To become individuals capable of functioning within society, three socialization processes are necessary:

- a. Learning socially acceptable behavior

In order to participate in society, children must not only be aware of acceptable behavior but also adapt their actions to conform to socially accepted norms.

- b. Assuming socially accepted roles

Every social group has established patterns of behavior meticulously defined by its members and expected to be followed. For instance, agreed-upon roles exist for parents and children, as well as for teachers and students.

c. Developing social attitudes

To engage effectively within society or social circles, children must exhibit a liking for people and social activities. If they can achieve this, they will excel in achieving good social adaptation and be accepted as members of the social groups they join.

Moral Behavior

The term "moral" stems from an adjective that can be translated into various concepts such as actions, intentions, decisions, feelings, consequences of something, and oneself. However, people generally regard morality as more of a holistic self-representation in the form of behavior. Moral behavior signifies actions that align with the moral code of a social group, which is established by moral concepts. Moral concepts are rules of conduct that have become customary within a culture. It is these moral concepts that determine the expected patterns of behavior for all members of the group (Asrori, 2007). Morality is also defined as an individual's general standards regarding what is considered right and wrong behavior (Santrock, 2004) (Ormrod, 2008).

Moral behavior encompasses the everyday actions that are perceived as right or wrong. Moral behavior is expressed through actions—how one should behave and interact with others (Coles, 2000). It represents an individual's response when confronted with real-life situations, comprising behavior that is either morally expected or not. Several factors are associated with moral behavior, such as motivation, values, past experiences, and the outcomes resulting from moral violations (Stewart & Joanne, 1983).

Understanding moral reasoning alone is insufficient to comprehend why individuals exhibit different behaviors in varying moral situations. Many amoral behaviors displayed by children and adolescents result from their participation in misguided group activities. Additionally, the development of moral behavior is influenced by emotional intelligence components like shame, guilt, and empathy (Stewart & Joanne, 1983; Shapiro, 1998).

Research Methodology

This study employs a quantitative research approach with a cross-sectional design, categorizing research variables into two groups: independent variables and dependent

variables. The research was conducted among students class of 2020/2021, consisting of 175 male and female adolescents aged 19-22 years, drawn from three colleges in the city of Banda Aceh, namely UIN Ar-Raniry Banda Aceh, Universitas Muhammadiyah Aceh, and Universitas Serambi Mekah. The sampling process was conducted randomly.

Data collection was carried out using a Likert scale questionnaire, which consisted of personality, social environment, and moral behavior questionnaires. Data analysis was performed using regression analysis in the SPSS software program.

Research Result

Respondents' Assessment of Personality Questionnaires

The first variable is personality where respondents' responses to statement items vary. The first statement, "I exercise before going to campus," obtained a mean score of 3.53. This indicates that respondents agreed with the statement. The second statement, "I don't like overeating or overdrinking," received a mean score of 3.53, indicating agreement among the respondents. The third statement, "Before eating something, I check the food I am about to eat," obtained a mean score of 3.92, indicating agreement among the respondents.

The fourth statement, "I enjoy making friends with anyone," received a mean score of 3.78, indicating agreement among the respondents. The fifth statement, "I am not spoiled," obtained a mean score of 3.82, with respondents agreeing with the statement. The sixth statement, "On campus, I won't join my friends who like to hang out during class hours," received a mean score of 3.87, indicating agreement among the respondents.

The seventh statement, "I am committed to studying continuously to achieve my goals," obtained a mean score of 3.50, indicating agreement among the respondents. The eighth statement, "I am not influenced to participate in demonstrations, even if my close friends join," received a mean score of 3.78, indicating agreement among the respondents. The ninth statement, "I am not afraid to take exams," obtained a mean score of 3.57, indicating agreement among the respondents. The tenth statement, "I speak softly and kindly to older people," received a mean score of 3.53, indicating agreement among the respondents.

The eleventh statement, "I will greet first if I meet someone I know," obtained a mean score of 3.87, indicating agreement among the respondents. The twelfth statement, "I respect guests who come to my house," received a mean score of 3.89, indicating agreement among the respondents.

The thirteenth statement, "I want to be a pleasant person to others," obtained a mean score of 3.89, indicating agreement among the respondents. The fourteenth statement, "If the lecturer has already entered the classroom and I want to enter quickly, I eat while walking," received a mean score of 3.89, indicating disagreement among the respondents.

The fifteenth statement, "I like staying up late," obtained a mean score of 4.17, indicating disagreement among the respondents. The sixteenth statement, "If I'm enthusiastic, I won't rest until my work is finished," received a mean score of 4.14, indicating disagreement among the respondents. The seventeenth statement, "I will take money from my savings if my friends invite me to go out," obtained a mean score of 4.17, indicating disagreement among the respondents. The eighteenth statement, "I won't come to campus if my friends invite me to go out," received a mean score of 4.17, indicating disagreement among the respondents.

The nineteenth statement, "I want to be free to do as I please," obtained a mean score of 4.14, indicating disagreement among the respondents. The twentieth statement, "I often feel anxious after completing an exam," received a mean score of 4.32, indicating disagreement among the respondents. The twenty-first statement, "When I pray, sometimes I don't know what to ask Allah SWT for," obtained a mean score of 3.32, indicating disagreement among the respondents.

The twenty-second statement, "It's better to lie than to be honest yet still get blamed," received a mean score of 4.10, indicating disagreement among the respondents. The twenty-third statement, "It's better to interrupt someone else's conversation if it doesn't match my feelings and thoughts," obtained a mean score of 4.21, indicating disagreement among the respondents. The twenty-fourth statement, "I speak just enough to everyone," received a mean score of 4.28, indicating disagreement among the respondents.

The twenty-fifth statement, "I won't greet anyone who has scolded me," obtained a mean score of 4.10, indicating disagreement among the respondents. The twenty-sixth statement, "I only greet those who have always been kind to me," received a mean score of 3.60, indicating disagreement among the respondents. The average response score for all statement items is 3.79.

Respondents' Assessment of the Social Environment Questionnaire

The second variable is social environmental differences, where respondents' responses to different statements vary. The first statement, "I arrive at campus on time before the lecturer enters the class," obtained a mean score of 3.82, indicating agreement among the respondents.

The second statement, "I always obey all the rules on campus, in society, and at home," received a mean score of 3.82, indicating agreement among the respondents. The third statement, "I will follow Allah's commands and leave His prohibitions," obtained a mean score of 3.92, indicating agreement among the respondents.

The fourth statement, "I greet my parents when leaving and returning home," received a mean score of 3.96, indicating agreement among the respondents. The fifth statement, "Every religious holiday on campus and in the village, I participate in preparing the events," obtained a mean score of 4.03, with respondents agreeing with the statement. The sixth statement, "I am someone who likes to help others," received a mean score of 4.00, indicating agreement among the respondents.

The seventh statement, "I feel useful to others," obtained a mean score of 3.61, indicating agreement among the respondents. The eighth statement, "I am selective in my friendships," received a mean score of 3.71, indicating agreement among the respondents. The ninth statement, "Before doing something, I have to think about it first," obtained a mean score of 3.50, indicating agreement among the respondents. The tenth statement, "On campus, lecturers advise me and my friends to always act in accordance with Islamic law," received a mean score of 3.67, indicating agreement among the respondents.

The eleventh statement, "When studying in the classroom, I listen and pay attention to what the lecturer is saying," obtained a mean score of 3.71, indicating agreement among the respondents. The twelfth statement, "When playing music at home, I don't turn up the volume too loud to avoid disturbing others," received a mean score of 3.96, indicating agreement among the respondents.

The thirteenth statement, "Creating harmony and tolerance among human beings is more important," obtained a mean score of 3.75, indicating agreement among the respondents. The fourteenth statement, "When a lecturer gives me the opportunity to ask questions, I just let it be, even if there is course material that I don't understand yet," received a mean score of 3.92, indicating disagreement among the respondents.

The fifteenth statement, "When in a hurry, I often run red lights," obtained a mean score of 3.96, indicating disagreement among the respondents. The sixteenth statement, "Sometimes I delay prayer time because of the many daily activities I have to do," received a mean score of 3.96, indicating disagreement among the respondents. The seventeenth statement, "If asked to perform in front of the class, I feel embarrassed if I have to do it alone," obtained a mean score of 3.92, indicating disagreement among the respondents. The eighteenth statement, "If I'm not

enthusiastic, I won't do a task even if it's my obligation," received a mean score of 3.75, indicating disagreement among the respondents.

The nineteenth statement, "I'm not entirely brave enough to admit my mistakes," obtained a mean score of 3.96, indicating disagreement among the respondents. The twentieth statement, "If my friends are criticized by others, I will defend them and scold the other person," received a mean score of 3.57, indicating disagreement among the respondents. The twenty-first statement, "I like to speak freely with others," obtained a mean score of 3.61, indicating disagreement among the respondents.

The twenty-second statement, "I am more easily influenced by my friends' invitations than by my own parents," received a mean score of 3.82, indicating disagreement among the respondents. The twenty-third statement, "My friends and I prohibit each other from speaking in our local language," obtained a mean score of 3.89, indicating disagreement among the respondents. The twenty-fourth statement, "I will respect others if they respect me," received a mean score of 3.92, indicating disagreement among the respondents. The twenty-fifth statement, "Sometimes I like to criticize others, even if it's just a joke," obtained a mean score of 3.96, indicating disagreement among the respondents. The average response score for all statement items is 3.83.

Respondents' Assessment of the Moral Concept Knowledge Questionnaire

The third variable is moral concept knowledge, where respondents' responses to statement items vary. The first statement, "I will not justify any means to achieve the goals I desire" obtained a mean score of 4.62. This indicates that respondents strongly agree with this statement. The second statement, "actions that are not good are prohibited by religion", obtained a mean score of 4.32. This shows that respondents agree with this statement. The third statement, "I will not take what is not rightfully mine" obtained a mean score of 4.35. This indicates that respondents agree with this statement.

The fourth statement, "I am willing to cooperate with anyone in accomplishing something related to common interests" obtained a mean score of 4.46. This shows that respondents agree with this statement. The fifth statement, "I am involved in creating rules at home" obtained a mean score of 4.25. Respondents agree with this statement. The sixth statement, "If my GPA is the worst among my friends on campus, I accept it with an open heart" obtained a mean score of 4.28. This indicates that respondents agree with this statement.

The seventh statement, “I prioritize older people to sit on the bus when it's full” obtained a mean score of 4.32. This indicates that respondents agree with this statement. The eighth statement, “When there is an accident on the road, I feel obligated to help” obtained a mean score of 4.50. This shows that respondents agree with this statement. The ninth statement, a caring attitude must exist in friendship, obtained a mean score of 4.28. This indicates that respondents agree with this statement. The tenth statement, “For every problem that occurs in the family, I need to know” obtained a mean score of 4.32. This shows that respondents agree with this statement.

The eleventh statement, “I participate in activities/events until they are finished” obtained a mean score of 4.17. This indicates that respondents agree with this statement. The twelfth statement, “I am accustomed to disposing of garbage in its proper place” obtained a mean score of 4.35. This indicates that respondents agree with this statement.

The thirteenth statement, “When I return home, I always help my parents with household chores” obtained a mean score of 4.39. This shows that respondents agree with this statement. The fourteenth statement, “I enjoy having fun by doing whatever I want” obtained a mean score of 4.64. This indicates that respondents strongly disagree with this statement.

The fifteenth statement, “If given money to buy something from my parents, I prefer not to return it” obtained a mean score of 4.64. This indicates that respondents strongly disagree with this statement. The sixteenth statement, “I do not like being punished because punishment is only suitable for children” obtained a mean score of 4.60. This indicates that respondents strongly disagree with this statement. The seventeenth statement, “I only donate usable items to people of a specific religion” obtained a mean score of 4.64. This indicates that respondents strongly disagree with this statement. The eighteenth statement, “Everyone must agree with my opinion” obtained a mean score of 4.64. This indicates that respondents strongly disagree with this statement.

The nineteenth statement, “I want to become the leader of the student association (HMP) but without being elected by my friends” obtained a mean score of 4.57. This indicates that respondents strongly disagree with this statement. The twentieth statement, “I don't pay attention to messy and dirty environments. For me, the environmental cleanliness department is already doing the work” obtained a mean score of 4.64. This indicates that respondents strongly disagree with this statement. The twenty-first statement, “I will only give money to beggars if I have small change” obtained a mean score of 4.57. This indicates that respondents strongly disagree with this statement.

The twenty-second statement, "I have no time to listen to a friend's complaints if it is just a sad story" obtained a mean score of 4.28. This indicates that respondents disagree with this statement. The twenty-third statement, "After making a promise to someone, sometimes I cannot keep it due to other obligations" obtained a mean score of 4.35. This indicates that respondents disagree with this statement. The twenty-fourth statement, "If I am running late and need to hurry to get to campus, sometimes I forget to tidy up my bed" obtained a mean score of 4.39. This indicates that respondents disagree with this statement.

The twenty-fifth statement, "If I have made a mistake and as a result, my parents scold me, it is better to remain silent than to admit the mistake" obtained a mean score of 4.64. This indicates that respondents strongly disagree with this statement. The twenty-sixth statement, "When I enjoy watching TV, I sometimes forget to study" obtained a mean score of 4.28. This indicates that respondents disagree with this statement. The average respondent's answer is 4.27 for all statement items.

Regression Analysis Test Results

To examine the influence of the relationship between a child's personality and social environment on moral concept knowledge, multiple linear regression analysis was conducted using SPSS version 16. Hypothesis testing was carried out in accordance with the formulated hypotheses. The simultaneous effect of the relationship between a child's personality and the social environment on moral concept knowledge was assessed using an F-test. If the calculated F-value is greater than the critical F-value or if the p-value is less than 0.05, then the hypothesis is accepted. Conversely, if the conditions are not met, the hypothesis is rejected.

Table 1.1
Regression Test Results

Variable	Variable Name	Regression Coefficient (b)
A	Constant	70.396
X ₁	Personality	0.417
X ₂	Social environment	0.029
R =	0.537	
R ² =	0.289	
Fvalue =	5.070	Sig = 0.014

Source: Primary Data

Based on Table 1.1 above, it is shown that the regression analysis results indicate that the calculated F-value is 5.070 with a significance level of 0.014, which is less than 0.05. This indicates that, simultaneously, the relationship between personality and the social environment significantly influences moral concept knowledge or supports the hypothesis.

The correlation coefficient (R) is 0.537, indicating a correlation of 53.7% between the independent variables and the dependent variable. This means that personality and the social environment have a significant relationship with knowledge of moral concepts, as the percentage is greater than 50%.

The coefficient of determination (R^2) is 0.289 or 28.9%. This can be interpreted as 28.9% of the variation in knowledge of moral concepts (Y) is influenced or caused by changes that occur jointly in personality and differences in the social environment, while the remaining 71.1% is attributed to factors from other variables not included in the regression model.

Discussion

This finding explains that personality and the social environment significantly influence moral judgment among adolescents ($R = 0.537$). This finding reinforces previous research results where moral knowledge is a primary driver of moral behavior in everyday life (Pritchard et al., 2016). Prosocial behavior in children can be enhanced through sympathy, especially in children with low moral motivation, and moral motivation and sympathy are related to prosocial behavior (Malti et al., 2016).

This finding can elucidate that the development of moral behavior among adolescents is a process of integration between personality development and the social environment. The social environment acts as a reinforcement for learning moral behavior. This reinforcement can take the form of positive reinforcement, such as attention, approval, or affection, as well as negative reinforcement, such as disapproval and rejection. Therefore, it is crucial for adolescents to learn behaviors that are socially acceptable and aligned with the expectations of their environment. It is even suggested that social acceptance is more important than individual freedom for adolescents. Social acceptance becomes an early and lasting experience that shapes their personality throughout life (Hurlock, 2001).

Specifically, this finding explains that personality shaped by the social environment has been able to influence moral behavior among adolescents in the city of Banda Aceh. The strength of this influence of personality and the social environment can be influenced by several factors, such as the family environment, social interaction environment, and the broader social

environment that reinforces the moral behavior of adolescents. As known, Aceh is the only province in Indonesia that applies Islamic Sharia in community life. This factor is suspected to strengthen the findings of this research.

This finding can also explain that the adolescents sampled in this study are university students, who belong to the late adolescent age group. At this stage of age, adolescents have reached the ability to think abstractly, logically, and idealistically. Consistent with Kohlberg's moral development theory, moral development at this stage is entirely based on internalization and not based on external standards. Moral standards and behavior are decided based on the values or standards inherent within the adolescent themselves (Santrock, 1999).

Furthermore, this finding also suggests that one of the social environments that can shape the development of moral behavior and personality among adolescents is the school environment they experience. In the school environment, adolescents acquire knowledge and religious education, as well as the formation of daily life values that contribute to their social maturity. The process of socialization acquired by adolescents at school, such as mutual respect for peers and teachers, obedience to teachers, sharing, caring, cooperation, and effective communication. Through this process, adolescents learn social adjustment, which they can then apply in a broader context. This finding recommends that in shaping moral behavior, both personality and the social environment are essential factors to consider.

Conclusion

The findings of this research can be summarized as follows: personality and the social environment have a strong correlation with moral behavior among adolescents, with a correlation coefficient (R) of 0.537 or 53.7%.

The limitations of this study are confined to adolescents within a university environment. Therefore, it is necessary to consider recruiting respondents in a broader context, such as high school students (SMU). Additionally, further research is needed that takes into account other factors such as the influence of social media, role models, and peer environments that have both direct and indirect effects on the development of moral behavior among adolescents.

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