Analysis of Moral and Spiritual Development in Vocational High School Students

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Article Info	ABSTRACT
  Corresponding Author: Cucuk Wawan Budiyanto, Department of Informatics Education, Universitas Sebelas Maret, Jl Ahmad Yani, no 200, Pabelan, Kartasura, Surakarta, Central Java, 57169, Indonesia. Email: cbudiyanto@staff.uns.ac.id	Moral and spiritual education is very important in preparing the character of quality students to enter the world of work. However, currently, there is a decline in the morale and spirituality of students, one of which is at Vocational High Schools (SMK). This research aims to determine the level of moral and spiritual development of students and how schools participate in developing moral and spiritual values. This research method uses a descriptive method with a qualitative approach, data collection through observation, and interviews with participants who have been selected through a purposive sampling technique. Based on the research results, show that students in vocational high schools have variations in moral development, which reflects individual differences in understanding and internalizing moral values. The educational approach in vocational high schools is intended to support spiritual development by allowing students to explore their values and beliefs, providing space for reflection, and encouraging them to participate in spiritual practices. **Keywords:** Moral, Spiritual, Students, Vocational High Schools

1. INTRODUCTION

Character education, previous one known as education budi character, has long been instilled by teachers in Indonesia. The embedding process values life in the personality of somebody so that becomes part of the behavior they do every day (Robandi & Riyadi in Akhimelita, L., Sumarto, S., & Abdullah, AG, 2020). Curriculum moment emphasizes that schools must give education character through profile Pancasila students. Profile Pancasila students include six indicators: moral noble, reasoned critical, independent, creative, working together, and global diversity (Ministry of Education & Culture, 2020). Profile This reflects a vision of broad and constructive education suitable for a strong character with values main Pancasila. Expected profile Pancasila students are capable of forming spiritual, social, and civic moral awareness based on the values of Pancasila. Therefore, every field study is related to moral and spiritual values, so students can apply them in life every day and be good people. To produce moral and spiritual values, necessary habituation thoughts, feelings, and actions. As an educator, teachers help students participate in activities that support the learning process (Setyowati, 2018). In the process of learning, there are three things that need to be considered: attitude, knowledge, and skill assessment. To enhance students' creativity and psychomotor skills, teachers should apply more varied learning models. (Fadilah et al., 2019). The moral and spiritual attitude of the students can be known through the observation of their actions during the learning process. According to Purwa Hadi Wardoyo,

moral elements consist of things outer and inner (Tiara, A. & Nirmawan, N., 2023). However, Munif said that moral education is a type distancing education children from moral and human values (Widat, F., 2022). Spiritual values consist of all potency spiritual possessions of man, that must be fulfilled well in material and spiritual things (Yusuf in Hanum, A., & Annas, A., 2019). The ability of man to trust the existence of god has an impact on everything something they do based on awareness of self they alone known as spiritual values (Wulan & Nuraenei, 2021 in Widat, F., 2022). Students at school intermediate vocational education are greatly influenced by the environmental education they have.

School Intermediate Vocational (SMK) is a formal level education program designed medium for prepare students for work after they pass (Supriyadi in Sabon, YOS, Istiyono, E., and Widihastuti, W., 2022). The Indonesian population is expected to have a level of higher education good in soft skills and hard skills in the industrial era 4.0 as the data shows that 50% of vocational school graduates get work directly, 1-2% entrepreneurs, and the rest unemployed (Sandroto, 2021). School Intermediate Vocational (SMK) focuses on the learning process for giving students knowledge, skills, and attitudes required to maintain existence in the world of work. Moral and spiritual education is very important for preparing quality students for work. According to the Association of Indonesian Internet Service Providers (APPJI), 49% of users once experience abuse. 31.6% of them say they let abuse occur, and 7.9 percent say they respond to abuse in the same way (APPJI in Liah, AN, 2023). Progress technology, especially social media, is one of the causal factors of moral decline. According to Fahdini, AM, Furnamasari, YF, and Dewi, DA (2021), many things happen in the world of education moment, including not quite enough answers, brawl students, loss of creative power, loss of polite manners, loss of respect, loss of tolerance, and decline honesty. Condition this shows that minimal education character great damage to students' spiritual morals because of developments, family, friends peers, environment school, and environment social. Amid the threat of moral decline caused by globalization and rapid social change, as well as the expectation that professional school graduates have the knowledge, skills, and attributes that fit the market and industry, moral education is essential to be incorporated into the professional school environment (Soleh et al, 2023). Therefore environment school is very important for building students' moral and spiritual values.

Based on existing problems, research about moral and spiritual decline at school has been done in a way significant. Studies about moral and spiritual development have been done in vocational education. Therefore, the study aims to analyze the moral and spiritual development of students in vocational schools, as well as the role of environment schools in developing students' morals and spirituality. Studying this will determine the level of moral and spiritual development of students as well as how school's role in developing moral and spiritual values. Expected the products produced can help overcome problems facing vocational schools today and develop students' moral and spiritual values.

2. RESEARCH METHOD

Research (Nst, MM, 2022) found that parents are very important for teaching children about god, children tend to follow regulations around them and children can control actions based on their principles and learn from parents. According to other relevant research (Apriani, W., 2023), spiritual-moral education for participant education can cover giving knowledge of morals and religion through curriculum school, giving moral education directly in every lesson, making school a good place for students to study religion, and help they develop a sense of divinity. According to research (Harahap, AZ, 2023), delinquent teenagers, like courtship, cause moral and spiritual development of students in the mountains the low and bad. Troubled families, homes with messy stairs, authoritarian parents, too much attention, and the progress of the internet are a number of the causes. Several studies show that, besides the things that are inside students, yes things coming from the outside also influence their moral and spiritual development. Therefore that's the stage in moral and spiritual development that must analyzed.

Study this uses the theory of moral development according to Kohlberg exists six stages, ie divided by the pre-conventional level into two stages namely (1) orientation punishment and (2) obedience as well as orientation relativist instrumentals, level conventional There are stages group (3) children good and sweet child and (4) orientation law and order, post- conventional level there are (5) orientations contract social legality and (6) orientation principle universal ethics (Mahari, L., 2014). Whereas spiritual development based on James Fowler (Saputra, DS, 2018) has six stages, namely (1) intuitive-projective or childhood early, (2) mystical-literal or childhood middle and end, (3) stages conventional-synthesis or teenager initial, (4) individual-reflective or mature beginning, (5) faith conjunctive or adulthood middle, (6) universal faith or adulthood end.

The study uses approach descriptive an approach qualitative because an objective study is for the research condition object; the researcher is the instrument main in the study; taking a sample from the data source is

carried out purposive sampling; triangulation is used as a method of collection data; and data analysis is carried out use description analysis, and results more emphasize meaning than generalization (Abdussamad, 2022). The qualitative approach was chosen because it allowed researchers to study in depth the meaning, perspectives, and experiences of the participants. (Mei, 2023). Sukmadinata explains that study descriptive is purposeful research to describe circumstances or phenomena (Atika et al., 2019). So, you can conclude that study qualitative descriptive is a type of purposeful research to identify facts or phenomena based on the subject study.

Samples from things, events, people, observed situations, and samples of respondents who can interviewed are chosen purposively related to the purpose or objective (Abdussamad, 2022). Purposive sampling technique is a sampling technique used with consideration of certain (Sugiyono, 2015:85). Participants in the study a total of 36 students from class X PPLG and 3 selected teachers purposive sampling because have taught several years and have an understanding deep about character participant educate, especially spiritual morals. An explanation more carried on about the participants is contained in Table 1.

Table 1. Participants Study

No	Participants	Gender	Amount
1.	Learners	Woman	21
		Man	15
2.	Teacher	Woman	2
		Man	1

Form data collection via observations and interviews with participants who have been chosen through purposive sampling technique. Observation is one method of scientific empirical based on facts field nor text, via experience five senses without the use of manipulation anything (Hasanah, H, 2017). Sheet items observation made based on theory Kohlberg's moral development and theory James Fowler's spiritual development. Results data observation obtained when the teacher's eyes lesson carry out practice learning during 1 meeting in-class use sheet observations containing items as in table 2.

Table 2. Observation Sheet Items

No	Observation Sheet Items
1.	Is the participant educated and shows an understanding of what rules apply in class?
2.	How do participants interact with group or Friend peers in the context of social norms?
3.	Does the participant's education show obedience towards the rule school/class?
4.	How do participants respond or role in situations of violations of rules in school classes?
5.	Does the participant's education show interest in understanding spiritual value?
6.	is participant education involved in activities that lead to reflection of self?
7.	How do participants show empathy towards others though have background different rear?
8.	Is the participant educated and capable of overcoming possible moral or spiritual conflicts appearing moment learning?
9.	is the participant educated and involved in religious rituals with confidence?
10.	How does the participant educate respond or value diverse spiritual beliefs among friends and peers?

An interview in a study qualitative is a conversation that starts with informal questions and has goals (Pahleviannur, MR, 2022). Item question interview made based on theory Kohlberg's moral development and theory James Fowler's spiritual development. Results data interview done with an eye teacher lesson, skills program coordinator teacher-related and deputy head school field curriculum in a way directly loading item question like table 3.

Table 3. Items Question Interview

No	Item Question Interview
1.	How do participants educate and understand draft good and bad?
2.	In the context of social norms or rule school, how? Does the participant interact with Friends the same age?

3.	How do participants respond to situations Where values and ethics experience problems with social norms?
4.	is just activity participant reflective education _ spiritual values at school?
5.	According to the observation, how? Does participant education show empathy towards other people?
6.	Is there a change or possible growth You observe in confidence participant has been educated for a long time.
7.	How is participation in activity religion at school by confidence?

3. RESULTS AND ANALYSIS

Based on research conducted, obtained results level of moral and spiritual development of students school intermediate vocation and role school in developing moral and spiritual values through analysis of interview and observation data use description analysis and emphasize meaning.

3.1. RESULT

Moral and spiritual development at school intermediate vocational seen during the learning process taking place. Pray before and after learning as well as worshiping by each other's beliefs are like for people Muslim prayer Friday congregation already applied with good. Participant morale is seen when shows empathy and sympathy to others like when the participant helps people in need help, has respect for teachers who are teaching, and does not quite have enough answers on his duties. The results of teacher interviews are always coaching to participants educate those who don't obey the rules of the school. Every morning always applied culture literacy with the song Come on get along well at school. Culture emphasized by field studentship that is culture happy or not there is pressure.

Moral development according to Kohlberg has six stages, ie divided by pre-conventional level into two stages namely (1) orientation punishment and obedience and (2) orientation relativist instrumentals, level conventional there is stage (3) group child good and sweet child and (4) orientation law and order, post-conventional level there are (5) orientations contract social legality and (6) orientation principle universal ethics (Mahari, L., 2014). Research results show that students at the level pre- conventional development, especially in Stage 1, tend to evaluate actions as good or bad based on what is possible they experience as punishment physique or penalty negative. Most of the students in stage 2 demonstrate orientation more to direction interest personal and profit in making moral decisions. Temporarily that is, students in stage 3 are more conventional and tend to follow social norms and want to be accepted by a group same age, often evaluating good and bad based on the view public. In stage 4, some big students internalize values social and follow rules and norms some students in stage 5 demonstrate awareness and agreement and the ability to consider limitations and rules to reach more justice; however, several small students in stage 6 are capable of finding and following principles universal ethics, prioritizing justice and rights basic man above _ rule social or existing laws.

Spiritual development based on James Fowler (Saputra, DS, 2018) has six stages, namely (1) intuitive-projective or childhood early, (2) mystical-literal or childhood middle and end, (3) stages conventional-synthesis or teenager initial, (4) individual-reflective or mature beginning, (5) faith conjunctive or adulthood middle, (6) universal faith or adulthood end. From the undifferentiated stage to stage universalization, research shows a complicated journey. Students possibly show obscurity in understanding spirituality at first, but along walking time, they Possibly obtain more understanding of systematic and complex. Journey spiritual development of students at school intermediate vocational can enriched with an approach supportive of educational reflection, exploration, and evaluation critical of their spiritual beliefs, as well as integration with social norms.

3.2. ANALYSIS

Research results on the moral development of participants, based on Kohlberg's theory, show variation in moral views from the pre-conventional level to the post-conventional. At the pre-conventional level, the majority of participants tend to evaluate action good or bad based on the physical consequence punishment physical, temporary several show orientation more to direction interest personal. In tiers conventional, participants are educated to follow social norms and desire acceptance by the group peers, as well as show strong adherence to social rules and norms. At the post-conventional level, some participants are educated and show awareness will agreement social and abilities to consider limitations and rules to achieve more justice. Even though amount capable students identify and follow principles of universal ethics very little, ability this

shows that students have a strong understanding and awareness of more moral principles. One of the impacts of education is changes to the curriculum to support various moral perspectives, apply learning-based cases, reinforce universal values, and develop skills in making moral decisions. The purpose of education is to make an environment supportive of learning reflection ethics and moral growth of students.

According to James Fowler's theory, research about the spiritual development of students in school intermediate vocational covers six stages, from undifferentiated to universalizing. At stage First, students tend own understand spirituality that is not structured. In this stage, students start to combine thinking with the values of society and reflect in a way critical and confident personal they. To help students become more aware self spirituality at school intermediate vocational, analysis shows that approach supportive education exploration of value, reflection personal, and in-depth discussions required. Approach This must be possible for students to develop to more spiritual understanding.

4. CONCLUSION

Based on the results study can be concluded that students at school intermediate vocational own variation in moral development, which reflects differences in individuals in understanding and internalization of moral values. Approach education at school intermediate vocational intended to support spiritual development with the possible student to explore values and beliefs, provide room for reflection, and encourage them to participate in spiritual practice.

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