



Investigating Types of Moral Value in Children of Heaven Movie Directed by Majid Majidi

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Sarsono, Gutomo, A.S., Abdulloh and Basuki, S. (2024). Investigating Types of Moral Value in Children of Heaven Movie Directed by Majid Majidi. *Journal of English Language and literature*, 9(1), 175-184. doi: 10.37110/jell.v9i1.218

Received: 24-01-2024

Accepted: 25-02-2024

Published:02-03-2024

Abstract: The research aims to determine the types of moral values and the most dominant type of moral value in the Children of Heaven movie by Majid Majidi. Based on the research problems, the writers use the descriptive qualitative method in collecting the data. To investigate this film, the writers apply a moral value approach. There are two sources of data used to investigate the related issues such as primary and secondary data sources. Primary data taken from the Children of Heaven movie by Majid Majidi and other sources from books, journals, websites, and previous research. In conclusion, the finding of the research shows there are some types of moral values found in the movie Children of Heaven movie by Majid Majidi, such as 6 from caring for other living things and environment, 3 from respect and caring for others, 2 from commitment to something greater than oneself, and 1 from self-respect, but with humbleness or respect to others, self-discipline, and acceptance of personal responsibility. Faith and courage values do not have any dialogue in this movie, but there is a scene for each faith courage that represents them. The most dominant moral value in the Children of Heaven movie by Majid Majidi is caring for other living things and the environment with 6 data.

Keywords: Moral, moral values, and type of moral value

INTRODUCTION

Movies are used to deliver the messages to the audiences. Every movie has messages to convey to the audience. If people watch the movie, they will get along with the story in the movie that they

watch. So, it influences their attitude in daily life. If they watch movies with good moral values, they will usually also have a good attitude daily. Moral values such as storytelling, legends, and children's films like cartoons can be found from a very young

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age. Cartoons are a crucial visual tool for children to develop moral values like tolerance, respect for differences, cooperation, kindness, and honesty. (Abdullah, 2023). Besides storytelling and others mentioned previously, moral values can be from textbooks. The book effectively incorporates moral values through narrative text and picture illustrations, making them valuable to curriculum developers and textbooks. Writers as a basis for consideration in determining their policies. (Pratiwi et al., 2023).

Even moral values are available to students with intellectual disabilities. Moral values are abstract concepts students with intellectual disabilities must learn using methods tailored to their conditions and social norms. (Ishartiwi et al., 2022). In addition, moral values can also be taught to adult learners in the literature subjects, such as in college or university. Literature plays a vital role in educational curricula to ensure the imparting of humanity's finer values; this is also why literature finds a place, however small, in all course curricula. This study streamlines the role of literature in EFL/ESL classrooms in instilling moral values to save humanity from degradation and decadence. (Ahmad, 2021).

However, an imbalance has been identified over a decade of teaching soft skills, with ethical and professional moral values being the least emphasized elements. (Tang et al. 2015, Salahudin et al., 2016). (Zabidi et al., 2020). It shows that moral values are neglected on the other side. There is still more to learn about this relationship's theoretical and empirical facets, even though it forms a fundamental part of research on moral values. For example, there is theoretical disagreement about the precise mechanisms underlying moral decision-making, how moral decision-making interacts with the resulting behaviors, and other seemingly relevant phenomena, such as moral ideals, moral judgments, empathy, emotions, intuitions, and reasoning. (Schwartz, 2016; Hoover et al., 2019). (van den Berg et al., 2022).

Moral values are also found in films, and it is easy to find life lessons or moral values in them. There are many genres of films or movies, and one of them is a family film with a dramatic plot. In choosing the object of study, the writers selected a family film with a dramatic plot under the title *Children of Heaven*. There are some reasons why this film became the object of the research; firstly, the film's background is a family film and drama plot entirely of moral values to investigate. Secondly, the film is entertaining and has moral messages about brotherhood, honesty, patience, hard work, etc. Thirdly, the film has many moral values that still have the ability to communicate important life lessons that can guide the audience's personal growth. In this particular case, the writers believe that the film with the most good themes is the one that should be looked into.

To learn moral values is essential. Firstly, learning moral values can help humans to build good relationships in their society. Moral values can also be a foundation for a person's thriving in life. Secondly, it can increase sensitivity to feel values and implicit information. On understanding moral values, someone can be more emotionally intelligent. To strengthen these statements, learning moral values can bring positive values to people so that they are sensitive to problems related to social life and encourage good behavior. Moral values can be learned from various sources, one from movies. Movies also are known as films. They are types of visual communication that use moving pictures and sound to tell stories or inform (help people learn).

Based on the above elements, the writers intend to investigate the rich moral value movie "Children of Heaven," a 1997 Iran-drama movie directed by Majid Majidi. It is a movie about two siblings who lose their shoes and struggle in their poor life. The analysis of Types of *Children of Heaven* movie is not the first research conducted to investigate a movie's moral value. The previous research on the moral value found in Aquaman movies (Priyoto & Priskila, 2023).

Some moral values are love and affection, care, bravery, and sincerity. Then, love, affection, care, bravery, and sincerity are essential parts of human life. The second is the moral value in One Piece Anime Movie of Chopper Plus Bloom In The Winter. (Hastuti & Dewi, 2020). The moral value found was intrinsic moral value, and three types of moral values were the issue of the human relationship with themselves, the human relationship with others, and the relationship with God. The difference between the first and second research is only in the source of data research. The first research applies the moral value approach from the movie, while the second shows the intrinsic moral values of the Chopper Plus Bloom In The Winter movie.

Children of Heaven can also be classified as the moral values or messages people can apply in their daily lives. Based on previous research, there is a difference to this research since every movie has its characteristics and uniqueness. In this research, the writers will conduct a study to investigate the moral values in the Children of Heaven movie directed by Majid Majidi, such as: 1. Commitment to something greater than oneself, 2. Self-respect, but with humbleness or respect to others, self-discipline, and acceptance of personal responsibility, 3. Respect and caring for others, 4. Respect and caring for others, 5. Courage, 6. Faith. The objective of the research is to find out the types of moral values and the most dominant type of moral value in the Children of Heaven movie by Majid Majidi, which are related to the topic of the study.

Moral

Moral is a word that is related to behavior. According to Sternberg (1994: 938), morality refers to concern with what is good or right in people's relationship with each other. In one study exploring moral reasoning in persons with antisocial behaviors indicative of poor moral reasoning, malfunctions were noted in several areas within the prefrontal cortex, including the dorsal and ventral regions (Raine & Yang, 2006). (Wagemans, 2004).

A key to understanding morality is to be specific about the definition of good (or bad) and right (or wrong). According to "The Webster's New World Dictionary of American Language", morality is the thing related to the skill of deciding right and wrong behavior accepted by citizens.

Developmental scientists have been interested in three fundamental aspects of morality. (Sigelman, n.d.). They are: (1) An affective or emotional component. An affective or emotional component contains the guilt and concern for other feelings surrounding right or wrong actions and motivates thoughts and actions; (2) A cognitive component. A cognitive component focuses on how we conceptualize right and wrong and decide how to behave; and (3) A behavioral component. A behavioral component reflects how we behave when, for example, we do or have something that we know is bad or wrong or help a needy person.

The term moral implies an ability they are (1) to distinguish right from wrong, (2) to act on this distinction, and (3) to experience pride when one does the right thing and guilt or shame when one does not. (see Gibbs, 2003; Turiel, 2006). (Sigelman, n.d.). According to the previous definition, moral is a word related to behavior. It shows good and evil, including deeds, actions, obligations and courtesy.

Moral Value

Moral value is a term in logic that a human's principle, action, or character is true or false, right or wrong and good or bad. Moral value is concerned with the view of goodness or badness of human action or character. Morality concerns what is good or right in people's relationships. Understanding morality is to be specific about definitions of good (or bad) and right (or wrong) since these terms can be used in several ways. So, we can use moral value as the doctrine of good and bad about the person's daily behavior as an individual or societal creation. Moral value in literature work can be seen in the mandate and message. Even an actual message is unsure in constitutes an idea that underlies the creation of literature work as a supporting message.

It is based on the consideration that the moral value delivered by fiction has different effects than nonfiction.

Moral notions control morals, which shape the pattern of behavior expected of all community members and to which people of a culture are used. According to Hartmann (2004:225), virtue is the foundation of moral principles. It is the values of human conduct itself, and because manners span a wide range of situations, they must be diverse and distinguished by substance. (Roth, 2021)

Murray (1997:68) defines moral values as a person's opinions about what is right and wrong in moral situations. Moral values, according to Suseno (2002:19), always pertain to the good and evil of people as humans. Moral value systems range significantly among civilizations. Kenny in Nurgiyantoro (2015:429) claims that morals are viewed as the overall theme of the narrative. Morality is a social affair; the self-sacrifice demanded by morality is always about the interests of others. The conflict between one's happiness and duty is related to or constitutes a conflict between one's interests or good and those of others. Audi (2007:47) states that moral values are only one type of important instrumental value.

Hartmann (2004:225) contends that moral values are built on situational values, that is, they are related to intents aimed at good situations, and that their distinct nature in comparison to the latter stays independent of connection.(Roth, 2021) .According to Hurlock (2016), morality is governed by moral conceptions, which are moral principles that have become habits for members of a society and which dictate the pattern of conduct required of all group members. Every culture has values that control its life and include several ideas, beliefs, and standards. Kinnier (2000) investigates how the idea of moral values is still broad when it comes to compassion, justice, truth, and forgiveness, or what is known as the Golden Rule. The golden rule has four essential identifications: (a) self-respect, (b) respect for others, (c) civic duty, and (d) respect for the natural environment.

Moral values, according to the definition above, are views about what is right, wrong, good, and evil that follow social agreements and underpin behaviors or thoughts. It occurs due to variances in our lives, culture, tradition, and conduct.

Types of Moral Value

There was a term "universal values" which came from several experts and their theories and arguments. One of them was Linton in. Kinnier (2000) claims that "modesty" is a principle that underpins universal values. In this context, modesty refers to a way of living that includes respecting others and appreciating other people's human rights. Moreover, there are six major and specific categories of moral values proposed by Kinnier, as follows:

1) Commitment to something greater than oneself

The primary moral principle that guides someone who believes in something greater than himself is commitment to something greater than oneself, which is good. God is not the sole example of something larger; it may also refer to someone or something people perceive to have power beyond their own. There are three more specific moral values in this category: a) to recognize the meaning and purpose of one's existence, b) to seek truth, c) to seek justice

2) Self-respect, but with humbleness or respect to others, self-discipline, and acceptance of personal responsibility

Self-respect, but with humbleness or respect to others, self-discipline, and acceptance of personal responsibility act under his conscience and take ownership of his actions. Humans must learn to accept responsibility for their actions, manage their conduct, and exercise self-control. There are four more specific moral values in this category: a. respect and care for oneself, b. not exalt oneself, avoid greediness, and self-centered, c. act with conscience, and d. accept responsibility for one's behavior.

3) Respect and caring for others

Respect and caring for others are a moral value that focuses on principles that motivate people to

treat others well. More specific moral values in this category are: a. to recognize the relation between all people, b. to serve and to be helpful to humankind and individuals, c. to be caring, respectful, compassionate, tolerant, and forgiving others, d. not to hurt others (do not murder, abuse, steal from, cheat, or lie to others).

4) Caring for other living things and the environment.

This moral ideal of caring for other living things and the environment refers to a person's attitude toward caring for others or the environment.

5) Courage

This moral demonstrates a human attitude toward his potential to achieve something brave or powerful. However, it turns out that humans are willing to undertake difficult things. It may also be regarded as a struggle for and defense of anything seen to be good and right despite the passing of risks, challenges, and weaknesses.¹

6) Faith

These morals express entire faith in someone or something, such as God, religion, and other spiritual beliefs.

Human behavior and moral standards are related, as the previous argument suggests. This means that a person's acceptance and application of goodness in life can be inferred from his or her attitude toward themselves. Additionally, moral values include values that express one's beliefs or religion, such as a person's belief in God.

Furthermore, as bravery relates to how one may survive in this world with power and determination, it is a value that needs to be taken into consideration in daily life. Because it is so important to remember how we should act toward the essential components mentioned above and to preserve such a balanced link, we must take it seriously. When people try to put moral ideas into practice, what seems abstract becomes palpable or real.

METHOD

Burns (1999:2) states that qualitative approaches aim to offer description, interpretation, and

classification of naturalistic social contexts. Corbin and Strauss," Qualitative research is about investigating that deals with people's lives, lived experiences, behaviors, emotions and feelings" Moleong (2000: 3) states that descriptive qualitative research is a type of research that does not include calculation or number. It means that by using this kind of method, the researcher tries to explain her research using a description. Qualitative research methods offer flexibility in data collection and analysis. Researchers can adapt their approach based on the emerging insights and findings, allowing for a more dynamic and iterative inquiry process. It is beneficial to investigate individuals' subjective experiences, perspectives, and interpretations. It allows researchers to explore a particular movie's meanings, beliefs, and values.

The data need to be collected, observed, and analyzed. It is called research data. Therefore, the data in this study is about identifying moral values, classifying the types of moral values, and finding out the most dominant moral values in the Children of Heaven movie by Majid Majidi. Meanwhile, the data source for the research is taken from the Children of Heaven movie by Majid Majidi.

The technique of the data analysis in this research is descriptive analysis. The data are collected by watching the movie, searching for the transcript of the dialogues, and the documents that support the analysis. The writers try to make notes from the dialogue of the movie to support the interpretation of the significant and specific categories of moral values, such as commitment to something greater than oneself, Self-respect, Respect and caring for others, Caring for other living things and environment, Courage, and Faith.

FINDING AND DISCUSSIONS

There are two points that will be discussed. The first point is the types of moral values, and the other is the most dominant type of moral value in the Children of Heaven movie. The writer identified the

types of the moral values, and the most dominant type moral value in the Children of Heaven movie.

The types of moral values found in the Children of Heaven movie

Kinnier et al. (2000) categorize moral values into the following groups: In the Children of Heaven movie, several elements, including the concept of moral values, appear in twelve dialogues. Several categories of moral values exist:

1) Commitment to something greater than oneself.

Scene 1 (00:05:56)

Landlord: You have not paid rent in five months.
Why do you pour so much water? Do you ever wash your clothes during the year?
This is the last time I'm warning you!?

This dialogue demonstrates the landlord's status as the boarding house's owner. He has authority as a landlord, and all boarders are required to obey his rules, including paying the bills on time.

Scene 2 (00:42:36)

Headmaster : "Why are you late this time? You can't use the wet-shoe excuse now. Come down here. Come on. Come on, get going. Come on. I am talking to you. Go home and come back with your father."

Ali : "Please, sir, my father is at work."

Headmaster : "Tell him to come tomorrow. Get going."

Ali : "Please, sir, he goes to work tomorrow too."

Headmaster : "So, come back with your mother."

Ali : "Please, sir, my mother is ill."

Headmaster : "I won't accept any excuses. This is how we treat an irresponsible student. Out you go. Get out"

Ali has been warned by the headmaster not to arrive late again, but he persisted in doing so. As a result, he is now required to go home and is not permitted to attend class. He has the authority and right to establish rules for the school in his capacity as headmaster.

2. Self-respect, but with humbleness or respect for others, self-discipline, and acceptance of personal responsibility

Scene 3 (01:05:34)

Zahra: "Your shoes are pretty. Did you just buy them?"
Roya : "My dad bought them for me."
Zahra : "What did you do with your old shoes?"
Roya : "My mom threw them out."
Zahra : "She threw them out? Why? What for?"
Roya : "They were torn."
Zahra : "Okay"

Although Zahra knows that Roya's old pair of shoes are not hers but Zahra's instead, she doesn't tell her. She admits that Roya is a nice girl, and it wasn't her mistake. She realizes that she came from a low-income family as well. She is also indebted to Roya because she brought back her favorite pen

3. Caring for other living things and the environment

Scene 4 (00:28:32)

Old man : What is it, little girl? What happened, my dear?
Zahra : My shoe fell in the water. It's stuck under the bridge.
Old man : All right. Don't cry, dear. I'll get it for you.

Zahra was helped by an old man to carry her dropped shoes beneath the bridge. Whether you know someone or not, it taught us to treat them with kindness. Especially when someone really needs help.

Scene 5 (00:35:44)

Mom : "Take the bowl of soup to Kokab Khanom."
Mr. Khanom : "Who is it?"
Ali : "It's me, Ali. I have some soup for Kokab Khanom."
Mr. Khanom : "Come in, son."
Ali : "Hello".

Mr Khanom: "Hello, Ali, dear." Thank you very much. How's your dad?"
Ali : "He is fine. Thank you."
Mr Khanom: "Ali, your mother is so kind."
Ali : "Don't mention it."
Mrs Khanom : "How's your mom?"
Ali : "She is fine."
Mrs Khanom : "Give her my regards."
Ali : "Yes, ma'am."
Mr Khanom: "Ali, don't go now. Wait a minute. It's not much. Here, take this."
Ali : "No, thank you."
Mr Khanom : "Take it, son. God bless you. Give my regards to your dad."

Even though living in poverty, Ali and his family never forget to help those in need and be good neighbors to one another. His neighbor also does this.

Scene 6 (00:43:36)

Mr Jafar : "What happened, Ali? What is it? Stay here. Good morning. He's a good student, very diligent."
Headmaster : "Mandegar, come here. This time I'll excuse you for Mr. Jafari's sake. Don't let it happen again. Go to your class. Go!"
Mr. Jafar : "That was very kind of you."
Headmaster : "You're welcome."

Mr Jafar, Ali's teacher, really cares about him; Ali has a nice personality yet is one of the smartest students in class, making him know that Ali came late without a reason. So, he helps him to go to the class.

Scene 7 (00:47:21)

Mandegar: "Are you sure you don't need these?"
Husein: "No. Don't worry."
Mandega: "May god bless you."
Husein : "Thank you."

As Mandegar's friend and coworker, Mr. Husein related his experience working as a gardener on the side of town to make a lot of money. Since it worked, he recommended it and offered Mandegar some of his used gardening tools.

Scene 8 (01:10:22)

Ali : "The third-best runner gets a pair of new sneakers."
Zahra : Why the third?"
Ali : "The first and second prizes are something else. If I come in third, I'll give you the sneakers."
Zahra : "But those shoes are for boys."
Ali : "I'll exchange them. I'll get a pair of girl's shoes for you."

As a brother who loves his sister and also who lost his sister's shoes, he feels responsible for what he has done. Moreover, that is why he joins in a marathon race and aims for third place to get the prize, a pair of shoes, for her sister.

Scene 9 (00:21:27)

Zahra: "No, it's true. They are very dirty."
Ali : "Well, we'll wash them."

Ali asked Zahra to wash his shoes since they provide a habitat for other living things, and maintaining a clean environment also includes caring for other living things like plants, animals, and other objects.

4) Respect and Caring for Others

Scene 10 (00:30:21)

Ali : "Dad has no money until the end of the month, so he has to borrow some. I hope you understood that."

Ali tells Zahra not to talk about her lost shoes to her father because their family doesn't have much money to buy a new pair of shoes.

Scene 11 (00:34:45)

Zahra: "I didn't tell Mom, you know?"
Ali : "I knew you wouldn't."

Zahra decided not to talk about her shoes to her parent after he gave her a new pen and knew that her brother loved her.

Scene 12 (00:12:36)

Mandegar : "This sugar. This belongs to the mosque. It's been given us in trust."

Mandela taught Zahra, her daughter, not to take anything without permission, or that is not ours.

Based on the data above, there are twelve moral values found in this movie, such as 2 commitment to something greater than oneself, 1 Self-respect, 3 respect and caring for others, and 6 Caring for other living things and the environment. Meanwhile, for Faith & Courage value, they do not have any dialogue in this movie by Majid Majidi.

From the twelve moral values found in the Children of Heaven movie by Majid Majidi, the most dominant moral value is Caring for other living things and the environment with 6 data. The first moral value is a commitment to something greater than oneself. It means admitting one's existence and committing to a supreme being, higher principle, or the meaning or purpose of one's own presence. As we can see from the first aspect, i.e., "to recognize the meaning and purpose of one's existence," two data exist in the movie. There is a dialogue that shows a landlord warning Ali's mother not to waste the water to do laundry because she hasn't paid the rent. His dialogue shows the existence of the landlord as the owner of the boarding house. As a landlord, he has power, and everybody in his boarding house must obey his rules, including paying the bill on time.

The second moral value is self-respect but with humility or respect for others, self-discipline, and acceptance of personal responsibility. The researcher found that Zara tended not to tell Roya that her old shoes were hers because she knew that she came from a low-income family, and also Roya had already given Zara a fallen pen. Moreover, they become a friend instead.

The third moral value is "Caring for other living things and environment". The moral value of "Caring for other living things and environment" appears in six data in the movie. We must be concerned not only with our fellow humans but also with all living things. Care for other living things and the environment includes caring for other creatures such as plants or animals. The movie shows how Ali told Zahra to wash his shoes; he did it to protect Zahra's pride to not be ashamed of

wearing his shoes. Also, when an adult man helped Zahra to take her shoes that were stuck under the bridge, it showed us to do good things wherever we are. Another moral value is sharing with the people who really need it the most, as shown by Ali's family giving a bowl of soup to their neighbor.

The fourth moral value is Respect and Caring for Others. The writers found three pieces of data. It is a value that teaches us to treat. The first aspect of this moral value is "to serve and be helpful to humankind and individual". In this aspect, the researcher tries to tell how Mandegar keeps the mosque's trust by not taking some sugar without permission because taking someone's thing that is not ours is not good behavior. The next aspect is "To be caring, respectful, compassionate, tolerant, and forgiving of others", where in this aspect, there is a dialogue in which Zahra is offended by Ali and warns him to talk about her shoes to their father. However, Ali explains that their father does not have much money to buy her shoes, much less for a living.

The last is the moral values "Courage" and "Faith". Both moral values appear in the movie but do not have any dialogue, it is only shown in scenes, such as there is a scene where many people pray together as a religious culture, it represents Faith value and Courage appears when Ali competes in the marathon with kids who have more skill and better shoes than him, he also has been cheated by his competitor but in the end, he won the race.

CONCLUSIONS

Movies can present moral values to people. A Children of Heaven movie by Majid Majidi shows a lot of moral values instead of jokes and humor. The research objectives are to find out the types of moral values and the most dominant type of moral value in the Children of Heaven movie by Majid Majidi. Those are 2 from commitment to something greater than oneself, 1 from Self-respect, 3 from respect and caring for others, and 6 from Caring for

other living things and environment. Meanwhile, for Faith & Courage value, they don't have any dialogue in the Children of Heaven movie by Majid Majidi.

From the twelve moral values found in the Children of Heaven movie by Majid Majidi, the most dominant moral value is Caring for other living things and the environment with 6 data.

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