

Parental and Peer Attachment to Moral Intelligence Among Adolescents in Semarang City

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Abstract. This study aims to determine effect of parental and peer attachment on moral intelligence among adolescents. The respondents were 425, aged 15-18 years old in Semarang. The collecting data used cluster random sampling including SMKN and SMAN. The instruments were Moral Competency Inventory and Inventory Parental-Peer Attachment Revised. The instruments were retested to 101 subjects and analyzed by CFA for validity and cronbach alpha for reliability. The results of the KMO score on MCI was 0.804 and cronbach alpha was 0.864. Furthermore, KMO score on IPPA-R were 0.795 for mother's domain, 0.874 for father, and 0.806 for peers, while each cronbach alpha were 0.893, 0.920, and 0.867. The result of hypothesis testing used multiple linear regression analysis were the significance of $P=0,000(P<0.01)$ with $F=33,191$ then the effective contribution of $r^2=0,191$. It shows that there was a very significant influence between parental and peers attachment to the moral intelligence of adolescents.

Keywords: Parental Attachment; Peer Attachment; Moral Intelligence; Adolescents

1 Introduction

Moral issues are always in the spotlight. Many immorally behaviors occur among teenagers, let's call it an online taxi beheading case that leads to murder [1], sexual violence, gun abuse [2], and the spread of indecent content on social media just for the sake of getting more *likes*. Based on data of the Child Protection Commission from 2011 to 2017, the children conflicted with law case reached 9,266. The case is worrying because adolescent's violence can cause injuries even hospitalize intervention for the victims [3].

Vugt et.al [4] explain that immature moral behavior assessments are related to juvenile delinquency behavior. Juvenile delinquency indicates a rejection of the law so that teenagers develop personality patterns that are accustomed to rejecting the law. Drawati [5] explains that moral education, lack of parental attention, and the global development are factors that contribute to crime.

Based on a psychoanalysis theory, an individual who doesn't have a warm relationship with his parents is less likely to be unable to develop a strong enough superego and end up being an individual who often violates societal norms [6]. Bandura's concept of observational

learning [7] explains that the warmth of parents-child interaction effects good moral development.

Adolescence is a transitional period between childhood and adulthood [7] influencing physical, cognitive, and socioemotional of the individual. Adolescents are at the identity versus identity confusion stage [8], which means they are looking for their identity and need parental assistance. Parental support can be felt by teenagers if they have a strong emotional connection [8]. According to Ainsworth [9], this enduring emotional connection is called attachment. Experiences gained in the family are also developed when adolescents interact with wider lives.

Meanwhile, not only parent but also peers have sameness on the live function of adolescent [10]. Adolescent of the age develop a broader form of socialization by making friends with peers. This reflects that young people have many opportunities to gain new knowledge and skills from their peers, contributing a lot to the moral development of individuals. Peers have an important role as informants and models in behaving [11]. Suud [12] suggests that peers can be one of the predictors of adolescent behavior deviation. If a peer behaves delinquent (breaking the rules), then potentially the adolescent also behave delinquently. Meanwhile, the influence of positive peers will lead teenagers to learn for developing their self and creativity, in order to find identity [13]. So that there is attachment between adolescent and peers based on trust between friends, good communication, and lack of feelings of alienation with friends [14].

Based on the explanation, the researchers concluded that moral intelligence in adolescents can be built from attachment of family. Peers also have an important role to develop morality when socializing in the wider environment. This makes researchers want to know if there is an influence of parental and peer attachment on moral intelligence. So the purpose of this study was to test the effect of parental and peers attachments on moral intelligence in adolescent.

2 Method

This research used field research design with a quantitative approach. This research discussed moral intelligence as a dependent variable and two kinds of independent variables, namely attachment to parents and attachment to peers. Moral intelligence is mental capacity for how person determines the principles of humanity in general applied to personal values, goals, and actions. Attachment to parents is an affection attachment perceived by the child (adolescent) to his parents characterized by trust, good communication, and avoiding alienation from parents. Attachment to peers is an affection attachment perceived by the child (adolescent) to his peers characterized by trust, good communication, and avoiding alienation from peers.

Moral intelligence was measured by Moral Competency Inventory. This aspect of MCI were behave according to applicable principles, telling honestly, siding rightly, keeping promises, being responsible for personal choices, admitting mistakes and weakness, being responsive in helping others, caring for others, forgiving other people's mistakes. next, parental attachment was measured by inventory of parental and peer attachment – revised (ippa-r), that not only showed father component but also mother. using the same instrument, peers attachment was measured. the choice of the answer to the scale was modified by eliminating the neutral option to anticipate respondents prefer answer the option.

MCI was adapted by Subahri [15]. The IPPA-R scale was adapted by Farliani [16] by testing the parental attachment (mother and father) and peer attachment components

separately. The measuring instrument has been through tryout to 101 research subjects. Validity analysis used a method of CFA through the Kaiser-Meyer-Olkin (KMO) Measures of Sampling Adequacy (MSA) value. KMO value on MCI is 0.804 with a signification rate of 0.000. This indicates that the validity of the MCI item is above 0.5 with signification below 0.05, so that it was valid. Reliability test results showed that MCI reached a score of 0.864. The MCI's items used were 25. The KMO value on the mother attachment was 0.795 with a significance level of 0.00 and the reliability test result with cronbach alpha was 0.893. Total item for mother attachment were 24. The KMO value on the father attachment was 0.874 with a significance level of 0.000 and the reliability test result with *cronbach alpha* was 0.920. Total item for father attachment were 23. The KMO value on the peer attachment was 0.806 with a significance level of 0.000 and the reliability test result with cronbach alpha showed 0.867. Total items for peer attachments were 25.

The population in this study is the adolescent in Semarang who were 15 – 18 years old or equivalent to senior high school/vocational high school student. Based on data the students in Semarang in 2018/2019 were 69.598, with 31.239 senior high school students and 38.259 vocational high school students. With the large population, researchers used samples in this study, used *cluster random sampling*. Samples randomized from senior high school/vocational high school to be involved as respondents in the study. The locations of the research were SMAN 8, SMAN 11, SMAN 13, SMKN 8. On the planning, the location also in SMK Negeri 6 and SMK Negeri 9. But along with the timeline that has been determined, data retrieval cannot be implemented because the location had an academic program that didn't allow data retrieval. After data has been obtained, a test of normality, multi-colinearity, heteroskedasticity was done. Furthermore, hypothetical tests were conducted by multiple linear regression analysis.

3 Results and Discussions

3.1 Results

Based on the results obtained, 60% of respondents were women; 90% of parents live together, 96% live with parents, and 84% are taken care of by parents when toddlers. The following is the data of the four variables discussed.

Table 1. Data of Semarang Adolescent Moral Intelligence

| Moral Intelligence Data | | | |
|--------------------------------|-----------------|--------------------------|-----------------------|
| Categories | Interval | Respondents Total | Percentage (%) |
| Low | 25-50 | 0 | 0% |
| Middle | 51-75 | 189 | 44% |
| High | 76-100 | 236 | 56% |
| Total | | 425 | 100% |

Table 2. Mother Attachment Data

| Mother Attachment Data | | | |
|-------------------------------|-----------------|--------------------------|-----------------------|
| Categories | Interval | Respondents Total | Percentage (%) |
| Low | 24-48 | 4 | 1% |
| Middle | 49-72 | 146 | 34% |
| High | 73-96 | 275 | 65% |
| Total | | 425 | 100% |

Table 3. Father Attachment Data

| Father Attachment Data | | | |
|-------------------------------|-----------------|--------------------------|-----------------------|
| Categories | Interval | Respondents Total | Percentage (%) |
| Low | 23-46 | 14 | 3% |
| Middle | 47-69 | 187 | 44% |
| High | 70-92 | 224 | 53% |
| Total | | 425 | 100% |

Table 4. Peer Attachment Data

| Peer Attachment Data | | | |
|-----------------------------|-----------------|--------------------------|-----------------------|
| Categories | Interval | Respondents Total | Percentage (%) |
| Low | 25-50 | 6 | 1% |
| Middle | 51-75 | 263 | 62% |
| High | 76-100 | 156 | 37% |
| Total | | 425 | 100% |

Normality test results was 0.200 of sig (2-tailed), so the data was distributed normally. Based on the multicollinearity test, the tolerance value of the three variables is more than 0.10 (> 0.10) and the VIF value is less than 10 (<10), so it can be concluded that there is no multicollinearity among independent variables. Based on heteroskedasticity tests found that the correlation among mother attachment, father attachment, and peer attachment variables with unstandardized residual had a sig 2-tailed value of more than 0.05 (>0.05), so can be concluded that there is no heteroskedasticity problem in spearman's rho correlation model. In addition, judging by the pattern of the dots on the regression chart, it was noticeable that the dots do not form a clear pattern, and the dots spread above and below the number 0 y-axis. It showed that there is no heteroskedasticity problem in the regression model.

Next, based on multiple linear regression analysis, we could see an overview variables that affect moral intelligence. First, the constant value (α) was 50,557, meaning that if the mother attachment, father attachment, and peer attachment do not exist or the value is 0, then the moral of the student remains at 50,557. Second, the value of the mother attachment variable regression coefficient (X_1) was positive, 0.146, so that every increase in mother attachment by 1 unit, then the moral of students increases by 0.146 units. Third, the value of the father attachment variable regression coefficient (X_2) is positive, 0.039, so that with each increase in father attachment by 1 unit, then the moral of students increases by 0.039 units. Fourth, the value of the variable peer attachment regression coefficient (X_3) is positive, 0.169, so that with each increase in peer attachment by 1 unit, then student moral increased by 0.164 units. A positive coefficient means there is a unidirectional relationship between variables.

Besides, based on the double correlation analysis found in multiple linear regression tests, an R of 0.437 was obtained, so that the concurrent correlation between mother attachment, father attachment, and peer attachment variables with student moral intelligence was acquired at 0.437. It showed middle relationship between mother attachment, father attachment, and peer attachment with student moral intelligence.

Determination tests are also performed to find out how much the percentage value of the independent variable to dependent variables. R^2 (R Square) is 0.191 or (19.1%). This shows that the percentage of influence of mother attachment, father attachment, and peer attachment to student moral intelligence is 19.1%. In other words, moral intelligence variables are influenced by mother attachment, father attachment, and peer attachment variables of 19.1%. While the remaining 80.9% is influenced by variables or other factors that are not studied.

The F test was conducted to find out if independent variables consisting of mother attachments, father attachment, and peer attachments together had a significant effect on the dependent variables that were moral intelligence. The result was a F_{count} of 33,191 with a significant value of 0.000. This indicated that the F_{count} value is greater than F_{table} ($33,191 > 2,632$) and a significance value of $0.000 < 0.05$, so it concluded that the variables of mother attachment, father attachment, and peer attachment together had a positive and significant effect on the moral intelligence of students.

Based on a partial regression test (T-Test) to see if a partially independent variable affects dependent variable. T-count earned 4,416 with a significant value of 0.000. This indicates that T_{count} value was greater than the T_{table} value of 1,966 and the value is significantly smaller than at 0.05. This meant that mother attachment variables had significant influence on students' moral intelligence. T_{count} earned 1,361 with a significant value of 0.174. This indicates that T_{count} 's value was smaller than the T_{table} value of 1,966 and the value was significantly greater than at 0.05. This meant that father attachment variables didn't have a significant influence on students' moral intelligence. The influence of peer attachment on moral intelligence obtained T_{count} by 5,070 with a significant value of 0.000. This indicates that T_{count} value was greater than the T_{table} value of 1,966 and the value was significantly smaller than at 0.05. This meant that peer attachment variables have a significant influence on students' moral intelligence

3.2 Discussion

The result of this study suggests that moral intelligence has a very significant relationship with parental and peers attachment. At the same time, the relationship was 43.7%. Hypothetical tests on the effect of parental and peers attachments to adolescent moral intelligence were also answered. The strength of the significance of the influence is marked. Significantly, the attachment of adolescent to parents and peers can affect moral intelligence. 56% of adolescent are classified as high moral intelligence, and 54% are moderate.

The adolescent's moral intelligence can be indicated by its ability to understand itself and others, self-control, appreciation, and respect for others without discriminating against the background addressed in deeds and words [17]. Next, moral intelligence is a learning process influenced by various factors, including the family, social, and school environments. How immoral children are is a reflection of what they get at home, the environment, and how to socialize where they are.

An adolescent with high moral intelligence is able to control himself to behave according to the rules of society, being empathetic, and compassionate. That intelligence can be developed by adolescent through interactions in the family. The interaction between parents and adolescent becomes harmonious when accompanied by quality communication. An important value of adolescent communication with parents is the quality of communication between both. High quality communication make someone responds appropriately to the stimulus [18].

Parents' positive attitude to adolescent and family harmony is helpful and guide the adolescent in problem solving. Later, misunderstanding between parent and their adolescent could make disharmony communication. Communicating with a adolescence has its difficulties. Communication tends to be characterized by conflict along with the complexity of adolescent problems. Communication is form of supportive relationship. Meanwhile, with a supportive relationship and moral intelligence, someone is able to decrease his aggressive behavior [19].

This parental attachment is characterized by adolescent who believes and has a positive impression with his parents, has harmonious communication, and is comfortable and does not feel alienated when with their attached figures [14]. The study looked at adolescent attachment with father and mother figures. Based on his mother attachment, 65% of Semarang adolescents were high in mother attachment, 34% were middle level, and 1% low level. Meanwhile, based on his attachment with fathers, 53% of them were high level. 43% were quite attach with fathers and 3% were low. In general, it can be said that they attached with both parents.

Good attachment to parents make parental moral learning more effective. Monk saida that compassionate parenting and unconditional acceptance become the ultimate way to develop a good heart [20]. Walker and Silence explained that verbal interactions with parents can also make them able to analyze good and bad things [20]

Meanwhile, based on the attachment of adolescent with peers they are quite capable of establishing good communication, are quite comfortable when hanging out, and are quite confident in the words and friends whereabouts [14]. 62% of them are middle level of peers attachment, 37% are high level, and only 1% are low. According to Walker and Silence [18], peers become a source of information in developing moral intelligence.

With high moral intelligence, individuals are also predicted to be healthier mentally [21]. Someone whose morals are good tends to be compassionate. Therefore, by having good moral intelligence individuals are able to live comfortably and harmoniously [22]. Adolescent who has good moral intelligence is able to tolerate, forgive, has a compassion, obeys the rules that apply well. Besides, according to Lenick and Khie, adolescent performs actions that are useful, valuable, and lead to life goals [22].

Parental and peers attachment did not show strong evidence in influencing adolescent moral intelligence. The study showed the effect of attachment with parents and peers was only 19.1% influenced by other factors. Components in moral intelligence itself include feeling, reasoning, and action [15]. In other words, to establish moral intelligence, it is necessary to understand, feel, and demonstrate prosocial actions and all of them are universal regardless of ethnicity, gender, religion, or region [22]. A research illustrates that to decrease adolescent aggressive behavior, parental attachment should be accompanied by good adolescent self-control skills [23]. The results of his research explain the effect of the two variables simultaneously at 69.5%. Parental attachment effect on aggressive behavior control is only 3.39%. Meanwhile, this aggressive behavior is one form of juvenile action that has low moral intelligence [24].

In general, the moral intelligence level of the majority of adolescents is at a high level. According to Kohlberg [7], the stage of adolescent moral development is at the stage of conventional moral development. At this stage, the adolescent is easily affected by his social environment. Adolescent exhibits good behavior because the environment expects them to look good. In the process of charging the scale some respondents also ask each other to friends around it, it should fill in what. This indicates there is a tendency of teenagers who want to look good like good adolescents. While in one of the study places, researchers were unable to control how respondents were charged, due to limitations. The situation is possible, the respondent to work not according to him, but as done by the majority of his group. In their teens, they no longer receive the moral code provided by parents, teachers, or friends. They began to develop their concepts that he understood about his world. However, they use others as a reference to his reasoning about truth and misconduct [25].

Damon [25] reveals that in developing adolescent moral intelligence there are basic principles of moral education. An adolescent must engage and experience classic moral issues

of humanity such as issues of justice, honesty, responsibility, and adherence to the rules. The situation causes adolescents to experience naturally without coercion. They also hone the moral awareness of the experiences they encounter. Besides, interactions with adults such as parents, teachers, and others will also hone moral awareness of important social regulatory standards. The next important thing is that interaction with peers will introduce reciprocal norms about prevailing standards such as sharing behavior, fairness, and cooperation. Thus, the interaction gained in its social sphere teaches moral value based on the natural experience obtained.

According to Damon [26], adolescent morality cannot be developed as simple as cognitive experiences such as classroom lessons where they are passive objects of listeners only. Especially the situation occurs in teenagers who are stubborn and feel compelled to listen to information. The quality of social interaction in the school environment provides a moral experience that lasts longer than the direct statement given by the teacher. In order to receive a competent moral education in a democratic society, adolescents need to experience equal interaction with others that reflect democratic values such as togetherness, justice, and responsibility [25].

When analyzed separately how attachment affects morals, this research provides depictions. From the effect of attachment to motherhood on moral intelligence, the level of significance is $P = 0.00$. It indicates a very significant influence between attachment in the mother to the moral intelligence of adolescents. This form of attachment influence with the mother has also been examined before [27] which revealed that the more the child feels attached and safe with his mother, the lower his aggressive behavior. The effect of this attachment is 16.5%. Adolescents who have a safe attachment show more positive emotions, have greater empathy and are better able to take initiative, respond, and continue relationships with others [28]. They are better able to adapt to the environment and behave more prosocially. Meanwhile, a high level of aggression in a person is an indicator of low moral intelligence. Ahyani and Kawuryan's research [19] shows that moral intelligence has a negative correlation with aggressive behavior. The results make it clear that the more individuals have good morals effect the lower the act of aggression. Similarly, if a person's moral intelligence is lower, the less controlled his aggressive behavior will be.

Furthermore, a partial analysis of the father's attachment to the formation of adolescent moral intelligence cannot be proven. Test results of its significance indicate $P = 0.174$. It means that the positive of father attachment does not affect the moral formation of adolescent. In contrast to research conducted by Lestari [29], which found that adolescents who are attached with his father increasingly show positive characters, such as behaving politely. His research confirms that adolescents who have a safe attachment to their father will exhibit minimal behavioral problems. A research found that a father's involvement in parenting was related to the moral formation of the child [30]. The amount of such influence is 36%. This situation can be discussed with the theory of Kohlberg moral development that the stages of children, they learn morals from the nearest environment that is the parents [7]. While in the early stages of moral formation (pre-conventional), the child absorbs information from parents (fathers, mothers) without any sorting of information. Moral planting is right and wrong and there is no tolerance for others for mistakes made. This explains that moral education in children is strongly influenced by parenting [31]. Meanwhile, it becomes a different approach to moral development as a child becomes an adolescent. With critical analysis, understanding the concept of good-bad that has shifted, the wealth of information obtained from environments such as schools and peers, then interventions from within the family such as just attachment to parental figures, have not been strong enough to influence the moral development of

adolescents [23]. Besides, compared to fathers, the average subject is also more attached with mothers. Research showed that the main contributors in families that influence a child's moral development are mothers, as the main figures [31].

Unsafe attachment to fathers has the potential to increase bad behavior in adolescents [32]. This behavior is like speeding on the road, engaging in motor racing, buying alcoholic beverages, drinking alcohol, smoking, riding a motorcycle drunk, fighting between groups, hitting others, and watching porn movies [32].

Furthermore, the result of the significance analysis showed that peers attachment significantly influenced moral intelligence. It means that the existence of these peers attachment have strong influence on the moral formation of adolescent. Negative peer presence was 27.34 times the chance of free sexual conduct. Peer behavior becomes standard to be followed by that group of adolescents. In addition, parents who are not good at parenting their adolescent also have 90% chance of free sex [33], that an indication of the low moral intelligence, cause one aspect of moral intelligence is the ability to control yourself according to Borba [34]. In addition, one aspect of moral intelligence including the ability to act following the prevailing principles and consistently maintain positive integrity for himself [24]. Adolescent self-control can also be affected by parental attachment. The effect of attachment to fathers on self-control was 16.6%. Meanwhile, the maternal attachment was 13.3%.

Peers are a very attached environment to adolescent because they spend more time outdoors with their community than parents at home. They discuss his ideas, his thoughts, imagination, philosophy of life, recreation, romance for hours [33]. In this research, adolescents of Semarang are quite attached to their peers. Research found that if adolescent can withstand the negative influence of peers, then the principle of his life is considered better or stronger [35]. This strong principle of life becomes the integrity of morals. The presence of peers greatly influences adolescent behavior, both positive and negative behavior. It was found that 23.7% of adolescent aggression behaviors were influenced by peers [36]. This form of conformity influences 14.9% on the establishment of moral intelligence. With high conformity, the adolescent becomes less critical in considering his actions because they are afraid if get rejection from their peers. This peers attachment will not be a problems until the teenager can commit acts that violate norms, such as breaking house rules, not doing school work, and not developing his talent as an attempt to gain recognition from peers and popularity [20].

4 Conclusion

The research concluded that attachment to parents and peers has a significant effect on moral intelligence in adolescents. Further research is expected to add items especially unfavorable items in anticipation of faking in scaling, researchers monitor directly the collection of research data, associate other variables such as religiosity variables, social media, or other variables to enrich predictors of moral intelligence, and can conduct moral intelligence research for more diverse subjects and settings.

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