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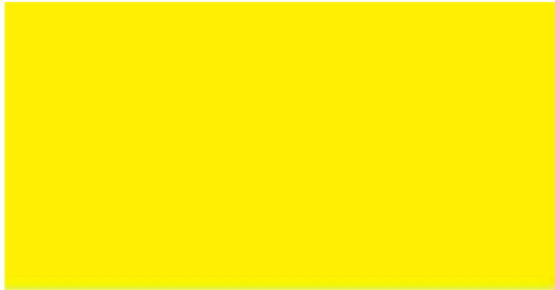
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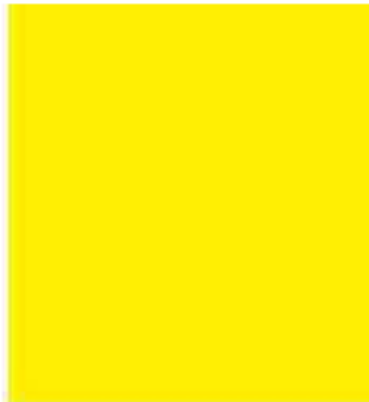
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is that caused the end of the provision of human rights and the contradiction of regional laws, especially the Criminal Code, is applied in Indonesia. Basically, euthanasia is still prohibited in the criminal law system or health law in Indonesia. However, the author requests to be able to help for the orphan or the "return" euthanasia for the family members.

Every effort must be made, of course lead to pros and cons. However, the author has been able to find many theologians. Moreover, it has an impact to the community especially "Sludms" the family members who suffer from chronic illness. The author then describes of family members to choose euthanasia as the "out of pain".

According to the author in education that education is the moral value that morality is related to moral values related to prohibitions and should not speak incorrectly or morally.

Martu, Hoffman, and Kohlberg (1991) by paying attention to the role of cognitive abilities and reasoning skills in explaining moral behavior, Hoffman argues that empathy is the foundation of moral development or called emphatic. Cognitive abilities determine the types of emphatic distress that a person can feel and a cognitive empathic abilities determine the process of moral reasoning. Thus all stages of moral development proposed by Piaget and Kohlberg can be predicted and described in students.

But on the other hand studies on moral development have not been carried out in biology education field. Moore and Butler (2001) be killed from things related to God's power and good morals in his disease and treatments. Biology teaches how to behave towards our kind and others. Biology stills these values through palomzmg, obtained consciously by students through a process, so that they can make the power of moral education in education.

This problem was never been mentioned before. The author dilemma is, in the case of euthanasia is expected to produce moral preparation of students about euthanasia. It also will contribute

to biology study in Junior High School level in Yogyakarta. The author hopes that the author's research can be a stimulus for law and human rights.

The purpose of this study is to produce an overview of the moral development of Junior High School students in the problem of euthanasia through problem solving.

Method

This research is a descriptive and qualitative research. The aim of this research is to describe the stages of students' moral development for the stage through the problem of euthanasia.

Instrument: This study uses the instrument of ASSURE model, which developed by Reeves, Molenda, Rowd and Smaldino. Broadly speaking, this model consists of several activities. The first is formulating the theory (drafting of the moral development of the problem of euthanasia) and the second is designing data collection instrument and product (instrument, folksonomy by expansion and readability term for student).

Instrument: The developing instruments include DIT (DIT) and DIT (DIT) (1999). This model is modified by the author on the moral dilemma discussion on the problem of euthanasia. DIT related to the biology learning material has been taught by the author in Addition and Psychotropic Substances.

Subject: The subject of this study consisted of learning experiential and practical in the field of biology. The mean of the instrument is the limited (five) persons. The research subjects came from the high school of senior high school Determination of research subjects came from the Junior High School, which is considered 1) subjects formal level and 2) subjects tend to be more engaged in learning and "older children, c) mathematics about Vanom Organ System human, chemicals in the field of study and health. a, "ell" chemical in food, water, and studied by students on grade 7th through the material.



Fig. 1: Readability Test

Data Analysis Technique: Analysis of data from DIT, readability, content validity, and instrument reliability was based on Table 2. The results of validation from the validator or expert if the research instrument was declared valid, then the research

instrument was found to be usable based on the validator's suggestion. Readability test, analysis activities carried

out by identifying research instruments that are not well understood by students, then make revision, based on the result of the validation.

Table 1: Acceptability Criteria

No.	Validity Criteria	Validity Level
1	$4 < P < 5$	Very Worthwhile
2	$3 < P < 4$	Decent/Good
3	$2 < P < 3$	Middle
4	$1 < P < 2$	Poor

Calculation of the reliability of device assessment instrument, uses the following formula

$$R = \frac{D}{D+A} \times 100\%$$

Explanation:

R - Instrument Reliability (percentage of agreement)

A - Frequency of match between the two assessors (agree)

D - Frequency of discrepancy between the two assessors (disagree)

Device assessment instruments are said to be reliable, if the reliability is: 75%.

Result and Discussion

1. Result of Initial Thematic Validation TPM2: Validation of the draft stage of moral development the problem of euthanasia to

experts, to find out the validity of the content and the theoretical constructs developed. Content and construct validity is obtained through the assessment of experts. Assessment is given through a validation sheet with a suggestion/comment column. The results obtained and the summary are presented in Figure 2 and Table J.

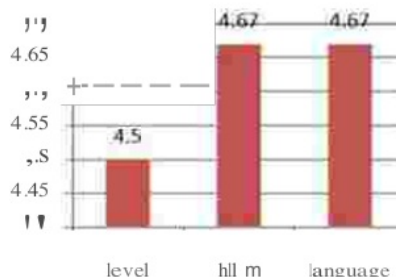


Fig. 2: Graph of Validation Result TPM2: b) Expert

The results of the validation earned out by the experts, obtained an average score for the stage assessment aspects as much as 4.50 (very valid), for the content aspect getting a score 4.67 (very valid), and language assessment aspects getting score 4.67 (very valid). The overall average results obtained for TPM2 based on the expert validation test amounted to 4.61 with a very valid category.

Based on the result, of the validation carried out by the experts, the average score for the stage assessment aspect was 4.50 (very valid), the content aspect got a score of 4.67 (very valid) and the language assessment aspect got a score of 4.67 (very valid). The overall average results obtained from this TPM2 based on the expert validation test amounted to 4.61 with a very valid category. The reliability obtained 96.1%.

The results of this assessment indicate that TPM2 and the theories compiled theoretically are valid. It means that the stages and theories are in accordance with what is needed, and the researchers' mind set to construct that stage is acceptable. This is consistent with the opinion of Rest that some researchers have tried to develop new methods to deny someone's moral development. The moral that is held and believed by a person does not run rampant, but

the stages of moral development, in one's found four primary moral development, in one's development on spiritual life factors. moral development, moral development, moral development, moral development. Thus the validity and construct of the theory is sufficiently fulfilling, so it can be implemented and refined in the field.

The results of this assessment indicate that the instrument and instrument, which managed the reliability and validity, meaning the reliability and validity, in accordance with the theory = calculated, and the research instrument set to construct the stages acceptable. This means the content validity and construct of the theory is, reliability, validity, so that it can be implemented and refined in the field.

- b. **Written Validation Results:** Validation of instrument of dissonance moral dilemma to explore so find the moral dilemma dilemmas is appropriate and feasible to be used as a learning task of the problem of cutlery in junior high school. Assessment is given through the validation. We will suggest comment column. The results obtained from the figure 3.

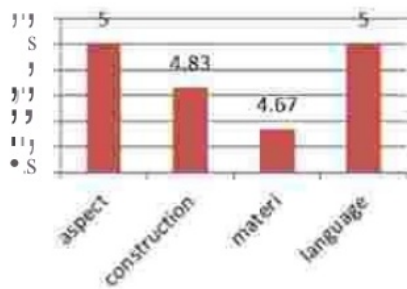


Fig. 3: Graph of Task Validation Results Written by Experts

Based on the results of the validation carried out by the open-ended answers for the aspect assessment, which is very good for the content validity assessment of 4.83 (very good), the material assessment gets a score of 4.67 (very good), and language assessment of 5 (very good). The overall average score obtained from the expert validation is 4.88 with a very good category.

Score obtained from the validation, which is a change sheet validation. In addition to the validity, the validator also recommends to each item for the next revision.

The draft written instrument that was validated to be used as presented in Table 2 and tested on 3 students in each school. The results of the validation of the final instrument that can be used, the next research task is to be derived from the results of reliability and construct validity from the research instrument. Lehen and Student.

Table 2: Results of Validation of Written Test by the Teacher

Problem	Validator 1	Validator 2
Skincare	Very good	Very good
The impact of sand mining	Very good	Very good
	Very good	Very good
Critical land	Very good	Very good

The final instrument and the design of skin disease related to the concept of Nephrotic Syndrome. The Use of Psychological Substances and the impact of sand mining on the environment are the main problems that often occur in people. This problem-solving problem-solving for the formal questionnaire and expected to help students make solutions according to their needs.

The score obtained only comes from two validators. Then the reliability of the non-repeated validator continued to the recommendations in writing of the instrument, each suitable to be used in the next revision and then validated by the teacher.

Based on the results of the validation carried out by the expert, the average score for the aspect assessment is 4.75 (very good). The reliability of construction got a score of 4.81 (very good) and the assessment of the material got a score of 4.86 (very good). The overall average score of 4.81 (very good). The overall average score is 4.81 (very good). The overall average score is 4.81 (very good).

obtained from this written assignment based on the expert judgment test are 4.81 with a very high category and 98.13% reliability.

The results of this assessment indicate that written assignments arranged theoretically are very valid, meaning that the written assignments are in accordance with the mindset of the researcher. The results of written assignments that are acceptable. Thus the content validity and construct of the theory is sufficiently fulfilling and can be implemented and refined in the field.

Conclusion

- Content validity and hypothetical construct theory Phase of Moral Development of Eulhanasia Problem, already fulfilled and can be refined in the field.
- Validity test of 4.81 with a very valid category and reliability of 98.13%, written assignments arranged theoretically are very high and they can be implemented and refined in the field.

Source of Funding: Domestic government

Conflict of Interest: There is no conflict of interest in this study.

Ethical Clearance: This study obtained a label of ethics, escaped by the number 780/KEPK FKUNLAM/ECI/VIII/2018 on August 10, 2018.

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