

THE MORAL DEVELOPMENT STAGES REPRESENTED BY THE CHARACTERS IN *WONDER* NOVEL BY R.J. PALACIO

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ABSTRACT

This study intended to examine the stages of moral development that occurred in R.J. Palacio's *Wonder* novel as well as how the characters in *Wonder* novel develop their personality along with the moral development throughout the story. In conducting this research, the researcher used the descriptive qualitative method and moral development theory which was invented by Lawrence Kohlberg. In analyzing this study, the researcher used *Wonder* novel written by R.J. Palacio as the data source. Meanwhile, the data is presented in the form of words, clauses, phrases, sentences, and paragraphs related to the moral development theory as well as how the personality of the characters develop throughout the story. The results revealed that the way the characters developed their personality to the stages of moral development is based on the relationship between the characters' comprehension of matters related to morals in line with how they respond to the matters. It was also found that the characters' moral development relied on their understanding about moral itself and then following their conscience to make choices in their life.

Key words: Moral development, stages of moral development, characters, psychological criticism.

ABSTRAK

Penelitian ini dimaksudkan untuk mengkaji tahapan perkembangan moral yang terjadi pada Novel R.J. Palacio berjudul Wonder serta bagaimana karakter dalam novel Wonder mengembangkan kepribadian mereka seiring dengan perkembangan moral di sepanjang cerita. Dalam melakukan penelitian ini, peneliti menggunakan metode deskriptif kualitatif dan teori perkembangan moral yang ditemukan oleh Lawrence Kohlberg. Dalam menganalisis penelitian ini, peneliti menggunakan novel Wonder yang ditulis oleh R.J. Palacio sebagai sumber data. Sedangkan data disajikan dalam bentuk kata, klausa, frasa, kalimat, dan paragraf yang berkaitan dengan teori perkembangan moral serta bagaimana kepribadian tokoh berkembang sepanjang cerita. Hasil penelitian mengungkapkan bahwa cara tokoh mengembangkan kepribadiannya ke tahap perkembangan moral didasarkan pada hubungan antara pemahaman tokoh terhadap hal-hal yang berkaitan dengan moral sejalan dengan cara mereka menanggapi hal tersebut. Ditemukan juga bahwa perkembangan moral karakter bertumpu pada pemahaman mereka tentang moral itu sendiri dan kemudian mengikuti hati nurani mereka untuk membuat pilihan dalam hidup mereka.

Kata kunci: Perkembangan moral, tahap-tahap perkembangan moral, karakter, kritisme psikologi.

A. INTRODUCTION

Moral development can usually be identified through how morality and personality of an individual in conducting something. As well as humans in daily life, the process of morality and personality of someone can also be found in characters in fictional stories, such as novels. As a form of literary work, stories in novels have always been an interesting topic to be analyzed. In a novel, there are various characters with various personalities that are interesting to be examined. By using a psychological approach, many studies have been conducted on the characters in literary works especially novels to find more interesting results. Generally, psychological approach learns more about mental states, ways of thinking, and the character's behavior in a story. One of the branches of psychology that studies the process of human behavior is called moral development. Lawrence Kohlberg, as the professor in Chicago University and Harvard University has developed the Cognitive Theory from Jean Piaget into a more specific point of view. The theory called as moral development and it includes three levels and six stages of developmental process in an individual. Therefore, based on this theory, the researcher wants to apply the theory into a novel entitled *Wonder* which was written by R.J. Palacio.

Specifically, this research aims to examine the representation of the three levels and six stages of moral development by Lawrence Kohlberg. This research is also conducted to discuss more broadly about how the characters develop their personality based on the moral development they experienced. The stages of moral development represented by the characters in *Wonder* novel are based on their response toward something or phenomenon as well as their positive behavior especially towards the main character, August Pullman, who is bullied at school due to his different physical appearance.

B. LITERATURE REVIEW

1. Literature and Psychology

Literature and psychology are two different sciences, but it is related to each other. Wellek and Warren mentioned in their book *Theory of Literature*, "By 'psychology of literature', we may mean the psychological study of the writer, as type and as individual, or the study of the creative process, or the study of the psychological types and laws present within works of literature, or, finally, the effects of literature upon its readers (audience psychology)" (81). The aspects that can be analyzed based on the explanation above are the process throughout making the story, or the psychological types within the literary work and also how the works itself affects the reader. It can be said that psychology can help to form an interesting story within a literary work especially to be analyzed through various perspective.

In addition, Wellek & Warren also discuss characters in a literary work and how it relates to psychological theory. "The creation of characters may be supposed to blend, in varying degrees, inherited literary types, persons observed, and the self ... Characters in plays and novels are judged by us to be 'psychologically' true. Situations are praised and plots accepted because of this same quality. Sometimes a psychological theory, held either consciously or dimly by an author, seems to fit a figure or a situation" (89-91). It can be said that every character in literary works has the same behavior as human beings so that the researcher could apply the psychological theory. According to Endaswara, because literature is the psychiatric expression, literature and psychology have a functional and indirect relationship. Functionally, psychology could be applied both in real human beings

and the characters in literary works. Indirectly, literature and psychology have the same object, which is the actual human being and the character in literary works (qtd. in Devilito 678). Therefore, psychology in literature focuses on the psychological elements of characters in literary works. This element will be the main object of psychological analysis in literature. With that being said, the purpose of psychological study in literature is to give more understanding of the mental state of the characters.

2. Psychological Criticism

Psychological criticism has been conducted into so many literary works. It is based on the analysis of literature from a psychological perspective and applying theories and concepts from psychology to literary works. Therefore, based on the psychological criticism, the researcher applied the root of psychological development which is moral development in order to examine the developmental process of the characters in *Wonder* novel throughout the story. As Berryman has stated, psychology is about human's thoughts, feelings, and behavior (1). Therefore, as part of psychological development, moral development is concerned with exploring development and change in thoughts, feelings, and behavior of a person.

Specifically, in order to help this research, the researcher applied a theory of moral development by Lawrence Kohlberg, which was derived from Jean Piaget's cognitive development theory. This theory believes that the developmental processes influence children's ways of thinking as they are growing up over time. Saul McLeod, in his article Jean Piaget's Theory of Cognitive Development in SimplyPsychology, states: "Piaget's (1936) theory of cognitive development explains how a child constructs a mental model of the world. He disagreed with the idea that intelligence was a fixed trait and regarded cognitive development as a process which occurs due to biological maturation and interaction with the environment" (McLeod).

3. Moral Development Theory by Lawrence Kohlberg

Lawrence Kohlberg (October 25, 1927 – January 19, 1987) was born in Bronxville, New York. He went to Chicago University as a psychology student. During that study, Kohlberg was interested in the Cognitive Development theory by Jean Piaget. Through Piaget's theory, Kohlberg develops it in a more specific way. If Piaget's theory discussed more about the cognitive development of physics and logic, Kohlberg provides more about the cognitive ability of children to understand and solve a problem. His approach is called explicitly as moral development theory.

4. Kohlberg's Six Stages of Morality

Kohlberg and Richard stated that there are three levels and six stages of moral development in a person which are pre-conventional level, conventional morality, and post-conventional morality (54).

a. Level 1 Pre-conventional Level

The first level occurred from the age 0 until 10-11 years old. During this first step, children are sensitive to the rules around them. They are very responsive to the good and bad things people around them do. Most of them interpret the rules as if it only made by the people who have power in authority.

1. Stage 1 The punishment-and-obedience orientation

This stage occurred when individuals started to think about the consequences of their actions. Kohlberg define stage 1 as how an individual comprehends the right thing through the final consequences in the form of reward or physical punishment. Individuals at this

stage tend to avoid punishment without understanding the value of their own right. They fully trusted the authority as the people who hold the highest power (54). At this stage, children obey the rules just to avoid punishment. In their eyes, rules are something absolute and cannot be changed. Children have the comprehension that adults made the law, and it is something that should not be violated in order to avoid punishment. As a result, they only focus on the final results in the form of punishment or rewards given. If someone does a good thing, they will be rewarded. Otherwise, if someone does something bad, they will be punished. They do not understand the reason someone does something good or bad. In addition, this stage is characterized by the self-interest behavior of an individual who only focuses on himself or herself and the final result in the form of rewards or punishments. At this stage, an individual experienced egocentric action and only minding his or her own welfare.

2. Stage 2 The Instrumental-relativist orientation

At this stage, individuals started to think about the benefit they will get from their action. According to Kohlberg, individuals at stage 2 define right thing as if that thing could satisfy themselves. They viewed human relation as something beneficial to each other. If they want to help others, then they should get something in return. It is more like equal mutual relationship (55). As a result, individuals at this stage view the right thing as if it would satisfy them or benefit them. Individuals at this stage will not consider helping other people if it does not give them any benefits, as the form of mutual benefits.

b. Level 2 Conventional Morality

The second level occurred from age 10 until 13 years old. At this stage, children began to realize the presence of a role model and moral standards in their environment. They also began to observe how the things they did were seen by society either negatively or positively. As an indicator, children at this level start to respond to something based on society's perspective.

1. Stage 3 The interpersonal concordance or “good boy”–“nice girl” orientation.

Kohlberg explained stage 3 through how every individual comprehend that good behavior should be supported and accepted by their small community including family and friends. Good behavior depends on the stereotypical of the people around them, but most of the time, behavior is determined through the good intention of the individuals. An individual get approval by being nice (55). In addition, Crain stated in his journal *Kohlberg's Stages of Moral Development* that individuals at this stage see morality as more than simple deals. They believe that people should live up to the family and community's expectations and behave in “good” ways. Good behavior means having good motives and interpersonal feelings such as love, empathy, trust, and concern for others (4). The purposes are to gain trust, love, good treatment from their small group including their family and community and also to avoid isolation. Even though they started looking at the world from a broader view, they do not have the ability to consider the society as a whole, instead, they will try to fulfill the expectation of their small group to develop the community spirits by behaving in a good way to get recognition. As an indicator, individuals at this stage would believe that it is acceptable to break the law as long as they have a valid reason approved by their family and community.

2. Stage 4 The “law and order” orientation

Individuals at this stage already capable of involving the society as a whole. They no longer see the right thing based on their small community including family and friends.

Individuals at this stage also comprehend that right behavior includes doing their own respective responsibilities, respecting the authority, and maintaining the social order (55). Crain also stated that individuals at this stage finally have the ability to think more realistically by involving society as a whole. However, everyone must obey the law and respect the authority to create well-organized and harmonious social community life (4). The indicator for this stage is every individual should follow the rules to maintain social norms.

c. Level 3 Post-conventional Morality

The last level occurs from age 13 years old and above. Individuals at this age are more independent in their way of thinking. Good or bad is based on an immense justice, not on rules made by a particular authority or community figures. As an indicator, individuals at this level believe that different people have a different standard of what is right or wrong.

1. Stage 5 Social Contract, Legalistic orientation

According to Kohlberg, individuals at this stage have already become more mature in their way of thinking. They are aware of the individual rights and also able to respect the personal value of each individual. Individuals at this stage comprehend that there should be some fundamental values that must be mutually agreed upon, including how things violate the norms that have been agreed upon. They believe that everyone should take part in maintaining the harmony between society by respecting each other and obeying the rules (55). It can be said that individuals at this stage understand that there should be some fundamental values that must be mutually agreed upon, such as joint rights and measures of how things violate the agreed norms. They believe obeying rules is an obligation and responsibility as a part of society and maintaining harmony between society. As an indicator, individuals at this stage understand that there can be multiple perspectives, and everyone has their own measurement of morality.

2. Stage 6 The universal-ethical-principle orientation

This last stage happens when individuals start to measure their own morality based on their conscience which may or may not compatible with the law where they live. Kohlberg and Richard stated that: "Right is defined by the decision of conscience in accord with self-chosen ethical principles appealing to logical comprehensiveness, universality, and consistency. These principles are abstract and ethical (the Golden Rule, the categorical imperative); they are not concrete moral rules like Ten Commandments. At heart, these are universal principles of justice, of the reciprocity and equality of human rights, and of respect for the dignity of human beings as individual persons" (Kohlberg and Richard 55). Crain added that in the previous stage 5, the respondents focused on creating a concept of a good and fair society. They comprehend that every individual's rights must be protected and resolve disputes by taking an agreement. However, the final agreement may or may not approved by certain people or groups. Therefore, Kohlberg argues that there must be one more stage, stage 6, which includes universal justice, where every individual must begin to assess things from the perspective of others and make decisions that are equal for all parties (5).

As a result, individuals at this stage have their own decision of conscience about the ethical principles that should be equal without discriminating certain people or groups. They are also concerned about morality which should not limited by the law or judgement of certain group of people with power. Individuals at this stage assert other people to be able to make their own boundaries that must be based on ethical principles. Those

principles are equality, justice, human rights, and so on. The indicator of this stage is that every people have their own moral guidelines, which may or may not suitable for society.

5. Character and Characterization

Characters are the creatures in a story. It can be a person, an animal, or a thing. Authors using characters as the tool to build the action or dialogue inside a story. Character is one of the essential elements in a story and is included in the intrinsic elements of a story. Richard Gill in his book *Mastering English Literature* states that the characters in a literary work have an identity, but not necessarily a strong identity. The identity is formed from the appearance, the way the character speaks, actions, name, and how the character thinks (127).

Characterization is the author's way of revealing the personality of a character (DiYanni 56). By that statement, characterization can be called as the methods. According to Rimmon-Kenan, there are two methods where an author reveals the personality of a character. The first one is direct characterization and the second one is indirect characterization. Direct characterization is when the author explicitly describes the personality of each character. Rimmon-Kenan stated in their book *Narrative Fiction* that direct characterization is when the author specifies a character's qualities that proceed from the most accurate voice from the text (60). Meanwhile, indirect characterization is the way author shows the personality through their traits or behavior throughout the story without explicitly explaining it. According to Rimmon-Kenan, there are some ways the author could describe the indirect characterization. It can be seen through the character's action, speech, external appearance, and environment (61).

C. RESEARCH METHOD

This research uses qualitative descriptive method that characterized by its aims, which relates in understanding some aspects of social life, and its methods, which (in general) generate words, rather than numbers, as data for analysis (Patton and Cochran 2). In addition, Ritchie and Lewis explained that qualitative methods are used to address the research question that requires explanation or understanding of social phenomena and their contexts (5). They are particularly well suited to explore the issues that hold some complexity and studying processes that occur over time. In this case, this research is intended to give the reader a broader explanation about the structure of the stages of moral development in literature, especially in *Wonder* novel.

1. Data and Source of Data

The source of data of this research is a novel entitled *Wonder*, which was written by R.J. Palacio. Meanwhile, the data is presented in the form of words, phrases, clauses, sentences, or paragraphs related to the characters, especially the representation of moral development stages as well as how the characters in *Wonder* novel develop their personality based on their moral development stages.

2. Research Instrument

According to Patton, in qualitative inquiry, the researcher is the instrument (qtd. in Steward 293). Therefore, the credibility of qualitative research findings relies to a great extent on the researcher's skill (Steward 293). For that reason, the instrument of this research was the researcher herself who has a role in analyzing the moral development represented in *Wonder* novel as well as how the characters develop their personality according to moral development.

3. Data Collection

The researcher began by gathering the information of the data with a close reading method. The close reading method includes thoughtful, critical analysis of a text that focuses on significant details or patterns in order to develop a deep, precise understanding of the text's form, craft, meanings, etc. (Burke 2).

4. Data Analysis

For the data analysis, the researcher used the steps from Matthew B. Miles and A. Michael Huberman (10-12). The following steps are data reduction, data display, and conclusion drawing/verification. The first step is data reduction. According to Miles and Huberman, data reduction is the stage where the researcher will sort, separate, and transform the data that had been collected by the researcher. Data reduction is a form of analysis that aims to sharpen, categorize, focus, discard, and organize data until the researcher draw valid and verified conclusions in findings (10-11). The second step is the data display. In this step, the researcher displayed the collected data from the first step in the form of words, sentences, quotations, or paragraph which relate to the moral development stages by the characters as well as how the characters develop their personality according to moral development in *Wonder* novel. The third step is conclusion drawing and verification. In this step, the researcher verified the data from the first and second step before drawing the valid conclusion of the findings.

D. RESULTS AND DISCUSSION

The results are gathered from the *Wonder* novel by R.J. Palacio as the data source. Among all the 16 characters in the novel, there are 13 characters who went through the six stages of moral development.

1. Results

1. Level 1 Stage 1 (punishment-obedience orientation) represented by August Pullman

This stage occurred when August has hard time dealing with his friends at school. some of them made fun of his face and said mean things behind his back. August got really upset when Jack, someone who he considered as his best friend, bad-mouthed him, and that has made August decided to quit the school.

(DATA MDS102)

“But you’ve never been the kind of the kid who quit things,” I said truthfully. “That’s not like you.”

“I’m quitting”

“You’re going to have to tell Mom and Dad why,” (Palacio 114)

The data above is narrated by Via. On Halloween day, one of August’s friend, Jack, talk something bad about August without realizing that August was there, listening to everything he said. It hurt August so bad to the point that he wanted to quit school. In correspondence to stage 1 (punishment-obedience orientation) where the individual tends to be more focused on the final result of their action, through the data above, August’s decision of quitting the school proved that August became more focused on his well-being. He was thinking about the reward that will be obtained if he could quit the school, without thinking about the impact of his action towards the people around him. His action of quitting the school is considered as the reward to himself because by escaping from school he also escapes from the bully. Due to that reason, his action is also considered to be right because it was what August want. Through this stage, August developed his personality

to be a more self-centered kid. He did not want to think about what others or even his family would say if he quit the school, otherwise, he wished that Jack will get into some trouble if the school know the mean thing said by Jack.

2. Level 1 Stage 2 (the instrumental-relativist orientation) represented by Olivia Pullman

Stage 2 at level 1 of moral development occurred when an individual comprehend that human relationship is like a mutualism symbiotic where they should obtain and give benefit to each other or simply known as the term 'give and take'. Individual at this stage would define the right thing as how it will give them any benefit and also to satisfy them. In this context, Via as August sister understand that however she should make August back to school because she thought that it was the right thing to do and to satisfy her.

(DATA: MDS201)

"Well, I'm telling Mom and Dad about Jack Will if you stop going to school,"...
"Tushman will probably call you into school and make Jack and those other kids apologize to you in front of everyone, and everyone will treat you like a kid who should be going to a school for kids with special needs. **Otherwise, just go back to school and act like nothing happened...**" (Palacio 116)

The dialogue above was narrated by Via. It occurred when August decided to quit his school. Eventually, as a sister, Via disagreed. Based on this data, Via does her role as a sister which to make August go back to school. The representation of stage 2 showed when Via was confronting August that if he quit school, things will get worse. Via wanted to show August how society works and how August will have to face it even deal with it instead of hiding. Considering that matter, Via thought the right thing to do is to keep August at school and graduate in order to prove that August is strong enough to face the society. This action proved that Via represented stage 2 of Kohlberg's moral development because Via did something to satisfy herself and the mutual benefit is gained through the well-being of August, her brother. After entering this stage, Via developed her personality to be a more thoughtful sister. It can be seen through her speech, which insists August should go to school as usual to face his problems.

3. Level 2 Stage 3 ("good boy" – "nice girl" orientation) represented by Jack Will

Individual at stage 3 ("good boy" – "nice girl" orientation) in level 2 usually started to understand the concept of how to be the good role around their environment. They started to think that if they want to be accepted by their environment, then they should get approval and validation from them. In the data below, Jack was chosen by the school to be one of the kids who will show August the school environment.

(DATA: MDS304)

"Mr. Tushman talked to some of the lower-school teachers to find out who they thought were some of the really, really great kids coming into fifth grade, **and the teachers must have told him you were an especially nice kid...**" "...Okay, I'll do it," I said, which completely shocked her. "You will?" "Yes!" "So can I call Mr. Tushman?" "Yes! Mom, yes, I said yes!" (Palacio 134, 141)

The dialogue above occurred when Jack's mom told Jack about a request from the school. The request was to ask Jack to be the part of the kids who will accompany August touring to his new school as well as become August's friends along with Julian and Charlotte, his classmates. By approving the request from his mother and the school, Jack proved that he still has the desire to be the "good boy" around his family and environment. In corresponding with what Crain said in his journal, people at this stage should live up to the family and community's expectations and behave in "good" ways (4). Jack proved that even though he declined the order at first, he did it to obey the order made by his family and his community to gain trust from them. Jack developed his personality into an obedient kid who wanted to make his mom prouder after getting the title of one of the nicest kids in his school.

4. Level 2 Stage 4 (the "law and order" orientation) represented by Amos

Individuals at stage 4 understand that the law is a fixed rule by the authority. They are starting to involve the society as a whole and are able to see the world from the larger point of view. In the data below, Amos is started to feel tired of Julian's bad treatment towards Jack.

(DATA: MDS407)

Like another time when Julian was dumping some pencil-sharpener shavings into Jack's backpack, **Amos, who was usually tight with them, grabbed the backpack out of Julian's hands and returned it to Jack.**" (Palacio 209)

Amos is one of Julian's friends. He was on Julian's side and followed him everywhere. But one day, when Julian was being a jerk to Jack, Amos felt that Julian's action was a little bit out of the line. Amos ended up helping Jack by giving his backpack back. This action represented stage 4 because individuals at this stage started to care to their environment as a whole and Amos proved that bullying is not right. He started to think about well-organized society where every people need to be kind than needed. Individuals at this stage like Amos also begin to understand the concept of guilty feelings if they do something bad or breaking the rules. Amos's guilty feeling showed when he tried to give Jack's backpack back. If before Amos was always with Julian to bully August and Jack, through this stage, Amos developed his personality by giving more concern for other people by changing the things he thought were wrong.

5. Level 3 Stage 5 (social contract, legalistic orientation) represented by Julian's Mom

Individuals at stage 5 started to have a wider understanding about morality. They also started to question the measurement of how things violate the agreed norms. Kohlberg said that there is clear awareness of personal values and opinions for reaching consensus (55). In the data below, Julian's Mom as the member of school board was questioning the application process of August in their school.

(DATA: MDS502)

I also should mention that, as a member of school board, I was little disturbed that more consideration was not given during this child's application process to the fact

that **Beecher Prep is not an inclusion school**. There are many parents—myself included—who question the decision to let this child into our school at all (Palacio 162).

After Jack punched Julian, Julian's mom, as the part of the school board asking if the cause of Jack's unstable emotional state is because he was told to be friends with August, she also wondered about August's presence in the school. She told Mr. Tushman that August's presence would probably be a disturbance for other kids. Julian's mom also argued that the way the school approved Auggie was not through the proper procedure. When they interviewed August, it was supposed to be done at school, but the school interviewed August at his house. In the end, Julian's mom asked the school to re-evaluate the way August was accepted. She even mentioned that many parents questioned the decision to let August into the school. Julian's mom's decision to re-evaluated August's application to the school proved that she was experienced stage 5. She thought the way August is accepted by the school was against the school law, and she wanted the school to re-evaluate the decision to keep August.

6. Level 3 Stage 6 (the universal-ethical-principle-orientation) represented by Mr. Tushman

Stage 6 of moral development is including the further action from the previous stage 5. If in stage 5 individuals are questioning the measurement of how things violate the law, individuals at stage 6 already have their own measurement of morality which may or may not compatible with the law and slowly applied it in their life. Through the data below, Mr. Tushman as the principal of the school has done something that breaking the school law which is because August application process was held in August's house instead of school.

(DATA: MDS604)

As for your other concerns regarding our new student August, please note that he does not have special needs. He is neither disabled, handicapped, nor developmentally delayed in any way, so there was no reason to assume anyone would take issue with admittance to Beecher Prep—whether it is an inclusion school or not. In terms of the application process, the admissions director and I both felt within our right to hold the interview off-site at August's home for reasons that are obvious. **We felt that this slight break the protocol was warranted but in no way prejudicial—in one way or another—to the application review** (Palacio 163).

As a response to Julian's mom, Mr. Tushman wrote a response mail to Julian's mom. Mr. Tushman explained that August is not a kid with special needs like Julian's mom has said before. Meanwhile, in terms of the application process, Mr. Tushman explained that the reason the interview was held in August's house was evident, which was because of August's appearance that will make August feel uncomfortable. Mr. Tushman realized that the decision to interviewed August in his home was slightly broke the school's protocol. But other than that, Mr. Tushman and the admissions director both agree to hold the interview at August's house. However, even though Mr. Tushman realized that it was slightly broke the law, Mr. Tushman still did it because he has the right to do it. Mr.

Tushman also morally thought that it would be better to do it at August's house because August will feel more comfortable at his own home.

2. Discussion

Based on Lawrence Kohlberg's theory, there are three levels and six stage of moral development within a person. As discovered in the results, the three levels and six stages which are pre-conventional level, conventional morality, and post-conventional morality were represented by the characters in various way. The characters proved that all the moral development were discovered through the action and thought about a social phenomenon which is bullying. This case was also similar with the previous study from Chea Parton entitled *Breaking the Binary: Using Kohlberg and Lesko to Examine Adolescence in Asher's Thirteen Reasons Why*. The main character in Parton's research is also a girl who got bullied and decided to take her own life. Parton conducted that the representation of moral development is driven by how the character overcomes their successes and failures in moral reasoning.

In accordance to what Kohlberg has said that level 1 is for children around 0 until 11 years old, it was found that the characters who experiences level 1 is not only children. There is also a teenager like Via who experienced level 1 at stage 2. According from Kohlberg's statement on stage 2, "Right action consists of that which instrumentally satisfies one's own needs and occasionally the needs of others. Human relations are viewed in terms like those of the marketplace" (Kohlberg and Richard 55). As the teenager in this novel, Via was interpreting the right action by how the result of her action will satisfy or benefit herself. As a comparison, the previous study from Goksev Cetinkaya entitled *An Analysis of the Moral Development of George Eliot's Characters in Middlemarch According to Lawrence Kohlberg's Theory of Moralization* has proved that Dorothea's action to married a man who is able to fulfill her and women in general's expectation is also categorized in stage 2. Both Via and Dorothea wanted to satisfy and relieve themselves by making a decision which can give them benefits. Furthermore, compared with the previous study from Parton's journal article entitled *Breaking the Binary: Using Kohlberg and Lesko to Examine Adolescence in Asher's Thirteen Reasons Why*, the researcher found that there is also a similarity in level 1 stage 1. In the previous findings before, August wanted to quit the school because August overheard Jack bad-mouthed him. August's action to quit the school is categorized as the form of his self-interest. Hannah's action to take her own life is also categorized as stage 1 and is also indicated self-interest. The self-interest behavior is marked by how they were not being able to think about other people but only themselves. Both of their actions are considered to be right because those are what they wanted. It can be said that both August and Hannah did the thing that could bring them security because they have finally free from bullying.

Moreover, Jack, the character who experienced level 2 stage 3 started to view the world from a larger lens and wanted to be seen good by his small community like friends and family, so he was trying to fulfill their expectations in order to get approval. As a comparison, the previous stage from Parton entitled *Breaking the Binary: Using Kohlberg and Lesko to Examine Adolescence in Asher's Thirteen Reasons Why* also found that there is a teenage character who experienced stage 3. He is Clay Johnson. His action of keeping the trust of his friend indicated that he wanted to be seen good by his friends, the same as what Jack did. In addition, as what Kohlberg has said in stage 4, "There is an orientation toward authority, fixed rules, and the maintenance of the social order. Right behavior consists of

doing one's duty, showing respect for authority, and maintaining the given social order for its own sake" (Kohlberg and Richard 55), Amos, as the character who experienced stage 4 obviously was trying to stop the bullying towards Jack by helping him to return his backpack.

At level 3 stage 5, there is Julian's mom who represented moral development. She was wondering that August's presence could be a disturbance to other kids, especially Jack who hit her kid might be caused by the pressure to be August's friend. It can be seen that Julian's mom's was having her own personal opinion that should be reviewed in order to reach consensus. It means that Julian's mom's decision to re-evaluate August's presence in school was obviously categorized into stage 5. In corresponding to what Kohlberg has said before in stage 5, "Right action tends to be defined in terms of general individual rights and standards which have been critically examined and agreed upon by the whole society. There is a clear awareness of the relativism of personal values and opinions and a corresponding emphasis upon procedural rules for reaching consensus. Aside from what is constitutionally and democratically agreed upon, the right is a matter of personal "values" and "opinion" (Kohlberg and Richard 55). In the other hand, stage 6, which is the further implementation of stage 5, there is Mr. Tushman who experienced it. Kohlberg state at stage 5, "Right is defined by the decision of conscience in accord with self-chosen ethical principles appealing to logical comprehensiveness, universality, and consistency ... At heart, these are universal principles of justice, of the reciprocity and equality of human rights, and of respect for the dignity of human beings as individual persons (Kohlberg and Richard 55). This level is about conscience. It is where the morality of each person followed their own hearts. Of course, some are not in accordance with the laws that apply around them. From the result of the study at stage 6, Mr. Tushman has already had his own moral measurement even though it did not follow the school protocol. As a comparison, the previous study from Chea Parton entitled *Breaking the Binary: Using Kohlberg and Lesko to Examine Adolescence in Asher's Thirteen Reasons Why* also discovered that a character who went through level 3 would have their own moral value. That character is Clay Johnson, he stole a Walkman for his important reason, and he defined it as the right thing because he has a good reason behind it.

E. CONCLUSION

Based on Kohlberg's theory, there are three levels and six stages of moral development in a person. All of those levels and stages are represented by the 13 characters in the novel. Through Kohlberg's six stages of moral development in Wonder novel, August, as the main character, is the most likely to be the one who experienced four stages including stage 1 (punishment-obedience orientation), stage 2 (instrument-relativist orientation), stage 3 ("good boy"- "nice girl" orientation), and stage 6 (universal-ethical-principle orientation), with a total six data.

However, it was found that there were not many characters who experienced higher stages. Among all the 16 characters in Wonder novel, 13 of them experiencing moral development stages. Moreover, the researcher also found that each character in this novel has experienced a different moral development depending on how they interact with each other and also how they see social issues in their surroundings. In this case, the social issue is bullying. Early-stage characters in this novel focus more on themselves and how the impact towards them, while at a higher level, the characters think more about how they

will be seen by people in their small scope in which they live. Furthermore, characters at a higher stage were able to behave more wisely and calmly.

Moreover, how the characters developed their personality to the stages of moral development is based on the relationship between the characters' comprehension of matters related to morals with how they respond to these things. It was found that the characters' moral development relied on their understanding about moral itself and then following their conscience to make choices in their life. In the end, the responses of the characters in seeing the case of bullying towards the main character are various.

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