

JURNAL PEMBELAJARAN SASTRA

Vol. 7 No. 1 (2025)

DOI: 10.51543/hiskimalang.v7i1

EKOKRITISISME LAWRENCE BUELL: REPRESENTASI ALAM DALAM NOVEL LASKAR PELANGI

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Ekarini Saraswati



Himpunan Sarjana
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Komisariat Malang

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PENGANTAR EDITOR

Mundi Rahayu

Puji Syukur, Jurnal Pembelajaran Sastra Edisi 7 Nomor 1 tersaji ke hadapan para pembaca yang budiman. Dalam edisi ini kami menampilkan lima artikel dari tiga perguruan tinggi yang berbeda: Universitas Negeri Malang, Universitas Ma Chung, dan Universitas Muhammadiyah Malang.

Edisi ini mengangkat tema besar **“Sastra, Budaya, dan Kemanusiaan dalam Perspektif Kontemporer”**, dengan kontribusi artikel yang menyoroti perjumpaan antara karya sastra dan kehidupan sosial melalui beragam pendekatan teoretis dan metodologis.

Artikel pertama, berjudul *“Ekokritisisme Lawrence Buell: Representasi Alam dalam Novel Laskar Pelangi”*, menguraikan bagaimana alam diperlakukan bukan semata sebagai latar cerita, tetapi sebagai elemen yang membentuk identitas dan nilai karakter dalam karya Andrea Hirata. Melalui pendekatan ekologi sastra, penulis menegaskan pentingnya kesadaran ekologis dalam wacana sastra Indonesia modern.

Artikel kedua, *“Fungsi Folklor Legenda Sumber Tertua ‘Sumur Gedeh’ Desa Petung, Gresik”*, mengkaji folklor sebagai sistem nilai sosial yang hidup di tengah masyarakat. Penelitian ini menampilkan peran legenda sebagai alat pendidikan moral, pengukuhan norma sosial, dan mekanisme kontrol budaya, sekaligus menegaskan fungsi warisan lisan dalam memperkuat identitas komunitas lokal.

Artikel ketiga, *“Eksplorasi Traumatis dan Rekonsiliasi Trauma dalam Buku Kumpulan Cerpen B Karya Sasti Gotama”*, membawa pembaca pada ruang batin manusia yang penuh luka dan upaya penyembuhan. Dengan menggunakan teori trauma Cathy Caruth dan konsep rekonsiliasi Dominick LaCapra, penulis memetakan bagaimana karakter-karakter dalam kumpulan cerpen tersebut menegosiasikan ingatan dan penderitaan menuju proses pemulihan diri.

Artikel keempat, *“Unveiling Moral Growth in Children: An Analysis of Enid Blyton’s Five on a Hike Together”*, membahas perkembangan moral anak dalam konteks sastra anak klasik melalui teori Piaget dan Kohlberg. Hasil kajian menunjukkan bahwa petualangan, kerja sama, dan persahabatan menjadi sarana pembelajaran moral yang efektif, menegaskan nilai sastra anak sebagai media pendidikan karakter yang mendalam dan menyenangkan.

Artikel terakhir, *“Pembelajaran Respons Pembaca Hujan di Bulan Juni: Emosi, Budaya, Refleksi”*, menyoroti penerapan pendekatan respons pembaca dalam pembelajaran sastra di sekolah menengah. Dengan menekankan peran pengalaman pribadi dan konteks budaya pembaca, penelitian ini menawarkan model pedagogi sastra yang lebih humanistik, inklusif, dan kreatif, yang menumbuhkan empati sekaligus meningkatkan literasi estetik siswa.

Secara keseluruhan, kelima artikel dalam edisi ini menegaskan peran sastra dan budaya sebagai wahana refleksi dan transformasi nilai-nilai kemanusiaan. Setiap tulisan menghadirkan upaya akademik untuk menjembatani teori dan praktik, teks dan konteks, serta pengetahuan dan pengalaman. Melalui pendekatan yang beragam—dari ekokritisisme hingga teori trauma, dari folklor hingga pedagogi sastra—edisi ini diharapkan dapat memperluas cakrawala pembaca tentang bagaimana karya sastra berkontribusi pada pembentukan kesadaran sosial, ekologis, dan moral di tengah perubahan zaman.

Redaksi menyampaikan apresiasi dan terima kasih kepada para penulis, mitra bestari, serta semua pihak yang telah berkontribusi dalam penerbitan edisi ini. Semoga tulisan-tulisan yang tersaji tidak hanya memperkaya khazanah akademik, tetapi juga menginspirasi pembaca untuk terus mengembangkan penelitian interdisipliner yang berakar pada kemanusiaan, kebudayaan, dan keindahan sastra.

Tabik.

**UNVEILING MORAL GROWTH IN CHILDREN:
AN ANALYSIS OF ENID BLYTON'S *FIVE ON HIKE TOGETHER***

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Abstract: Children's literature entertains and imparts moral lessons, shaping young minds by fostering empathy and helping them navigate moral dilemmas. This study aims to explore the moral development of the child characters in Enid Blyton's novel *Five on a Hike Together* by applying Jean Piaget's theory of cognitive development and Lawrence Kohlberg's theory of moral development. The objectives of the study are: (1) to analyze how the children's thoughts and actions reflect stages of moral growth, (2) to assess the influence of friendship and cooperation as catalysts for their development. This research is conducted using qualitative methods through close reading and textual analysis, focusing on dialogue, narrative progression, and character interaction. The findings reveal that the characters experience a range of moral dilemmas that encourage them to progress from obedience-based reasoning to more autonomous and principle-based judgments. The analysis shows that both Piaget's and Kohlberg's frameworks are effective in tracing the characters' evolving sense of right and wrong, particularly as they respond to danger, trust, and responsibility. Ultimately, the study highlights how *Five on a Hike Together* offers a nuanced portrayal of moral growth in childhood through adventure and friendship.

Keywords: *character development, moral growth, Piaget, Kohlberg, Enid Blyton, children's literature*

Abstrak: Sastra anak menghibur dan menanamkan pelajaran moral, membentuk pikiran anak-anak dengan menumbuhkan empati dan membantu mereka menavigasi dilema moral. Penelitian ini bertujuan untuk mengeksplorasi perkembangan moral tokoh-tokoh anak dalam novel *Five on a Hike Together* karya Enid Blyton dengan menerapkan teori perkembangan kognitif Jean Piaget dan teori perkembangan moral Lawrence Kohlberg. Tujuan penelitian ini adalah: (1) menganalisis bagaimana pikiran dan tindakan anak-anak mencerminkan tahap-tahap pertumbuhan moral, (2) mengkaji pengaruh persahabatan dan kerja sama sebagai katalisator perkembangan mereka. Penelitian ini dilakukan dengan metode kualitatif melalui pembacaan cermat dan analisis tekstual, dengan fokus pada dialog, perkembangan naratif, dan interaksi karakter. Temuan penelitian mengungkapkan bahwa para tokoh mengalami berbagai dilema moral yang mendorong mereka untuk berkembang dari penalaran berbasis kepatuhan menuju penilaian yang lebih otonom dan berbasis prinsip. Analisis menunjukkan bahwa kerangka kerja Piaget dan Kohlberg efektif dalam menelusuri perkembangan rasa benar dan salah para tokoh, terutama saat mereka merespons bahaya, kepercayaan, dan tanggung jawab. Pada akhirnya, penelitian ini menyoroti bagaimana *Five on a Hike Together* menawarkan gambaran bernuansa tentang pertumbuhan moral di masa kanak-kanak melalui petualangan dan persahabatan.

Kata kunci: *perkembangan karakter, pertumbuhan moral, Piaget, Kohlberg, Enid Blyton, sastra anak*

INTRODUCTION

Children's literature is a genre specifically crafted to engage and educate young readers. Huck (1987) emphasized that children's literature addresses challenges in children's lives while conveying values that hold significant meaning for them. It encompasses a diverse range of stories, poetry, and drama that reflect themes, language, and experiences relatable to children. At its core, children's literature seeks to entertain while simultaneously imparting moral lessons, encouraging imagination, and fostering empathy.

Children's literature, thus, plays a crucial role in shaping young minds, providing valuable lessons. Far beyond entertainment, it serves as a medium through which children encounter and read the cases of moral dilemmas, develop empathy, and internalize societal values. Through the lens of fictional characters, young readers begin to understand concepts such as fairness, cooperation, and justice. That being said, analyzing the psychological development and moral growth of characters in children's literature allows us to trace how narratives contribute to a child's ethical reasoning and emotional intelligence. As Huck (1987) emphasized, introducing and implementing non-traditional storybooks and narratives into educational settings creates meaningful opportunities to teach children about life, relationships, and complex ethical decisions. Literature, therefore, becomes both a mirror and a map, reflecting a child's reality while guiding them toward thoughtful and principled behavior.

The study of moral and psychological development in children has been significantly influenced by Jean Piaget and Lawrence Kohlberg. Piaget (1932) proposed that children's moral understanding develops through two stages: heteronomous morality, in which rules are seen as fixed and authority-driven, and autonomous morality, where children begin to understand fairness, intentions, and mutual respect. Piaget emphasized that moral reasoning evolves through peer interaction and cognitive maturity rather than adult instruction alone.

To systematically analyze how the characters in Enid Blyton's "Famous Five" series navigate moral dilemmas and develop their ethical reasoning, this study employs the foundational theories of Jean Piaget and Lawrence Kohlberg. These frameworks provide a robust lens for examining the progression of moral thought from a rule-based, self-centered perspective to a more principled and autonomous understanding of right and wrong.

Piaget's theory offers an essential cognitive framework for understanding the early stages of moral development. In his seminal work, *The Moral Judgment of the Child* (1932), he proposed a two-stage model rooted in children's cognitive growth and social interaction. The first stage, Heteronomous Morality (Moral Realism), is typically observed in children aged 5 to 10. At this stage, children view rules as unchangeable dictates from authority figures. Their moral judgments are based on the tangible consequences of an action, rather than the intent behind it. This perspective reflects a rigid and externally regulated sense of morality, where obedience is driven by the avoidance of punishment.

The second stage, Autonomous Morality (Moral Relativism), begins around age 10. Here, children start to recognize that rules are social constructs that can be negotiated and modified through mutual agreement. Moral judgments shift from outcomes to intentions, and peer interaction becomes a crucial catalyst for developing this more flexible and reflective moral reasoning. Piaget argued that moral growth is not a passive process of receiving instruction but an active one, co-constructed through social engagement, cooperation, and shared problem-solving. This emphasis on peer interaction and the shift from external authority to internal principles is particularly relevant to the dynamics of the "Famous Five," a group of children who frequently navigate challenges without adult supervision.

Building on Piaget's foundation, Kohlberg's theory of moral development provides a more detailed, six-stage framework for tracing the evolution of moral reasoning. He proposed three levels—pre-conventional, conventional, and post-conventional—each comprising two stages.

The first level, the pre-conventional, is driven by self-interest and the direct consequences of actions. Stage 1: Obedience and Punishment Orientation is characterized by a morality based on the fear of punishment. This progresses to Stage 2: Individualism and Exchange, where moral decisions are guided by personal needs and a transactional understanding of fairness ("you scratch my back, I'll scratch yours").

At the second level, the conventional, moral reasoning is shaped by societal norms and external expectations. Stage 3: Good Interpersonal Relationships focuses on gaining social approval and fulfilling role-based expectations. Stage 4: Maintaining Social Order shifts this focus to upholding laws and social conventions to ensure stability. This level reflects the internalization of external standards, a common developmental milestone for adolescents and adults.

Finally, the post-conventional level represents the highest form of moral reasoning, guided by abstract ethical principles. Stage 5: Social Contract and Individual Rights acknowledges that while laws are important, they are not absolute and can be changed to protect human rights. The final stage, Stage 6: Universal Ethical Principles, is characterized by a morality based on self-chosen, abstract principles of justice, equality, and human dignity that transcend societal rules.

Kohlberg's hierarchical system, when combined with Piaget's foundational insights, provides a powerful analytical tool for this study. By examining the moral dilemmas faced by the children in *Five on a Hike Together*, we can identify how their ethical decision-making aligns with these stages and trace their developmental trajectory, thereby illuminating how their experiences as a peer group contribute to their moral growth.

The "Famous Five" series, written by Enid Blyton, exemplifies these defining traits of children's literature. It is a classic collection of children's adventure novels that has captivated readers for decades. The series follows the adventures of four children, Julian, Dick, Anne, Georgina and their loyal dog, Timmy, as they solve mysteries and embark on thrilling escapades. *Five on a Hike Together*, one of the books in this series, exemplifies the themes of friendship, bravery, and moral decision-making that permeate Blyton's work.

While there is extensive research on the theoretical aspects of cognitive and moral development, there is a need for more studies that apply these theories to specific literary works. Analysing *Five on a Hike Together* through the lens of moral development theory provides a unique opportunity to bridge this gap, offering practical examples of developmental theories in action.

Despite the enduring popularity of Enid Blyton's "Famous Five" series, the specific ways in which the characters' adventures contribute to the moral development of young readers remain underexplored. This research addresses this gap by investigating the pedagogical potential of these stories, particularly *Five on a Hike Together*, as a tool for illustrating evolving ethical values and moral reasoning in children. The study further seeks to analyze the influence of friendship and loyalty as central themes in the series on the emotional and moral growth of its characters. This inquiry will delve into how the moral dilemmas faced by the children in the book serve to illustrate their evolving ethical values and moral reasoning, and in what ways the themes of friendship and loyalty influence the characters' moral development.

METHOD

The primary material for this research is *Five on a Hike Together*, the tenth book in Enid Blyton's highly popular "Famous Five" series, first published in 1951. The novel spans 213 pages and follows the well-known group of child protagonists—Julian, Dick, Anne, and George—along with their loyal dog, Timmy, on an unplanned hiking adventure during their school holidays. Their journey quickly becomes a mystery involving a hidden treasure and clues left by an escaped convict, a narrative that weaves together elements of suspense, teamwork, and moral dilemmas.

Enid Blyton, a prolific and influential children's author, is known for her engaging storytelling that often imparts timeless values of courage, loyalty, and justice. Her work provides a fertile ground for exploring how fictional narratives can model and influence moral and psychological growth.

This study employs a qualitative research design to provide an in-depth exploration of character behavior, ethical decision-making, and thematic content within the narrative. This approach is particularly well-suited for literary analysis, allowing for a nuanced interpretation of how the characters' experiences reflect various stages of moral and cognitive development.

Data for this study was collected through a close reading of *Five on a Hike Together*. This process involved identifying and documenting instances where characters face moral dilemmas, demonstrate ethical reasoning, or exhibit psychological growth. The data collected included detailed notes on character interactions, dialogue exchanges, and key moments of moral tension or decision-making. To support this analysis, supplementary sources such as academic articles and literature on children's moral development were reviewed.

The analysis focuses on aligning the characters' behaviors, decisions, and responses to moral dilemmas with the principles of Kohlberg's and Piaget's theories. This involves mapping how the characters' actions and reasoning reflect specific developmental stages, from a focus on basic obedience to a more principled understanding of justice. The study interprets these findings to describe the psychological and moral growth of the characters, identifying key narrative moments that highlight their progression and the evolving nature of their ethical reasoning.

FINDINGS AND DISCUSSION

The first part of this section discusses how the moral dilemmas faced by the children in the book serve to illustrate their evolving ethical values and moral reasoning. The children's adventure is initiated by a seemingly innocuous event that quickly becomes their first moral puzzle: Dick receives a cryptic message from an escaped convict. The initial reaction from the group is one of skepticism; George laughs it off as a dream, and Julian, the eldest, dismisses it as "nonsensical" until physical evidence, a torn piece of paper, is found.

He said... 'Two-Trees. Gloomy Water. Saucy Jane.' And he said 'Maggie knows.' ... Just like that! Well, it must have been a dream, Dick!" said George, laughing. It sounds nonsensical to me—more dream-like than real, said Julian. If you can't find that paper, it's all a dream, said Julian. But if you can find it, the whole thing is true!(Blyton, 1951, p. 80)

The group's immediate shift from dismissal to serious investigation represents a critical moment of moral development. According to Piaget's theory, this decision signifies a nascent move toward autonomous morality. Rather than blindly accepting a pre-existing notion that such a bizarre event must be a dream or simply ignoring the matter, the children collectively evaluate the situation based on evidence and reason. Their cooperation in testing the veracity of the clue indicates a shared sense of responsibility and an emerging ability to co-construct moral reality without adult instruction.

From Kohlberg's perspective, this early collective action shows a progression beyond the pre-conventional stage, which is dominated by a desire to avoid punishment or seek personal gain. At this point, the children's motivation is not selfish but driven by a shared, albeit implicit, understanding that an injustice has occurred. This sets the stage for a more mature, conventional level of moral reasoning, where their actions will be guided by an evolving sense of justice.

The children's attempt to report the clue to the local police at Reebles marks a pivotal moment in their moral development. The encounter with a cynical and dismissive policeman forces them to confront the limitations of relying on external authority.

"Ha! You've seen him too, I suppose?... runs about giving messages to school-boys, does he? The prisoner's caught – four hours ago – and he's safe back in prison now. Let me tell you youngsters this – I'm not taken in by any silly schoolboy spoofing."(Blyton, 1951, p. 89).

The officer's sarcastic demeanor and outright rejection of their report creates a direct moral dilemma: should they obey the authority figure and drop the matter, or challenge his unfair dismissal? Julian calmly and resolutely responds: "If you like. I'll give you all our names, and I myself will make a report to the police in our village" (Blyton, 1951, p. 91). This demonstrates a significant ethical shift. The children are no longer operating within a rigid, fear-based system of rules but are appealing to a higher, more abstract principle of fairness.

This behavior aligns with Piaget's concept of autonomous morality, where the children hold the adult accountable to a standard of rational conduct, demonstrating their belief that rules can be challenged when they are applied unjustly. Similarly, Kohlberg's framework places this action at the cusp of the conventional and post-conventional levels. The children's actions are no longer guided by a simple desire to obey rules (Stage 1) but by a sense of social order and a burgeoning understanding of justice. Their moral compass guides them to uphold the principle of justice, even in the face of an uncooperative and condescending authority figure, signaling their transition into a more sophisticated stage of ethical reasoning.

Following their humiliating experience at the police station, the children realize they cannot rely on adults to solve the mystery. Julian's decision to take initiative and pursue the investigation independently is a clear demonstration of moral maturity. He acknowledges that since the authorities have "turned [their report] down with scorn," the group is morally free to act on its own. This act reflects a departure from the heteronomous stage of morality, where adults are the sole enforcers of rules. The children accept full responsibility for their actions, operating on a self-constructed moral code.

This autonomous decision-making is reinforced by Anne's suggestion to return any borrowed items after the adventure is over. Her concern for reciprocity and fairness, even in a time of urgency, reflects a sophisticated sense of ethical responsibility. From Kohlberg's perspective, the group's actions align with a social-contract orientation (Stage 5). They are not acting for personal glory but to solve a problem for the greater good, respecting the principle that laws and social norms are intended to serve justice, and when those in authority fail to do so, individuals have a moral obligation to act responsibly.

The climax of the children's moral journey occurs during their confrontation with Dirty Dick and Maggie, the escaped convict's accomplices. The antagonists attempt to intimidate the children with threats and a coercive bargain, but Julian and the group refuse to back down. Julian's declaration that "no threats or bargains will make any difference to us" demonstrates a firm grasp of moral agency. They are no longer simply reacting to a situation but are actively asserting their ethical principles against a clear act of wrongdoing.

This face-off provides a compelling illustration of Piaget's autonomous morality in practice. The children assess the situation based on their internal standards of justice, concluding that their actions are morally justifiable and that the criminals have no legitimate authority over them. In terms of Kohlberg's theory, this resistance is a powerful example of Stage 5 reasoning. The children choose to act on principles of justice rather than submitting to fear or intimidation, refusing to engage in a transactional bargain that would compromise their integrity. This active resistance, which is shared by all the children, underscores how their strong bonds of friendship and loyalty have helped solidify a shared ethical code.

The final act of the story—the children's decision to recover the stolen jewels and their subsequent handover of the treasure to the police—marks the full maturation of their moral development. They could have kept the valuable loot or simply walked away, but their collective moral compass drives them to uphold justice and civic responsibility. Their decision to seek out a trusted authority figure, Mr. Gaston, rather than returning to the dismissive officer, further highlights

their advanced moral reasoning. They act not out of blind obedience but from a principled understanding of fairness and the importance of working with those who share their values. This behavior firmly places them in Kohlberg's Stage 5, where actions are guided by internalized ethical principles rather than external rewards or punishment.

To sum up, the series of moral dilemmas faced by the Famous Five in *Five on a Hike Together* provides a clear narrative of their ethical evolution. The children's journey from a nascent understanding of justice to a principled commitment to it illustrates their progression through the stages of moral development. Their ability to challenge unfair authority, take independent initiative, and resist intimidation demonstrates a shift from a heteronomous, rule-based morality to an autonomous, justice-oriented one. This trajectory, framed by the theories of Piaget and Kohlberg, underscores how the challenges they face are not just exciting adventures but crucial opportunities for their moral and psychological growth.

The next discussion addresses the second research question, analyzing how the themes of friendship and loyalty in *Five on a Hike Together* fundamentally influence the characters' moral development. The relationships among the Famous Five—Julian, Dick, Anne, George, and Timmy—serve as a moral anchor, providing a foundation for their growth in ethical reasoning and autonomy. Through collaborative problem-solving and unwavering support, their collective bond becomes the primary catalyst for their ethical maturity.

The narrative's opening provides a crucial illustration of the group's pre-existing camaraderie. Julian's invitation for a hike is met with immediate, enthusiastic acceptance from Anne and George, reflecting a deep-seated trust and loyalty. At this initial stage of their journey, their moral reasoning is driven by Kohlberg's Stage 3, or the "good interpersonal relationships" orientation. They cooperate with Julian's plan not out of blind obedience but because he is a trusted friend and leader. This unquestioning support for their peer's decision foreshadows how their loyalty will serve as the bedrock for their moral choices when faced with more serious dilemmas. From a Piagetian perspective, this early scene shows the children operating within a framework where group harmony and trust are paramount, an essential step before they can develop a truly autonomous sense of morality.

The group's loyalty is tested and strengthened when Dick discovers the mysterious message. Despite initial skepticism from George and Julian, their trust in Dick's account prevents them from dismissing the incident as a dream. Instead of mocking or ignoring him, they collectively choose to verify the evidence. This shared respect for each member's experience is a cornerstone of their moral growth. The group's loyalty fosters an environment where moral reasoning can flourish, as each child's contribution is valued. This mutual trust empowers them to act on their shared convictions, laying the groundwork for a moral framework that is self-constructed rather than imposed.

Their solidarity is further solidified during the encounter with the dismissive policeman. When the officer mocks their story and questions their honesty, the children do not turn on one another. Instead, their shared experience of injustice unites them. Julian's composed defiance, alongside Dick and George's outspoken indignation, demonstrates a collective moral courage. Their loyalty to each other emboldens them to trust their values even when challenged by an authority figure. They learn to rely not on external validation but on their internalized ethical code, which is fortified by their shared experience of being wronged. This event marks a significant progression beyond simply obeying authority, as their friendship gives them the strength to stand up for what they believe is right.

When the children decide to pursue the mystery on their own, their friendship transforms from a source of cooperation into a framework for collaborative decision-making. Julian presents the plan, but the others do not merely follow. They contribute their thoughts and concerns, with Anne's thoughtful suggestion about returning borrowed supplies highlighting the group's shared commitment to fairness and accountability. This collective moral stance, rooted in loyalty and equality, is a key indicator of their developing autonomous morality. Their friendship ensures that

the moral responsibilities are shared, not imposed, and that their judgments are a product of mutual respect rather than coercion.

The theme of loyalty reaches its climax during the confrontation with the criminals at Gloomy Water. When faced with threats and a deceptive bargain, the children's moral decision to resist is not a solo act but a collective one, supported by their unwavering trust in each other. Julian's refusal to back down is a direct result of the collective courage of the group, which includes even Timmy's protective presence. In this high-stakes scenario, their friendship serves as a shield, enabling them to hold firm to their convictions. Their moral choice to confront injustice rather than retreat or compromise is grounded in this unshakable loyalty.

Ultimately, the successful resolution of the mystery—recovering the stolen jewels and delivering them to the proper authorities—is a testament to their teamwork. Each child plays a crucial role, and the final praise they receive from the inspector validates not only their bravery but their collective integrity. Their moral success is rooted in unity, demonstrating that their friendship has guided them through doubt and danger. Their collaborative efforts allow them to grow from children who follow orders into individuals capable of making ethical choices based on reason, empathy, and shared values. Their moral development is inextricably linked to their loyalty to one another, proving that friendship is a powerful force for ethical growth.

CONCLUSION

This paper has explored the moral and psychological development of the characters in Enid Blyton's *Five on a Hike Together* through the theoretical frameworks of Jean Piaget's and Lawrence Kohlberg's moral development theories. The findings reveal that the Famous Five undergo significant ethical growth, moving from a morality based on external rules to one guided by internal principles of justice and fairness.

The research's primary objective was to analyze how the moral dilemmas in the story illustrate the children's evolving ethical reasoning. Initially, the group displays characteristics of conventional morality, relying on trusted authority figures and seeking group approval. However, as the narrative progresses, their moral compass becomes increasingly autonomous. They courageously challenge a dismissive authority figure—the mocking policeman—and make independent decisions to pursue the truth, even when adults refuse to assist. Their successful retrieval and return of stolen jewels demonstrate a sophisticated moral reasoning grounded in the principles of justice and responsibility, moving beyond the conventional stage to an early form of post-conventional thinking.

The second area of inquiry investigated the influence of friendship and loyalty on the children's moral growth. The findings highlight that their strong interpersonal bonds are the moral anchor that guides their choices. This loyalty prevents them from ridiculing Dick when he receives a mysterious message and empowers them to remain united in the face of ridicule from the police. Their shared ethical commitment, strengthened through adversity, gives them the courage to stand up to injustice and persevere through threats.

In essence, the characters' moral journey can be traced through Piaget's and Kohlberg's frameworks. We observe a transition from heteronomous morality—where right and wrong are defined by external authority—to autonomous morality, where the children construct their own internal standards based on fairness and intent. In Kohlberg's terms, their progression from conventional to post-conventional thinking is shaped and reinforced by their loyalty to one another. The adventure of the Famous Five is thus a rich narrative of how young individuals develop a deepening awareness of justice, fortified by friendship and strengthened through meaningful experiences. The story underscores the vital role of relationships and empathy in forging a responsible and ethical character.

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