



Teachers' Efforts in Developing the Morals of Elementary School Students in Indonesia

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Abstract

The purpose of this study is to find out and describe the efforts made by teachers in fostering student morals, the methods used in fostering student morals, the supporting factors for teachers' efforts in fostering student morals, and the obstacles or obstacles faced by teachers in fostering student morals. The research method that the author uses is a qualitative research method of case study type. Data collection techniques through observation, interviews and documentation. The results showed that the teacher's efforts in fostering student morals can be carried out well, the ability of students to accept all the guidance that has been done by the teacher. Students' moral development has done what the teacher teaches in moral development, namely respecting teachers, helping friends, loving the smaller ones. The teacher's way of fostering student morals is by giving lessons related to morals and fostering students' religion by example, always getting students used to always behaving well, speaking politely, respecting teachers and others, and not forgetting the efforts made by the teacher is to give advice to students to always do good. Supporting factors in fostering student morals are the teacher's willingness to foster student morals, the existence of a family relationship between the teacher and the principal. The obstacles faced by teachers in fostering student morals are the lack of motivation and support from parents, and the unavailability of facilities and infrastructure for worship.

INTRODUCTION

Education is a human effort to foster personality in accordance with community values. Education is a conscious guidance or leadership by the educator towards the physical and spiritual development of the educated towards the formation of the main personality (Agusti et al., 2018; Mualif, 2023; Oktavia et al., 2023; Baroud et al., 2025). Personality development is a mechanism that controls and directs a person's attitude and behavior. If a person's personality is strong, then his attitude is firm, not easily influenced by persuasion and factors coming from outside, and responsibility for his words and actions. Conversely, if one's personality is weak, one is easily swayed and swayed by various external factors and influences.

Moral development is the focus of attention in Islam. There are many verses and hadiths that call for doing good and preventing evil, one of which is found in Surah An-Nahl verse 90:

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إِنَّ اللَّهَ يَأْمُرُ بِالْعَدْلِ وَالْإِحْسَانِ وَإِيتَاءِ ذِي الْقُرْبَىٰ وَيَنْهَىٰ عَنِ الْفَحْشَاءِ وَالْمُنْكَرِ وَالْبَغْيِ يَعِظُكُمْ لَعَلَّكُمْ تَذَكَّرُونَ

Meaning: "Verily, Allah enjoins (you) to be just and to do good, and to give to your relatives, and Allah forbids evil deeds, wrongdoing and hostility. He teaches you so that you may learn".

The word morals is adapted from Arabic with the vocabulary al-Khuluq which means events, character and basic character that exists in humans. Every human being is born with a basic nature brought from God. Morals are universal norms regarding what is good and bad, right and wrong, *amal ma'ruf and nahi munkar* (Musthofa, 2023; Puspitasari et al., 2022).

Morals or behavioral systems can be socialized through our approach to Allah SWT by doing good to fellow humans. The essence of morals based on tawhid and akhlak al karimah is good deeds and wherever someone is. To form good morals requires a series of teaching or education both formal and informal education. In this case the teacher as a teaching staff to foster the morals of a student through education in elementary school (Olisna et al., 2022; Santosa & Andrean, 2021).

Education in general is a process to develop all aspects of human personality that includes knowledge, moral values, attitudes, and skills (Dwiyani, 2023; Tarigan & Amini, 2024). In addition, education is also a symptom and completeness of human needs that are very important in life itself. It can be said that education basically aims to shape and develop the personality of students to be better from all aspects (Judrah et al., 2024).

Education is a means of creating human resources that can think critically and independently and thoroughly, because education is the basic capital to make quality humans. In addition, humans as creatures created by Allah SWT will be equipped with human nature or potential (Huda et al., 2024). Teaching is an act that requires heavy responsibility, because the success or failure of the education and teaching process lies in the hands of the teacher. Teaching is not just a process of delivering knowledge to students, but it is more complex than that. The development of views on learning and teaching issues has changed in line with the development of science and technology (Amelia, 2023; Putra & Pratama, 2023). All of this poses a challenge for teachers to constantly improve their competence.

Many factors influence teachers, so that teachers often experience obstacles and obstacles, so assistance and guidance and supervision are needed from the leaders of educational institutions. The success of organizing education and teaching in an educational institution is largely determined by the cooperative efforts of teachers in particular and the school family in general in carrying out the teaching and learning process held in elementary schools (Bararah, 2020; Firmansah et al., 2022). Teachers are required to be used as role models in fostering student morals. Moral development can not only be done through good attitudes and behavior. Modeling good morals is the most effective way in moral development by teachers. Moral education must be carried out as early as possible, especially moral education at the elementary school level (Matanari, 2021; Raharja & Nurachadija, 2023). The introduction of elementary school students to good morals must be carried out by teachers with various teachings both theoretically and practically. This means that modeling good morals is one of the effective methods in moral formation.

Etymologically (language) morals are the plural form of خلق, which means character, temperament, behavior and character. Meanwhile, the Idris Marbawi Dictionary explains that the word morals means Saji`ah or temperament and character, marwa`ah which means willing and `adah or called habit. Thus, linguistically, morals

can be good and bad, depending on the value system that is used as the basis or benchmark (Anwar, 2022; Basri et al., 2024). The word morals always has a positive connotation. People who are good are called moral people, while people who do not do good are often called immoral people.

The word Akhlaq is rooted from the word khalaqa which means to create. It is rooted with the words *Khaliq* (creator), *makhluk* (created) and *kehalq* (creation). Akhlak is an inner picture that is reflected in actions. The second opinion says that morals are the result of education, training, coaching and hard and earnest struggle. According to Imam Ghazali as quoted by Abdul Mujib and Jusuf Mudzakkir, if human nature cannot be changed, advice and guidance are useless. He emphasized that if morals could not accept change, then the fatwa of advice and education would be empty (Jusuf Mudzakkir, 2010). The task of moral education is to help children reach the highest stage of moral development (moral perfection). The aspects needed in moral education are the principles of appreciation and awareness, the principle of habituation and the principle of imitation which leads to exemplary (Muhibbin, 2024).

METHODS

The research method used is a qualitative method with a case study approach. Case study is a research method that studies in depth a particular case, be it an individual, group, organization, or phenomenon, to gain a comprehensive understanding of the case. The descriptive method is a problem-solving procedure that is investigated by describing or deciding the state of the research object based on the facts that appear as they are, with the aim of seeing far about the teacher's efforts in fostering student morals which are carried out by direct observation so as to obtain accurate data (Amelya et al., 2023; Fitriani et al., 2022; Irwan et al., 2021; Oktavia et al., 2023; Yusnita et al., 2018).

Data sources in research are the subjects from which data can be obtained. The subjects in the study were teachers and students (Arikunto, 2022). Data sources can be divided into two, namely primary data sources and secondary data sources, which include primary data are teachers and students while secondary data are principals and documentation, both in the form of notes, letters, archives, and meeting minutes books.

The data collection techniques that the author uses are observation and interviews. Observation is observing and listening in order to understand, seek answers, seek evidence of social and religious phenomena (behavior) events, circumstances, news and certain symbols for some time without affecting these phenomena for the determination of data analysis (Ardiansyah et al., 2023). This technique will be used by the author to see directly how efforts are made by teachers in fostering student morals, the methods used by teachers in fostering morals, as well as supporting and inhibiting factors in the process of fostering student morals. Interview is an oral expression of information between two or more people directly (Damri et al., 2017; Engkizar et al., 2018; Yulianto & Nugraheni, 2021). This technique will be addressed by the author to students and teachers to find out the morals of students that have been applied by the teacher in charge (Engkizar et al., 2023; Nurjanah et al., 2025; Rasdiany et al., 2024).

RESULT AND DISCUSSION

Teachers are one of the education personnel who have a role as one of the factors determining the success of an educational goal because teachers who directly intersect with students to provide guidance that will produce the expected graduates (Darmansah, 2023; Satrio et al., 2021). Teachers are human resources who are planners, actors and determinants of the achievement of organizational goals. Teachers are the backbone of educational activities, especially those related to the teaching and learning

process. Without the role of the teacher, the teaching and learning process will be disrupted and even fail. Therefore, in education management, the role of teachers in educational success efforts is always being improved considering the challenges of the world of education for the success of the quality of human resources that are able to compete in the global era (Humati & Budiarti, 2020; Zulkarnain, 2023).

Based on the author's interview with the Islamic Religious Education teacher, one of the efforts in fostering student morals at school is by studying subjects related to morals. Because morals are very important for students, so that students can behave properly in their relationships at school. Citizenship education and Islamic Religious Education subjects discuss commendable morals and despicable morals such as morals towards teachers and so on. Interviewees said that the purpose of learning morals is to foster students to have noble character, because these morals are very important to instill in students at an early age (Fauzi, 2020; Hariyadi et al., 2023). The material in Islamic Religious Education aims to develop faith through providing, fertilizing and developing knowledge, appreciation, practice, habituation, and experience of students about Islam so that they become human beings who continue to develop their faith and devotion to Allah SWT.

Citizenship Education also has the content of fostering student morals, as explained by the resource person that one of our ways of providing moral guidance to students is by conducting education, one of which is civic education. The aim is to invite students to think critically, rationally and creatively, participate actively and responsibly and act intelligently in the activities of society, nation and state. The method used by teachers in fostering student morals is the most important thing in the education process. The way teachers convey messages to students must really be understood and applied by students. There are three ways that parents often use in moral development.

First, exemplification. Children between the ages of seven and twelve like to imitate what the people around them do. What the teacher does will be imitated and followed by the students. Therefore, exemplary education is an effective method in preparing and shaping children morally, spiritually and socially (I. B. Putri & Muhid, 2021). Educators are the best figures in the eyes of children whose actions and manners will always be embedded in the child's personality. Theoretically, being a role model is the most important part of a teacher, so being a teacher means accepting the responsibility to be a role model (Illahi, 2020; Napratilora et al., 2021). The interview results show that teachers provide role models in their children's moral development.

The informant explained that "if I want to tell my children to always be disciplined, then I should set an example by practicing discipline first. So my students can imitate me, the efforts I make to foster student morals are by providing examples, for example always speaking well, greeting each other, advising, respecting others". The author conducted an interview with a student who said that "teachers always model for me how to behave as a good student, how to sit politely and speak politely. Words and ways of speaking, even the style of responding to his friends or other people, are influenced by the surrounding environment including teachers. Expressing emotions of anger, joy, sadness and so on, are also learned from the teacher". Exemplary in education is the most convincing method of success in preparing and shaping students in the moral and social fields (Faj, 2021; Rosi, 2021). This example should always be well maintained so that it can function optimally, for this reason the whole school should provide support and set an example of good behavior.

Second, habituation. The efforts made by teachers in fostering students' morals are always teaching students to always respect teachers and accustoming students to always act in discipline, manners, social care (Iqbal, 2023). Examples of discipline habituation are entering on time and obeying school rules. Examples of manners, teachers always accustom their students to reading greetings every time they enter the

classroom, praying before and after learning, teaching polite speech to fellow friends, and respecting teachers and respecting parents. Examples of social care, strive to do good to friends, see friends who are sick, help friends who are in trouble, give alms, and give alms in the way of Allah SWT.

Islam strongly encourages educating children and nurturing their character through exercises and habits that are appropriate for their psychological development, even if it seems forced, because this is to keep children from going astray (Ilham, 2024; Maghfiroh, 2024). These habits and exercises will shape certain attitudes in children, which will gradually become clearer and stronger until they are no longer shaken because they have become part of their personality. Habits are actions that are frequently performed and eventually become routine. If these routines are repeated continuously, they will eventually become part of a person's character. Once this character has become ingrained in a person, they will have a certain personality (Arief et al., 2022; Romadona, 2021). The goodness or badness of a person's personality depends on the habits they developed from a young age. Therefore, these habits and practices will shape certain attitudes in students, which will gradually become clearer and stronger, ultimately becoming unshakable as they become part of their personality.

Third, advice. Advice has a significant influence in opening students' eyes to the reality of things, encouraging them to strive for noble character and dignity, adorning them with noble morals, and equipping them with Islamic principles (Alam, 2020; Nengsih & Purnomo, 2021; N. Putri et al., 2025; Zainal et al., 2022). In an interview with one of the teachers, it was explained that the teacher always instills discipline in students in cultivating morals, always advises students to instill a polite attitude towards teachers, always respect older or younger people, and always be careful in socializing.

CONCLUSION

The efforts made by teachers in fostering students' character in elementary school are already at their maximum. This is evidenced by teachers teaching students to always remember God's blessings and be grateful for them, as well as to feel content with the blessings they have received in their daily lives. The methods teachers use to cultivate students' moral character in elementary schools include habit formation, setting a good example, and giving advice. Moral character toward fellow human beings involves instilling the habit of expressing gratitude when given something, whether it be a gift or advice. Additionally, teachers prohibit students from using harsh or vulgar language toward others and instill a sense of respect for fellow human beings.

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