

## **The Role of Teachers In The Development of Moral Education In Primary Schools**

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### **Abstract :**

*This study aims to analyze the role of teachers in the development of moral education in primary schools as a response to the increasing cases of moral degradation among students. Moral education serves as a fundamental foundation in shaping students' character, ethics, sense of responsibility, and social awareness from an early age. This research employs a literature review method using a qualitative descriptive approach by analyzing various relevant national and international journals. The findings indicate that teachers play a strategic role as role models, facilitators, and mentors in the process of internalizing moral values. The application of Albert Bandura's social cognitive theory forms a crucial basis, emphasizing the importance of learning through observation, imitation, and reinforcement. Approaches such as moral discussions, role-playing, project-based learning, and the use of technology have proven effective in supporting students' character development. The success of moral education is influenced by teacher competence, behavioral consistency, family involvement, and support from the school and community environment. Therefore, strengthening teachers' professional capacity through continuous training and multi-stakeholder collaboration becomes a key factor in nurturing morally grounded students in the modern era.*

**Keywords:** *Teacher's Role, Moral Education, Social Cognitive Theory, Primary School, Student Character.*

### **INTRODUCTION**

In the current era of rapid technological and informational development, moral education has become a critical component in fostering students' ethics, attitudes, and habits. As emphasized by Faiz & Purwanti (2022), the discussion of moral education is highly significant in addressing various problems within educational environments, particularly those related to moral development. According to Wisudayanti (2022), moral education is a systematic effort to produce morally grounded human resources. It is not merely an additional subject or theoretical concept, but rather a framework that guides students in practicing ethics, positive behavior, and expected habits in line with current educational goals. Furthermore, Sarah et al. (2024) argue that moral education serves as a foundational process to cultivate students' ethical personalities, sense of responsibility, and social concern. Education cannot be considered complete if it fails to foster holistic individual development, which includes not only cognitive but also moral growth (Ozturk, 2008).

As professional educators, teachers are expected to possess competencies that support their responsibilities in facilitating students' moral development. The role of teachers is highly complex in constructing and strengthening students' moral character (Sukmawati, 2018). Therefore, teachers require appropriate methods and approaches to effectively implement moral education. An integrative approach is essential in character education, where moral values are embedded across various subjects and activities

(Fajrianti & Kaif, 2024). Handoko et al. (2024) suggest that contextual learning and discussion-based strategies are effective means of building morally sound student character. These approaches encourage students to develop an awareness of the importance of moral values.

In this context, teachers hold a strategic position as agents of character formation who not only deliver knowledge but also instill moral values through daily learning activities. Thus, the presence of teachers within educational institutions becomes a systemic and essential response to cultivating students' moral development in a structured and sustainable manner.

Supporting this view, Araniri et al. (2018) affirm that teachers play a fundamental role as agents of change in society and as character educators. This reinforces the idea that teachers are not merely conveyors of knowledge. According to Aprilia et al. (2024), teachers serve as conveyors of moral values, leaders, and guides for students towards better behavior. Furthermore, within the existing educational system, teachers occupy a crucial role (Widiyono, 2018). Among their major responsibilities is the formation of students' moral character, a view also supported by D'Rozario et al. (2017), who argue that the heavy responsibility for character and citizenship development rests on teachers' shoulders.

However, the reality in the field presents a different picture. Cases of moral degradation are increasingly prevalent. For instance, a report from Detik Jogja highlighted an incident involving three elementary school students who were arrested for motorbike theft, having committed the act four times (Jemmi Purwodianto, 2025). Similarly, another case involved two primary school students engaged in car theft (Agus Warsudi, 2025). These cases reveal that moral degradation is occurring even at the primary school level, raising deep concerns. This situation underscores the urgent need to instill moral values from an early age. Immediate and appropriate measures are necessary to prevent further moral decline (Salmiyanti, 2023).

Several previous studies have addressed issues related to this topic. Faiz & Purwanti (2022) concluded that instilling moral values is crucial at the primary school level as a foundational stage and primary asset for character development. Teachers in educational institutions must not only act as knowledge transmitters but also understand and implement effective methods and approaches to nurture students' moral development. Similarly, Sarah et al. (2024) emphasized the importance of moral education in building students' personality and moral values.

Based on the above background, this study aims to further examine various scholarly works that highlight the importance of the teacher's role in instilling moral values, particularly in primary schools. The findings are expected to serve as a comprehensive reference for understanding how teachers can effectively contribute to the development of students with strong moral character.

## **RESEARCH METHOD**

The research method employed in this article is a literature review with a qualitative descriptive approach. According to Sumiharyati & Arikunto (2019), a literature review is a compilation of written studies derived from journals, books, and other documents that describe theories and information from past and present years, consolidating relevant sources under a single topic and necessary documentation. The aim of this study is to analyze the role of teachers in the development of moral education in primary schools.

Data were collected by identifying and reviewing previous research findings published in national and international journals. The articles reviewed were selected based on their relevance to the topic of teachers' roles in moral education and were drawn

from credible reference sources. The data collection procedure was conducted systematically, beginning with keyword searches in databases such as Google Scholar and ProQuest.

Articles were then selected based on eligibility criteria, including language (Indonesian or English) and thematic alignment with the teacher's role in promoting moral education at the primary school level. The collected data were subsequently analyzed to identify the thematic focus and deepen the understanding of the research topic.

## **FINDINGS AND DISCUSSION**

### **Moral Education**

Moral education is a crucial process in shaping students' character and ethical values, particularly at the primary school level. Generally, moral education is defined as a systematic effort aimed at internalizing values, norms, and moral principles in students so they can act in accordance with prevailing social and ethical standards. According to Lickona (1991), moral education involves cognitive, affective, and behavioral aspects, enabling students not only to understand what is right and wrong, but also to appreciate the importance of moral values and apply them in their daily lives. In this context, the role of the educator becomes vital, both as a facilitator of moral learning and as a behavioral role model.

One of the most relevant theories in moral education is Albert Bandura's Social Cognitive Theory, which emphasizes that moral learning is not solely acquired through direct instruction, but also through observation and imitation of behavioral models within students' environments, such as teachers, parents, and peers. Bandura explains that children learn moral behavior by observing the consequences others experience from their actions, thus enabling more effective internalization of moral values. Positive and negative reinforcement also play an important role in motivating students to behave in accordance with expected norms. Therefore, teachers, as educational agents, have a strategic role in creating a conducive learning environment and modeling moral behavior that students can emulate.

Sari et al. (2020) found that moral education conducted through observation and teacher modeling significantly improves students' discipline and empathy. Furthermore, Pratiwi (2021) highlighted challenges teachers face in practicing moral education, particularly the difficulty of maintaining personal behavioral consistency as a role model. Rahmawati (2022) emphasized that teachers who consistently demonstrate moral behavior positively influence student character development. Setiawan (2023) also noted that a supportive and harmonious family environment strengthens the moral learning that takes place at school. Wulandari (2023) recommended that instructional strategies emphasizing behavioral modeling and reinforcement, based on social cognitive theory, are highly effective in advancing students' moral development.

Thus, it can be concluded that moral education at the primary school level heavily relies on the teacher's role as both a model and a facilitator of moral learning. Social cognitive theory provides a solid foundation for understanding moral learning through observation and reinforcement, thereby supporting the optimal internalization of moral values and the development of students with strong and principled character.

### **The Role of Teachers in Moral Education**

#### **Teachers as Role Models**

The teacher's role in moral education in primary schools is highly critical, as they are responsible not only for delivering academic content but also for shaping students' character and ethical values. Research by Nizar et al. (2025) revealed that teachers who model moral behavior have a significantly positive impact on the development of

students' character. The study found that students who observe consistent moral behavior from their teachers are more likely to internalize and apply moral values in their daily lives. Siddiqui et al. (2021) also emphasized the importance of interactive teaching approaches in which teachers actively create a learning environment that supports the development of empathy and discipline. The research indicated that students engaged in moral discussions and group activities facilitated by teachers gain a deeper understanding and appreciation of moral values.

The teacher's role as a role model is a fundamental component of moral education. Children tend to imitate behaviors they observe, and teachers who consistently demonstrate integrity, honesty, empathy, and respect inherently instill these values in their students. Popovska et al. (2021) found that students who are taught by teachers with strong character and consistent moral practices tend to possess better moral understanding and behaviors. Another study by Jumatullailah et al. (2024) emphasized that teachers' daily interactions with students, including how they resolve conflicts and model fairness, have a substantial impact on students' moral development. This underscores that moral education is not solely about knowledge delivery but also about real-life practices demonstrated by teachers.

### **Teachers as Facilitators of Moral Learning**

In addition to being role models, teachers also act as facilitators who design and implement learning activities that stimulate students' moral development. This includes the use of pedagogical strategies that allow students to reflect on values, make moral decisions, and cultivate empathy. Jumatullailah et al. (2024) found that methods such as moral dilemma discussions and role-playing simulations effectively enhance primary students' moral reasoning skills. They concluded that teachers who can create safe and supportive classroom environments—where students feel free to express their views and explore moral dilemmas—achieve better outcomes in moral development.

Furthermore, Tuhuteru et al. (2023) emphasized the importance of integrating moral values across all subjects, not only in religion or civics education. Teachers who can relate moral concepts to subjects like mathematics, science, or language help students recognize the relevance of morality in various aspects of life. In this context, the teacher plays the role of a designer of the "hidden curriculum" by organically embedding values into every aspect of learning.

### **Teachers as Moral Guides and Supporters**

Moral development is not always a smooth process; students often face challenges in understanding and applying moral values. This is where the role of the teacher as a guide and emotional support becomes crucial. Teachers must be observant in identifying moral challenges faced by students, provide appropriate guidance, and offer emotional support. Research by Dewi et al. (2020) showed that personal interventions and brief counseling sessions conducted by teachers positively influence the moral behavior of students in difficulty. The study also highlighted the importance of collaboration between teachers and parents in guiding students' moral development, with teachers acting as communicators and facilitators.

Additionally, Jumatullailah et al. (2024) found that teachers who proactively initiate community-based programs or extracurricular activities that promote cooperation, social responsibility, and empathy significantly contribute to students' moral development. This illustrates that the teacher's role extends beyond the classroom and into fostering a holistic educational ecosystem that supports character formation.

Albert Bandura's social cognitive theory provides a robust framework for understanding the teacher's role in moral education. According to Bandura, learning occurs through observation and imitation, where students learn from the behaviors of

others, including their teachers. In this context, teachers not only communicate moral values verbally but also embody these values through their conduct. Wulandari (2023) reported that when teachers actively model positive moral behaviors, students are more likely to imitate and internalize them. This demonstrates that teachers serve as critical role models in moral education, where students learn not only from instruction but also from what they see and experience in everyday interactions.

### **Teacher–Parent Collaboration**

Collaboration between teachers and parents is a foundational element for building a holistic and sustainable moral education environment. Children spend most of their time in two key environments: home and school. When moral messages and values delivered in both settings are aligned and mutually reinforcing, the internalization process in students becomes significantly more effective. Rahman and Indriani (2024) highlighted that active parental involvement in school-based character education programs positively influences students' moral development. Such collaboration also provides teachers with deeper insights into students' family backgrounds and home habits, which are essential for comprehensive moral guidance. Wulandari and Mulyana (2024) found a strong positive correlation between parental engagement in school programs, including moral education initiatives, and the quality of students' character and social behavior.

The importance of teacher–parent collaboration goes beyond one-way communication; it includes building a consistent and sustainable support ecosystem for students. When teachers and parents work together, they can detect moral issues early and develop coordinated intervention strategies across both school and home environments. Consistency in moral messaging and reinforcement across these settings is vital to eliminate ambiguity and accelerate students' moral internalization. Fauzi and Lestari (2023) affirmed that open and regular communication between teachers and parents fosters strong partnerships, enabling more effective handling of students' moral concerns. This effective collaboration ultimately supports not only individual moral development but also the creation of more ethical school and home communities. As noted by Putri and Handayani (2022), synergy between school and family fosters a more positive learning environment that supports character formation.

In conclusion, the teacher's role in moral education is multifaceted and includes teaching, modeling, and collaborating with parents—all of which contribute to the holistic formation of student character. Bandura's social cognitive theory underscores the importance of observation and imitation in the learning process, highlighting that teachers function not only as educators but also as behavioral role models who significantly influence students' moral development.

### **Challenges Faced by Teachers in Implementing Moral Education**

Implementing moral education in primary schools is not an easy task; teachers often face various complex challenges. One of the primary obstacles is the dense curriculum and the focus on academic achievement. Teachers frequently feel pressured to cover extensive subject matter and meet exam score targets, leaving limited time and space to explore moral values in depth. Although moral education is integrated into various subjects, teachers may struggle to find effective ways to deliver it without disrupting the core instructional flow. As noted by Asif et al. (2020), this time constraint is a significant barrier that often prevents teachers from developing a holistic and sustainable moral learning process.

Another challenge lies in the diverse backgrounds and moral values of students, shaped by their varying family and social environments. Each student comes with different understandings and experiences of morality, and some may even hold values that conflict with the universal or school-promoted norms. Teachers must adopt adaptive

and inclusive strategies to address this diversity without appearing judgmental or coercive. Surtini et al. (2024) highlight that inconsistencies between values taught at home and those promoted in school can lead to confusion among students, necessitating sensitivity and tailored approaches from teachers. Managing a classroom with diverse moral perspectives demands high levels of mediation skills and empathy.

In addition, the limited competence and training of teachers in moral education present another serious challenge. Not all teachers possess adequate knowledge or skills regarding moral development theories, innovative moral teaching strategies, or methods for handling ethical dilemmas in the classroom. Inadequate training may result in moral education being delivered dogmatically or in ways that are disconnected from students' real-life contexts. Pratiwi (2021) emphasized that the lack of continuous professional development in effective moral teaching strategies hinders the achievement of character education goals. Teachers require professional support to enhance their capacity as effective moral educators.

Another persistent issue is the negative influence of external environments, such as mass media, social media, or adult behavior surrounding students, which may contradict the moral values taught at school. Primary school children are highly vulnerable to such influences, which may undermine the positive values being instilled in the classroom. Setiawan (2023) pointed out that exposure to negative content in media is often a major contributor to the decline in students' moral behavior, thus requiring teachers and parents to take on a more active role in filtering and guiding information consumption.

Lastly, the lack of effective parental and community support presents a major challenge. While collaboration is essential, some parents remain disengaged or do not share the same understanding regarding the importance of moral education. In some cases, conflicting values between school and home further complicate the situation. Teachers need active parental support to ensure that moral messages are reinforced at home. Without this collaboration, teachers' efforts may be rendered ineffective. Istiyono et al. (2021) stressed that insufficient communication and partnership between teachers and parents often hinder consistent moral value reinforcement, thus becoming a barrier to establishing a comprehensive moral education environment. Addressing these challenges requires a multi-faceted approach that involves not only teachers but also support from schools, families, and government stakeholders.

### **Methods and Approaches in Moral Education**

Moral education at the primary school level requires effective methods and approaches to ensure that ethical values are well-internalized by students. Recent studies over the past five years have shown that approaches involving social interaction and experiential learning can significantly enhance students' understanding of moral values. According to Sari and Hidayati (2020), teaching methods that emphasize group discussion and role-playing have proven effective in helping students comprehend and apply moral values. These methods enable students to interact with one another, share perspectives, and learn from peer experiences, aligning with the principles of Bandura's Social Cognitive Theory, which emphasizes the role of observation and imitation in learning.

Furthermore, research by Zhao et al. (2024) found that project-based learning (PBL) enhances student engagement in moral education. In this approach, students participate in projects addressing moral issues such as social service or environmental campaigns. Through direct involvement, students not only learn about moral values but also experience the real-life impact of their actions. Bandura's theory explains that such direct experience reinforces moral learning, as students observe real consequences of actions and behavior in context.

Pratiwi (2021) highlighted the importance of values-based approaches in moral education, wherein teachers act as facilitators guiding students to explore and discuss relevant moral values. Her research found that when students are given opportunities to discuss moral issues in the context of daily life, they are more capable of connecting theory with practice. This method also aligns with social cognitive theory, as students learn through social interaction and reflection on their own experiences. In this way, teachers are not merely conveying moral principles but also helping students understand how these values can be applied in real situations.

Additionally, Setiawan (2023) showed that the integration of technology in moral education—such as through social media and learning apps—can be an effective method to reach students. In this study, students engaged in discussions about moral issues via digital platforms, allowing them to interact with peers outside the classroom. This approach creates opportunities for students to learn from one another and observe moral behaviors within a broader digital context. Bandura's social cognitive theory supports this method, as it allows students to observe and emulate positive behaviors modeled by their peers in a digital environment.

Rahmawati (2022) emphasized the need for teacher training in implementing effective moral education methods and approaches. Her research found that teachers trained in instructional techniques that focus on social interaction and positive reinforcement are more capable of creating learning environments that support students' moral development. By understanding the principles of social cognitive theory, teachers can model positive behavior and provide constructive feedback more effectively. This highlights that teacher training is a key factor in the success of moral education at the primary school level.

In conclusion, methods and approaches in moral education must be designed to promote social interaction, direct experience, and reflective thinking. Strategies involving discussion, project-based activities, and the use of technology have been shown to enhance students' moral understanding. Bandura's social cognitive theory provides a robust framework for understanding how students learn from observation and experience, underscoring the importance of active and collaborative teaching strategies. With these approaches, moral education in primary schools can more effectively shape students' character and ethical values.

## **CONCLUSION**

This study highlights the crucial role of teachers in the development of moral education in primary schools, particularly as a response to the increasing cases of moral degradation among students. Teachers serve not only as educators, but also as role models, facilitators, mentors, and collaborative partners with parents and the wider community. Through a literature review approach, this article reveals that effective moral education involves strategies such as moral discussions, role-playing, project-based learning, and technology integration—all grounded in Bandura's Social Cognitive Theory. The success of moral education is strongly influenced by the consistency of teachers' behavior, pedagogical competence, and cross-context collaboration. The challenges faced by teachers—such as academic pressure, the diversity of students' moral values, and external negative influences—must be addressed through continuous training and support from a comprehensive and integrated educational system. Therefore, establishing a strong foundation for moral education requires the active and sustained involvement of teachers, supported by schools, families, and communities as complementary ecosystems in character formation.

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