Teachers' Strategies in Instilling the Value of Moral Beliefs in Grade VI Elementary School Students

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Abstract

This journal aims to identify and analyze strategies applied by teachers in instilling moral beliefs in grade VI elementary school students. The methodology used is a literature study, in which the researcher examines various sources, including books, articles, and relevant previous research. The results of the analysis show that effective approaches include experiential learning, strengthening positive behaviors, and integrating faith values in daily activities at school. In addition, the role of parents and the environment was also identified as a significant supporting factor in the process of forming students' morals. This research is expected to provide insight for educators in developing more effective strategies in instilling moral values.

Keywords: Teacher Strategy, Moral Beliefs, Character Education, Grade VI Students

INTRODUCTION

Character education is one of the important aspects of the education system in Indonesia, especially in shaping the personality and morals of students. At the elementary school level, the values of moral beliefs are a very important foundation to be instilled in children. This is because childhood is a critical period in character formation, where children begin to absorb various values and norms that exist around them. Therefore, the role of teachers in instilling the value of moral beliefs is very vital, especially for grade VI students who are on the verge of transitioning to adolescence (Edi Mulyasa. (2019)

Teachers as educators have the responsibility to not only teach academic knowledge, but also shape the character of students. In this context, the strategies used by teachers in instilling the value of moral beliefs are very important. Various approaches can be applied, ranging from interactive learning methods to habituating good behavior in daily life. Thus, students not only understand the concept of moral beliefs, but are also able to implement them in their lives (Hidayah Nisa. (2020).

One of the challenges faced by teachers is how to integrate the values of moral beliefs into the existing curriculum. Many teachers find it difficult to find the right way for these values to be accepted and understood by students. Therefore, this study aims to explore various strategies that can be used by teachers in instilling the value of moral beliefs to grade VI elementary school students. By understanding

effective strategies, it is hoped that teachers can more easily teach these values (Rina Utami. (2019).

In the context of education in Indonesia, the value of moral beliefs is not only related to religious aspects, but also includes universal ethics and morals. This includes mutual respect, honesty, responsibility, and concern for others. Therefore, it is important for teachers to teach these values in a way that is relevant and engaging to students. Through the right approach, students can more easily understand and internalize these values.

In the era of globalization and rapid technological development, the challenges in instilling moral values are increasingly complex. Students are now exposed to a variety of outside information and influences that can influence their views and behavior. Therefore, teachers need to have adaptive and innovative strategies to face these challenges. This research is expected to provide insights and recommendations for teachers in developing more effective strategies in instilling moral values.

METHOD

The methodology of this research uses a literature study approach to explore teachers' strategies in instilling the value of moral beliefs in grade VI elementary school students. This approach was chosen because it allows researchers to collect and analyze a variety of relevant sources of information, including books, scientific articles, research reports, and education policy documents. By using the literature review, researchers can gain a comprehensive understanding of best practices that have been applied in various educational contexts.

After gathering relevant sources, the researcher conducts an analysis of the existing content. This analysis includes the identification of the main themes that emerge from various sources, as well as the strategies that have been applied by teachers in instilling the value of moral beliefs. The researcher also paid attention to the context and background of each study analyzed, to understand how those factors affected the effectiveness of the strategies used.

RESULTS AND DISCUSSION

The value of moral beliefs is a very important concept in character education, especially in the context of education in Indonesia. In general, creed can be interpreted as the beliefs or beliefs that underlie a person's behavior, while morality refers to behavior or attitudes that reflect moral and ethical values. In the context of education, the value of moral beliefs includes teachings related to religious beliefs and social norms that must be internalized by students. Thus, the value of moral beliefs serves as a guide in shaping the character and behavior of students, so that they can grow into individuals with noble and responsible character (Dewi Rahmawati. (2020).

The importance of moral values in education cannot be separated from the purpose of education itself. Education not only aims to develop the cognitive aspects of students, but

also affective and psychomotor aspects. In this case, the value of moral beliefs acts as a foundation that directs students to understand and practice moral values in daily life. By instilling these values from an early age, it is hoped that students can develop positive attitudes, such as honesty, responsibility, and respect for others, which are an integral part of social life (Hidayati Nur. (2021)

In the context of education in elementary school, the value of moral beliefs must be taught in an interesting and relevant way for students. This is important because students at this age are in a developmental stage where they are very easily influenced by the surrounding environment. Therefore, teachers need to use a variety of creative and interactive learning methods to instill these values. For example, through stories, games, and group activities, students can learn about the value of moral beliefs in a fun and easy-to-understand way. With the right approach, students will not only understand the concept of moral beliefs, but also be able to apply them in daily life.

In addition, the value of moral beliefs is also closely related to the cultural and religious identity of students. In Indonesia, which is a country with cultural and religious diversity, it is important for education to respect and integrate local and religious values in the learning process. Thus, students not only learn about moral beliefs from a certain religious perspective, but also understand the importance of tolerance and mutual respect between religious communities. This will help students to grow into individuals who not only believe, but also have an open attitude and respect for differences.

The cultivation of moral values in elementary schools must involve all parties, including teachers, parents, and the community. Cooperation between schools and families is essential to create an environment that supports the learning of these values. When the values of moral beliefs are taught in schools and strengthened at home, it will be easier for students to internalize and apply them in their daily lives. Thus, the education of moral values is not only the responsibility of teachers, but also a collective effort that involves all elements of society.

The Importance of Moral Faith in Education

The value of moral beliefs has a very important role in education, especially in shaping the character and personality of students. Education aims not only to develop cognitive aspects, but also affective and psychomotor aspects. By instilling the value of moral beliefs, students are expected to be able to understand and internalize moral norms that will guide them in behaving well. This is especially important, considering that primary school is a critical period in which children begin to form their identity and character. Therefore, education that integrates the values of moral beliefs will produce individuals who are not only

academically intelligent, but also have high integrity and morals (Joko Setiawan. (2020).

One of the reasons why moral values are so important in education is:

creating a generation with noble character. In an increasingly complex and challenging society, good character is one of the keys to dealing with various social problems. Students who are equipped with moral values will be better able to face temptations and negative pressure from the surrounding environment. (Arifin Zainal. (2018).

A foundation for building healthy social relationships. In daily interactions, students will be faced with a variety of situations that require mutual respect, tolerance, and empathy. By understanding and practicing the values of moral beliefs, students will find it easier to adapt and interact with others. (Putri Rini. (2019).

Develop critical and ethical thinking skills. When students are taught to consider the consequences of their actions and to think about what is right and wrong, they will be better prepared to face future challenges. The value of moral beliefs encourages students to not only think about their own interests, but also the interests of others and society as a whole.

Contribute to the development of leadership character. Students who have strong moral values tend to have a high attitude of responsibility and integrity. They will be better

able to lead by setting a good example and inspiring others to behave positively.

The Relationship Between Faith and Morality

The relationship between faith and morals is one of the fundamental aspects in character education, especially in the context of religious education. Faith, which refers to a person's beliefs and faith in religious teachings, is the basis for the formation of individual morals or behavior. In many religious traditions, creed is considered the foundation that leads a person to behave well. In other words, a strong faith will encourage individuals to practice good moral values in daily life, thereby creating noble morals (Rudi Kurniawan. (2018).

Faith and morals are closely interrelated, where faith provides motivation and purpose for a person's behavior. When a person has a strong belief in religious teachings, they tend to feel compelled to follow religious commandments and stay away from existing prohibitions. For example, in Islam, the creed that teaches about the oneness of God and the importance of doing good to others will encourage individuals to behave honestly, justly, and compassionately. Thus, faith serves as the main driver in the formation of good morals (Budi Santoso. (2021)

On the other hand, morals can also strengthen a person's faith. When individuals practice good behavior, they will feel the positive impact of those actions, both in social relationships and in spiritual life. This positive

experience can strengthen their belief in religious teachings and encourage them to deepen their faith values. In other words, good morals can be a reflection of strong faith, and conversely, strong faith will produce good morals. This mutual relationship is very important in the process of character education.

Education that integrates faith and morals will produce individuals who not only understand religious concepts, but are also able to apply them in daily life. In the context of education in schools, teachers have an important role in instilling the values of faith and morals at the same time. Through interactive and experiential learning methods, students can learn to associate their beliefs with good behavior. For example, through a discussion of moral values in the context of religious teachings, students can understand how their beliefs affect their actions and attitudes toward others.

In addition, the importance of the relationship between faith and morals is also seen in the social context. Individuals who have strong faith and good morals tend to be more able to contribute positively to society. They will be role models for others and be able to create a harmonious environment. In a diverse society, a creed that teaches tolerance and mutual respect will encourage individuals to interact well, despite differences in beliefs. Thus, the relationship between faith and morality not only has an impact on individuals, but also on society as a whole (Sari Nasution. (2021).

However, the challenge of maintaining the relationship between faith and morals cannot be ignored. In the era of globalization and rapid technological development, individuals are often exposed to various negative influences that can damage faith and morals. Therefore, education that emphasizes the importance of faith and morals must be carried out consistently and continuously. Teachers, parents, and the community need to work together to create an environment that supports the learning of these values, so that students can grow into individuals with noble character and strong beliefs.

The relationship between faith and morals is an inseparable aspect of character education. By understanding and internalizing the values of faith, individuals will be better able to practice good morals in daily life. On the contrary, the good behavior shown by individuals will strengthen their belief in religious teachings. Therefore, it is important for education to integrate these two aspects in harmony, so as to create a generation that is not only academically intelligent, but also has strong character and noble character.

The Role of Teachers in Character Education

The role of teachers in character education is very crucial, especially in the context of the formation of moral values in students. As educators, teachers are not only

responsible for transferring academic knowledge, but also for shaping the personality and character of students. In this case, the teacher serves as an example that will influence students' attitudes and behavior. When teachers show good morals and apply character values in daily life, students tend to imitate and internalize these behaviors. Therefore, it is important for teachers to be a good example in every aspect of their lives (Anwar Muhammad. (2019).

In addition to being role models, teachers also have a role as facilitators in the character learning process. They must create a learning environment that supports the development of moral values. This can be done through a variety of interactive and engaging learning methods, such as group discussions, role-playing, and collaborative projects. By engaging students in activities that promote character values, teachers can help students understand and apply those values in their daily lives. A positive and inclusive environment will encourage students to actively participate and feel comfortable in expressing themselves (Siti Lestari. (2022).

Teachers also play a role in identifying and overcoming challenges faced by students in character development. Each student has a different background and experience, which can affect their attitudes and behavior. Therefore, teachers need to be sensitive to the needs and problems faced by

students. By understanding students' social and emotional contexts, teachers can provide appropriate support and help them overcome barriers in character development. This includes providing the guidance, counseling, and emotional support necessary to help students grow into virtuous individuals.

In addition, teachers also have the responsibility to involve parents in the character education process. Cooperation between teachers and parents is very important to create consistency in instilling moral values. Teachers can hold meetings with parents to discuss student character development and provide suggestions on how parents can support character education at home. By involving parents, teachers can create a strong synergy in educating students, so that character values can be strengthened both at school and at home.

The role of teachers in character education also includes the evaluation and measurement of student character development. Teachers need to have effective tools and methods to assess the extent to which students have internalized the values of moral beliefs. This can be done through observation, self-assessment, and feedback from peers. By conducting periodic evaluations, teachers can identify areas that need improvement and provide necessary interventions to help students achieve optimal character development.

In the era of globalization and rapid

technological development, the challenges in character education are increasingly complex. Teachers need to adapt to these changes and use technology as a tool to support character education. For example, the use of social media and digital platforms can be leveraged to spread positive values and build a community that supports character development. By utilizing technology wisely, teachers can reach students in a more relevant and engaging way, so that character education can be more effective.

The role of teachers in character education is a responsibility that cannot be underestimated. Teachers not only function as teachers, but also as guides, facilitators, and role models for students. By integrating the values of moral beliefs in the learning process, creating a supportive environment, and involving parents, teachers can contribute significantly to shaping students' character. Through consistent and collaborative efforts, it is hoped that future generations will grow up to be individuals who are not only academically intelligent, but also have noble morals and are able to contribute positively to society.

Teachers' Strategies in Instilling the Value of Moral Beliefs in Students

Teachers' strategies in instilling the value of moral beliefs in students are very important to form good character and personality. Among the strategies are:

Experiential learning. In this approach, teachers can create situations where students can learn directly from real-life experiences. For example, teachers can organize social activities such as social service or visits to orphanages, where students can see and feel firsthand the importance of doing good to others.

Discussion and reflection to instill the value of moral beliefs. In the discussion, students are invited to share their views and experiences related to the moral values taught. Teachers can facilitate discussion by asking questions that spark critical thinking and encourage students to reflect on their actions. (Ahmad Alamsyah. (2020)

Using media and technology, teachers can leverage a variety of digital resources, such as videos, articles, and educational applications, to convey moral messages in an engaging way. For example, a film or animation that depicts moral values can be used as a tool to spark discussion in class.

Create a positive and supportive learning environment. A safe and inclusive environment will encourage students to actively participate in learning and feel comfortable expressing themselves. Teachers can create a classroom atmosphere of mutual respect and tolerance, where every student feels valued.

Collaboration between teachers, parents, and the community is also an important strategy in instilling the value of moral beliefs. Teachers need to involve parents in the process of character education by holding meetings or workshops that discuss the importance of moral values. By involving parents, the values taught in school can be reinforced at home, creating consistency in character cultivation.

The "School of Character" program that integrates moral values into the daily curriculum. In this program, each subject not only focuses on the academic aspect, but also prioritizes relevant moral values. For example, in math lessons, students are taught about honesty through examples of situations involving honesty in the calculation and management of money.

Character development, One example is youth clubs or student organizations that hold various social activities, such as social services, fundraising for disaster victims, or environmental activities. Through involvement in these activities, students learn about empathy, social responsibility, and the importance of contributing to society. This activity not only provides practical experience, but also strengthens the values of moral beliefs taught in class.

Mentoring programs in which more senior students mentor younger students. In this program, senior students act as role models and mentors, assisting junior students in overcoming academic and social challenges.

The use of technology is also one of the successful strategies in instilling moral values. Some schools have developed online apps or platforms that provide character education content, such as videos, articles, and interactive quizzes. Through this platform, students can learn about moral values in an interesting way and in accordance with the times.

CONCLUSION

This research shows that teachers' strategies in instilling moral values in grade VI elementary school students are very diverse and can be adjusted to the context and needs of students. Through interactive and experiential approaches, such as project-based learning, group discussions, and extracurricular activities, teachers can create a learning environment that supports the internalization of moral values. In addition, the importance of collaboration between teachers and parents in educating children is also in the spotlight, because support from the home environment can strengthen the learning process at school.

Thus, to achieve optimal character education goals, teachers need to develop innovative and adaptive strategies, as well as involve all relevant parties in the educational

process. This research is expected to provide insights and recommendations for educators in increasing the effectiveness of instilling moral faith values, so that students not only understand the concept, but also be able to apply it in daily life. Success in instilling these values will contribute to the formation of a generation with noble character and strong character.

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