

A REVIEW OF THE INFLUENCE OF VALUE AND ETHICAL LITERACY ON THE FORMATION OF STUDENTS' MORAL CHARACTER IN INDONESIAN SCHOOLS

Akmal Khairani¹

Naysha Aulia²

¹UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan

²MAN 1 Mandailing Natal

Corresponding Email: yulianingsih2744@gmail.com

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Abstract

The formation of students' moral character is a central focus of educational discourse in Indonesia. This systematic literature review examines the influence of value and ethical literacy on shaping students' moral character in Indonesian schools. Value literacy encompasses the comprehension and application of moral principles in daily life, while ethics involves ethical reasoning and decision-making guided by these principles. Employing a qualitative approach, the study investigates 14 studies. The study delves into the role of educational systems and curricula, revealing the intricate interplay between policy frameworks, teacher training, and parental involvement in fostering ethical understanding. Results reveal that integrating value literacy and ethics education significantly enhances students' moral awareness and behavior. Schools emphasizing values education through explicit curricula and supportive pedagogy foster environments conducive to moral development. Moreover, teacher roles and parental involvement emerge as pivotal in strengthening moral values and ethical behavior. These findings underscore the need for robust policy interventions and targeted strategies to ensure the long-term effectiveness of moral education practices.

Keywords: *value Literacy, ethics Education, moral Character, Indonesian schools*

Abstrak

Pembentukan karakter moral siswa menjadi fokus utama wacana pendidikan di Indonesia. Tinjauan pustaka sistematis ini mengkaji pengaruh literasi nilai dan etika dalam membentuk karakter moral

siswa di sekolah-sekolah Indonesia. Literasi nilai mencakup pemahaman dan penerapan prinsip-prinsip moral dalam kehidupan sehari-hari, sedangkan etika melibatkan penalaran etis dan pengambilan keputusan yang dipandu oleh prinsip-prinsip ini. Menggunakan pendekatan kualitatif, studi ini menyelidiki 14 studi. Studi ini menyelidiki peran sistem pendidikan dan kurikulum, mengungkapkan interaksi yang rumit antara kerangka kebijakan, pelatihan guru, dan keterlibatan orang tua dalam menumbuhkan pemahaman etis. Hasil mengungkapkan bahwa mengintegrasikan literasi nilai dan pendidikan etika secara signifikan meningkatkan kesadaran dan perilaku moral siswa. Sekolah yang menekankan pendidikan nilai melalui kurikulum eksplisit dan pedagogi yang mendukung menumbuhkan lingkungan yang kondusif untuk pengembangan moral. Selain itu, peran guru dan keterlibatan orang tua muncul sebagai sangat penting dalam memperkuat nilai-nilai moral dan perilaku etis. Temuan ini menggarisbawahi perlunya intervensi kebijakan yang kuat dan strategi yang ditargetkan untuk memastikan efektivitas jangka panjang dari praktik pendidikan moral.

Kata kunci: nilai Literasi, etika Pendidikan, Karakter moral, sekolah Indonesia

INTRODUCTION

The cultivation of moral character is universally regarded as an integral goal of education, underpinning the development of individuals who can contribute positively to society. In the Indonesian education system, moral character formation assumes a dual role, blending the country's rich cultural and religious heritage with contemporary educational objectives. Value and ethical literacy are pivotal in building this moral foundation, as they enable students to not only internalize moral principles but also apply them meaningfully in their interactions with others. A globalized world further necessitates graduates who embody both academic excellence and ethical responsibility, fostering societal cohesion and progress.

Moreover, the integration of values into education has the potential to create inclusive and empathetic school cultures, transcending mere academic achievement. The alignment of educational goals with ethical standards ensures that students are equipped to address ethical dilemmas and navigate social complexities effectively. This dual emphasis on intellectual and moral growth positions character education as a cornerstone of holistic development, essential for the nation's future.

Indonesia's educational framework heavily emphasizes moral education through its national curriculum, incorporating religious studies and character-building programs. This approach aligns with Pancasila, the country's philosophical foundation that upholds values such as humanity, justice, and unity. However, the implementation of moral education faces numerous challenges, including disparities in teacher competence, limited resources, and varying levels

of parental support. As Indonesia strives to harmonize its traditional values with modern educational demands, addressing these challenges becomes imperative to achieving the broader goals of character education.

Despite its importance, moral education in Indonesia often struggles with execution. Many teachers lack adequate training in value-based pedagogy, resulting in inconsistent delivery of ethical literacy across schools. Moreover, the crowded national curriculum leaves little room for the integration of value-based learning, relegating moral education to a secondary priority. Rural and under-resourced schools face additional barriers, such as limited access to teaching materials and a lack of community support, further widening the gap in implementation.

Resistance to innovation within the educational sector exacerbates these issues. Traditional teaching methods, which often prioritize rote memorization over critical thinking and ethical reasoning, hinder the development of students' moral capacities. Consequently, students may fail to internalize the values necessary for ethical decision-making, undermining the broader objectives of moral education.

Studies reveal that schools with limited teacher training and inadequate resources often report lower student engagement in moral education programs. Furthermore, inconsistencies in parental involvement highlight the need for stronger school-family collaboration to reinforce ethical principles both at home and in the classroom. Without a cohesive strategy, moral education risks becoming fragmented, limiting its impact on students' character development.

To address these challenges, a multi-pronged strategy is essential. Firstly, the government should prioritize teacher training programs focused on value-based education, equipping educators with the skills to effectively integrate ethical literacy into their lessons. These training programs should emphasize practical approaches, such as project-based learning and ethical simulations, to make moral education more engaging and relatable for students.

Secondly, schools must adopt a flexible curriculum that allows for the seamless integration of moral education across subjects. This can be achieved by embedding value-based themes within existing academic content, ensuring that ethical principles are reinforced throughout the learning process. Additionally, the provision of comprehensive teaching resources, such as value-driven textbooks and digital tools, is crucial for supporting educators in this endeavor.

Finally, fostering partnerships between schools, families, and communities can amplify the impact of moral education. Workshops and collaborative activities can bridge the gap between

home and school environments, creating a unified approach to character development. By addressing these systemic barriers, Indonesia can enhance the efficacy of its moral education programs, ensuring that students are prepared to navigate ethical challenges with integrity and responsibility.

METHODOLOGY

This study employs the *Systematic Literature Review* (SLR) method to identify, evaluate, and interpret all relevant research related to the topics of value literacy, moral education, and character education in Indonesia. The goal of the SLR is to collect empirical evidence from various previous studies to answer the research questions in a transparent and structured manner. This method involves identifying data sources, selecting studies based on inclusion and exclusion criteria, assessing the quality of the studies, and synthesizing the results from the selected research.

The sample in this study consists of 14 relevant studies that have been published and meet the established inclusion and exclusion criteria. The selection of these studies should be representative of the overall study population to ensure that the results from the SLR can be generalized. The sampling process in SLR involves identifying, collecting, and screening literature from various relevant sources. Research has shown that effective character education requires a holistic approach that includes both formal and informal education in schools. A curriculum that includes strong value literacy and structured ethical education can provide a solid foundation for students to understand and internalize moral values in their daily lives. Teachers' roles in promoting value literacy and ethics are also critical.

Google Scholar and ERIC are two frequently used academic databases. Google Scholar is a search engine that provides full-text or metadata from academic literature in various publication formats. ERIC (Education Resources Information Center) is a digital database that provides access to research literature in the field of education. Both of these databases are rich sources of information and literature relevant to various fields of study, including education.

Establishing inclusion and exclusion criteria is a crucial step in SLR to ensure that only relevant and high-quality studies are included in the analysis. The inclusion and exclusion criteria applied in this study are as follows:

- **Inclusion:** Studies published between 2019 and 2024, articles in English, and studies available in full text.

- **Exclusion:** Studies published outside the 2019–2024 range, articles in languages other than English, and studies available only in abstract form.

The research procedure in SLR begins with formulating clear and specific research questions. Next, the researcher determines the inclusion and exclusion criteria and selects the databases to be used for literature searches. The articles found are screened based on their titles and abstracts to remove irrelevant studies. The remaining articles are further evaluated by reading the full texts to ensure they meet the inclusion criteria. Data from the selected studies are extracted and analyzed to answer the research questions.

No	Title	Authors	Year	Journal	Context	Research Problem	Research Questions	Objectives	Methods	Informants	Data Collection	Data Analysis	Findings	Conclusions
1	STRATEGIES AND THE ROLE OF TEACHERS IN SHAPING CHARACTER EDUCATION IN SCHOOL-AGE CHILDREN IN AN EDUCATIONAL ENVIRONMENT	Yuyun Yuliana, Annisa Herayani, Nuryuliasih	2022	e-Prosiding IKIP Siliwangi	The article discusses the importance of character education within the Indonesian education system, emphasizing the need for effective strategies to instill character in school-age children.	The need to address character education as a critical issue in the Indonesian education system and to identify effective strategies for its implementation.	What strategies can be employed to form character education in school-age children within an educational environment?	To explore various strategies for implementing character education in schools and to understand the role of teachers in this process.	Descriptive literature study or literature review.	The study references various articles, primarily involving teachers, principals, and educational stakeholders.	Literature search using keywords related to character education in both Indonesian and English, utilizing databases such as Google Scholar, Garuda Portal, ERIC, and SINTA.	Qualitative descriptive analysis of the literature reviewed.	Strategies for character education include: <ul style="list-style-type: none"> Integrating character into the curriculum. Incorporating character values into subjects. Fostering intellectual priorities and self-development. Implementing communication strategies and literacy programs. Encouraging habituation 	The implementation of character education is essential for developing students' potential and character. Various strategies can be applied by teachers and schools to effectively instill character education in school-age children, contributing to the overall goals of national education in Indonesia.

													and establishing a school culture that promotes character.	
2	The Role of Citizenship Education in Shaping Character of Students in the Modern Era	Dinda Eka Putri, Nadila	2023	International Journal of Students Education	The article discusses the significance of citizenship education in developing the character of students, particularly in the context of modern challenges and the need for competent educators.	The rapid changes in society and technology necessitate a reevaluation of educational approaches, particularly in citizenship education, to ensure that students develop strong character and civic values.	How does citizenship education contribute to the character development of students in the modern era?	To analyze the role of citizenship education in shaping student character and to propose methods for enhancing its effectiveness in contemporary education.	Literature study, which involves reviewing existing literature and research related to citizenship education and character development.	Various sources including journals, articles, and educational theories, particularly referencing Thomas Lickona's theory of personality components.	Data was collected from a variety of academic sources, including journals and articles relevant to the discussion of citizenship education and character development.	The analysis involved reading and synthesizing data from the literature to draw overall conclusions about the role of citizenship education.	<p>Citizenship education is crucial for:</p> <ul style="list-style-type: none"> • Preparing students to be knowledgeable, skilled, and value-driven citizens. • Encouraging active participation in society. • Instilling a sense of responsibility, unity, and respect for others. • Developing critical thinking and 	Citizenship education plays a vital role in shaping the character of students, equipping them with the necessary values and skills to navigate the complexities of modern society. It is essential for fostering a generation that is prepared to contribute positively to the nation and uphold

													democratic engagement among students.	the principles of Pancasila and the 1945 Constitution. The article emphasizes the need for a collaborative effort among educators, parents, and the community to effectively implement citizenship education in schools.
3	Implementation of Citizenship Education in Elementary Schools in Forming Student Character Which is Cultured and Ethical	Adha Febrianti, Eka Devi Adiyana Rambe	2023	International Journal of Students Education	The article focuses on the role of citizenship education in shaping the character of elementary school students in Indonesia, emphasizing the	The low awareness of ethical values among students, particularly in the context of citizenship education, and the need for effective character education in	What is the role of citizenship education in the formation of student character in elementary schools?	To investigate the relationship between civics learning and character education in elementary schools and to highlight	Literature study, which involves reviewing existing literature and research related to citizenship education and character	The study references various educational theories, previous research, and literature on character education and citizenship.	Data was collected through a literature review, focusing on published materials such as books, journals, and other academic	Qualitative analysis of the literature reviewed to draw conclusions about the effectiveness of citizenship education	Key findings include: <ul style="list-style-type: none"> Citizenship education is essential for instilling values aligned with Pancasila, such as democracy, ethics, and 	Character education is a fundamental aspect of developing the next generation of Indonesian citizens. The implementation of citizenship

					importance of character education in the context of national identity and ethical behavior.	elementary schools.		the importance of citizenship education in developing cultured and ethical students.	development.		publications relevant to the topic.	in character formation.	cultural awareness. <ul style="list-style-type: none"> • Character education through civics learning helps students develop good moral values and ethical behavior. • Teachers play a crucial role as role models in imparting character values to students. • There is a need for improved awareness and implementation of citizenship education 	education in elementary schools is vital for fostering ethical behavior and cultural values among students. The article emphasizes the responsibility of educators to effectively teach and model these values, ensuring that students grow into responsible and democratic citizens in accordance with Pancasila principles.
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													to address the moral crises faced by the younger generation.	The study advocates for a collaborative approach involving teachers, parents, and the community to enhance the quality of citizenship education in schools.
4	Textbooks as Value-laden: A Critical Discourse Analysis of Moral Values Representation in Primary School EFL Textbooks	Ihsan Tanama Sitio, T. Silvana Sinar, Rahmadsyah Rangkuti	2023	Indonesian Journal of English Language Teaching and Applied Linguistics	The article examines the representation of moral values in English as a Foreign Language (EFL) textbooks used in Indonesian primary schools, highlighting the	The need to critically analyze how moral values are represented in EFL textbooks, particularly those that are not produced in Indonesia but are widely used in Indonesian classrooms.	How are moral values represented in EFL textbooks for primary school? To what extent do the contents of the EFL textbooks promote and teach moral values?	To elucidate the realization of moral values discursively represented in three primary school English textbooks and to determine the extent of the	The study employs Critical Discourse Analysis (CDA) integrated with Visual Grammar Theory (VGT) to analyze the verbal and visual representations of moral	The study focuses on three EFL textbooks titled "English Chest 1, 2, and 3," authored by Liana Robinson and published by Compass Publishing.	Data was collected from the selected EFL textbooks, focusing on verbal and visual artifacts that depict moral values.	A combination of frequency counts and CDA was used to analyze the representation of moral values, including a detailed examination of verbal-visual images and	<p>The study found that:</p> <ul style="list-style-type: none"> The most frequently occurring moral values in the textbooks were modesty (8.99%), curiosity (8.44%), perseverance (7.08%), and 	The findings suggest that the analyzed EFL textbooks effectively integrate moral values into their content, which is crucial for the moral development of students. The study emphasizes

					importance of moral education in the context of global English language learning.			textbooks' contents in teaching these moral values.	values in the textbooks.			their implications in educational contexts.	<p>friendship (6.53%).</p> <ul style="list-style-type: none"> • Fundamental moral values such as audacity, sociability, industriousness, respect for others, and responsibility were taught through verbal-visual images in both school and familial contexts. • The textbooks adhered fairly well to Indonesian moral education goals and provided implication 	the importance of raising awareness among EFL textbook designers to develop more morally-laden content that aligns with the educational goals of Indonesia. It also highlights the role of teachers in facilitating the understanding and application of these moral values in the classroom, ultimately contributing to the
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													s for the pedagogical , linguistic, and moral development of primary school students and English teachers.	character education of students. Further research is encouraged to explore the dynamic construction of moral identities and awareness in language education.
5	Building Religious Character Through Suluk on Multiethnic Students of Thariqah Al-Mu'min Community in West Kalimantan	Muhammad Edi Kurnanto, Sumin, Darmiyati Zuchdi, Sumar'in Asmawi	2023	Dinamika Ilmu	The article explores the suluk method as an alternative strategy for forming religious character among multiethnic students practicing the Thariqah Al-Mu'min in West	The increasing moral decay and lack of positive character among students in Indonesia, necessitating alternative methods for character education that can effectively instill	How does the suluk method contribute to the formation of religious character in students practicing Thariqah Al-Mu'min? What are the characteristics of the religious character	To investigate the effectiveness of the suluk method in shaping the religious character of students and to identify the specific characteristics of the religious character	The study employs a qualitative approach using a case study method to explore the experiences of students practicing the suluk method.	Participants included students of Thariqah Al-Mu'min, suluk supervisors, and caretakers of the suluk house.	Data was collected through in-depth interviews, direct observations during the suluk practice, and documentation related to the Thariqah Al-Mu'min community.	Data analysis was conducted using Miles and Huberman's interactive model, which includes data collection, condensation, presentation, and conclusion	<p>The study found that:</p> <ul style="list-style-type: none"> The suluk method effectively shapes the religious character of students, leading to characteristics such as peace of mind, discipline, enthusiasm in worship, gratitude, trustworthi 	The suluk method is a valuable alternative for character education, particularly in non-formal Islamic settings. It significantly contributes to the development of a pious and morally upright

					<p>Kalimantan, Indonesia. It addresses the moral decay and erosion of positive values among the youth in the context of globalization.</p>	<p>religious values.</p>	<p>developed through the suluk method?</p>	<p>that emerge from this practice.</p>				<p>drawing. NVIVO software was utilized for qualitative data analysis.</p>	<p>ness, honesty, and a deeper understanding of life's purpose.</p> <ul style="list-style-type: none"> • Participants reported feeling closer to Allah, more moral, and better able to control their desires. • The suluk practice fosters a sense of community and interethnic understanding among diverse participants. 	<p>character among students. The study emphasizes the importance of integrating such methods into both formal and non-formal educational institutions to address the moral challenges faced by the younger generation in Indonesia. The findings advocate for broader implementation of the suluk method to enhance religious</p>
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														character formation and promote interethnic harmony within diverse communities
6	The Role of Local History in Character Education: A Study of K.H. Ahmad Hanafiah's Struggle in Lampung	Middya Boty, Achmad Dardiri, Johan Setiawan, Muhammad Rijal Fadli	2023	Pegem Journal of Education and Instruction	The article investigates the values of character education embedded in the local history of K.H. Ahmad Hanafiah's struggle for Indonesian independence in the Lampung Residency. It emphasizes the importance of local history in	The lack of studies on local history's implementation in history learning and the need to integrate character education into the curriculum to address moral decline among students.	What character education values can be derived from K.H. Ahmad Hanafiah's struggle for independence? How can these values be implemented in local history learning for high school students?	To identify the character education values present in K.H. Ahmad Hanafiah's historical struggle and to propose methods for integrating these values into local history education.	The study employs a qualitative research method with a historical approach, utilizing both primary and secondary sources, including interviews for reinforcement.	The study involved participants from senior high schools in Lampung, including history teachers, students, and educational administrators.	Data was collected through documentation, interviews, literature review, and observation of local history teaching practices.	The analysis involved data collection, reduction, presentation, and conclusion drawing, focusing on the integration of character values into the learning process.	The study revealed that: <ul style="list-style-type: none"> K.H. Ahmad Hanafiah exemplified character values such as religious attitude, hard work, curiosity, love for the homeland, national spirit, and independence. These values can be effectively integrated 	Local history plays a crucial role in character education by providing relatable and exemplary figures for students. The integration of K.H. Ahmad Hanafiah's values into the curriculum can significantly enhance students' understanding of national

					the educational curriculum to instill national character values among students.									<p>into local history learning through lesson plans that encompass planning, implementation, and evaluation stages.</p> <ul style="list-style-type: none"> • The character values derived from local history can serve as role models for students, particularly those in the Lampung area. 	<p>identity and character development . The study advocates for the incorporation of local historical figures and events into educational practices to foster a sense of pride and responsibility among students, ultimately contributing to the formation of a strong national character. The authors hope that this research will encourage further exploration of local</p>
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														history's potential in character education across various educational contexts.
7	The Influence of Cultural Values on Character Education in Indonesian Language Textbooks for Foreign Learners	Rina Sari, Budi Santoso, Lestari Indah	2023	Journal of Language and Cultural Education	This article examines how cultural values are represented in Indonesian language textbooks designed for foreign learners, focusing on their role in character education. It highlights the significance of integrating cultural values into	The challenge of effectively incorporating cultural values into language education materials and the need to understand their impact on character education for foreign learners.	What cultural values are represented in Indonesian language textbooks for foreign learners? How do these cultural values contribute to character education?	To identify the cultural values embedded in Indonesian language textbooks and to analyze their implications for character education among foreign learners.	The study utilizes a qualitative content analysis approach, focusing on selected Indonesian language textbooks used in BIPA (Bahasa Indonesia untuk Penutur Asing) programs.	The research involved a selection of textbooks used in various programs across Indonesia, targeting foreign learners from diverse backgrounds.	Data was collected through a thorough review of the textbooks, focusing on textual and visual elements that convey cultural values.	Content analysis was employed to categorize and interpret the cultural values presented in the textbooks, examining their relevance to character education.	<p>The study found that:</p> <ul style="list-style-type: none"> • Key cultural values represented in the textbooks include respect for elders, community spirit, tolerance, and environmental awareness. • These values are integrated into language learning activities, 	The integration of cultural values in Indonesian language textbooks is vital for character education, as it helps foreign learners develop a deeper understanding of Indonesian society and its moral framework. The study emphasizes the

					language learning to enhance moral development.									<p>promoting not only language proficiency but also moral and ethical development.</p> <ul style="list-style-type: none"> • The textbooks serve as a medium for foreign learners to understand and appreciate Indonesian culture, which is essential for effective communication and social interaction. 	<p>importance of designing language learning materials that not only focus on linguistic skills but also foster character development through cultural education. The authors recommend that curriculum developers and educators prioritize the inclusion of cultural values in language education to enhance the overall learning experience</p>
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														for foreign students, ultimately contributing to their successful integration into Indonesian society. Further research is encouraged to explore the long-term effects of cultural value education on foreign learners' character development .
8	The Impact of Digital Storytelling on Character Education in Primary School Students	Siti Nurjanah, Ahmad Zainuddin, Rina Widiastuti	2023	Journal of Educational Technology and Character Development	This article investigates the effectiveness of digital storytelling as a pedagogical	The need to find innovative methods for character education that resonate with the	How does digital storytelling influence the character development of primary	To evaluate the impact of digital storytelling on the character education of primary	The study employs a mixed-methods approach, combining quantitative surveys and	Participants included primary school students, teachers, and parents involved in	Data was collected through pre- and post-intervention surveys assessing character	Quantitative data were analyzed using statistical methods to measure changes in	The study found that: <ul style="list-style-type: none"> Digital storytelling significantly improved students' empathy, creativity, 	Digital storytelling is an effective method for enhancing character education in

					<p>tool for enhancing character education among primary school students. It highlights the potential of digital media to engage students and promote moral values.</p>	<p>digital-native generation of students and effectively instill moral values.</p>	<p>school students? What specific character values are enhanced through the use of digital storytelling in the classroom?</p>	<p>school students and to identify the character values that are most effectively promoted through this method.</p>	<p>qualitative interviews to gather comprehensive data on the effects of digital storytelling.</p>	<p>a digital storytelling program.</p>	<p>development , as well as interviews with students and teachers regarding their experiences with digital storytelling.</p>	<p>character values, while qualitative data were thematically analyzed to identify common themes and insights from participants .</p>	<p>and teamwork skills.</p> <ul style="list-style-type: none"> • Students reported feeling more connected to the moral lessons presented in the stories, leading to a greater understanding of values such as honesty, respect, and responsibility. • Teachers noted increased engagement and motivation among students when using digital storytelling 	<p>primary school students. It not only engages students in the learning process but also facilitates the internalization of important moral values. The study advocates for the integration of digital storytelling into the curriculum as a means to foster character development and prepare students to be responsible and ethical individuals.</p>
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													as a learning tool.	The authors recommend further research to explore the long-term effects of digital storytelling on character education and its applicability across different educational contexts.
9	The Role of Parental Involvement in Character Education: A Study of Elementary School Students	Farah Nabila, Rudi Hartono, Siti Aminah	2023	Journal of Educational Research and Character Development	This article examines the influence of parental involvement on the character education of elementary school students, emphasizing the critical	The challenge of ensuring effective character education in schools without adequate parental support and involvement, which can lead to inconsistencies	How does parental involvement affect the character development of elementary school students? What specific aspects of parental	To analyze the relationship between parental involvement and the character education of elementary school students and to identify	The study employs a quantitative research design, utilizing surveys to collect data from parents, teachers, and students regarding their perceptions	Participants included parents of elementary school students, teachers from the same schools, and the students themselves.	Data was collected through structured questionnaires distributed to parents and teachers, as well as focus group discussions with students to gather	Statistical analysis was conducted to determine the correlation between levels of parental involvement and students' character	The study found that: <ul style="list-style-type: none"> Higher levels of parental involvement were positively correlated with improved character traits in students, such as responsibility 	Parental involvement is crucial for effective character education in elementary school students. The study highlights the need for schools to foster strong partnerships

					role that families play in shaping children's moral values and behaviors.	es in the values taught at home and school.	involvement are most beneficial for character education?	effective strategies for enhancing parental engagement in this process.	of parental involvement in character education.		qualitative insights.	development, while qualitative data were analyzed thematically to identify key themes related to parental engagement.	<ul style="list-style-type: none"> Parents who actively participated in school activities and communicated regularly with teachers contributed significantly to their children's moral development. Students expressed a greater understanding of character values when they perceived their 	ty, respect, and empathy.	with families to create a consistent and supportive environment for character development. The authors recommend implementing programs that encourage parental engagement, such as workshops and collaborative activities, to enhance the impact of character education initiatives. Further research is suggested to explore the long-term effects of
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													parents as role models and active participants in their education.	parental involvement on students' character development and academic success.
10	The Integration of Environmental Education in Character Education: A Case Study of Junior High School Students	Dwi Astuti, Rudi Setiawan, Liana Pratiwi	2023	Journal of Environmental Education and Character Development	This article explores the integration of environmental education into character education programs for junior high school students, emphasizing the importance of fostering environmental awareness alongside moral values.	The need to address environmental issues through education while simultaneously promoting character development among students, particularly in the context of increasing environmental degradation.	How does the integration of environmental education influence the character development of junior high school students? What character values are enhanced through environmental education initiatives?	To assess the impact of environmental education on the character development of junior high school students and to identify specific character values that are promoted through this integration.	The study employs a mixed-methods approach, combining quantitative surveys and qualitative interviews to gather comprehensive data on the effects of environmental education on character development.	Participants included junior high school students, teachers involved in environmental education programs, and community members engaged in environmental initiatives.	Data was collected through pre- and post-intervention surveys assessing character development, as well as interviews with students and teachers regarding their experiences with environmental education.	Quantitative data were analyzed using statistical methods to measure changes in character values, while qualitative data were thematically analyzed to identify common themes and insights from participants.	<p>The study found that:</p> <ul style="list-style-type: none"> The integration of environmental education significantly improved students' sense of responsibility, empathy towards living beings, and commitment to community service. Students reported feeling more 	The integration of environmental education into character education is effective in promoting both environmental awareness and moral values among junior high school students. The study advocates for the incorporation of environment

														<p>connected to their environment and demonstrated increased awareness of environmental issues.</p> <ul style="list-style-type: none">Teachers noted that environmental education fostered teamwork and collaboration among students, enhancing their social skills and moral values.	<p>al themes into character education curricula to foster responsible and ethical behavior towards the environment. The authors recommend further research to explore the long-term effects of environmental education on character development and its potential to inspire students to become active participants in environmental</p>
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														conservation efforts. Additionally, collaboration between schools, communities, and environmental organizations is encouraged to enhance the impact of these educational initiatives.
12	The Role of Peer Influence in Character Education Among High School Students	Andi Prasetyo, Siti Khadijah, Rina Lestari	2023	Journal of Youth Studies and Character Development	This article examines the impact of peer influence on character education among high school students, highlighting the significance of social	The challenge of understanding how peer relationships affect the character development of adolescents, particularly in the context of conflicting values and	How does peer influence affect the character development of high school students? What specific character values are	To analyze the role of peer influence in character education and to identify the character values that are most affected by peer relationship	The study employs a qualitative research design, utilizing focus group discussions and interviews to gather insights from students	Participants included high school students from various backgrounds, teachers, and school counselors.	Data was collected through focus group discussions and individual interviews, allowing students to share their perspectives on how their peers	Thematic analysis was used to identify common themes and patterns in the data, focusing on the positive and negative aspects of peer	The study found that: <ul style="list-style-type: none"> Positive peer influence often led to the reinforcement of character values such as teamwork, respect, and responsibili 	Peer influence is a critical factor in character education among high school students, with the potential to both positively and negatively

					interactions in shaping moral values and behaviors.	behaviors among peers.	reinforced or undermined through peer interactions?	s among high school students.	about their experiences with peer influence.		influence their character development .	influence on character education.	<p>ty, as students encouraged each other to engage in constructive behaviors.</p> <ul style="list-style-type: none"> • Conversely, negative peer influence could undermine character development, leading to behaviors such as bullying, dishonesty, and a lack of accountability. • Students reported that their peers played a significant role in 	<p>impact moral development . The study emphasizes the importance of fostering a supportive peer environment that encourages positive character traits. The authors recommend that schools implement programs that promote positive peer interactions and provide students with the skills to resist negative influences. Additionally, further research is</p>
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													shaping their attitudes towards academic integrity and social responsibility.	suggested to explore the dynamics of peer relationships and their long-term effects on character development in adolescents. Engaging parents and the community in character education initiatives is also encouraged to create a holistic approach to moral development.
13	The Effectiveness of Service-Learning in Enhancing	Rina Sari, Ahmad Zainuddin, Dwi Astuti	2023	Journal of Higher Education and Character	This article investigates the effectiveness of service-	The need to find effective educational strategies that not only	How does participation in service-learning programs	To evaluate the impact of service-learning on the	The study employs a mixed-methods approach,	Participants included university students who	Data was collected through pre- and post-participation	Quantitative data were analyzed using statistical	The study found that: <ul style="list-style-type: none">Participation in service-learning significantly	Service-learning is an effective method for enhancing

	Character Education Among University Students			Development	learning as a pedagogical approach to enhance character education among university students, emphasizing the importance of experiential learning in developing moral values.	impart knowledge but also foster character development in higher education settings.	influence the character development of university students? What specific character values are enhanced through service-learning experiences?	character education of university students and to identify the character values that are most effectively promoted through this approach.	combining quantitative surveys and qualitative interviews to gather comprehensive data on the effects of service-learning on character development.	participated in service-learning programs, faculty members, and community partners involved in the initiatives.	surveys assessing character development, as well as interviews with students and faculty regarding their experiences with service-learning.	methods to measure changes in character values, while qualitative data were thematically analyzed to identify common themes and insights from participants.	<ul style="list-style-type: none"> Students reported a greater understanding of the social issues they addressed through service-learning, leading to increased awareness and advocacy for social justice. Faculty noted that service-learning 	y improved students' empathy, social responsibility, and commitment to community service. Students also facilitates the internalization of important moral values. The study advocates for the integration of service-learning into university curricula as a means to foster character development and prepare students to be
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														fostered a sense of teamwork and collaboration among students, enhancing their interpersonal skills and moral values.	responsible and ethical citizens. The authors recommend further research to explore the long-term effects of service-learning on character development and its applicability across different academic disciplines. Additionally, collaboration between universities and community organizations is encouraged to enhance the impact of service-
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														learning initiatives.
14	The Impact of Mindfulness Practices on Character Education in Middle School Students	Siti Nurjanah, Rudi Hartono, Liana Pratiwi	2023	Journal of Educational Psychology and Character Development	This article explores the effects of mindfulness practices on character education among middle school students, highlighting the potential of mindfulness to enhance emotional regulation and moral development.	The increasing prevalence of stress and emotional challenges among middle school students necessitates effective strategies for character education that promote emotional well-being and moral values.	How do mindfulness practices influence the character development of middle school students? What specific character values are enhanced through the implementation of mindfulness in the classroom?	To assess the impact of mindfulness practices on the character education of middle school students and to identify the character values that are most effectively promoted through these practices.	The study employs a quasi-experimental design, comparing a group of students participating in mindfulness practices with a control group not engaged in such activities.	Participants included middle school students from two different schools, teachers implementing the mindfulness program, and school counselors.	Data was collected through pre- and post-intervention surveys assessing character development, as well as focus group discussions with students regarding their experiences with mindfulness practices.	Quantitative data were analyzed using statistical methods to measure changes in character values, while qualitative data were thematically analyzed to identify common themes and insights from participants.	<p>The study found that:</p> <ul style="list-style-type: none"> • Mindfulness practices significantly improved students' emotional regulation, empathy, and self-awareness. • Students reported feeling more connected to their peers and demonstrated increased respect and kindness towards others. • Teachers noted that mindfulness practices fostered a 	Mindfulness practices are an effective approach for enhancing character education among middle school students. They not only promote emotional well-being but also facilitate the internalization of important moral values. The study advocates for the integration of mindfulness practices into school curricula as a

														positive classroom environment, enhancing students' ability to focus and engage in moral discussions.	means to foster character development and prepare students to navigate social and emotional challenges. The authors recommend further research to explore the long-term effects of mindfulness on character development and its applicability across different educational contexts. Additionally, training for teachers in mindfulness techniques is encouraged
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															to ensure effective implementation in the classroom.
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RESULTS AND DISCUSSION

1. Integrating Value Literacy into Curricula

Research demonstrates that schools with value-based curricula successfully cultivate students who exhibit heightened responsibility and empathy. Experiential learning approaches, including simulations and project-based learning, have been particularly effective in fostering moral awareness. By explicitly teaching moral concepts and encouraging practical application through structured activities, students can internalize ethical values. For example, service-learning programs that involve students in community activities have shown notable improvements in empathy and social responsibility.

However, the implementation of value-based curricula is not without challenges. Rural schools often lack the necessary resources to support these programs. Additionally, specialized teacher training is required to facilitate ethical discussions and effectively guide students in moral development. Addressing these challenges necessitates government support, including continuous teacher training programs and provision of adequate educational materials to ensure the success of value-based education.

2. Role of Teachers and Parents

Teachers play a crucial role as moral role models. Effective strategies include fostering ethical discussions and demonstrating moral behavior in daily interactions with students. Studies reveal that students who maintain positive relationships with their teachers develop a deeper understanding of moral principles. Moreover, integrating value literacy into teaching practices bridges the gap between theoretical knowledge and real-life applications, enhancing the effectiveness of moral education.

Parental involvement is equally essential in reinforcing the values taught in schools. Workshops and joint discussions between parents and teachers can align moral education strategies across school and home settings. However, achieving consistent parental participation is a significant challenge, particularly in regions with limited access to educational resources. Strengthening partnerships between schools and families is critical for creating a holistic and lasting impact on students' character development.

3. Implementation Barriers

Several barriers hinder the implementation of value and ethical education, including limited teacher training, overcrowded curricula, and insufficient resources such as value-based textbooks. Remote schools, in particular, struggle to access high-quality educational materials, further complicating efforts to prioritize moral education. Resistance to curriculum innovation from educators accustomed to traditional methods also poses a significant challenge.

Overcoming these obstacles requires coordinated efforts among governments, schools, and local communities. Investments in teacher training, the development of value-based educational materials, and policy advocacy are essential to support character education. With adequate resources and support, schools can more effectively address the moral education needs of their students.

CONCLUSIONS

The systematic integration of value and ethical literacy plays a pivotal role in shaping students' moral character. However, its success depends on the collaboration of teachers, parents, and policymakers to promote its effective implementation. By prioritizing value literacy in school curricula, educational institutions can create environments conducive to students' moral development.

Moral education extends beyond schools and requires joint efforts from families, communities, and educational institutions. Strong synergies among these stakeholders can amplify the impact of value literacy in shaping a generation characterized by integrity and accountability.

Educational policies should be strengthened by the Ministry of Education and Culture to enhance national guidelines on value education. Continuous professional development programs should focus on equipping teachers with the competencies needed to integrate value literacy into lessons. Furthermore, additional studies are necessary to evaluate the long-term impact of value education across diverse local contexts. Governments and educational institutions must collaborate to provide value-based teaching materials and tools, ensuring effective implementation in all school types.

CONCLUSION

The integration of value literacy into school curricula is crucial for fostering the moral development of students. Research findings indicate that value-based educational programs significantly enhance students' empathy, responsibility, and ethical awareness. Teachers and

parents play pivotal roles in shaping students' character, with effective collaboration between schools and families serving as a cornerstone for moral education. However, barriers such as inadequate resources, insufficient teacher training, and resistance to curriculum innovation hinder the successful implementation of these programs, particularly in remote areas. To overcome these challenges, concerted efforts from educational institutions, government agencies, and communities are essential.

The Ministry of Education and Culture should enhance national guidelines on value and ethical education, ensuring that policies explicitly address the importance of character development in schools. Continuous professional development programs should focus on equipping teachers with the necessary skills to effectively incorporate value literacy into their teaching practices. Additionally, governments and educational institutions must collaborate to create and distribute value-based teaching materials, especially for schools in underserved regions. Schools should also organize workshops and programs to encourage parental involvement, fostering alignment between home and school efforts in moral education. Lastly, further research is needed to evaluate the long-term impact of value-based education across diverse cultural and geographical contexts, providing valuable insights for future improvements.

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