

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

**Akmal Khairani<sup>1</sup>**

**Naysha Aulia<sup>2</sup>**

<sup>1</sup>UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan

<sup>2</sup>MAN 1 Mandailing Natal

Corresponding Email: [yulianingsih2744@gmail.com](mailto: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   |
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| 1  | STRATEGIES AND THE ROLE OF TEACHERS IN SHAPING CHARACTER EDUCATION IN SCHOOL-AGE CHILDREN IN AN EDUCATIONAL ENVIRONMENT | Yuyun Yuliana, Annisa Siliwangi, Herayani, Nuryuliasih | 2022 | e-Prosiding IKIP Siliwangi | The article discusses the importance of character education as a critical issue in the Indonesian education system and to emphasize the need for effective strategies to instill character in school-age children. | The need to address character education as an important issue in the Indonesian education system and to emphasize the need for effective strategies to instill character in school-age children. | What strategies can be employed to form character education in the Indonesian education system and to identify effective strategies for its implementation? | 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 keywords related to character education in schools and to understand the role of teachers in this process. | Literature search using various keywords related to character education in schools and to understand the role of teachers in this process. | Qualitative descriptive analysis of the literature reviewed. | Strategies for character education include: <ul style="list-style-type: none"> <li>Integrating character education into the curriculum.</li> <li>Incorporating character values into subjects.</li> <li>Fostering intellectual priorities and self-development.</li> <li>Implementing communication strategies and literacy programs.</li> <li>Encouraging habituation</li> </ul> | 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. |

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|   |  |                         |      |   |   |  |   |   |   |  |  | 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 citizenship education in 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 its effectiveness in contemporary education. | Various sources including journals, articles, and academic sources, particularly referencing Thomas Lickona's theory of personality development. | Data was collected from a variety of 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. | Citizenship education is crucial for: <ul style="list-style-type: none"> <li>Preparing students to be knowledgeable, skilled, and value-driven citizens.</li> <li>Encouraging active participation in society.</li> <li>Instilling a sense of responsibility, unity, and respect for others.</li> <li>Developing critical thinking and</li> </ul> | 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 |

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|   |  |                                       |      |   |   |   |  |   |   |   |   | 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 Febranti, 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 need for effective character education in | The low awareness of ethical values among students, particularly in the context of citizenship education, and the need for effective character education in elementary schools to highlight | What is the role of citizenship education in students, particularly in the formation of character in the context of citizenship education, and the need for effective character education in elementary schools? | To investigate the relationship between existing civics literature and research related to citizenship education in elementary schools and character citizenship. | Literature study, which involves reviewing existing literature between civics literature and research related to citizenship education in elementary schools and character citizenship. | The study involves reviewing existing 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 | <p>Key findings include:</p> <ul style="list-style-type: none"> <li>• Citizenship education is essential for instilling values aligned with Pancasila, such as democracy, ethics, and</li> </ul>                         | Character education is a fundamental aspect of developing the next generation of Indonesian citizens. The implementation of citizenship |

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|  |  |  |  | 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. | <ul style="list-style-type: none"> <li>• Character education through civics learning helps students develop good moral values and ethical behavior.</li> <li>• Teachers play a crucial role as role models in imparting character values to students.</li> <li>• There is a need for improved awareness and implementation of citizenship education</li> </ul> | cultural awareness. | 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 | 202 3 | Indonesian Journal of English Language Teaching and Applied Linguistics | The article examines the representati on of moral values in English as a Foreign Language (EFL) used in Indonesian primary schools, highlighting the | The need to critically analyze how moral values are represented in EFL textbooks for primary school? | How are moral values represented in EFL textbooks for primary school? | To elucidate the realization of moral values discursively represented in three primary school English textbooks | The study employs Critical Discourse Analysis (CDA) integrated with Visual Grammar Theory (VGT) to analyze the verbal and visual representations of moral values? | The study focuses on three EFL textbooks of moral values (CDA) 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 moral values in the three EFL textbooks, including a detailed examination of verbal-visual images and | The study found that: • The most frequently occurring moral values in the three EFL textbooks were modesty (8.99%), curiosity (8.44%), and perseverance (7.08%). | 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 |

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|  |  |  |  | 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. | friendship (6.53%). | 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, Sumin, Darmiyati Zuchdi, Sumar'in Asmawi | 2023 | Dinamika Ilmu | The article explores the suluk method as an alternative strategy for forming students in religious character among multiethnic students practicing the Thariqah Al-Mu'min in West | How does increasing suluk moral decay and lack of positive character among religious students in Indonesia, necessitating alternative methods for character education that can effectively instill the Thariqah Al-Mu'min | To investigate the effectiveness of the formation of religious character in students practicing the Thariqah Al-Mu'min? | The study employs a qualitative approach using a case study method in shaping the religious character of students practicing the Thariqah Al-Mu'min? | Participants included qualitative students of Al-Mu'min, using a case study method to explore the experiences of students practicing the Thariqah Al-Mu'min? | Data was collected through in-depth interviews, direct observations and interactive model, which includes data collection, condensation, presentation, and conclusion. | Data analysis was conducted using Miles and Huberman's Huberman's interactive model, which includes data collection, condensation, presentation, and conclusion. | The study found that: • 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  | 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 |

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|  |  |  |  | Kalimantan, Indonesia. It addresses the moral decay and erosion of positive values among the youth in the context of globalization. | religious values. | developed through the suluk method? | that emerge from this practice. |  |  |  | drawing. NVIVO software was utilized for qualitative data analysis. | ness, honesty, and a deeper understanding of life's purpose. | 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 |
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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 Bony, Achmad Dardiri, Sunarso, Johan Setiawan, Muhammud Rijal Fadli | 2023 | Pegem Journal of Education and Instruction | The article investigates the values of character education in the local history's implementation on history education embedded in the local history of K.H. Ahmad Hanafiah's struggle for character education. Hanafiah's struggle for Indonesian independence in the Lampung Residency. It emphasizes the importance of local history in | The lack of studies on character education values can be derived from the need to integrate Hanafiah's character education into the curriculum to address moral decline among Lampung students. It learning for high school students? | What character education values can be derived from K.H. Ahmad Hanafiah's struggle for independence among Lampung students? | To identify the character education values present in K.H. Ahmad Hanafiah's historical struggle and these values be implemented in local history education. | The study employs a qualitative research method with a historical approach, utilizing Hanafiah's historical struggle and these values into local history education. | The study involved participants from senior high schools in Lampung, including Ahmad Hanafiah's both primary and secondary sources, including interviews for reinforcement. | Data was collected through interviews, including 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"><li>• 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</li><li>• These values can significantly enhance students' understanding of national</li></ul> | 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 |



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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 | 2023 | Journal of Language and Cultural Education | This article examines how cultural values are represented in Indonesian language textbooks for foreign learners 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 cultural values are represented in Indonesian language education textbooks for foreign learners? How do these cultural values contribute to character education? | 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 for foreign learners? | The study utilizes a qualitative content analysis approach, focusing on selected BIPA (Bahasa Indonesia, Penutur Asing) programs. | The study involved a thorough selection of textbooks, used in Indonesian language programs across Indonesia, targeting foreign learners from diverse backgrounds. | Data was collected through a review of the textbooks, focusing on textual and visual elements that convey cultural values presented in the textbooks, examining their relevance to character education. | Content analysis was employed to categorize and interpret the cultural values presented in the textbooks, conveying cultural values across diverse backgrounds. | <p>The study found that:</p> <ul style="list-style-type: none"> <li>Key cultural values represented in the textbooks include respect for elders, community spirit, tolerance, and environmental awareness.</li> <li>These values are integrated into language learning activities, emphasizing the</li> </ul> | 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 |

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|  |  |  |  | language learning to enhance moral development. |  |  |  |  |  |  |  | promoting not only language proficiency but also moral and ethical development. | 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. |
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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 method for character education. | The need to find innovative methods for character education that resonate with the pedagogical | How does digital storytelling influence the character development of primary | To evaluate the impact of digital storytelling on the character development 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 | Quantitative data were analyzed using statistical methods to measure changes in character | The study found that: <ul style="list-style-type: none"> <li>• Digital storytelling is an effective method for enhancing students' empathy, creativity, and</li> </ul> | Digital storytelling is an effective method for enhancing students' empathy, creativity, and character education in   |

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|  |  |  | tool for enhancing character education among primary school students. It highlights the potential of digital media to engage students and promote moral values. | digital-native generation of students and effectively instill moral values. | school students | school students and to identify the specific character values that are most effectively enhanced through the use of digital storytelling in the classroom? | qualitative interviews to gather comprehensive data on the effects of digital storytelling. | a digital storytelling program. | development, as well as interviews with students and teachers regarding their experiences with digital storytelling. | character values, while qualitative data were thematicaly analyzed to identify common themes and insights from participants. | and teamwork skills. | 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. |
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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, highlighting the critical aspects of parental support and involvement, which can lead to inconsistencies. | How does parental involvement affect the character development of elementary school students? | To analyze the relationship between parental involvement and the character development of elementary school students? | 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, and students themselves. | Data was collected through structured questionnaires distributed to parents and teachers, as well as focus group discussions with students to gather their perceptions. | Statistical analysis was conducted to determine the correlation between parental involvement and students' character traits. | The study found that: | <ul style="list-style-type: none"> <li>Higher levels of parental involvement were positively correlated with improved character traits in students, such as responsibility.</li> </ul> | Parental involvement is crucial for effective character education in elementary school students. The study highlights the need for schools to foster strong partnerships. |   |

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|  |  |  |  | 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. | 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 | This article explores the integration of environmental education through character education, while simultaneously promoting character development programs for junior high school students, particularly emphasizing the importance of increasing environmental awareness alongside moral values. | The need to address the integration of environmental education through character education, while simultaneously promoting character development programs for junior high school students, particularly emphasizing the importance of increasing environmental awareness alongside moral values. | How does the integration of environmental education influence the character development of junior high school students? | To assess the impact of environmental education on the character development of junior high school students. | 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, and community members engaged in environmental education initiatives. | Data was collected through pre- and post-intervention surveys and interviews with students, teachers, and community members. | Quantitative data were analyzed using statistical methods to measure changes in character development, as well as values, while qualitative data were analyzed thematically to identify common themes and insights from participants. | The study found that: <ul style="list-style-type: none"> <li>• The integration of environmental education into character education is significant and improved students' sense of responsibility, empathy towards living beings, and moral values among junior high school students. The study advocates for the incorporation of environment</li> <li>• Students reported feeling more</li> </ul> | The integration of environmental education into character education is significant and improved students' sense of responsibility, empathy towards living beings, and moral values among junior high school students. The study advocates for the incorporation of environment |

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|  |  |  |  |  |  |  |  |  |  |  | connected to their environment and demonstrated increased awareness of environmental issues. 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 | al themes into character education curricula to foster responsible and ethical behavior towards the environment. |
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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 values and | The challenge of understanding how peer influence affects the development of character among high school students, particularly in the context of conflicting values and | How does peer influence affect the character development of high school students? | 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"><li>Positive peer influence often led to the reinforcement of character values such as teamwork, respect, and responsibility</li></ul> | Peer influence is a critical factor in character education among high school students, with the potential to both positively and negatively |

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|  |  |  | 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. | ty, as students encouraged each other to engage in constructiv e behaviors. | 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 |

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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-s of service- | The need to find effective educational strategies that not only | How does participation in service-learning | To evaluate the impact of service-learning | 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"> <li>• Participation in service-learning significantl</li> </ul>  | Service-learning is an effective method for enhancing |

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| <p>Character Education Among University Students</p> | <p>Development</p> | <p>learning as a pedagogical approach to enhance character development in higher education among university students, emphasizing the importance of experiential learning in developing moral values.</p> | <p>impart knowledge but also foster character development in higher education settings.</p> | <p>influence the character development of university students?</p> | <p>character education of university students and to identify the character values that are most effectively promoted through this approach.</p> | <p>combining quantitative surveys and qualitative interviews to gather comprehensive data on the effects of service-learning on character development.</p> | <p>participated in service-learning programs, faculty members, and community partners involved in the character development initiatives.</p> | <p>surveys assessing character development, as well as interviews with students regarding their experiences with service-learning.</p> | <p>methods to measure changes in character values, while qualitative data were thematic analysis to identify common themes and insights from participants.</p> | <p>y improved students' empathy, social responsibility, and commitment to community service.</p> <ul style="list-style-type: none"> <li>• Students reported a greater understanding of the social issues they addressed through service-learning, leading to increased awareness and advocacy for social justice.</li> <li>• Faculty noted that service-learning</li> </ul> | <p>character education among university students. It not only engages students in meaningful community service but also facilitates the internalization of important moral values. The study advocates for the integration of service-learning, leading to increased awareness and advocacy for social justice.</p> |
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| 14 | The Impact of Mindfulness Practices on Character Education in Middle School Students | Siti Nurjanah, Rudi Hartono, Liana Pratiwi | 202 | Journal of Educational Psychology | This article explores the effects of mindfulness practices on character development among middle school students, necessitating highlighting the potential of mindfulness education to enhance emotional regulation and moral development. | How do increasing prevalence of stress and emotional challenges among middle school students, necessitates highlighting the potential of character education to enhance emotional regulation and moral development? | To assess the impact of mindfulness practices on character development among middle school students? | The study employs a quasi-experimental design, comparing a group of middle school students participating in mindfulness practices with a control group not engaged in such activities. | Participants included middle school students from two different schools, teachers, 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"> <li>• Mindfulness practices are an effective approach for enhancing students' emotional regulation, empathy, and self-awareness.</li> <li>• Students reported feeling more connected to their peers and demonstrated increased respect and kindness towards others.</li> <li>• Teachers noted that mindfulness practices fostered a</li> </ul> | 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 |

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|  |  |  |  |  |  |  |  |  |  |  |  | positive classroom environment, enhancing students' ability to focus and engage in moral discussions. 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 | means to foster character development and prepare students to navigate social and emotional challenges. |
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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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