



Improving the Moral Attitudes of Primary School Students Through Social Activities in the Community

Original scientific paper

Mohammad Archi Maulyda, Muthmainnah, Tri Wardati Khusniyah, Hetty Anggraini and Agustina Mei

Universitas Negeri Yogyakarta, Indonesia

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Abstract

The aim of implementing this program is to improve the moral attitudes of students in elementary schools. This program is based on social activities in the community. This Design Base Research (DBR) research focuses on developing educational interventions to improve the objectives of the intervention provided. Participants in this research were 42 students, 2 teachers, and parents of students who took part in the program. The forms of intervention carried out are, (1) Volunteer Club; (2) Moral Mentorship; and (3) Entrepreneurship Program. The research instruments to measure the intervention are student perception questionnaires, parental involvement questionnaires, and questions about moral issues which have been tested for validity and reliability. The results of this research are that students experience positive changes in moral attitudes at school and at home. In addition, it was found that there was no difference in moral attitudes for both male and female students.

Keywords: *Attitude; Morality; Social Activity; Student*

Moral education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential for religious and spiritual strength, self-control, personality, intelligence, noble moral, and the skills needed by themselves, society, nation, and state (Morgan, 2022; van der Leij et al., 2021). Moral education aims to form good character in children, manifested in the essential unity between the subject and his

behaviour and attitude to life (Van Der Leij et al., 2022). Moral education also transfers moral values and universal human values so that it is hoped that students can respect the lives of other people and become good citizens.

education is very important in shaping children's personalities and building good citizens (Alt & Reingold, 2012). Moral education in elementary school is very important in shaping children's character

and building good citizens. Teachers need to provide moral education from an early age, use appropriate learning methods, teach universal moral values, form good character, and build the moral health of society. According to Gui et al. (2020), there are three benefits of instilling Character Education in Elementary Schools, namely, (1) Moral education provides a solid foundation for the formation of ethical and responsible individual character; (2) Moral education helps students build a positive mentality and face pressure and conflict in everyday life; & (3) Moral education also helps students understand how the relationship between individuals and the environment works and how they should behave in these situations.

So far, several moral education programs have been running in elementary schools. Nurzaman (2017) developed a moral education program called Value-Based Education. This model focuses on introducing basic values such as honesty, caring, hard work, respect, and responsibility to students. Teachers can teach these values through stories, role plays, and group discussions. There is also Moral Guidance by Teachers, where schools can develop special programs that teach character values in daily activities. These programs may include awards for students demonstrating good character (Huang, 2020). Another program called Storytelling-Based Learning is a program that uses stories or fairy tales to illustrate character values. After listening to the story, students can talk about the lessons they can take from it (Bektas et al., 2022; Yilmaz & Ayaz, 2021).

Reflecting on the existing moral education program model, a new moral education program will be developed. The moral education program was developed using the Project-Based Learning model and Moral Guidance by Teachers. The Project-Based Learning model is carried out by integrating character values in learning projects. For example, students can collaborate on projects emphasising cooperation, communication, and good leadership ((Burkhardt, 1999; Kochemasova, 2018). Meanwhile, Moral Guidance by Teachers maximises the role of teachers so that they become good examples of behaviour and morals. They can also provide moral advice and guidance to students when students need guidance and direction.

The objectives of this innovative development of the moral education program include: (1) Strengthening the integrity of elementary school students is a very important thing in education. Integrity is a moral and ethical quality that involves honesty, self-honesty, and correct actions even when no one is watching (Lyu et al., 2022); (2) Encouraging students' emotional well-being is a shared responsibility of schools, teachers, staff, and parents (Morgan, 2022); and (3) Preparing graduates with character is an important goal in the education system. Character includes moral values, ethics, leadership, empathy, and other positive attitudes that will help students become individuals who contribute positively to society.

Literature Review

Children's Moral Development

According to Kohlberg, moral development is based on moral reasoning and develops gradually (Santrock, 2016). The key concept for understanding moral development, especially Kohlberg's theory, is internalization, namely the developmental change from externally controlled behaviour to internally controlled behaviour. According to Kohlberg, the stages of moral development consist of pre-conventional reasoning, conventional reasoning, and post-conventional reasoning. Pre-conventional reasoning is the lowest stage; children do not show internalization of moral values, and moral reasoning is controlled by external rewards (prizes) and punishments. At this level, children obey because adults demand obedience (punishment and obedience orientation). Children obey when they want to obey and produce rewards (individualism and purpose).

Kohlberg received criticism from scientists regarding his emphasis on moral development, one of which was from his assistant, Carol Gilligan (Jin, 2022). In contrast to Kohlberg, Gilligan has a different view of moral development related to gender. Boys have a different orientation than girls. The difference between men and women in moral development is that women identify themselves through connection and fear of separation, while men identify themselves through separation and fear of relationships.

Women are more sensitive to other people's needs, which can be a weakness (Winiecki & Salzman, 2019). Women see morality in terms of care, responsibility, and relationships, while men see morality in terms of their rights without interfering with the rights of others. Women not only define themselves as close to human relations but also assess themselves as having the ability to care. Caring means relationship activity, paying attention to and being responsible for needs, caring for the world by connecting so

that no one is left alone. Moral maturity for women is balancing their concern for others and themselves. Women explain morality as a constant tension between being part of something larger and, at the same time, self-entity, and they see the ability to live with this tension as a source of character and moral strength. Based on these things, Gilligan put forward a sequence of caring-oriented moral development as follows (Godswill Agu et al., 2022).

Table 1.

Level of Moral Development with a Caring Orientation

Process	Description
Level 1	Orientation of Individual Survival (focusing on what is best for him)
Transition 1	From selfishness to responsibility
Level 2	Kindness as Self-Sacrifice (focusing consequential actions on the needs of others)
Transition 2	From goodness to truth
Level 3	Morality of Nonviolence (focuses on orders/decisions about whether what is done is harmful or not harmful to other people, including oneself)

At the first level, the initial concern regarding self-care to ensure survival is followed by an intermediate stage; at this level, there is egoistic judgment. At transition stage 1, the concept of responsibility expresses understanding the relationship between oneself and others. At the second level, moral goodness is equated with concern for others. However, in this stage, an imbalance can be created, giving rise to a second transition. At a level centred on relationship dynamics and eliminating the tension between egoism and responsibility through a new understanding of the reciprocal relationship between others and oneself. Concern becomes a self-chosen principle of moral judgment. This principle remains psychological concerning relationships and responsiveness but is a universal principle condemning every attitude that oppresses and harms others.

Moral Education in Elementary School

Moral education must be planned carefully by stakeholders and moral education experts such as clergy (religious leaders), non-formal leaders (community leaders), school principals, teachers, and parents (Saksiriphol & Kunchune, 2023). This moral education must pay attention

to values holistically and universally. The success of moral education with output produces students with personal and social competence who are moral and dynamic to produce good citizens. A joint structural and cultural struggle strategy is needed to realise a moral life for young children. In a political sense, this structural improvement is the most effective means through the elementary school education curriculum. Through formal educational institutions, people's moral aspirations can be channelled, and moral values can be fought for as input from the community to the government, especially the Ministry of Education and Culture. Input from the community to the government will be expressed in the form of policies or laws that require the implementation of moral education for elementary school children supported by funds from the government. As stated by the Governor of DIY, Sri Sultan Hamengkubuwono X requested that moral education be included in local content and funded by the government. This is closely related to the increasingly declining moral life, especially among young people (Aeni et al., 2019).

Moral education material in elementary schools includes teachings and learning experiences to become a moral person concerning oneself, morals towards

fellow humans and the universe and morals towards God Almighty. The important moral education one gives students is related to personal hygiene, diligence in studying/working, tenacity, and time discipline. Moral education for fellow humans includes social moral values such as cooperation, tolerance, respect, fairness, honesty, humility, responsibility and caring. Moral education for human relations with the universe can be provided by strengthening the values of natural balance, preserving nature, not destroying nature, saving money, and educating about reusing used (recycled) goods in new forms.

Factors that Influence Children's Moral Changes

Interpersonal factors, such as family, peers, and culture, strongly influence moral development. Intrapersonal factors, such as cognitive, emotional, and neurodevelopment changes, influence moral development. Children's interactions with caregivers and peers have been shown to influence the development of their moral understanding and behaviour. Researchers have discussed the influence of interpersonal interactions on children's moral development from two main perspectives: socialization/internalization (Saxena et al., 2015) and social domain theory (Gui et al., 2020). Research from a social domain theory perspective focuses on how children actively differentiate between moral and conventional behaviour based in part on the responses of parents, teachers, and peers. Adults tend to respond to children's moral transgressions (e.g., hitting or stealing) by drawing the child's attention to the impact of their actions on others and doing so consistently across contexts.

Research from the socialization/internalization perspective focuses on how adults pass down standards of behaviour to children through parenting techniques and why children internalize these values or not (Anderson Jr., 2016; Sternäng & Lundholm, 2011). From this perspective, moral development involves the child's increasing compliance and internalization of adult rules, demands, and standards of behaviour. Using these definitions, researchers have found that parenting behaviours vary in the degree to which they encourage children's internalization of values. These effects

depend partly on child attributes, such as age and temperament. For example, Pagano (1991) shows that gentle parental discipline will encourage the development of conscience in children who are timid. However, the same parental responsiveness and mutually responsive parent-child orientation will encourage the development of conscience in fearless and temperamental children. This parental influence exerts its impact through various pathways, including increasing children's experience of moral emotions (e.g., guilt, empathy) and their self-identification as moral individuals (Vardi, 2012).

Moral Development in the Family

In the formation of children's morals, there is no external influence greater than the influence of the family. Through punishment, reinforcement, and direct and indirect teaching, families instil morals in children and help them develop beliefs that reflect their cultural values. Justice

The idea of what is fair is one of the main moral lessons children learn in the family context. The family sets boundaries in the distribution of resources, such as food and living space, and grants different privileges to its members based on age, gender, and occupation; how a family determines what is fair influences the development of children's ideas about rights and entitlements and their ideas about sharing reciprocity, and respect.

Personal Balance

Through understanding the principles of fairness, justice, and social responsibility, children learn to balance their needs and desires and the interests of the broader social environment. Children benefit from a greater sense of love, security, and shared identity by limiting their desires. At the same time, this connectedness helps children improve their moral systems by providing a reference point for understanding right and wrong.

Morality and Culture

The role of culture in moral development is an important topic that raises fundamental questions about what is universal and culturally specific regarding

morality and moral development. Many research traditions examine this question, with social-cognitive and structural-developmental positions theorizing that morality has universal requirements drawn from moral philosophy. The hope is that if morality exists, then it relates to values that can be generalized across groups and cultures.

Method

Research Design

Design-Based Research (DBR) is an approach to educational research and development that involves design as an integral part of the investigation process (Anderson & Shattuck, 2012). DBR focuses on developing and testing educational innovations in real environments, with the aim of improving learning practices and providing concrete solutions to educational problems.

Participant, Location, and Timeline

This research was carried out at an elementary school in Yogyakarta, Indonesia. Research activities were carried out for 3 months. Participants in this research were third grade and fourth grade students, homeroom teachers, and parents of students who took part in the program.

Research Procedure

The moral education activities that will be carried out are in the form of extracurricular activities. Extracurricular activities are carried out after completing learning or returning home from school. This moral education extracurricular activity consists of the following activities:

Volunteer Club

The volunteer club program focuses on community service activities that involve students in volunteer activities. The form of this program is to help other people or provide benefits to society. Examples include community service around the school, planting trees and family medicinal plants (toga), and visiting community leaders around the school. This volunteer club

activity is a voluntary activity participated in by third grade and fourth grade students. This activity is carried out once a week.

Moral Mentorship

The moral mentorship program is a mentoring program where older students can become mentors for younger students to help them understand moral values and guide them in making good decisions. The form of activity in this program is mentor training for fourth grade students and then a selection is carried out to determine students who are ready to become moral mentors.

Entrepreneurship Program

Entrepreneurship programs help elementary students to develop initial skills and understanding of business and entrepreneurship. This program aims to stimulate students' interest in entrepreneurship. The form of activity in this program is Market Day. Market day is an activity such as a bazaar or exhibition organized by a school, where there are students who make and sell their work which is held once a month. This activity is carried out by students starting from the production, distribution, and consumption processes. This activity begins with giving tasks and responsibilities to students to make goods or crafts that apply entrepreneurial principles and can be organized in the form of groups. For example, students make crafts from rags, from used bottles, ice cream sticks and so on, then other students and teachers are responsible for being consumers. Teachers have an obligation to continue to control the course of market day and instill moral values in these activities such as discipline, responsibility, creativity and innovation, honesty, and mutual respect for fellow group members. At this event, the school can invite students' parents to participate as consumers.

Measuring Instrument

Student perception survey

The first aspect evaluated was students' perceptions of the progress of the morality-strengthening program. The main target of this survey is students who are and are not involved in the morality-

strengthening program (van der Leij et al., 2021). The purpose of this data collection is to obtain information on student responses to the program and whether students feel that the existing program has provided benefits for the students themselves. The reliability of this instrument is or demonstrating reliability in data collection.

Indicators of student perceptions of moral strengthening programs are tools used to measure how students see, feel, and respond to the program. By understanding student perceptions, schools can evaluate the effectiveness of morality programs and make improvements if necessary. The following are several indicators that can be used to measure student perceptions of moral strengthening programs (Lyu et al., 2022):

a) Student Satisfaction. Measuring the extent to which students feel satisfied with the morality program and support for parental involvement in instilling morals at home. This can be done through interviews.
b) The effect of the program on student behaviour and the school environment. Whether students feel the moral strengthening program has influenced their daily behaviour includes creating positive changes in the school environment, reducing negative behaviour, and increasing cooperation. This is done through giving questionnaires to students.

The following is a questionnaire given to students to explore the influence of the program on student behaviour and the school environment (compiled from various sources):

Table 2.

Student perception questionnaire

No.	Statement Items
1	I speak politely and politely to parents
2	I speak politely and politely to teachers
3	I do good to friends
4	I apologize when I make a mistake
5	I say help when I need help
6	I say thank you when I get help
7	I say excuse me when I pass people
8	I say hello to parents, teachers and friends
9	I approach when talking to anyone
10	I listen when someone talks or tells a story
11	I am patient in queuing or waiting while doing activities
12	I ask my parents for permission when I want to leave the house
13	I respect the differences of my friends in class
14	I receive or give things with my right hand
15	I dress neatly and cleanly
16	I said goodbye to my parents before traveling and going to school
17	I arrived at school on time
18	I completed the assigned tasks
19	I look after and clean the surrounding environment
20	I throw rubbish in the trash can
21	I tidy up the items/room/toys that have been used
22	I take care of plants at school and at home such as flowers and toga plants
23	I love animals
24	I congratulate friends who get achievements
25	I visited a sick friend
26	I don't bother friends
27	I obey school rules and regulations
28	I pray before and after doing activities
29	I enjoy helping others
30	I kept my promise

Observation survey and parent involvement

The second aspect evaluated is the results of parents' observations of changes in student behaviour after participating in moral strengthening programs at school (van der Leij et al., 2023). Apart from that, parental involvement in stimulating students' moral strengthening also needs to be evaluated. This helps parents understand the program's impact on their child's development. Observation surveys and parental involvement were carried out through questionnaires. The result of validity and reliability test shows that the reliability of this instruments is (High reliability). The following are several indicators that parents can use to observe changes in student behaviour (Godswill Agu et al., 2022; Saksiriphol & Kunchune, 2023):

a) Increase in compliance. Parents can pay attention to whether children are more obedient to the rules and behavioural norms

taught in the moral program.

b) Change in attitude. Parents can see if there is a change in their child's attitude, such as being friendlier, more caring, or more responsible.

c) Understanding moral values. Ask children about their understanding of the moral values taught at school and how they try to apply them in everyday life.

d) Participation in social activities. See whether children are more active in social or volunteer activities focusing on helping others or providing environmental benefits.

e) Participation in the Family. See whether children are more active in family activities related to moral values, such as charity activities or discussing moral topics.

f) Parental Involvement. How parents support moral programs and are involved in discussing moral values at home.

The following is a questionnaire for parental observation and involvement in strengthening children's morals:

Table 3.

Parental observation and involvement questionnaire

No.	Statement Items
1	Parents practice polite and courteous behavior towards their children
2	Parents habituate responsible behavior in children
3	Parents invite discussions about polite and courteous behavior
4	Parents invite discussions about responsibilities
5	Parents use storybook media to stimulate
6	polite and courteous behavior
7	Parents use storybook media to stimulate responsible behavior in children
8	Parents are invited to talk to children with good words
9	Children are invited to discuss good and bad behavior
10	Children are asked how they feel when they do something good (happy, happy, sad, difficult) by their parents
11	Parents observe children's polite and responsible behavior
12	Children are polite and polite to their parents
13	Children say sorry when they make a mistake
14	Children say help when they need help
15	Children say thank you when they get help
16	Children say hello to parents, teachers and friends
17	Children pay attention when parents talk
18	Children ask their parents for permission when leaving the house
19	Children say goodbye to their parents before traveling and going to school
20	Children look after and clean the surrounding environment
21	Children throw rubbish in the trash can
22	Children tidy up items/rooms/toys that have been used
23	Children pray before and after doing activities

Measuring understanding of moral values

Measure students' understanding of the moral values taught in the program. This may involve asking about their understanding of moral concepts such as respect, responsibility, discipline, and honesty. This is done by giving a pretest and posttest related to insight into moral education. There are three questions given and they are in the form of story questions. The following is an example of the questions given (other questions will be developed later)

Answer the questions below according to your own opinion!

Ardi has promised his friends to do group assignments at Alin's house on Sunday at 09.00. When Ardi was about to leave for Alin's house, his mother suddenly asked Ardi to look after his 3 year old sister, because Ardi's mother suddenly had to go to the village. At that time, Ardi couldn't tell Alin or his other friends that he had to look after his younger brother at home, because Ardi didn't have his friends' cellphone numbers. There was also no one else to entrust his little brother to.

Ardi felt confused, whether he should go to Alin's house or stay at home to look after his younger brother. If Ardi goes to Alin's

house, his sister won't be there to watch him. Meanwhile, if Ardi stays at home, Ardi will be branded by his friends as a liar, because Ardi broke his promise. Apart from that, Ardi will also miss out on his friends' lessons. If you were Ardi, what would you do, go to Alin's house, or stay at home to look after your younger siblings? explain your reasons!

Data Analysis

Focus Group Discussion

The FGD was conducted to discuss the results of implementing the moral strengthening program which consisted of three activities, namely volunteer clubs, moral mentorship, and entrepreneurship programs. The FGD involved school principals and teachers. FGDs are held once a month.

Statistical Data Analysis

a) Program Participation Rate

The first aspect to be evaluated is the number of participants in extracurricular activities. The percentage of program participation rate is carried out using the formula:

$$\Leftrightarrow \frac{\text{Number of students involved}}{\text{Total number of students}} \times 100$$

The purpose of this measurement is to find out the level of student participation quantitatively. This is needed to provide an overview of how students respond to the programs launched at school.

b) Survey of student and teacher perceptions

The second aspect analyzed is teacher and student perceptions of the program. The two population groups will be analyzed using the Mann–Whitney U-test to see the comparison between the two population groups (Heale & Twycross, 2015). The test was chosen because the data groups are not the same, causing the data to be

inhomogeneous. This requires researchers to use non-parametric tests to see the differences between the two groups. This test will be carried out using IBM SPSS version 25 software.

Result & Discussion

Program Description

Volunteer Club

As a result of discussions with teachers and school officials, it was agreed that the volunteer activity that would be carried out at Selebung Elementary School

was cleaning up rubbish in the gutters around the school. The students involved in this activity were third grade and fourth-grade students. Students were given an announcement and invited to volunteer to clean the gutters around the school. In the first week, only 23 students took part in the activities voluntarily. Meanwhile, in the second and third weeks, the number of students participating in this activity increased to 42. However, this number is dominated by third grade.

During the gutter cleaning process, the third grade and fourth grade homeroom teachers provided insight to students regarding moral values such as cooperation, discipline, cleanliness, and cooperation. Teachers feel that providing insight through this kind of direct practice is more effective than if moral values are provided in the classroom. Students also prefer this physical activity because providing insight into moral values is more exciting and relaxed than if it were done in the learning process in the classroom. These results follow Van der Leij et al. (2021) research, which states that morals are easier to teach with direct activities compared to the usual learning process. This is because sciences such as morality, which are abstract and focus on changing attitudes and behaviour, should be provided with concrete examples in the form of activities (Pagano, 1991). Student involvement in this activity can support efforts to instil attitudes that are by existing moral values (Sternäng & Lundholm, 2011).

Moral Mentorship

The second activity carried out is moral mentorship. In this case, the team and teacher chose five cadres from fourth-grade students. This selection is based on the results of implementing the Volunteer Club program in the first week. These five students were given more intense direction and assistance to guide ditch-cleaning activities in the second and third weeks. Students are responsible for supervising and reminding their peers and first- and second-year students if they carry out actions that do not follow, such as throwing rubbish carelessly, speaking harshly, and making fun of their friends.

The results of teacher observations show that these three activities are the

immoral acts most often carried out by third and fourth-grade students. This mentorship activity is carried out periodically, and the selected cadres will be assisted by material provided by the class teacher twice a week. This activity is carried out after school for 15-20 minutes. The material provision to the five cadres was made as light as possible so that students did not feel burdened. According to Davies (2005), mentorship activities can facilitate transferring knowledge to students, especially those still at the school level. This is related to the level of communication skills possessed by the child. According to Eggen & Kauchak (2016) theory, it is easier for students to understand a concept from grammar given by their peers. The level of communication, the distribution of words, and the use of diction that is the same frequency make the information given to students easier for them to understand and accept (Hoon et al., 2017; Kamid et al., 2020).

Entrepreneurship Program

The next activity is Market Day, which is held once a week. This activity is carried out on Saturdays for three weeks. The students involved as "sellers" in this activity are in third and fourth grades, while students at other levels are set as "consumers". Students are free to choose the products to be sold. However, the emphasis is on student collaborative activities, from product preparation and presentation to calculating capital and profits earned.

Of the total students involved in this entrepreneurial activity, there were five large groups of students, each consisting of 3-4 students. These five large groups sell food products, light snacks, and stationery such as pencils, erasers, books, etc. On this occasion, the teacher also provided insight to students regarding healthy foods that can be sold in this Market Day activity. According to research results by Tan et al. (2005), activities on Market Day can improve students' social and soft skills. This is because every activity on Market Day will encourage students to learn positive attitudes, such as being tenacious, persistent, disciplined, and honest, and other moral values that can be instilled through Market Day activities (Azizi & Mokhtari, 2018).

Evaluation Result

a) Student Engagement

Based on the results of

implementation for 3 weeks, student involvement can be seen from the following calculation results:

$$\Leftrightarrow \frac{\text{Number of students involved}}{\text{Total number of students}} \times 100$$

$$\Leftrightarrow \frac{42}{64} \times 100$$

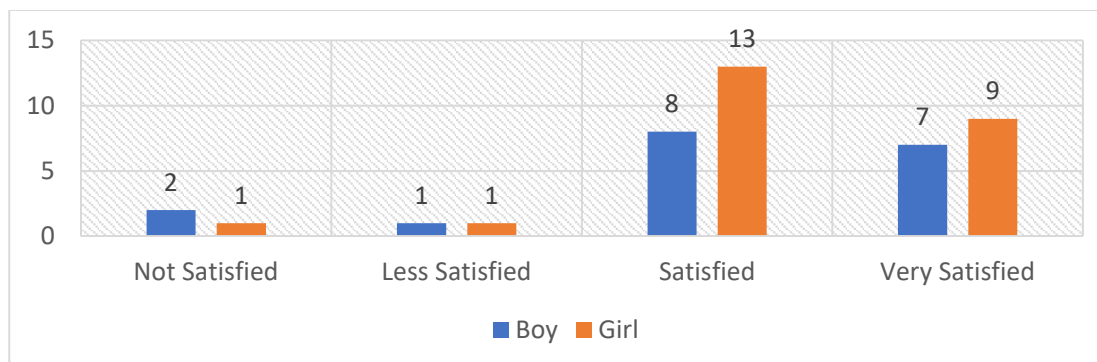
$$\Leftrightarrow 65,6\%$$

The total number of students involved in the activity should be 64 students. This number comes from 32 class III students and 32 class IV students. Of the total class III students, only 30 students actively participated in activities, while only 14 class IV students were active. Thus, only 42 students were actively involved in this activity. So, the percentage of student involvement is 65.6%.

b) Student Perception

Based on the results of a survey conducted on students, there are two main indicators used. These two indicators are student satisfaction and changes in student attitudes observed by the teacher. The results of filling out the survey can be seen from Figure 1 below:

Figure 1.
Student Satisfaction Survey Results



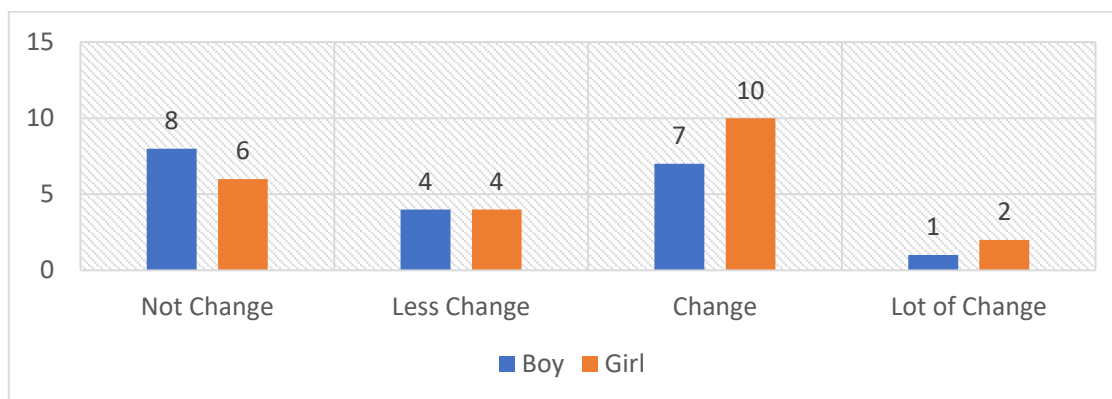
Source: Research Data

Figure 1 shows that students are quite satisfied with the program that has been implemented. This can be seen from the survey results which stated that 21 students (8 boy and 13 girl) expressed satisfaction with the activities that had been carried out. Meanwhile, 16 others (7 boy and 9 girl) said

they were very satisfied. For students who expressed dissatisfaction and dissatisfaction, only around 5 students or only 11% of the 42 students involved in the program. Furthermore, for a survey on indicators of changes in student attitudes, data tabulation can be seen in Figure 2 below:

Figure 2.

Survey Results on Changes in Student Attitudes



Source: Research Data

Figure 2 shows that the students who experienced changes and those who did not experience any changes at all were quite balanced. The number of students who were assessed as having not changed was 14 students (8 men and 6 women). Meanwhile, 17 students have changed (7 male students

and 10 female students). To explore this data, the researcher tried to carry out non-parametric statistical analysis using the Mann–Whitney U-test to see the comparison between the observations of male and female students. The results of the Mann–Whitney U-test can be seen in table 4 below:

Table 4.

Mann–Whitney U-test Result

Test Statistics ^a	
Teacher Digital Competences	
Mann-Whitney U	4907.520
Wilcoxon W	7436.500
Z	-0.822
Asymp. Sig. (2-tailed)	0.317

a. Grouping Variable: Gender

Source: SPSS Output

The two groups are said to have significant differences when the Asymp. Sig value is <0.05. On the other hand, if the Asymp.Sig value is > 0.05 then the two groups are said to have no differences (Krishnaswamy et al., 2012). Based on table 1, the Asymp.Sig value is 0.317>0.05. Thus, it can be concluded that there is no difference between the two groups or there is no

difference between changes in the attitudes of male students and female students after the program runs. This is in accordance with the results of Anderson Jr. (2016); & Saxena et al. (2015), states that changes in students' morals are not related to gender. Gender does not affect students' ability to understand and improve the moral attitudes being studied (Phongpila et al., 2011).

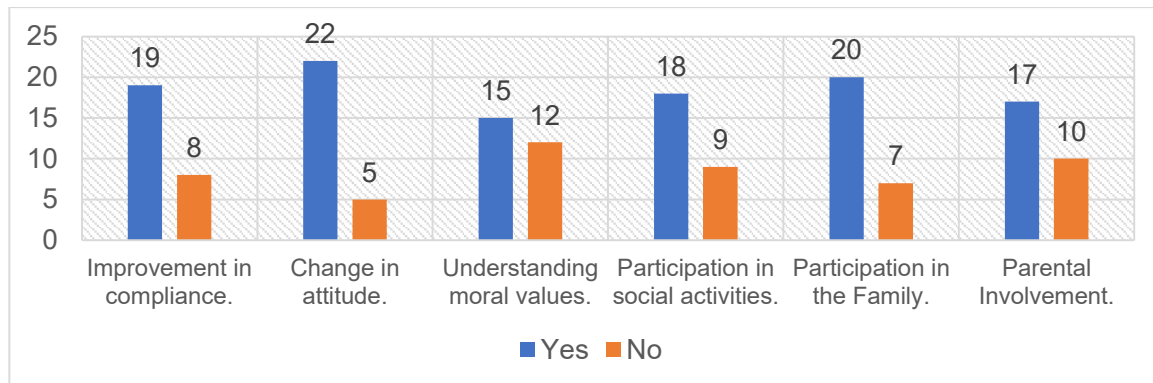
Parental Observation and Involvement

After looking at it from the perspective of students and teachers, the team also tried to measure the success of the program by looking at the perspective of the students' parents. After asking for parental

consent, of the 42 students who were actively participating in this program, there were only 27 parents who were willing to fill out the instruments provided. The results of parents' observations of students can be seen in Figure 3 below:

Figure 3.

Parental Observation Results



Source: Research Data

Figure 3 shows that, in general, all aspects of changes in students' attitudes at home have been checked by parents. This shows that student participation in moral improvement programs positively impacts students. The greatest improvement was in student attitudes, where students became more friendly and polite. Meanwhile, the most difficult aspect to change is understanding moral values, where students still need help understanding the concepts of moral values even though they have indirectly done so. These results benefit the team because the parent's perspective is key to the program's success. This is because changes in students' attitudes at home show that students do not carry out the positive behaviour measured at school because of their teachers or peers (Bamberg & Schmidt, 2003). Changes in students' attitudes at home show that the changes in students' attitudes have been meaningful, so these good attitude will not easily disappear.

Understanding Students' Moral Values

The final measurement was carried out by giving students several morality cases to see students' understanding of their moral values. After being given the case, 34

students answered the questions given well. The student has fulfilled his moral values and chose not to go because he promised to look after his younger sibling at home. Meanwhile, the rest are still selfish and choose to go to group work because they are afraid of not contributing to their group. However, the arguments given by students were quite good, showing that students did not just choose. This shows that students already have a good understanding of attitudes that are in accordance with moral values. These results are in accordance with research by Aeni et al. (2019); & Pagano (1991) were giving problems in the form of simple cases can best measure students' understanding of moral values.

Conclusion

The research results found that the number of students participating in this program was 65.6% of the total number of students in third and fourth grades who were the target of the morality activity program. The results of the student perception survey showed that 88% of students felt that this program was running well and was fun for students. The teacher observations also showed that students experienced positive

changes after participating in the program. Furthermore, the results of the Mann–Whitney U-test also showed no difference in moral attitudes between male and female students. From the parents' side, changes in students' moral attitudes at home have also experienced positive changes. The results of the moral test also show that many students have increased their moral understanding.

This research has implications for designing appropriate programs to improve the moral attitudes of students in elementary schools. Furthermore, social activities can be carried out in other communities to optimize changes in school students' moral attitudes.

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