Moral Literacy and Social Climate with Perception Teacher's Character Education in Elementary School

by Zulela Artikel 4
The importance of character education cannot be overstated. Character education is an integral part of the curriculum in many schools, helping students develop essential skills such as integrity, empathy, and responsibility. This article explores the benefits of character education and discusses strategies for its effective implementation in the classroom. The aim is to foster a learning environment where students not only academically excel but also grow as morally sound and socially responsible individuals.

I. Introduction

A. Background

Character education is the process of teaching students to develop and practice virtues and moral principles. This is achieved through a variety of methods, including explicit instruction, modeling by teachers, and the integration of moral reasoning into the curriculum. The ultimate goal is to equip students with the knowledge and skills to make ethical decisions and act with integrity.

B. Purpose

The purpose of this article is to provide educators with a comprehensive understanding of character education, its benefits, and practical strategies for its implementation in the classroom. By doing so, we aim to contribute to the development of a society that values and promotes character traits such as honesty, respect, and compassion.

II. Benefits of Character Education

A. Improved Academic Performance

Character education has been linked to improved academic performance. Students who participate in character education programs tend to have higher grades, better attendance, and lower rates of truancy and discipline problems.

B. Stronger Social Skills

Character education fosters the development of social skills such as empathy, cooperation, and conflict resolution. These skills are crucial for building strong relationships and functioning effectively in society.

C. Increased Resilience

Characters who are exposed to character education are better equipped to handle challenges and setbacks. They are more resilient and better able to cope with stress.

III. Strategies for Implementing Character Education

A. Incorporating Character Education into Curriculum

Teachers can integrate character education into various subject areas. For example, in history, lessons can focus on the moral decisions made by historical figures. In math, students can be encouraged to work collaboratively and fairly.

B. Role Modeling

Teachers and other adults in the school should model the behaviors they wish to see in students. Consistency in modeling is crucial to effective character education.

C. Providing Opportunities for Practice

Students need opportunities to practice character traits in real-life situations. This can be achieved through class discussions, group projects, and peer mentoring programs.

IV. Conclusion

Character education is a vital component of a comprehensive educational program. By focusing on the development of character, educators can help students become well-rounded individuals who are prepared to contribute positively to society.

References


Further reading

Ethical sensitivity is a key component of moral literacy [8]. Moral sensitivity is defined as the skill to recognize how moral and decision issues in some circumstances affect the well-being of others [13,14]. Teachers should seriously apply the moral character of education and then apply it to practice teaching in knowledge and understanding [15]. Character education is best done in a good environment for students to get the "true" or true habitual experience [16]. An adequate school climate has a positive effect on students' psychological adjustments [17,18], especially those who are at risk for academic, emotional, or behavioral problems [19], and often associated with optimal health and learning development, thereby reducing maladaptive behavior [17].

III. METHOD

This study uses a quantitative approach. The method used in this study is a correlational method. In this research, there are three research variables: moral literacy (X1), social climate (X2), and teacher perception towards character education (X3). This research uses a simple random sampling technique a sample. Population in this research is an elementary school teacher in Air Pertiwi, Regency Bengkulu Province. The sample in this research amounted to 145 teachers. The instrument used to measure the three variables is Likert scale questionnaire. The hypothesis testing using Pearson product moment correlation technique, using an SPSS 20.

![Fig. 1. Research Correlation.](image)

IV. RESULT AND DISCUSSION

The hypothesis test was done to examine the influence of literacy moral (X1), social climate (X2) and teacher perception towards character education (X3). This hypothesis is tested using regression statistical test. This research shows that literacy moral (X1), social climate (X2) has a relationship with teacher perception to character education (X3). The initial calculation is done using the SPSS program to determine the value of correlation between variables. The results of the calculation of the three correlations of the variables can be seen in table 1 below:

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standard Coefficients</th>
<th>1</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td>0.001</td>
</tr>
<tr>
<td></td>
<td>0.0155</td>
<td>0.484</td>
<td>0.051</td>
<td>0.066</td>
</tr>
<tr>
<td>Moral Literacy</td>
<td>0.666</td>
<td><strong>1.221</strong></td>
<td>0.222</td>
<td>0.000</td>
</tr>
<tr>
<td>Social Climate</td>
<td>0.226</td>
<td>0.118</td>
<td>0.316</td>
<td>0.000</td>
</tr>
</tbody>
</table>

From table 1, it can be seen that the correlation value between X1 to Y is 0.826 and X2 to Y is 0.778 which is considered strong. To know the hypotheses of each variable then it will be calculated the correlation coefficient. Based on table 1 above, the regression equation is Y = 10.155 + 0.666X1 + 0.226X2.

From table 2, it can be seen that the coefficient R square or determination is 0.682, which illustrates that the literacy contribution of literacy (X1) and the teacher's perception of character education (Y) is 68.2%. From the results of the analysis presented in the table above, obtained the price: F = 5.00; df = 141; p-value = 0.00 / 2 = 0.00 <0.05, or Ho denied. Thus, moral literacy positively affects the perception of teachers towards character education.

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0.671</td>
<td>0.475</td>
<td>0.405</td>
<td>0.141</td>
</tr>
</tbody>
</table>

From Table 3, it can be seen that R square coefficient or determination is 0.619, which illustrates that social contribution of social (X1) and toward teacher's perception of character education (Y) is 61.9%. From the results of the analysis presented in the table above, obtained the price: F = 19.038; df = 141; p-value = 0.056 / 2 = 0.029 <0.05, or Ho denied. Thus, social climate positively affects the perception of teachers towards character education.

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0.672</td>
<td>0.450</td>
<td>0.382</td>
<td></td>
</tr>
</tbody>
</table>

From the table above, it can be seen that moral literacy and social climate have a relationship with teacher's perceptions of character education, literacy and school climate are better as well as teachers' perceptions of character education.

Based on table 1 above the coefficient of literacy moral determination (X1) and social climate (X2) to teachers perceptions towards students (Y) by 0.676. This means that the contribution of X1 and X2 to Y is 67.6%.

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0.676</td>
<td>0.450</td>
<td>0.382</td>
<td></td>
</tr>
</tbody>
</table>

Character education strives to cultivate good character as a real educational destination, Kim [20] argues that the parents expect teachers to be a moral role model for their children. The results show that moral literacy for teachers is effective. This is because teachers are moral agents in school. Moral literacy reflects the competence to know, understand, comment and
evaluate it playing elements in ethical decision processes, in order to make correct decisions [21].

The first hypothesis shows that moral literacy has an influence on the perception of character education. The more moral literacy the teacher will have the better the perception of character education. Perceptions of teachers in the classroom vary in student behavior, both in the same school and in the school [22]. Character education targets the child's tendency and ability to be responsible, morally and self-managed [4]. Character education addressing basic human values, including moral, citizenship, behavioral politeness and socially accepted.

The second hypothesis indicates that social climate has an influence on the perception of teachers towards character education. Teachers have a role as a deliberate, accidental or accidental model, forming students' character positively or negatively. Other findings show that efficient moral education supplements and enhances academic education [23]. School is one of the longest and most comprehensive contexts in shaping human development and there has been much research on school and school climate components [24-25]. The social climate in educational settings is shaped by the relationships between teachers and pupils and among pupils [26].

The third hypothesis indicates that moral literacy and social climate have an influence on teacher perceptions of character education. Social climate in schools refers to values and norms in the environment [27]. The aspect of character education is Teachers will have a good perception if understanding correctly about morality as part of character education. Teachers should be in a supportive environment to have knowledge and understanding of character education.

V. CONCLUSION

The findings of this research can be summarized as follows:

Moral literacy has an influence with the teacher's perception of character education. This suggests that the better the moral literacy is the better the teachers' perception of character education.

Social climate has an influence on the perception of teachers towards character education. This suggests that the better the social climate, the better the teacher's perception of character education.

Moral literacy and social climate have an influence on teacher perceptions of character education. This shows that the more the moral literacy and the social climate it will be better the perception of teachers towards character education.

Character education places responsibility on teachers, parents and the community.

ACKNOWLEDGEMENTS

Acknowledgment to the head of the elementary school cluster in the Air Perikan sub district that has helped during the research process.

REFERENCES

# Moral Literacy and Social Climate with Perception Teacher's Character Education in Elementary School

## Originality Report

<table>
<thead>
<tr>
<th>Similarity Index</th>
<th>Internet Sources</th>
<th>Publications</th>
<th>Student Papers</th>
</tr>
</thead>
<tbody>
<tr>
<td>18%</td>
<td>11%</td>
<td>4%</td>
<td>15%</td>
</tr>
</tbody>
</table>

## Primary Sources

1. Submitted to The Maldives National University
   - Student Paper
   - 3%

2. files.eric.ed.gov
   - Internet Source
   - 2%

3. digilib.uin-suka.ac.id
   - Internet Source
   - 1%

4. Submitted to Northcentral
   - Student Paper
   - 1%

5. thegoldsquare.com
   - Internet Source
   - 1%

6. flanalytics.com
   - Internet Source
   - 1%

7. www.sersc.org
   - Internet Source
   - 1%

8. Submitted to Bob Jones University
   - Student Paper
   - 1%

9. Submitted to Laureate Higher Education Group