



## TEACHERS' EFFORTS IN DEVELOPING THE MORAL INTELLIGENCE OF ELEMENTARY SCHOOL CHILDREN THROUGH CITIZENSHIP EDUCATION LEARNING

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### Abstract

This study aims to explore the role of Civic Education teachers in developing students' moral intelligence at the elementary school level. In the context of increasingly complex education in the era of globalization, it is important for educators to not only focus on academic aspects, but also on the formation of students' character and morals. The method used in this study is qualitative with a literature study approach, which involves analyzing various sources of literature, including books, articles, and journals that are relevant to the topic discussed. The results of the study indicate that teachers have a central role as agents of change in moral education. Through the integration of moral values in the Civic Education curriculum, teachers can create a learning environment that supports the development of students' character. This study identifies several effective strategies, such as the implementation of character education, role models shown by teachers, and the use of interactive and thematic learning methods.

**Keywords :** Civics Learning, Moral Intelligence, Role of Elementary School Teachers

### Introduction

In the current era of globalization, education is very important for the needs of every human being, so that they can become useful humans. The existence of this very important education has been recognized and has strong legality as stated in Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System, Article 1 Paragraph (1) states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students can actively develop their potential to be able to have spiritual religious strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, nation and state. School is a second place of learning after the family environment for each student, where the teacher is one of the determining factors for the success of every educational effort. The subject of Civic Education is a lesson that focuses on self-formation. For Civic Education teachers, they do not only deliver the material but must also provide the right approaches to be able to develop students' moral intelligence in everyday life, both in the school, family, and community environments in accordance with existing norms. At this time, there is a lot of decline in the quality of students' morals which is included in the mild category, including the attitude of students' lack of respect for teachers, often hearing complaints from teachers stating that students are now very difficult to control, disobedient and like to argue, like to criticize in ways that are not in accordance with moral values, there are even students who dare to skip school when class hours are taking place. This certainly happens because of the lack of supervision from teachers when students are outside the classroom, or when teachers leave the classroom because of sudden needs, at that time students do not discipline themselves to control the influence of their environment, especially the influence of their peers, or tease their deskmates. Just left for a while, they are already wild, especially when there is no supervision during breaks or outside of school, maybe students smoke in the bathroom, or do other things that should not be done in the school environment.

## Research Methodology

This study the author chose a qualitative method of literature review or commonly called a literature study. This literature study refers to various sources related to the research discussed by us. With the existence of many citations, some are very important because these citations can be a benchmark for finding the original source (Karuru, 2013). In this literature study, we also took from various sources including books, articles and journals, scientific papers, all of which can be accounted for their truth.

## Result & Discussion

Based on the results of the literature review of documents with documents that have been published in journals, the conclusions drawn can be seen in table 1 as follows:

**Table 1. Document Review**

Writer	Title	Method	Results
Novi <i>et al.</i> , (2023)	Efforts of Civics Teachers in Developing Moral Intelligence of Elementary School Students	Qualitative Methods	This study shows that Civics teachers in elementary schools have an important role in developing students' moral intelligence. Through the integration of moral values in subject matter, the application of character education, role models, and the development of integrated thematic learning models, teachers can help students understand and practice moral values in everyday life. This effort is important to build a young generation with noble and responsible morals.
Dawn of Fortune <i>et al</i> ., (2015)	The Role of Civic Education Teachers in Developing Students' Moral Intelligence	Qualitative Descriptive	This study shows that Civic Education (PKn) teachers play an important role in developing students' moral intelligence. They become agents of change who help students understand and practice moral values in everyday life. Through structured learning and integrating moral values, PKn teachers can shape the character of students who are noble and responsible.
Asyahidah <i>et al</i> ., (2021)	The Role of Teachers and Parents in Improving Moral Intelligence in Children	Qualitative Descriptive	This study shows that the development of moral intelligence in children is a complex process and requires joint efforts from various parties, including teachers and parents. Both have an important role in shaping the character of children who are noble and responsible.

Intelligence is a high reason and soul in human life. Gunarsa explains in his book that the term morality is a custom or way of life derived from Latin, namely *budi pekerti*, which means custom or way of life (Siti Muriah, 2020). Students who are accustomed to reasoning tend to have principles and affirm the decisions they make. In addition, students will not be easily overwhelmed because they have strong reasons for deciding something. Previous research on moral dilemmas Develop in various ways and apply face-to-face learning in the classroom (Wismaliya *et al.*, 2021). Morality is a set of values about various types of behavior that must be followed. So moral intelligence can be interpreted as an individual's ability which contains elements of knowledge or cognitive and elements of feelings or emotions to think, behave and behave or do something that is adjusted to the value system in the surrounding environment which can later be implemented into his actions and life goals (Barida & Prasetiawan, 2018). Moral intelligence is the ability to determine or understand what is right and what is wrong, which means that he must have strong ethical beliefs and act based on those beliefs, so that a person can act correctly and honorably. Borba in (Sofia *et al.*, 2021) p.608 reveals that there are 7 aspects of moral intelligence

that need to be considered in children, namely: empathy, respect, tolerance, self-control, kindness, conscience and justice. Morals greatly influence a person's personality. When someone has very good moral intelligence, then that person will tend to have a good personality too. Because basically personality development begins with moral intelligence development. This is also what makes children really need moral intelligence that must continue to develop as much as possible because this moral intelligence will have an impact on the child's mindset and actions (Aybek et al., 2015). In addition, children who have high morality will be seen from the character they have where they can be responsible for their actions and deeds (Wulandari & Dewi, 2021).

According to Piaget in (Anggraini, 2015) Children's morality itself has two levels of morality, namely depending on their level of development: The first level is the heteronomous morality level that occurs at the age of 4-7 years. Children perceive justice and rules as tools of the world (environment) that do not change and are beyond human control at this stage of moral development. While in the second phase, approximately children aged 10 years or more, children have been able to realize that rules or laws are created by humans. Children who think normally at this stage will also realize that when evaluating someone's actions, it is important to consider the perpetrator and the consequences will be realized. Piaget's moral thinking pattern at this stage is called autonomous morality. Civics education itself is expected to be a concern for the development of values, ethics/morals and attitudes of student behavior. (Lifa et al., 2020). Moral Intelligence is based on 4 principles that help a person help face the ethical challenges and pressures that are inevitable in his life. Here are the four main principles that uphold moral values in a person:

1. Integrity

When a person acts with integrity, they can adjust their behavior to conform to universal human principles. A person can do what is good they want, their actions remain on track by their principles and beliefs. People with integrity are characterized by:

- a. Consistent action

Actions consistent with principles, values, and beliefs are full of meaning/purpose in whatever is or is said to be done.

- b. Tell the truth

A person who acts honestly will be very calm knowing that he has nothing to hide. Likewise, when someone covers up something or lies, the energy within him will be depleted and the fear of the truth that will emerge later. This is because sticking to the truth carries risks that are sometimes unexpected.

- c. Stick to the truth

A person who dares to accept the risks that will come when he holds on to the truth acts with integrity. This is because he holds on to the truth has risks that sometimes do not exist.

- d. Keep promises

Keeping promises shows that you can trust someone to do what they are told to do. This is a skill that most people have a hard time consistently performing. This is because people find it easier to make promises than to keep them, and people often forget the promises they make.

2. Responsible.

A person has responsibility if:

- a. Taking responsibility for personal decisions

Responsibility for oneself is the main thing because of the desire to accept all the results of the decisions made. Being responsible also means accepting whatever the results of the actions/decisions taken, despite the fact that everyone lives hard in a world where family or friends will pressure them.

- b. Admit negligence and mistakes

Another equally important competency is the willingness to take responsibility when done incorrectly. Even if someone knows they are not perfect and can make mistakes, admitting mistakes can be scary. However, most people can tolerate mistakes even if they are clearly unhappy. Also, when admitting failure or mistakes will be more beneficial to the reputation of a leader than detrimental.

- c. Commit to the responsibility of serving others

Helping others is one of the best ways to encourage others to do the same. Not everyone can find happiness on their own. Almost everyone needs other people to be happy.

3. Affection

Having compassion is a very important attitude because caring for others is not only to show respect for others, but also to respect and take care of you when they need it. A person is compassionate when he or she actively cares for others. A person actively supports another person's personal decisions and cares about the person's goals.

#### 4. Forgiveness

This principle is quite important because without tolerance for mistakes and compromise in a person, he will become rigid, inflexible and make a bad impression on others. It is said that a person forgives if:

- a. Accepting one's own mistakes which means looking for reasons or justifications for mistakes made, but must create a bad evaluation of oneself. The same thing that will disturb the mind when dissatisfied with oneself. This is because when a person is busy blaming himself with frustration, fear, regret, his mindset has room to learn from mistakes.
- b. Accepting the mistakes of others. Forgiving others does not mean that one justifies the mistakes of others. It also does not mean that your view of justice will change. When one forgives, anger and disappointment disappear. Without forgiveness, human life will not run well. Close relationships with friends, family, and coworkers will not happen because of forgiveness.

The study of values, norms, and morals which are the characteristics of civic education (PKn) cannot stand alone as a subject, but needs to be supported by other subjects. By presenting PKn education that is holistic and integrated, it is hoped that students will find it easier to master and practice what they have learned, so that education becomes more meaningful. Therefore, efforts to teach PKn through an integrated approach are felt to require holistic and integrated education that will be very suitable for the growth session of elementary school students who view the world around them as something interrelated (whole), and not as separate parts. The role of civics teachers in developing indicators of students' moral intelligence by providing good examples is considered beneficial because teachers always provide good examples to students before and in class. These teachers always try their best to be able to provide good examples for students and behave according to the norms that apply in schools and society. But some people think that civics teachers are less active in providing good examples to students, because teachers only occasionally provide good examples to students, both in and outside the classroom, teachers often only occasionally dress warmly with students and provide good examples to students by greeting and providing good examples for students (Wulandari, et al., 2021).

#### Conclusion

From the results of the research conducted, it can be concluded that Civic Education teachers have a very important role in developing students' moral intelligence in elementary schools. Through a structured approach and integration of moral values in learning, teachers not only deliver materials, but also become role models for students in applying these values in everyday life. Civic Education that is carried out in a complete and integrated manner can help students understand and practice moral norms that apply in society. In addition, collaboration between teachers, parents, and the surrounding environment is very necessary to create an atmosphere that supports the moral development of students. Thus, the efforts made by teachers in developing students' moral intelligence are crucial to forming the character of a young generation that is noble and responsible.

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