

Analysis of Civics Teachers' Strategies in Developing Moral Intelligence to Create a Moral Generation in Public Junior High Schools in Muaro Jambi Regency

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Abstract

This research aims to analyze the strategies of Civic Education (PPKn) teachers in developing moral intelligence to shape a morally upright generation in public junior high schools across Muaro Jambi Regency. The subjects of this study include PPKn teachers, students, and principals as additional informants. This study employed a qualitative method with a phenomenological approach. Data were collected through observation, in-depth interviews, and documentation, then analyzed using data reduction, data display, and conclusion drawing techniques. The findings reveal that PPKn teachers have integrated moral values into learning through habituation, discussions, case studies, creative media use, and linking lessons to students' daily lives. The strategies applied include fostering positive behavior, collaborative learning, and consistent teacher role-modeling in instilling Pancasila values. These results highlight the central role of PPKn teachers in shaping students' character, thereby fostering a generation with morality and integrity. The study recommends continuous innovation in digital-based learning methods and strengthening the capacity of PPKn teachers as moral role models in schools.

Key words: *Teacher Strategies, Civic Education, Moral Intelligence, Moral Generation.*

Introduction

Morals are actions that demonstrate commendable values or good values in behavior that should be possessed by students. Therefore, morals are very important for students to have. However, recently, we have been shocked by the many immoral or immoral actions carried out by students that do not align with the teachings taught by teachers in educational units. This phenomenon is in the form of many students who have been proven to commit immoral acts such as bullying and behavior that opposes teachers during teaching and learning activities, brawls between students, anarchic actions, drug abuse and drunkenness. In reality, we often find or occur moral imbalances. Where morals are order and politeness, therefore, people who cannot appreciate morals can destroy the foundation of the order of life. In this case, we can see symptoms such as the loss of mutual respect between young and old, between students and teachers, and so on. In line with Nanang Fatchurochman's (2008) opinion, mutual respect is very meaningful among people. He further added that when children are appreciated,

they feel more cared for. The better the attention given, the better the child will be. Conversely, the worse the child's development, the worse the child's development. Everyone should have an attitude of mutual respect for one another, where respect is a form of giving, appreciating, valuing, honoring, heeding, and considering important. Based on the problems encountered in the field, the parties who must take full responsibility are educators, or teachers in educational units. In this case, civics teachers play a very central role in shaping students' character and behavior. Therefore, it is necessary to conduct research on the strategies used by Civic Education teachers specifically in instilling commendable attitudes and behavior in their students. Although several studies have discussed the role of Civic Education teachers in shaping the character of students, research that specifically examines the strategies of Civic Education teachers in developing the moral intelligence of students is still limited. Therefore, I am interested in conducting research on the strategies used by Civic Education teachers in instilling moral values in their students. The research questions in this study are: (1) Have Civic Education teachers integrated the formation of moral values into the learning process in the classroom? (2) What strategies do Civic Education teachers use to instill moral values in their students?

Methods

Research Design

This study uses a phenomenological approach in qualitative research. Where the data in this study were taken from various informants consisting of key informants, namely PPKn subject teachers, Main informants, Muaro Jambi Middle School students, and additional informants, namely the principal of Muaro Jambi Middle School. According to Darawan Danim, this type of research is qualitative research where the results of the research findings will be presented in the form of words, pictures, and graphs. Then according to Bogdan and Taylor as quoted by Lexy J. Moleong, who explained that qualitative research produces descriptive data in the form of written words from observations in the field.

Participants/ Sample

This research drew on various informants, including key informants: Civics teachers, primary informants (SMP Muaro Jambi students), and additional informants: the principal of SMP Muaro Jambi. In this study, the researcher collected data that met the research needs, while considering data validity. The steps taken included:

1. Initial observation: conducted to obtain a picture of teachers' understanding of their main duties.
2. Initial data collection through in-depth interviews with primary, key, and additional informants.
3. Developing a research flow and framework based on the results of the observations.

4. Integrating grand theory with the research problem as a tool for analysis.
5. Creating and designing a research flow through or based on observation sheets and interview sheets.
6. Validating research findings using triangulation techniques, sources, and time.
7. Preparing a report on the research findings and analyzing the research findings

Data Collection

Data Collection Tools

In data collection, researchers use several tools, including:

1. Observation

According to Sugiono, participant observation is where the researcher is directly involved in conducting careful observations during fieldwork, guided by an observation sheet designed and prepared by the researcher.

2. Interviews

According to Moleong, interviews are conducted by the researcher with informants to gather information related to the research problem. This is an in-depth interview aimed at obtaining comprehensive information related to the research problem. According to Dewi Sadiah (2015), the main purpose of interviews is to obtain valid (real) findings. Therefore, standard interview techniques are required, namely introducing oneself, conveying the objectives, establishing good communication, and maintaining a comfortable environment during the interview.

Data Analysis

Data analysis techniques are carried out during the data collection process until it is completed in a certain prode. The activities carried out during the research are: (1) Data collection, where the researcher collects all data that are found during observation, interviews and documentation, (2) Data reduction, in this data reduction the researcher summarizes and sorts important data and focuses on taking the main data, (3) Data presentation, in this research the research data will be presented using words or text narratives that are arranged systematically in the form of research findings reports, (4) drawing conclusions, in this research the researcher conducts an in-depth analysis taking the essence of what has been found in the field during observation, interviews and documentation then draws conclusions that are considered the most credible and reliable. (Sugiono, 2017: 137).

Results and Discussion Results

In this section, the results of research conducted by researchers at the research location, specifically in several public junior high schools in Muaro Jambi Regency will be presented. The results of this study are based on data obtained by researchers through the process of interviews and observations, which were conducted on several informants consisting of PPKn teachers at SMP Negeri 1 Muaro Jambi, PPKn teachers at SMP Negeri 7 Muaro Jambi and PPKn teachers at SMP 30 Muaro Jambi. This study aims to analyze the strategies of PPKn teachers in developing moral intelligence in junior high school students in Muaro Jambi Regency. This study uses descriptive data presented in the form of sentence descriptions, which refer to the formulation of research problems, namely: (1) Have PPKn teachers integrated the formation of moral values into the teaching

and learning process in the classroom? (2) what strategies do PPKn teachers use in instilling moral values in their students?

Description of Observation Results

In this study, the researcher conducted direct observation at the junior high school education unit in Muaro Jambi Regency, in this case the researcher observed the teachers of SMP Negeri 1 Muaro Jambi, SMP Negeri 7 Muaro Jambi and SMP Negeri 30 Muaro Jambi. The results of the observations are: in the integration of PPKn teaching materials taught by PPKn teachers, it shows that teachers have linked their teaching materials to everyday life in teaching and learning activities, for example, teachers accustom students to respect each other and always be honest with anyone and at any time. Then the teacher has also used a varied learning strategy as an effort to instill moral values in students, such as teaching students to be tolerant and respect each other's opinions and be able to collaborate and work together and be able to think critically and honestly.

Description of Interview Results

The following is a presentation of the results of interviews with informants. The researcher interviewed Mrs. Fina, a Civics teacher from SMP Negeri 1 Muaro Jambi. The question was asked about the strategies implemented in the classroom to integrate the formation of moral values in students. She answered:

“In an effort to integrate Civics learning with the instillation of moral values, Mrs. Fina focuses on fostering positive behavioral habits through the 7 Habits of Indonesian Children program. This program is one way to consistently instill character in students' lives, both in and outside of school. One of the habits emphasized is increasing piety towards God Almighty, as piety is considered a strong foundation for character development. With a foundation of piety, students are expected to be able to direct their behavior for the better, such as practicing honesty, carrying out responsibilities diligently, and developing mutual respect for others. These habits are not merely rules to be obeyed, but also part of character development that will gradually shape students into more moral individuals. Through this approach, Civics (PPKn) learning does not stop at understanding concepts and theories, but rather truly touches on the attitudinal aspect, so that the values taught are ingrained in students and reflected in their daily behavior.”The researcher then interviewed Teacher Elfi and asked what strategies she applies in the classroom learning process to integrate moral values in students. She answered:

“In developing learning strategies to integrate moral values into learning, Mrs. Elfi usually begins the lesson by providing a comprehensive initial explanation through a short lecture. This step is taken so that each student has a common foundation of knowledge before moving on to the next stage. After the basic material is presented, Mrs. Elfi then invites students to discuss, either in groups or as a whole class. Through these discussions, students are given space to express their opinions, ask questions, and respond to ideas from their classmates, creating a more lively learning atmosphere that is not solely teacher-centered. This method also helps students who have grasped the material more quickly to share

their explanations with their peers, while students who are still unsure can benefit from additional explanations from peers or guidance from the teacher. Thus, learning focuses not only on delivering material but also on fostering collaboration, self-confidence, and the ability to appreciate differing perspectives that arise in discussions.”

Based on the interview results, it can be understood that Mrs. Elfi applies a learning strategy that combines short lectures with discussion activities. This strategy aims to ensure that students first understand the basic concepts of the material before engaging in more interactive learning activities. Through discussion activities, students are given the opportunity to express their opinions, ask questions, and respond to their classmates' opinions. This process not only helps

improve students' understanding of the subject matter, but also contributes to the development of their moral intelligence, such as mutual respect, tolerance for differences of opinion, and the ability to work together. This finding is in line with Suprahatiningrum's (2017) opinion that teachers have an important role not only in delivering learning material but also in shaping students' character through interactive learning processes. Thus, the strategy applied by Mrs. Elfi shows that Civic Education learning can be an effective means of integrating moral values into classroom learning activities.

The researcher then asked Mrs. Fina about the strategies teachers employ to instill moral values in students at school. She replied:

“In the implementation of Civics (PPKn) learning, instilling moral values is the primary focus because Pancasila is seen as closely related to the formation of daily attitudes and behaviors. This process is carried out through various simple yet meaningful methods, such as the habit of participating in flag ceremonies every Monday, which teaches discipline, respect for national symbols, and togetherness in carrying out obligations as members of the school community. In the classroom, greater emphasis is placed on polite interactions, the habit of respecting each other, and the habit of being tolerant of differences. In this way, students not only acquire cognitive knowledge about Pancasila but also learn to put its values into practice. Ultimately, PPKn is not simply understood as a subject but also becomes an important tool in shaping students' morals, personality, and character, aligning them with the spirit of Pancasila, which emphasizes a life of nationhood based on morality, justice, and mutual respect.”

The researcher then interviewed Teacher Elfi, asking about the strategies she employs to instill moral values in students at school. She answered:

“The learning strategies she implements in class are essentially flexible and adapt to the students' circumstances during the learning process. If the classroom atmosphere is lively and students show enthusiasm for the lesson, she tends to use strategies that emphasize collaborative activities such as group work, debates, and simple projects that encourage critical thinking skills, foster cooperation, and foster creativity. However, when the classroom conditions are the opposite, with students being less active, passive, or not yet fully understanding the material, Mrs. Fina will first provide understanding by explaining basic concepts and presenting the material in a more structured manner, so that students have sufficient knowledge before being directed to the next stage. Learning activities that require more participation. In this way, Mrs. Fina's strategy not only emphasizes mastery of the subject matter but also attempts to balance students' conceptual understanding and social skills, making the teaching and learning process more adaptive, meaningful, and tailored to the needs of the class.”

The researchers then interviewed Halima, a Civics teacher from SMP Negeri 30 Muaro Jambi. The question was asked about the strategies she applies in the classroom to integrate the formation of moral values in students. She answered:

"In my teaching, I always try to connect Civics material to students' daily lives. For example, when discussing democracy, I relate it to students' experiences electing class leaders or deliberating when deciding on activities. When discussing law, I give examples of school rules that must be followed, such as dress codes or time discipline. This way, students can understand that Civics is not just a subject in textbooks but is actually present in their lives. Furthermore, I

emphasize that the values learned in Civics can be applied at home and in the community. For example, how to respect parents, work together with neighbors, or be fair to friends. So, Civics doesn't stop in the classroom; it shapes students' character in various aspects of their lives."

The researchers then interviewed Halima, asking about the strategies she employs to instill moral values in students at school. She answered:

"The strategy I find most effective is connecting the material to practical experiences in students' lives. For example, through group discussions, case studies, role-playing, and even incorporating it into daily classroom activities. This way, students not only learn the theory but also practice it. Furthermore, I strive to be a role model, as I believe a teacher's attitude is more easily imitated by students than mere words. I personally have a background in Scouting, so in my teaching I often bring up the values of discipline and assertiveness to emphasize the importance of Pancasila in everyday life. Considering the conditions on the ground, there are still many things that need to be improved, so I continue to take various actions to improve student morale. I pay attention to this during ceremonies, and from there, I can observe the students' behavior."

The researcher then interviewed Eva, a Civics teacher from SMP Negeri 07 Muaro Jambi. The question was asked about the strategies she applies to the classroom learning process to integrate the formation of moral values in students. She answered:

"In her teaching activities, Ms. Eva adapts learning media to the material and grade level she is teaching." For example, when teaching rights and obligations in 9th grade, he uses pictures. Students are shown several pictures related to rights and obligations, then asked to guess and explain whether the picture represents a right or an obligation. This method makes it easier for students to understand the concept through real-life examples."

The researcher then interviewed Teacher Sopyandi to ask what strategies he applies in the classroom learning process to integrate moral values in students. He replied:

"In the classroom learning process, he emphasizes the use of selected learning media to integrate the material with the real world. He doesn't focus on just one type of media, but rather tries to present something that makes students more interested and actively involved. One of the media he uses most often is pictures and puzzles, because he believes these two can help students understand the material in a more enjoyable way."

The researcher then interviewed Teacher Eva to ask about the strategies teachers employ to instill moral values in students at school. She replied:

"The learning strategies, considering today's children, namely Gen Z and Alpha, are indeed more attracted to digitalization. So, teachers should adapt accordingly so that students... "There's an interest in traditional textbook-based learning methods, which are no longer relevant. As a teacher, I'm also slowly learning to move towards digital media and integrating it with social media, which are relevant to Civics learning, such as enthusiasm, mutual respect, and the need to select social media platforms to prevent division. We also have to filter which social media platforms we use and be careful to ensure they don't negatively impact students."

Next, the researcher interviewed Sopyandi, a teacher. When asked about the strategies teachers employ to instill moral values in students at school, he answered:

"The methods used are theoretical, specifically discovery learning, games, PPTs, and learning through play. The methods used are unstructured and change spontaneously because sometimes the designed methods are not suitable for classroom implementation or learning."

Based on interviews with several Civics teachers, the researcher concluded that Civics teachers, when teaching material to their students, always relate or integrate it with real life or everyday actions of the students and their environment. Furthermore, teachers consistently employ a variety of strategies in their learning activities so that students can optimally understand the moral values taught by them in class each time they carry out the learning process.

Discussion

Judging from the findings and discussion in this study in the observation section, it shows that PPKn teachers have or have integrated PPKn subject matter in an effort to instill moral values in students. This can be seen that teachers have grasped the material with everyday life in students and students socialize or behave. Furthermore, it was also seen during interviews with several informants who said that PPKn teachers have the duty and responsibility to foster student behavior and morality so that they become citizens with good character and behavior or become good citizens. Good citizens.

Conclusion

Based on the results of research conducted by researchers on PPKn teachers at SMP Negeri 1 Muaro Jambi, SMP Negeri 7 Muaro Jambi and SMP Negeri 30 Muaro Jambi. It can be analyzed that the PPKn teacher's strategy in instilling moral values in students plays a very important role so that students or learners have good morals and commendable behavior so that they can form a generation that has good and commendable morals and integrity. In addition, the integration of PPKn teaching materials in real life or the daily lives of students or learners is very helpful in instilling moral values in students through PPKn subjects. This is supported by the theory of suprahatingrum (2017) The role of teachers is not only to teach material but is broader than that, namely as educators and provide role models to their students. Which teacher's duties include providing enthusiasm and encouragement to students, teaching ethics and being polite, providing assessments and ultimately the teacher plays a role in shaping the personality and morals of their students.

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