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The Implementation Of Moral Education In Shaping The Character Of Elementary School Students: A Literature Review

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Abstract

This study aims to determine the implementation of a moral education approach in shaping the character of elementary school students through the Systematic Literature Review (SLR) method. The study used the PRISMA guidelines in the process of searching and selecting scientific articles. Data sources were obtained from Google Scholar, Garuda, Sinta, and the Open Journal System (OJS) with a publication period of 2020–2026. The search results obtained 117 articles, then selected until 31 articles remained that met the research criteria. The results showed that moral education in elementary schools is implemented through teacher role models, positive behavioral habits, the integration of character values in learning, school culture, and religious and extracurricular activities. The implementation of moral education can shape the character of discipline, honesty, responsibility, religiosity, tolerance, and social care in students. The success of moral education is influenced by the role of teachers, family support, and a positive school environment. However, its implementation still faces several obstacles such as the influence of social media, lack of cooperation between schools and parents, and limited

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supporting facilities. Thus, moral education has an important role in strengthening the character of elementary school students.

Keywords: implementation of moral education, character education, elementary school students, character formation, systematic literature review.

INTRODUCTION

Moral and character education are currently important topics in education. This is due to the increasing number of immoral behaviors emerging in schools and communities. This situation indicates moral degradation, so character education needs to be continuously studied and implemented in education (Faiz, 2022). Character serves as a benchmark for a person's good or bad behavior in social life. Character is also related to human relationships with God, oneself, and the social environment. Therefore, schools have a responsibility to instill moral values in students through character education (Lestari et al., 2023).

Elementary school is a crucial early stage in the formation of a child's character. At this stage, a child's personality begins to develop and will influence their future life. Children spend most of their time at school, making elementary school a strategic setting for character development (Simbolon et al., 2025). The age period from 3 to 12 is also a crucial period in a child's social development. At this stage, children begin to learn to interact, understand social rules, and build relationships with their surroundings (Mulyadin, 2024).

Speaking of which, children's manners are starting to decline. Many children show little respect for teachers and parents, use impolite language, and lack discipline in following rules. This situation is influenced by the lack of moral values in the family, as parents are busy working and lack supervision of their children's behavior. Character education at school is also not yet fully and consistently implemented. The use of gadgets and social media means children interact more frequently in the digital world than in their social environment, leading to a decline in respect for others.

The era of globalization has also contributed to the decline in respect among children and adolescents. Many children exhibit inappropriate behaviors such as swearing, disrespecting their elders, and difficulty apologizing (Samsul et al., 2020). Bullying and violence in schools are also serious problems. Research conducted by the Community Empowerment Program (PKPM) at Atma Jaya University in collaboration with UNICEF shows that many students experience bullying

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at school and experience psychological impacts such as anxiety, fear, low self-esteem, and even depression (UNICEF, 2020).

The development of digital technology has had a significant impact on children's lives. Social media platforms like Instagram, Facebook, TikTok, and YouTube have become part of their daily lives. Excessive social media use can negatively impact a child's social, psychological, and academic development. Children become more easily influenced by external environments that lack moral values. This situation also affects their well-being.This has an impact on low student discipline, both in following school rules and completing learning assignments.

Schools play a crucial role in shaping students' character. Education aims not only to develop knowledge but also to shape students' morals and ethics (Putra & Zulkarnaini, 2024). Character education needs to be implemented in learning activities so that student development encompasses not only cognitive aspects but also affective and psychomotor aspects (Sujatmiko et al., 2019). Current education is considered to emphasize academic abilities over the development of student attitudes and behavior, resulting in an imbalance between children's intellectual development and character development (Kusumawati & Zuchdi, 2019).

Character building efforts can be achieved through habituation, role modeling, appreciation, and educational sanctions (Adawiyah et al., 2023). Habituation is achieved through positive activities carried out continuously in daily life. Appreciation can motivate students to maintain good behavior, while educational sanctions can help students understand their mistakes (Supiana et al., 2019).

Teachers' exemplary behavior is a crucial factor in shaping students' disciplined character. Teachers are figures seen and imitated daily by students, thus their behavior significantly influences the formation of their disciplined character (Hasbullah et al., 2019). Teachers' exemplary behavior is a crucial element in shaping children's morals and social behavior (Cahyaningrum et al., 2017). Teachers serve not only as transmitters of learning materials but also as role models for students at school (Putra & Zulkarnaini, 2024).

Teacher role models are not only related to academic teaching but also encompass the development of students' behavior and ethics in their daily lives (Pradina et al., 2021). Teachers have a responsibility to instill character values through consistent, concrete actions (Ratri & Atmojo, 2024; Uge et al., 2022). Teachers who are disciplined, arrive on time, and demonstrate good communication will be positive role models for students (Arniah et al., 2022; Mutiara & Ain, 2021). Simple habits such as arriving on time can help instill discipline in students (Permatasari et

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al., 2021). Research also shows that teachers who consistently demonstrate discipline and positive communication can be effective role models for students (Sari et al., 2025).

Teachers also play a role as mentors in the process of character development for students (Ananda et al., 2022). Character development will be more effective if carried out through consistent habits and role models from teachers (Hubbaya & Hartawan, 2022). Research shows that teachers have a significant influence in shaping students' disciplined character through their attitudes and daily interactions (Paramitha et al., 2025). Teachers need not only demonstrate disciplined behavior but also explain the importance of discipline to students so they can understand and apply it in their daily lives (Wibowo, 2023).

Based on these various issues, developing a disciplined character in elementary school students remains a challenge that requires attention. Research on teacher role models in developing a disciplined character in elementary school students is crucial as an effort to strengthen character education in schools. Based on this description, this study aims to analyze the role of teacher role models in developing a disciplined character in elementary school students.

This research is important because discipline is the foundation for students' future academic, social, and moral success. The results are expected to provide theoretical contributions to the development of character education studies and provide practical input for schools and teachers in designing more effective character development strategies. The novelty of this research lies in its focus, which places teacher role models as the primary factor in shaping students' discipline within the context of 21st-century educational challenges characterized by the development of digital technology, changes in children's social behavior, and demands for continuous strengthening of character education.

METHOD

This study uses a Systematic Literature Review (SLR) approach, following the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) process, to examine the implementation of moral education in character building for elementary school students. The SLR approach was chosen because it provides a systematic, objective, and transparent literature review of various relevant studies. Furthermore, this approach helps researchers map research findings related to the implementation of moral education, the approaches used, the character

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development in students, and the supporting and inhibiting factors in its implementation in elementary schools.

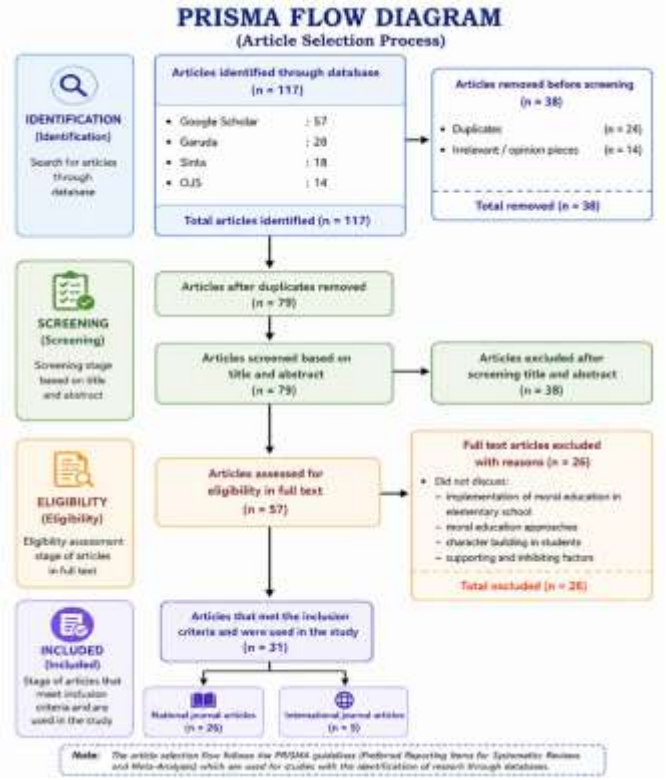


Figure 1. Method Flowchart

The literature identification stage was conducted by searching various scientific database sources, such as Google Scholar, Garuda, Sinta, and the Open Journal System (OJS). The article search used several keywords related to the research topic, including "moral education," "student character," "implementation of moral education," "character education in elementary schools," and "character formation." The selected articles were published between 2020 and 2026, available in full in PDF format, and related to the implementation of moral education in elementary schools. The initial search yielded 117 articles.

The next stage is screening, an initial selection process that removes duplicate articles and articles that do not align with the research focus. Assessment is based on the relevance of the title and abstract to the research topic being studied. After the initial selection process was completed, 79 articles were deemed relevant.

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Next, an eligibility stage was conducted through a full-text review of the articles. At this stage, articles that did not discuss the implementation of moral education in elementary schools, the approaches used in moral education, student character formation, or factors that support and hinder the implementation of moral education were excluded from the analysis. Based on the review results, 57 articles were deemed eligible for further study.

The final stage, inclusion, yielded 31 articles that met all research criteria. These articles were then analyzed using content analysis techniques to obtain an overview of the implementation of moral education, the learning approaches employed, the character development in students, and various factors influencing its implementation. The results of the analysis were compiled descriptively and summarized in a SLR table according to the established research focus.

RESULTS AND DISCUSSION

All collected data was analyzed descriptively and analytically using content analysis techniques. This process involved data reduction to identify key themes, presenting the data in a systematic narrative, and drawing conclusions regarding challenges and adaptive strategies for teachers as role models in strengthening character education in the future.

Based on the results of a literature study of various scientific articles discussing the implementation of moral education in elementary schools, it was found that moral education is implemented through the integration of character values into the learning process, school culture, and habituation activities in students' daily lives. In general, the implementation of moral education aims to shape student behavior in accordance with social norms, religious values, and community ethics, thereby fostering positive character from an early age. Furthermore, moral education is also seen as a strategic effort to address moral degradation and the decline in ethical politeness in elementary education environments (Dewi et al., 2021; Mutiani et al., 2021; Galuh et al., 2021; Putri et al., 2021).

The study results show that teachers play a very dominant role in the implementation of moral education in elementary schools. Teachers function not only as conveyors of material but also as moral role models who demonstrate honesty, discipline, responsibility, and empathy in daily interactions with students. The implementation of moral values is carried out through ethical discussions, resolving moral dilemmas, and integrating character values into various classroom subjects (Ali & Ruslan, 2024; Apriani et al., 2023; Sarah et al., 2024). Furthermore,

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habituation strategies, providing rewards, and consistently applying discipline are also found to be important in strengthening the internalization of moral values in students (Nuraeni et al., 2025).

Research findings also show that moral education approaches in elementary schools are implemented through various integrative strategies and methods. Teacher role models, integrating character values into learning, and creating a conducive school environment are the most widely used approaches in shaping student character (Fauziah, 2025). Furthermore, a Pancasila-based approach was also found to be an effective contextual approach in building the moral foundation of students as the nation's future generation (Sasi et al., 2025). Moral education is also implemented through the development of school culture, co-curricular activities, and extracurricular activities designed to strengthen character values through direct learning experiences (Farid & Rugaiyah, 2023; Syafrina et al., 2023).

Several articles have shown that a behaviorist approach, through continuous habituation, can help students internalize moral values in their daily lives. This approach emphasizes the repetition of positive behaviors so that moral values can develop into habits and character traits (Fatonah et al., 2024). Furthermore, character education is integrated into all academic disciplines, both inside and outside the classroom, to strengthen students' understanding of moral values, ethics, and social responsibility (Erviana, 2021; Suryana & Muhtar, 2022).

Literature studies also show that the implementation of moral education in elementary schools contributes to the development of various positive character traits in students. The most dominant character traits include honesty, responsibility, discipline, tolerance, social awareness, love for the environment, and the ability to respect the rights and obligations of citizens (Damayanti et al., 2024; Ni'mah et al., 2024). Furthermore, moral education helps students develop an awareness of acting in accordance with social and ethical norms in everyday life. This character formation is not limited to moral knowledge but also encompasses aspects of moral feelings and moral actions manifested in students' actual behavior (Gunawan, 2023; Nugraha & Nurani, 2021).

Other findings indicate that the successful implementation of moral education is influenced by various supporting factors. Family support, community involvement, a positive school culture, and government policies integrating character education into the national education system are key factors strengthening the implementation of moral education in elementary schools (Febriany et al., 2021; Sulastri & Siti, 2025).

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In addition, teachers' pedagogical competence and teachers' consistency in providing role models are also important factors in shaping students' moral behavior (Rukiyati et al., 2023).

However, studies have also identified various obstacles to the implementation of moral education in elementary schools. These obstacles include a lack of consistency in the implementation of moral education programs, differences in student characteristics, limited learning time, and suboptimal supporting facilities and infrastructure (Fatonah et al., 2024; Rochmania, 2022). Furthermore, the influence of social media and exposure to digital content inconsistent with school moral values also pose significant challenges to students' character internalization (Lubaba & Alfiansyah, 2022; Putri et al., 2023; Susilo et al., 2022). The lack of synergy between schools and parents also contributes to the hampering implementation of moral education optimally and sustainably in students' daily lives (Khairani & Rosyidi, 2022).

Table 1. Implementation of Moral Education Approach in Elementary Schools

Writer	Vol./No./Year	Topics	Method	Research Focus	Results
Mutiani et al.	Vol. 3 No. 3, 2021	Ethics development through thematic-integrative learning	Literature study	Ethics education in thematic-integrative learning in elementary school	Thematic-integrative learning effectively fosters student ethics.
Amalia Dwi Pertiwi et al.	Vol. 5 No. 5, 2021	Implementation of character education in civics	Descriptive qualitative	Application of character values in elementary school civics learning	Character education is implemented through learning strategies and value reinforcement.

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Fathan Faqih Ali & Ahmad Ruslan	Vol. 2 No. 6, 2024	Ethical reasoning through a philosophical approach	Library research	The role of teachers in the formation of students' morals	Teachers play an important role in the formation of students' morals.
Yeni Nuraeni et al.	Vol. 3 No. 3, 2025	Teacher strategies for instilling character education	Literature study	Character building strategies in elementary schools	Role modelling and effective collaboration instill character in students.
Titin Sunaryati et al.	Vol. 7 No. 5, 2023	The role of civics in moral cultivation	Literature study	Moral cultivation through civics learning	Civics effectively instills the morals and values of Pancasila.
Irawan Suprapto & Lusi Wulandari	Vol. 9 No. 2, 2024	Implementation of character education in elementary schools	Qualitative	Implementation of character education at SDN 01 Trimodadi	Character education is implemented through school culture and learning.
Agra Dwi Saputra & Alanisa Tunnafia	Vol. 2 No. 2, 2024	Strengthening character education in elementary schools	Qualitative case study	Character strengthening strategies for elementary school students	Character strengthening is supported by the curriculum and school culture.

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Farah Sabilla Febriany et al.	Vol. 5 No. 6, 2021	VCT model in civics learning	Qualitative literature study	The effectiveness of the VCT model on students' moral values	The VCT model increases awareness and internalization of moral values.
Rivan Gestiardi & Suyitno	Vol. 12 No. 1, 2021	Strengthening the character of responsibility in the pandemic era	Descriptive qualitative case study	Strengthening students' responsible character during the pandemic	Character strengthening is done through learning and parental guidance.

Table 1. Moral Education Approach in Building Student Character

Writer	Vol./No./Year	Topics	Method	Research Focus	Results
Beautiful Firda Fauziah	Vol. 2, No. 1, 2025	Islamic morals and elementary school character	Qualitative literature study	Instilling moral values in elementary school students	Effectively forms religious character and responsibility.
Francis X Sasi et al.	Vol. 2, No. 2, 2025	Pancasila values in character education	Qualitative literature study	Implementation of Pancasila values	Forming moral and nationalistic students.
Rohini et al.	Vol. 8, No. 4, 2025	Implementation of elementary school character education	Descriptive qualitative	Implementation of character education	Success through habituation and example.
Nauli Tama Sari et al.	Vol. 5, No. 2, 2025	The role of teachers in	Descriptive qualitative	Formation of student discipline	Teachers play an important role in

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		student discipline			establishing discipline.
Riana Jami Fatonah et al.	Vol. 7, No. 6, 2023	Moral and character education	Qualitative	Strengthening student character	School programs strengthen students' character.
Grandson of Suryana & Tatang Muhtar	Vol. 6, No. 4, 2022	Character education of Ki Hadjar Dewantara	Literature review	Character concept in the digital era	Relevant to forming students' character.
Ahmad Farid & Rugaiyah	Vol. 7, No. 4, 2023	Internalization of character education	Qualitative literature study	Instilling character values	Helps overcome the decline in student morale.

Table 2.Student Character Formed Through Moral Education

Writer	Vol./No./Year	Topics	Method	Research Focus	Results
Nadhira Tita An Ni'mah et al.	Vol. 1, No. 3, 2024	Pancasila character education for elementary school	Literature study	Implementation of Pancasila-based character	Forming ethical and moral character of students.
Trisya Damayanti et al.	Vol. 4, No. 1, 2025	Morals and ethics in PPKN	Descriptive qualitative	Moral cultivation through PPKN	Improve students' moral understanding and positive behavior.

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Bukoting Brothers	Vol. 3, No. 2, 2023	Character integration in civics	Literature study	Character education through civics	Civics effectively forms positive attitudes and responsibility.
Raden Rara Rizki Mahanani & Maria Melani Ika Susanti	Vol. 7, No. 2, 2023	Student discipline through PPKn	Qualitative descriptive	Implementation of student discipline	PPKn learning helps shape student discipline.
Ruslan Gunawan	Vol. 2, No. 1, 2023	Religious extracurricular activities and religious character	Qualitative case study	Formation of religious character	Religious extracurricular activities shape students' religious character.
Fajar Nugraha & Riga Zahara Nurani	Vol. 5, No. 5, 2021	Online learning and responsibility	Quantitative survey	The impact of online learning on student responsibility	Online learning has an impact on student responsibility.

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Table 4.Supporting Factors for the Implementation of Moral Education

Writer	Vol./No./Year	Topics	Method	Research Focus	Results
Farah Sabilla Febriany et al.	Vol. 5, No. 6, 2021	VCT model and moral values	Qualitative literature study	VCT model in civics learning	VCT increases awareness and internalization of moral values.
Asih Sulastri & Nur Siti	Vol. 1, No. 10, 2023	Character and moral education of students	Literature study & observation	The role of character education	Character education improves students' discipline and empathy.
Rukiyati, Dwi Siswoyo, & L. Hendrowibowo	Vol. 7, No. 4, 2023	Early childhood moral education	Qualitative	Moral values in Islamic Kindergarten	Moral values develop through role models and habituation.
Mitha Amelia & Zaka Hadikusuma Ramadan	Vol. 5, No. 6, 2021	Character education through school culture	Descriptive qualitative	Implementation of school culture	School culture shapes religious and nationalist character.
Aiman Faiz et al.	Vol. 5, No. 4, 2021	Factors inhibiting character education	Literature study	Barriers to character education	Barriers come from family, school, and social environment.

Table 5. Factors Inhibiting the Implementation of Moral Education in the Formation of Student Character

Writer	Vol./No./Year	Topics	Method	Research Focus	Results

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Farah Sabilla Febriany et al.	Vol. 5, No. 6, 2021	VCT Model in Civics	Qualitative literature study	Moral awareness of elementary school students	VCT increases students' moral awareness.
Asih Sulastri & Nur Siti	Vol. 1, No. 10, 2023	Character and moral education	Literature study & observation	Students' moral quality	Character education increases discipline and empathy.
Rukiyati et al.	Vol. 7, No. 4, 2023	Early childhood moral education	Qualitative	Moral values in Islamic Kindergarten	Role models and habits shape children's moral values.
Mitha Amelia & Zaka Hadikusuma Ramadan	Vol. 5, No. 6, 2021	Character education through school culture	Descriptive qualitative	School culture in elementary school	School culture shapes religious and nationalist character.
Aiman Faiz et al.	Vol. 5, No. 4, 2021	Barriers to character education	Literature study	Character inhibiting factors	Obstacles come from family, school, and environment.

Implementation of Moral Education Approach in Elementary Schools

The implementation of moral education in elementary schools is a systematic process of instilling character values through learning, habituation, school culture, and teacher role models. Moral education is important because elementary school age is a golden phase of children's social and emotional development, which greatly determines the formation of their future personality (Mulyadin et al., 2024). Moral education is seen as an effort to shape morals, respect, responsibility, discipline, and social behavior in students so they can interact according to

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prevailing norms and ethics in society (Dewi et al., 2021; Mutiani et al., 2021). Lestari et al. (2023) explain that character education is an important foundation in the moral formation of elementary school students from an early age.

Moral education is implemented through the integration of character values into the learning process and students' daily activities at school. Mutiani et al. (2021) explain that thematic-integrative learning can be a means of fostering students' ethics because moral values can be embedded in various subjects. Pertiwi et al. (2021) emphasize that implementing character education values in Civics can help students understand the values of responsibility, discipline, and nationalism in everyday life. Civics education also plays a significant role in instilling moral and ethical values in elementary school students (Damayanti et al., 2024; Bukoting, 2023; Sunaryati et al., 2023).

The urgency of implementing moral education is increasing due to the emergence of various moral issues in elementary schools, such as low student respect for teachers, declining politeness, and weak student discipline (Muntuan, 2023). These conditions indicate signs of moral degradation in students, requiring more optimal implementation of moral education (Galuh et al., 2021). UNICEF Indonesia (2020) explains that bullying in schools remains a serious problem, demonstrating the importance of strengthening character education in elementary school-aged children.

Teachers play a central role as role models and moral guides for students. Teachers not only deliver subject matter but also model honest, disciplined, responsible, and empathetic behavior in everyday life (Faiz, Parhan, & Ananda, 2022). Ali and Ruslan (2024) explain that teachers play a role in developing students' ethical reasoning through moral discussions and resolving ethical dilemmas in the classroom. Sarah et al. (2024) emphasize that teachers' role in implementing character education is crucial to the success of student behavior development in elementary schools.

Teacher role models are the most effective approach in implementing moral education because elementary school students tend to imitate the behavior of adults around them. Ratri and Atmojo (2024) stated that teacher role models can shape students' disciplined character through real-life examples of behavior in school. Cahyaningrum et al. (2017) explained that habituation and role models are key strategies in developing character values in early childhood. Ananda et al. (2022) added that internalizing respect and responsibility can be done through stories of wisdom and teacher role models in the learning process.

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The implementation of moral education is also carried out through continuous positive behavioral habits. Wibowo (2023) explains that habituating discipline in schools can help students develop orderly and responsible behavior. Mutiara and Ain (2021), Permatasari et al. (2021), and Pradina et al. (2021) state that teachers' strategies for developing a disciplined character include familiarizing students with school rules, providing positive behavioral examples, and consistently reinforcing these behaviors. Uge et al. (2022) and Rizaldo et al. (2026) emphasize that teachers' efforts to instill discipline and responsibility require consistency and the active involvement of the entire school community.

Moral education is also implemented through school culture and extracurricular activities. Amelia and Ramadan (2021) explain that school culture is an important tool in shaping students' character through a positive and conducive learning environment. Susilo and Ramadan (2021) explain that school culture can strengthen character education through social interactions and students' daily habits. Supiana et al. (2019) and Syafrina et al. (2023) explain that extracurricular activities are an effective medium for instilling the values of discipline, responsibility, cooperation, and social awareness in students.

The successful implementation of moral education is influenced by family and community involvement. Putri and Amaliyah (2022) explain that parental appreciation and support have a significant influence on student character development. Suprapto and Wulandari (2024) and Saputra and Tunnafia (2024) emphasize that character education requires synergy between schools, families, and the community so that moral values can be consistently applied in students' daily lives. Moral education is not only the responsibility of the school but also the entire social environment of students.

Moral Education Approach in Building Student Character

The moral education approach to character development in elementary school students is implemented through various integrative and contextual strategies. Fauziah (2025) explains that implementing the concept of Islamic morality through the instillation of ethical, moral, ethical, and character values is an important approach in moral education in elementary schools. This approach aims to shape students who exhibit polite, disciplined, and responsible behavior in their daily lives.

Moral education is also implemented through a constructivist approach, which emphasizes students' active involvement in understanding moral values through direct learning

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experiences. Kusumawati and Zuchdi (2019) explain that a constructivist approach helps children understand moral values through a process of thinking and reflecting on their social experiences. This approach allows students to develop a deeper and more contextual understanding of morality.

The behaviorist approach is widely used in the implementation of moral education in elementary schools. Fatonah et al. (2024) explain that consistently practicing positive behavior can help students internalize moral values and make them into daily habits. This approach is implemented through repetition of discipline, responsibility, and social awareness within the school environment. Nuraeni et al. (2025) add that teacher strategies such as rewarding, reprimanding, and reinforcing positive behavior are essential in instilling character education.

Moral education is also implemented through strengthening Pancasila values in school life. Sasi et al. (2025) explain that implementing Pancasila values can help shape students' character to be tolerant, nationalistic, responsible, and respectful of diversity. Ni'mah et al. (2024) add that Pancasila character education is an important effort in building the morals of elementary school students so they have a strong national identity.

Moral education is also carried out through the development of religious culture and religious activities in schools. Simbolon et al. (2025) explain that habituating religious values in the school environment can shape students' positive character traits such as discipline, courtesy, and responsibility. Gunawan (2023) states that religious extracurricular activities have an influence on the formation of students' religious character. The implementation of moral education in the digital era requires an approach that adapts to technological developments and social conditions. Suryana and Muhtar (2022) explain that Ki Hajar Dewantara's concept of character education remains relevant in the digital era by emphasizing role models, habituation, and the formation of a positive school culture. Sari and Rozana (2024) emphasize that developing moral literacy is crucial so that students are able to filter information and use technology wisely in accordance with moral and religious values.

Student Character Formed Through Moral Education

The results of the implementation of moral education show the development of various positive character traits in elementary school students. The most dominant character traits include discipline, responsibility, honesty, religiousness, tolerance, social awareness, love of the environment, and respect for teachers and peers. Frinaldi et al. (2025) explain that character

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education can shape students' polite behavior in everyday life. Samsul et al. (2020) emphasize that the value of respect for oneself and others is an important part of character education in schools.

Discipline is one of the most frequently developed traits through the implementation of moral education. Arniah et al. (2022), Paramitha et al. (2025), Sari et al. (2025), and Rizaldo et al. (2026) explain that teachers play a crucial role in fostering student discipline through instilling school rules, leading by example, and monitoring students' daily behavior. Student discipline is also strengthened through extracurricular activities and a school culture that supports positive character development (Supiana et al., 2019).

Moral education shapes students' religious character and social responsibility. Simbolon et al. (2025) explain that instilling positive values in the school environment can help students develop religious behavior and social awareness. Damayanti et al. (2024) state that moral education helps students understand their rights and obligations as ethical and responsible citizens.

Student character formed through moral education encompasses not only moral knowledge but also moral attitudes and actions in daily life. Gunawan (2023) explains that character formation occurs through the interrelated stages of moral knowing, moral feeling, and moral action. Nugraha and Nurani (2021) emphasize that character formation requires the ongoing involvement of knowledge, feelings, and actions to ensure moral values are truly internalized in students.

Supporting and Inhibiting Factors in the Implementation of Moral Education

The successful implementation of moral education is influenced by various supporting factors, including the school environment, family, and community. Teacher competence and exemplary behavior are key factors in guiding students. Rukiyati et al. (2023) explain that teacher role models are the most effective instrument in fostering empathy, discipline, and self-control in students. Hubbaya and Hartawan (2022) explain that good leadership in the school environment also influences teacher discipline and work culture.

Family and community support are crucial factors in the success of moral education. Putri and Amaliyah (2022) explain that parental appreciation influences student character development. Suprapto and Wulandari (2024) emphasize that character education requires collaboration between schools and families for optimal and sustainable moral development.

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The implementation of moral education also faces various obstacles. Faiz et al. (2021) explain that one of the main obstacles to character education in Indonesia is the suboptimal implementation of moral values in students' actual behavior. Amelia and Ramadan (2021) state that differences in teachers' pedagogical abilities hinder the consistent implementation of character education in elementary schools.

The influence of social media and the development of digital technology pose a major challenge to the implementation of moral education. Putra and Zulkarnaini (2024) explain that social media can negatively impact children's behavioral development if not properly monitored. Susilo et al. (2022) emphasize that uncontrolled technological development and the flow of information can influence students' character and lead to a weakening of moral values.

Other obstacles stem from differences in student characteristics, lack of student awareness, limited learning time, and suboptimal support facilities for character education. Rochmania (2022) explains that limited facilities, documentation of attitude assessments, and the large number of students are obstacles to the optimal implementation of character education. Khairani and Rosyidi (2022) emphasize that the lack of synergy between schools and parents is also a hindering factor in instilling moral and religious values in elementary school students.

CONCLUSION

Moral education plays a crucial role in shaping the character of elementary school students from an early age. Its implementation is achieved through teacher role models, fostering positive behavior, and integrating character values into learning, school culture, and co-curricular and extracurricular activities. Moral education not only instills an understanding of right and wrong but also shapes students' moral attitudes and behaviors in their daily lives. Character development includes honesty, discipline, responsibility, tolerance, religiousness, social awareness, environmental stewardship, and respect for the rights and obligations of citizens.

The success of moral education is influenced by various supporting factors, such as teacher competence and role models, family support, a positive school culture, community involvement, and government policies. However, its implementation also faces obstacles, such as the negative influence of social media, a lack of program consistency, limited learning resources and time, and suboptimal collaboration between schools and parents. Therefore, ongoing synergy between schools, families, and the community is necessary for moral education to optimally shape the character of elementary school students.

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