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Integration Of Character And Moral Values In The Implementation Of Teacher Practices In Indonesian Elementary Schools: A Literature Review

Juni Kartika
Universitas Mataram
Adyati Nur Afifah
Universitas Mataram
Nurzahrawani Aninda Zakiyah
Universitas Mataram
Ade Arisandy
Universitas Mataram
Lalu Sumardi
Universitas Mataram
Edy Heriyanto
Universitas Mataram

Corresponding Author: adyatinurafifah12@gmail.com

Abstract

Character and moral education in Indonesian elementary schools faces increasingly complex challenges along with social changes and the transformation of education policies towards the framework of the Graduate Profile Dimension (DPL) and Deep Learning. This study aims to analyze: (1) the role of teachers as moral role models and character builders of students; (2) strategies for habituation and integration of character values in learning practices; (3) the role of PPKn, school culture, and local wisdom in strengthening moral education; and (4) challenges in the implementation of character education in the transition to DPL in Indonesian elementary schools. The research uses the Systematic Literature Review (SLR) method with the guidelines of PRISMA 2020. Literature searches were conducted through Google Scholar, Scopus, ERIC, Garuda Dikti, and SINTA for publications in 2015–2026. Of the 90 initial recordings, 43 sources were

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obtained that met the inclusion criteria. Data analysis used the thematic analysis of Braun and Clarke (2006). The results of the study show four main themes, namely: teachers as moral examples through exemplary behavior and integrity; habituation strategies through daily routines, thematic learning, and Deep Learning approaches; strengthening character through PPKn, school culture, and local wisdom; as well as implementation challenges in the form of inconsistencies in teacher practices, limitations in professional training, and complexity of eight-dimensional integration of DPL. This research also produced a proposed Taxonomy of Teacher Practice (TPT) which consists of four categories, namely exemplary, structured habituation, contextual integration, and evaluation and reflection. The findings show that character and moral education is more effective when applied consistently through teacher examples, meaningful habituation, supportive school culture, and integration of values in local contexts and national education policies.

Keywords:character education; moral values; elementary school; teacher practice; Systematic literature review.

INTRODUCTION

Indonesia's primary education system is at a critical juncture. On the one hand, Indonesia has one of the largest education systems in the world, with over 26 million primary school students spread across more than 148,000 schools (BPS, 2023). On the other hand, the moral and character dimensions of this education system are facing increasing pressure. Empirical evidence documents increasing incidents of bullying, academic dishonesty, intolerance, and moral confusion due to the influence of social media on primary school-aged children (Zain, 2025;Emilda Oktavia et al., 2025This phenomenon marks a widening gap between the goals of national education policy and the moral reality experienced by students.

The Indonesian government has responded to this moral crisis through a series of progressive policy frameworks. The National Education System Law (Law No. 20/2003) stipulates that national education must develop students' potential to become people who are faithful, pious, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Building on this foundation, the Character Education Strengthening (PPK) policy through Ministerial Regulation No. 20/2018 operationalizes five core values: religiosity, nationalism, independence, mutual cooperation, and integrity. The Independent Curriculum further introduces the Pancasila Student Profile (P3) with six character dimensions as its main achievements.(Irawati et al., 2022).

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The most significant development occurred in 2025, when the Ministry of Primary and Secondary Education (Kemendikdasmen) issued Permendikdasmen No. 13/2025, which introduced the Deep Learning approach as the official pedagogical framework for all levels of education. This regulation replaced the six P3 dimensions with eight Graduate Profile Dimensions (DPL): (1) Faith & Piety, (2) Citizenship, (3) Critical Reasoning, (4) Creativity, (5) Collaboration, (6) Independence, (7) Health, and (8) Communication (Kemendikdasmen, 2025in Mahastuti et al., 2025)This transition, which will take effect starting in the 2025/2026 academic year, represents the most recent and influential shift in character education policy in Indonesia today.

At the center of all these policy frameworks are teachers. Regardless of how sophisticated the curriculum design or how detailed the policy framework, it is teachers who ultimately translate national aspirations into concrete educational experiences. As stated (Lapsley and Woodbury)in Westheimer, 2017), "teachers are the most proximal moral agents in students' educational environments" Their daily practices, interpersonal behaviors, pedagogical choices, and personal integrity collectively shape the moral curriculum experienced by students. This centrality of teachers is particularly prominent at the elementary school level, where students are at the pre-conventional to conventional stages of moral development (Kohlberg, 1981in Sari, 2025)and adult authority figures have tremendous moral influence.

While research on character education in Indonesia is abundant, there is a critical gap: there has been no comprehensive literature review that systematically synthesizes how teachers integrate character and moral values simultaneously in Indonesian elementary schools, particularly within the new DPL and Deep Learning frameworks. Existing studies tend to focus solely on character education policies (Santika & Dafit, 2023;Munawir & Lailiyah, 2025) or isolated teaching strategies (Suyana et al., 2024;Hasibuan et al., 2025), without producing an integrated analytical framework that can be applied by practitioners and policy makers.

This study fills this gap through a systematic narrative literature review. The primary research question is: How do teachers integrate character and moral values into their practices in Indonesian elementary schools, and how do current policy frameworks, specifically DPL and Deep Learning, shape these practices? This article makes four main contributions: (1) the first integrated synthesis of teacher practices in character and moral education in Indonesian elementary schools; (2) contextualization of the findings within the current policy framework (DPL/Permendikdasmen 13/2025); (3) proposal of a four-category Teacher Practice Taxonomy (TPT); and (4) identification of seven research gaps for a future research agenda.

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THEORETICAL FRAMEWORK

Lickona's Character Education Theory (1991/2019)

The main theoretical framework of this study is Thomas Lickona's (1991/2019) comprehensive character education theory.in Assa et al., 2025)Lickona conceptualizes good character as the integration of three interrelated components: moral knowing, moral feeling, and moral action. Moral knowing encompasses moral awareness, knowledge of moral values, perspective-taking, moral reasoning, decision-making, and self-awareness. Moral feeling refers to conscience, self-esteem, empathy, loving kindness, self-control, and humility. Moral action is the capacity, will, and habit of translating moral knowing and feeling into concrete behavior.

Lickona's framework is invaluable to this study because it provides a three-part analytical lens that can be used to systematically classify teacher practices.Greetings, 2022demonstrates the direct relevance of Lickona's framework to the Indonesian context, particularly its compatibility with Pancasila values and multicultural education. Within the DPL framework, the moral knowing component is linked to DPL-3 (Critical Reasoning) and DPL-4 (Creativity); moral feeling is linked to DPL-1 (Faith) and DPL-2 (Citizenship); while moral action is linked to DPL-5 (Collaboration), DPL-6 (Independence), DPL-7 (Health), and DPL-8 (Communication). This mapping produces a cohesive theoretical synergy between Lickona's universal framework and the latest Indonesian character education policies.

Moral Development Theories: Piaget and Kohlberg

Jean Piaget (1965in Safitri & Dewantoro, 2025)identified two stages of moral development in children: heteronomous morality (ages 5–10), characterized by viewing rules as fixed, absolute, and externally imposed; and autonomous morality (ages 10 and above), in which children understand rules as negotiable social agreements. Elementary school students in Indonesia (ages 6–12) encompass both stages, making them highly receptive to moral guidance from authoritative adults, especially their teachers.

Lawrence Kohlberg (1981in Fatimah, 2023)developed Piaget's work by identifying six stages of moral reasoning across three levels: pre-conventional (self-interest-oriented), conventional (social conformity-oriented), and post-conventional (principle-oriented). Elementary school students typically operate at the pre-conventional to early conventional stage, meaning teacher authority, consistent rule enforcement, and peer relationships are the primary moral inputs. This theoretical position directly explains why teacher practices, particularly behavioral modeling and structured conditioning, have such a significant impact on this

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developmental stage.

Bandura's Social Learning Theory and Moral Modeling

Albert Bandura's Social Learning Theory (1977)in Tullah, 2020)provides a psychological mechanism that explains how teacher practices are transferred into students' moral behavior. According to Bandura, learning occurs through four processes: attention (observing the model), retention (remembering what is observed), reproduction (imitating the behavior), and motivation (having a reason for performing the behavior). In the context of moral education, a teacher who consistently models timely ethical behavior, speaks respectfully, and demonstrates integrity becomes a moral model that is observed, retained in memory, and gradually imitated by students.

Empirical support for this mechanism in Indonesian elementary schools is documented byIsnani et al., 2026who found that teachers who proactively model prosocial behavior and community involvement contribute significantly to students' moral development. A study of Bandura's implementation in Indonesian elementary schools (IJAM, 2024) confirmed that the four-stage process operates effectively when teachers demonstrate strong personality and pedagogical competencies simultaneously.

Deep Learning Framework and the Eight Dimensions of the Graduate Profile (DPL)

The most recent and influential theoretical-policy framework in this study is the Deep Learning approach established by Permendikdasmen No. 13/2025. Defined as "a learning approach that emphasizes the creation of a conscious, meaningful, and joyful learning environment through the development of thinking, feeling, feeling, and physical skills," Deep Learning is not just a pedagogical technique but a holistic educational philosophy that inherently encompasses moral and character dimensions.

The dimensions of heart and feeling in Deep Learning directly correspond to Lickona's moral feeling component, demonstrating a natural theoretical alignment between Western character education theory and the emerging Indonesian pedagogical framework. The eight DPLs of Faith & Piety, Citizenship, Critical Reasoning, Creativity, Collaboration, Independence, Health, and Communication are an expansion and refinement of the previous six P3 dimensions, with the addition of Health (DPL-7) and Communication (DPL-8) which reflect a more holistic conception of graduate competency (Kemendikdasmen, 2025 inMahastuti et al., 2025).

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Pancasila Values, Local Wisdom, and the Indonesian Context

The Indonesian context demands a theoretical framework that goes beyond universal moral philosophy to encompass the unique value system embedded in Pancasila. The five principles of Pancasila—Belief in One Almighty God, Just and Civilized Humanity, the Unity of Indonesia, Democracy Guided by the Wisdom of Wisdom, and Social Justice—are the normative foundation of all character and moral education in Indonesia (Law No. 20/2003). The transition from P3 to DPL maintains Pancasila as the foundational value system while expanding the competency framework to encompass more globally oriented dimensions.

Local wisdom functions as what is called Local Wisdom as Moral Ecology (in Husni, 2025) as a "moral ecology" of organic value environments that shape students' character habitus in a culturally authentic manner.Tohri et al., 2022shows that the integration of Sasak local wisdom in East Lombok elementary schools results in character formation that is both locally rooted and universally relevant. The DPL-2 dimension of Citizenship Education (DPL-2) implicitly includes local cultural identity as a component of national and global citizenship.

METHOD

Research Design

This study was conducted using the Systematic Literature Review (SLR) method, guided by the PRISMA 2020 protocol.(Arcita Rizara et al., 2026)The steps in searching for articles are divided into several processes: identification, screening, inclusion, and inclusion. These steps are in accordance with the guidelines in PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses). PRISMA itself is a set of evidence-based minimum criteria aimed at helping authors report a variety of systematic reviews and meta-analyses that assess the benefits. PRISMA focuses on ways in which authors can ensure transparent and complete reporting of the types of research.(Simamora et al., 2024)This approach is very suitable for the purpose of this study to build an integrated analytical framework on teacher practices in moral and character education.

Database Search and Selection Strategy

A systematic search was conducted in five databases: Google Scholar, Scopus, ERIC (Education Resources Information Center), Garuda Dikti, and SINTA (Science and Technology Index). The search used a combination of keywords in English and Indonesian, including: "character education" and "teacher" and "elementary school" and "Indonesia"; "moral education" and "teacher practices" and "primary school" and "Indonesia"; "character education" and

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"teacher" and "elementary school"; "Dimensions of Graduate Profiles" and "character education"; and "Deep Learning" and "character" and "elementary school". The search included publications from 2015 to April 2026, with priority given to studies published in 2019 and later.

Inclusion and Exclusion Criteria

Table 1. Inclusion and Exclusion Criteria

INCLUSION CRITERIA✓	EXCLUSION CRITERIA✗
Published 2015–2026 (basic theory books before 2015 are excluded from this restriction)	Published before 2015 (except classical theory books)
Topic: character education, moral values, or teacher practices in Indonesian elementary schools	Exclusive focus on junior high, high school, or higher education levels
International journals indexed by Scopus/WoS/ERIC or national journals indexed by SINTA 1–4	Not through a peer-review process
Written in English or Indonesian	Written in a language other than English or Indonesian
Full-text is available and accessible	Only available in abstract form
Covers aspects of teacher practice, learning strategies, or character education policies.	The methodological quality is very low based on CASP assessment.

PRISMA 2020 Selection Process and Flow

The selection process follows the PRISMA 2020 guidelines.(Arcita Rizara et al., 2026)and PRISMA-S extension for reporting literature searches(Rethlefsen et al., 2021)An initial search of various databases identified 90 records. After removing 12 duplicate articles, 73 records were screened based on title and abstract, resulting in 52 articles that proceeded to full-text review. Of these, 14 articles were excluded for the following reasons: unavailable full-text (n=4), insufficient topic relevance after detailed review (n=5), not having undergone peer review (n=2), being outside the established publication year range of 2015-2026 (n=1), and having significant methodological weaknesses such as the lack of clear data collection procedures and failure to meet research reporting standards (n=2). Therefore, the final corpus used in this study consisted of 43 relevant sources that met the research criteria. The article selection process flow based on

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the 2020 PRISMA guidelines is shown in Figure 1 below.

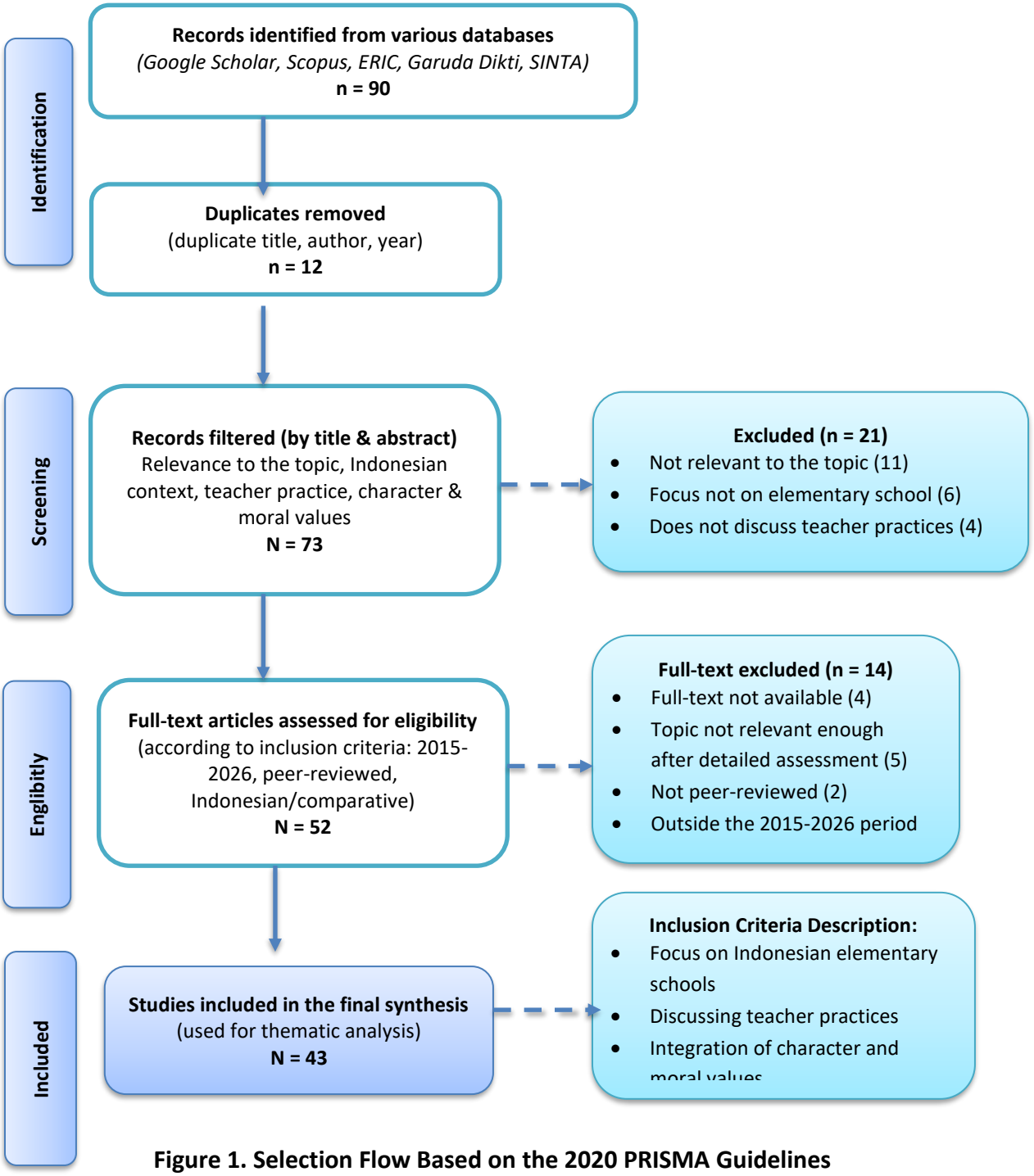


Figure 1. Selection Flow Based on the 2020 PRISMA Guidelines

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Analysis Method: Thematic Analysis

Data analysis in this study used thematic analysis based on the six-phase framework of Braun and Clarke (2006).(in Mahathir et al., 2025)This method was chosen because it is suitable for identifying, organizing, and synthesizing patterns of findings from various studies related to the integration of character and moral values through teacher practices in Indonesian elementary schools. The analysis process was conducted on 43 sources that met the inclusion criteria. In the initial stage, the researcher repeatedly read all articles to understand the research focus, learning strategies, teacher practices, and the context of character and moral education discussed in each study. Next, initial coding was carried out on important concepts such as teacher role models, habituation, school culture, local wisdom, implementation of the Pancasila Student Profile, Graduate Profile Dimensions (DPL), and Deep Learning.

Related codes were then grouped into broader themes. The themes formed were then reviewed to ensure their alignment with the data and research focus. In the final stage, the themes were given conceptual definitions and organized into a narrative synthesis to explain teacher practice patterns in character and moral education in Indonesian elementary schools. Through this process, four main themes were obtained, namely: (1) teachers as moral role models and character formation; (2) strategies for habituation and meaningful value integration; (3) the role of PPKn, school culture, and local wisdom in the formation of the Graduate Profile Dimension (DPL) framework; and (4) challenges in implementing the Graduate Profile Dimension (DPL).

RESULTS AND DISCUSSION

A thematic analysis of the 43 included sources yielded four main themes. These themes are presented along with their theoretical foundations, key empirical findings, and implications for DPL and Deep Learning.

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Author/Year	Study Focus	Method	Key Findings
Hadi et al. (2025)	Character education strategies for elementary and middle schools	SLR	Role model & habituation are the most effective strategies
Handoko et al. (2024)	Implementation of character education in elementary schools	Mixed-method	Structured habituation improves all dimensions of DPL
Indraswati & Sobri (2019)	The role of teachers in instilling a character of love for the homeland based on local culture	Qualitative	The harmony between the teacher's words and behavior is an important factor in forming students' character.
Mahastuti et al. (2025)	Strengthening Graduate Profile Dimensions through Morning Habituation Programs	Qualitative	The morning habituation program supports strengthening the profile dimensions of student graduates.
Tohri et al. (2022)	Sasak local wisdom & character	Ethnography of education	Local wisdom strengthens the authenticity of character formation
Nugraha (2025)	Implementation of characters in thematic learning	Case study	Consistency between teachers is the key to the program's success.
Prihatini et al. (2024)	Teachers as role models of disciplined character	Descriptive qualitative	The alignment of teacher speech-behavior has a big impact
Ritonga (2022)	The role of teachers and parents in character education in the digital era	Literature Study	Synergy between school and family is an important factor in the success of character education.
Santika & Dafit (2023)	Implementation of the Pancasila Student Profile	Literature study	PPK and P3 are conceptually compatible
Isnani et al. (2026)	The role of education in socialization and value formation	Qualitative	Teachers play a role in the process of socializing moral values through social interaction and habituation.

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RESULTS AND DISCUSSION

Theme 1: Teachers as Moral Role Models and Character Builders

The most consistent finding across the literature is that teachers serve as primary moral role models for elementary school students. This finding emerged independently from a variety of qualitative case study methodological approaches.(Aini et al., 2024;Prihatini et al., 2025), systematic review (Ruswandi et al., 2025;Aisyah et al 2025), and narrative analysis(Westheimer, 2017;Faiz et al., 2022) provides very strong convergent validity.

Based on Bandura's Social Learning Theory (1977), the teacher-as-moral-role mechanism operates through four sequential processes. First, students' attention is naturally directed toward the teacher as an authority figure who occupies a significant psychological space in the school environment. Second, students retain the observed teacher behavior in their behavioral repertoire. Third, students reproduce this behavior in their own interactions. Fourth, students' motivation to display moral behavior is supported by positive reinforcement received from the teacher and peers.(Aluna et al., 2025).

Critically, the literature consistently emphasizes that role models must be consistent and authentic.Indraswati & Sobri (2019) AndDyah Indraswati et al (2020) shows that the most powerful form of teacher role modelling is the alignment between what is taught and how teachers actually behave across school contexts. Within the DPL framework, teacher role modelling most directly supports DPL-1 (Faith & Piety) through consistent religious practice; DPL-2 (Citizenship) through civic attitudes and community involvement; and DPL-6 (Independence) through the demonstration of self-regulated professional behavior.

Theme 2: Strategies for Habituation and Meaningful Value Integration

The second theme encompasses the diverse strategies teachers use to systematically integrate character and moral values into school life through structured practices and deliberate instructional design. This theme is theoretically grounded in Lickona's concept of moral action and finds its most recent policy expression in the Deep Learning principle of "meaningful" learning through sports and the heart.

Suwarni et al (2023) AndDarmiany et al (2021)provides fundamental empirical evidence that structured habituation through daily routines of morning prayer, flag ceremonies, community service, collaborative assignments, and weekly character-themed activities effectively builds all dimensions of DPL when implemented consistently and monitored systematically. Critical qualifications, as indicatedRanu (2025)is consistency: habituation programs that lack coordination

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across schools and suffer from inconsistency between teachers result in much weaker character outcomes.

The literature identifies four main habituation strategies implemented by elementary school teachers in Indonesia. First, routine habituation through structured daily and weekly activities. Second, spontaneous habituation when teachers respond to naturally occurring moral situations. Third, exemplary habituation, which combines teacher exemplary behavior with structured opportunities for students to observe and practice the modeled behavior. Fourth, programmed habituation, which explicitly integrates character and moral values into lesson plans (RPP), extracurricular activities, and assessment instruments.(Handoko et al., 2023).

The Deep Learning Approach introduces a qualitative improvement to this habituation strategy by requiring it to be "conscious, meaningful, and enjoyable."(Sutisna et al., 2020).Andi (2025) shows that habituation informed by Deep Learning in which students consciously reflect on the moral meaning of their actions results in deeper internalization on the dimensions of DPL-5 (Collaboration), DPL-4 (Creativity), and DPL-8 (Communication).

Theme 3: PPKn, School Culture, and Local Wisdom in Moral Formation

The third theme addresses the structural and contextual dimensions of moral and character education, specifically how PPKn as a formal subject, school culture as an institutional environment, and local wisdom as a cultural resource collectively shape the moral learning experiences of elementary school students in Indonesia.

The literature consistently positions Pancasila and Citizenship Education (PPKn) as the primary formal vehicle for moral and civic education in Indonesian elementary schools. Civic Education as Development of Character Education (2025) shows that PPKn taught through experiential, interactive, and reflective methods rather than rote memorization of civic concepts results in significantly stronger development of citizenship, responsibility, nationalism, and critical thinking. These findings directly align with DPL-2 (Citizenship) and DPL-3 (Critical Reasoning).

School culture emerges as a powerful contextual factor that either strengthens or weakens the impact of individual teacher practices. A WUNY (2024) meta-analysis confirmed that school culture significantly influences the development of students' honesty, discipline, cooperation, and responsibility. Local wisdom represents a unique Indonesian resource for moral education that is increasingly recognized in recent literature.(Widodo et al., 2020).Tohri (2022) and document how Sasak local wisdom in East Lombok provides an organic moral vocabulary that students experience as authentic and local wisdom contains moral values, knowledge, and contextual sources of

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knowledge.Andi (2025)shows that combining local wisdom with Deep Learning at Kendal Nature School produces a holistic moral education model where students internalize Pancasila values through life experiences rather than formal teaching.

Theme 4: Challenges, Supporting Factors, and Transition to DPL

The fourth theme addresses the complex implementation landscape that teachers navigate in their moral and character education practices. The literature identifies two distinct layers of challenges: persistent structural and professional challenges, and new challenges arising from the transition to DPL and Deep Learning frameworks.

Persistent challenges include: inconsistencies in teacher implementation due to variations in pedagogical competencies and professional motivation.Nugraha (2025); inadequate and infrequent professional development specifically targeting moral and character education strategies(Hadi et al., 2025); weak school-family-community synergy creates contradictory moral messages for students(Ritonga, 2022); and an overload of structural curriculum that leaves inadequate time and cognitive space for deep moral learning experiences.(Shyu et al., 2021).

The transition from P3 to DPL introduces a new set of implementation challenges. First, teachers must now integrate eight dimensions rather than six across learning pathways simultaneously, requiring more sophisticated planning and coordination. Second, two new dimensions (Health/DPL-7 and Communication/DPL-8) require teachers to expand their moral education repertoire into previously underemphasized domains. Third, the risk of “rebranding without restructuring,” where DPL terminology is adopted without substantive changes to teaching practices, is a critical implementation risk. Fourth, Deep Learning’s requirement for “mindful, meaningful, and joyful” learning demands pedagogical sophistication that many teachers may not yet possess without targeted professional development.

PROPOSED TAXONOMY: FOUR CATEGORIES OF TEACHER PRACTICES

Based on a thematic synthesis of 10 sources, this study proposes a four-category Teacher Practice Taxonomy (TPT) for moral and character integration in Indonesian elementary schools. This taxonomy is the first to integrate Lickona's framework (moral knowing-feeling-action) and the DPL framework (eight dimensions).

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Table 3. Taxonomy

Category	Main Practices	Supported DPL Dimensions	Key Literature
Category 1: Exemplary Behavior	• Consistent moral modeling • Harmony between teacher's words and behavior • Professional integrity and ethical communication • Teachers as builders of moral communities	DPL-1 (Faith & Piety) DPL-2 (Citizenship) DPL-6 (Independence)	Bandura (1977 in Tullah, 2020); Indraswati & Sobri (2019); Faiz et al. (2022); Prihatini et al. (2025)
Category 2: Structured Habituation	• Character-based daily and weekly routines • Spontaneous habituation in moral situations • Integration of values in lesson plans and thematic learning • Deep Learning-based meaningful practice	DPL-1 (Faith & Piety) DPL-5 (Collaboration) DPL-6 (Independence) DPL-7 (Health) DPL-8 (Communication)	Lickona (1991/2019 in Assa et al., 2025); Sinta et al. (2022); Handoko et al. (2023); Mahastuti et al. (2025)
Category 3: Contextual Integration	• PPKn as a vehicle for moral education • School culture as a moral environment • Local wisdom as a character enhancer • Instilling values across subjects	DPL-2 (Citizenship) DPL-3 (Critical Reasoning) DPL-4 (Creativity) DPL-5 (Collaboration)	Tohri et al. (2022); Santika & Dafit (2023); Irawati et al. (2022); Husni (2025)

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Category	Main Practices	Supported DPL Dimensions	Key Literature
Category 4: Evaluation and Reflection (Assessment & Reflection)	• Observation of student behavior • Reflective discussion and moral strengthening • Portfolio-based character assessment • Self-reflection and professional development of teachers	All DPL Dimensions (especially DPL-3 and DPL-8)	Handoko et al. (2023); Hadi et al. (2025); Ritonga (2022); Mahastuti et al. (2025)

DISCUSSION: SYNTHESIS AND IMPLICATIONS

Theoretical Implications: MIPM-GSD Model

A synthesis of findings across four themes and 90 sources supports the development of the Integrative Model of Moral Education for Elementary School Teachers (MIPM-GSD). The MIPM-GSD model posits that effective teacher practices in moral and character education are characterized by the intersection of three concentric layers: (1) a universal layer of moral education theory (Lickona, Kohlberg, Piaget, Bandura); (2) a national layer of Indonesian policies and values (Pancasila, DPL, Deep Learning); and (3) a local layer of contextual wisdom, school culture, and community engagement. Teacher practices that operate across all three layers simultaneously result in the most enduring and authentic moral character formation.

This model advances existing theoretical frameworks by: (a) explicitly positioning the eight dimensions of DPL within Lickona's knowing-feeling-action moral framework; (b) incorporating local wisdom as a fundamental, not supplementary, dimension of moral education in Indonesia; and (c) integrating teacher well-being as a prerequisite condition for effective moral modeling, based on the convergence of teacher well-being literature (Frontiers, 2024; MDPI, 2025) with moral modeling research.

Practical Implications for Teachers and Schools

For elementary school teachers, the taxonomy proposed in Chapter 5 provides a practical framework for self-assessment and planning. Teachers can evaluate their current practice across

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four categories and identify areas for improvement. The most pressing practical recommendation is the development of Category 1 (Exemplification) as the foundation upon which all other categories are built. Without consistent teacher modeling, the impact of structured reinforcement, contextual integration, and evaluation will be substantially diminished.

For principals, the MIPM-GSD model suggests that effective moral education requires investing in three institutional conditions simultaneously: building a strong, value-aligned school culture; providing teachers with ongoing professional development in moral education strategies; and actively bridging the school-family-community gap through structured engagement programs.

Policy Implications

The transition from P3 to DPL through Permendikdasmen No. 13/2025 is an opportunity to strengthen the integration of moral education into the broader Deep Learning framework. However, this opportunity will only be realized if the Ministry of Education and Culture provides: (1) clear and practical implementation guidelines that specify how each of the eight dimensions of DPL can be embedded into moral and character education practices at the elementary school level; (2) comprehensive and ongoing teacher professional development rather than one-off training specifically focused on Deep Learning as a moral education approach; and (3) a monitoring and evaluation framework that measures the quality of moral and character education implementation, not just curriculum compliance.

RESEARCH LIMITATIONS

This study still has several limitations that require consideration in understanding the results. First, the articles analyzed were limited to sources that met the inclusion criteria and were available in full text. Therefore, it is possible that other relevant research remains unaccounted for in this study. Furthermore, the article search process focused on specific databases and keywords, so search results were significantly influenced by the search strategy used.

Second, this study focuses more on the context of primary education in Indonesia within a specific publication range, so the synthesis results do not fully represent conditions in broader educational contexts or across countries. Differences in research background, methodological approach, and subject characteristics in each article may also influence the variation in findings.

Third, this study employed a Systematic Literature Review (SLR) approach with thematic analysis, so the interpretation and grouping of themes still harbored the possibility of researcher

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subjectivity despite being conducted systematically. Furthermore, this study did not integrate further quantitative analysis such as meta-analysis, so the results focused more on descriptive and interpretive synthesis of the existing findings.

Based on these limitations, further research is expected to expand the scope of the database, involve more international articles, and combine the literature review approach with empirical research in order to obtain a more comprehensive understanding of the integration of character and moral values in educational practices in elementary schools.

CONCLUSION

This literature review synthesized 43 sources to produce a comprehensive analysis of teacher practices in integrating character and moral values in Indonesian elementary schools. Four main themes were identified: teachers as moral role models, structured habituation and meaningful learning, contextual integration through PPKn and local wisdom, and implementation challenges in the DPL transition. These themes collectively reveal that the most effective teacher practices operate simultaneously at the universal (moral theory), national (Pancasila-DPL), and local (local wisdom-school culture) levels, as captured in the proposed MIPM-GSD model.

The shift from the Pancasila Student Profile (six dimensions) to the Graduate Profile Dimensions (eight dimensions) through Permendikdasmen No. 13/2025 is the most significant policy development in Indonesian character education since the PPK policy of 2018. This study is one of the first academic works to explicitly analyze the implications of this transition for teacher practice in moral education at the elementary school level.

Seven research gaps were identified: the absence of an integrated synthesis of character and moral education; the lack of academic analysis of the implications of DPL for teacher practice; the underdeveloped relationship between Deep Learning and moral education; the absence of a taxonomy of teacher practice; the gap between universal theory and the Indonesian multicultural context; the scarcity of longitudinal evidence on the impact of teacher practice; and the largely untapped potential of research on teacher well-being as a variable in moral education.

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