

Strengthening the Moral Development of the Younger Generation through Teacher Beliefs: A Study at a Private Vocational High School in Sukoharjo

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Eliana Rachmanniza¹, Obby Taufik Hidayat^{1*}

*Corresponding author: oth785@ums.ac.id

¹Universitas Muhammadiyah, Surakarta, Indonesia

ARTICLE INFO	ABSTRACT
Keywords: Young Generation, Moral Issue, Moral Strengthening, Pancasila Education, Teacher Belief.	<i>Students' moral sensitivity and development are not innate abilities but rather the result of moral education and the teacher's role as a character-building agent. This study aims to: (1) analyze the factors causing moral issues at SMKS X, and (2) explain how moral reinforcement can be enhanced through teachers' beliefs. A qualitative approach with a case study design was used to gain an in-depth understanding. The research subjects consisted of one teacher and three students selected through purposive sampling. Data were collected through interviews, observations, and document analysis, and their validity was tested using triangulation techniques. The results indicate that moral issues at SMKS X are caused by three main factors: inconsistent parenting styles, environmental and economic factors, and the influence of social media. These issues can be minimized through an academic approach grounded in the teacher's beliefs. The teacher's beliefs possess three main characteristics: (a) the teacher's role as a role model in moral reinforcement, (b) the teacher's belief in students' capacity as good individuals, and (c) the establishment of a collaborative relationship between teachers and parents not innate abilities, but rather through the teaching</i>

INTRODUCTION

Moral education in the educational system serves to teach students proper and appropriate behavior, instill moral values, and help students make ethical and wise decisions (Setyawan & Sishadiyati, 2023). Moral education aims to instill values and norms as guidelines for students to develop attitudes of safety, calmness, peace, mutual assistance, mutual respect, mutual appreciation, and tolerance (Listari, 2021). Moral education is a mandatory component of the curriculum that is integrated into the Pancasila Education course in schools. However, the field of education often faces challenges, particularly those related to moral issues faced by the younger generation (Wahab, 2020). Today's education system places greater emphasis on academic achievement than on moral values and integrity, presenting a challenge that requires attention (Arliman, 2020). In addition, the moral and social development of the younger generation is influenced by social media, which provides a wide range of information that is not always positive (Sagala et al., 2024). Moral sensitivity and judgment are not innate abilities; rather, they must be acquired and developed, in part through ongoing education and training (Mariyana et al., 2024). Therefore, this study is necessary to identify the factors contributing to a decline in morale and to propose strategies for strengthening moral development

Shaping students' moral character is a key role of the education sector. A teacher is responsible for providing instruction, guiding moral development, and fostering students' intellectual abilities (Mariyana et al., 2024). In the context of education, teachers play a crucial role in improving the quality of education. Fundamentally, teachers are responsible for educating, guiding, and evaluating students at the formal education level, as stipulated in Section 1(1) of Law No. 14 of 2005 on Teachers and Lecturers (Aufarel & Prasetyo, 2023). This is in line with Indonesia's national educational goals as outlined in Law No. 20 of 2003 on the National Education System, which emphasizes the importance of nurturing students who are devout, God-fearing, of noble character, and responsible citizens. National education can be realized through Pancasila Education, particularly in vocational high schools, as a mandatory subject provided to students to foster an understanding of the rights and responsibilities of being an intelligent, skilled, and principled Indonesian citizen, in accordance with the principles of Pancasila and the 1945 Constitution (Purba et al., 2024). Students' moral development can be enhanced through the active role of Pancasila Education teachers in instilling the values and norms embodied in Pancasila, as well as by setting an example and encouraging students to put them into practice in their daily lives (Sari et al., 2023). As a role model, a teacher must possess certain beliefs known as teacher beliefs, which are an essential part of the personality required to instill moral values in students (Součková, 2020). Based on the developmental model, teacher beliefs by Fives and Buehl (2008) describe 5 (five) main components, including unconscious beliefs, implicit beliefs, explicit beliefs, reflective beliefs, and transformative beliefs.

However, moral decline still occurs frequently because the implementation of Pancasila education methods is unengaging, due to teaching methods that are perceived as monotonous and still heavily reliant on one-way lectures. The implementation of Pancasila Education has been ineffective, as evidenced by the insufficient number of Pancasila Education class hours and students' lack of self-awareness (Maduwu, 2023). In addition, the lack of active teacher involvement in guiding students' moral development, due to limited educational resources, impacts the effectiveness of moral education for students (Firdaus et al., 2023). As observed, students often face shifting behavioral standards at school that are difficult to control, causing them to experience difficulties and confusion in effectively and comprehensively understanding and learning moral values (Rosdanilah & Novebri, 2024). This is reflected in an increase in acts of violence, the use of coarse language, a decline in respect, a low sense of responsibility, and a failure to instill honest behavior, which is

beginning to be viewed as normal (Fitri & Dewi, 2021). Cases of bullying, academic dishonesty, and disrespect toward teachers and peers are evidence that high moral values are on the decline. Cases of bullying, academic dishonesty, and disrespect toward teachers and peers are evidence that moral values are in decline. Violations of written rules have been observed among students at a vocational high school, including breaking school rules, failing to participate properly in class, violating ethical standards, and disrupting order at school (Safitri et al., 2024). Backed by data *Komisi Perlindungan Anak Indonesia* (KPAI). According to the KPAI's 2025 Final Report press release, there were 2,031 cases of child rights violations throughout 2025 (KPAI, 2026).

According to a study by Lbs and Ichsan (2023), The development of children's moral behavior standards cannot be separated from the influence and role of parents. Cases of juvenile delinquency are often triggered by a lack of attention from parents, which makes children more vulnerable to the influence of their surroundings. This lack of attention often drives children to engage in misbehavior simply to get their parents' attention, even if it's negative attention. In addition to providing attention, parents are also responsible for guiding their children in matters of religion and social norms. However, in reality, many parents overlook this, causing children to lack guidance regarding religion and prevailing social norms, which ultimately makes them more prone to negative interactions with others and lowers their self-confidence. Furthermore, as reported by Zai et al. (2023) The factors contributing to the decline in moral quality stem from within the individual, such as personality, lifestyle habits, and emotional instability. Adolescence is a stage of development marked by instability in behavior, which serves as a key trigger for the decline in moral quality. Individuals who lack self-control are easily influenced and may experience a deterioration in their moral attitudes. Therefore, a sense of balance is essential to effectively manage situations and make sound decisions based on their experiences and the challenges they face. In addition, Rosa et al. (2025) state that violations of norms are influenced by the school environment; the school serves as a place for the development of morals and ethics regarding the importance of being polite to everyone, and educators must actively foster a positive moral culture. However, in practice, there are still teachers who are not strict enough in addressing violations or rude behavior, resulting in a decline in students' politeness and sense of responsibility.

The urgency of this study lies in identifying solutions to address the decline in moral values through teacher-student interaction, as teachers are capable of delivering moral education that is integrated into Pancasila education. Teachers and students play a crucial role in fostering moral education to prevent the erosion of moral values among students. According to Anggraeny et al. (2023) Moral development can be integrated into Pancasila Education through the Pancasila Student Profile Strengthening Project (P5) using the Project-Based Learning (PBL) method. In addition, moral education can be enhanced through the implementation of a consideration-based learning model in the Pancasila Education course (Amini & Saleh, 2024). Baehaqi (2020) Moral education can be enhanced through Cooperative Learning strategies as a means of character development in Pancasila Education instruction in schools. Unlike previous studies, research on the moral development of the younger generation through Pancasila Education, as influenced by teacher beliefs, remains limited. This study indicates that developing moral education to prevent a decline in moral values among students is achieved through the implementation of P5 with Project-Based Learning (PJBL), utilizing a consideration-based learning model in Pancasila Education, and employing Cooperative Learning strategies; however, the study has not examined how teacher beliefs can serve as a means for developing moral education, thereby creating a gap that requires further exploration.

Previous research has focused primarily on the implementation of teaching methods as a means of fostering moral development, without delving deeper into the importance of teacher-student interaction and teachers' beliefs as the foundation for moral development in the younger generation. This study offers a novel perspective by focusing on the teacher's belief approach as a means of fostering students' moral development. Teacher beliefs refer to the self-confidence that teachers possess as a personal competency in the teaching process (Lestari, 2025). Teacher beliefs serve as an indicator of how teachers impart moral knowledge, foster empathy, and act as role models in promoting the moral development of the younger generation (Popovska & Popovski, 2021). Teacher beliefs refer to the views, values, and assumptions that teachers hold regarding how students learn, develop, and form their moral character. Therefore, teacher beliefs serve as the foundation for shaping students' character and are a determining factor in creating a learning environment that supports students' moral maturity; thus, teacher beliefs play a crucial role in guiding students' mindset, attitudes, and moral behavior. Furthermore, teacher beliefs not only influence how teachers teach but also shape students' perceptions and beliefs about themselves. According to Ministry of Education Regulation No. 16 on Academic Qualification Standards and Teacher Competencies, the term "belief" is equated with "teacher belief," which refers to a teacher's mental attitude regarding the benefits of learning for students and in daily life, as well as their confidence in their ability to teach in the classroom. Therefore, teacher beliefs not only serve as the foundation for shaping students' character but also play a decisive role in creating a learning environment that fosters students' moral development; furthermore, teachers' beliefs play a crucial role in guiding students' mindset, attitudes, and moral behavior (Habte et al., 2021).

The research questions addressed in this study are formulated as follows: Why is there currently a decline in moral values among the younger generation at a private vocational high school in Sukoharjo? And how can the characteristics of teachers' beliefs strengthen the moral values of the younger generation at a private vocational high school in Sukoharjo? Thus, the objectives of this study are to analyze why there is currently a decline in moral values among the younger generation, particularly at a private vocational high school in Sukoharjo, and to identify how the characteristics of teachers' beliefs can strengthen students' moral values at a private vocational high school in Sukoharjo. Based on the background and research questions outlined above, this study is proposed under the title "Strengthening the Moral Development of the Younger Generation through Teacher Beliefs: A Study at a Private Vocational High School in Sukoharjo" which aims to identify the moral development of students through teacher beliefs can foster the moral development of the younger generation at the vocational high school level.

LITERATURE REVIEW

Efforts to understand moral development through teachers' beliefs require a critical review of relevant previous research. The decline in moral values among the younger generation is often attributed to a complex interplay of factors involving family dynamics, the environment, the economy, and digital technology. There are differing opinions regarding the factors contributing to this decline in moral values, particularly juvenile delinquency. Maghfirawati et al. (2023) using a quantitative approach, the study found that parenting styles have the greatest influence, as there is a strong correlation with social delinquency; the type of juvenile delinquency most commonly observed is social delinquency that does not result in victims, accounting for 60 cases (60.6%). This study highlights the family's role as the foundation of character. In line with this, Lutfya et al. (2024) state that the moral development of the younger generation is a crucial process in character formation, with factors such as the role of teachers, family support, the quality of moral education in schools, and a positive social environment serving as key contributors to students' moral development. Research findings indicate that the three primary factors significantly influencing positive moral development in adolescents are family support, the quality of moral education in schools, and a positive social environment. This study highlights that negative exposure to technology can hinder moral development. However, these findings contradict the claim that Asy'harini et al. (2025) using a quantitative method with a correlational design, the study found

that parental involvement at home and at school does not have a significant effect on children's externalizing behavior, as the role of parents begins to shift as children grow older. These findings highlight the need for an in-depth analysis of the factors contributing to the decline in moral values, which is an active and multidimensional process requiring a comprehensive understanding.

Regulations

Furthermore, Labaona and Dhiu (2025), using a descriptive qualitative approach, assert that peer influence is the most dominant factor in violations of written norms through mechanisms such as peer pressure, the desire to be accepted, and shared habits of breaking school rules. Furthermore, individual student characteristics, such as self-control, motivation, and self-esteem, also influence the extent to which peer influence changes their behavior. Moreover, Purwasih (2024) identified the use of gadgets and the influence of the internet as one of the main triggers of moral decline among elementary school students, as seen through research conducted using a literature review method. In contrast to previous studies, Rahmadhani et al. (2022) explain that social media has a positive relationship with and a negative impact on adolescents in grade X SMAN, using a quantitative method with a regression test formula. They conclude that social media use hurts academic laziness, a lack of social interaction, and a lack of respect, all of which are indicators of declining moral standards. However, this study also identified a positive relationship between the influence of social media and moral development, in which increased social media use is associated with moral changes. Although various studies have revealed both positive and negative findings, this research outlines the various factors contributing to the decline in morality within the school environment. Studies specifically addressing the primary factors behind the decline in moral standards among students at Vocational High Schools (SMK), which are predominantly male, remain limited. Therefore, this study was conducted to address the gap regarding the dynamics of shifting behavioral standards among students.

According to the research by Putra et al. (2025) teachers are required to possess academic competence, appropriate personal qualities, and teaching strategies that support character education. Instilling character values can be achieved through moral approaches such as moral modeling, moral knowing, and moral acting. However, this study has not directly examined in the field how teachers implement these moral approaches, as it employs a qualitative descriptive approach using a literature review of various journals. In contrast, Hartati (2018) study states that addressing negative influences on adolescents through a cognitive approach enables the identification of negative aspects within students and their transformation into positive ones, thereby highlighting the focus on internal change within each individual. From this perspective, it is evident that there remains a lack of teacher involvement in addressing students' negative influences. Furthermore, Zahra and Aulia (2024) state that students' negative behaviors are inseparable from teacher involvement; as educators, teachers play a role in transferring knowledge and shaping students' character through direct examples in daily life. Nevertheless, in addition to teacher involvement, effective cooperation between teachers and parents can ensure that character values, particularly integrity, are consistently fostered in both the school and family environments, thereby strengthening children's moral development (Mahmuddah & Junaidi, 2025). However, these two studies are still relatively general and lack detail regarding strategies for how teachers can shape students' character and how teachers can foster the belief that the relationship between teachers and parents serves as a key factor in supporting students' moral development.

Progress

Aufarel and Prasetyo (2023) this qualitative descriptive study found that although teachers have been effective in addressing juvenile delinquency, there are still students who violate school rules; therefore, teachers need to maximize their roles as mentors, moral guides, and role models. Supporting these findings, Novianingsih et al. (2023) found that, based on a study using a descriptive qualitative method, teachers' efforts to enhance students' moral development during the learning process, such as serving as good role models, instilling the values of Pancasila, and providing constructive feedback, have a positive impact on students' moral development. Thus, communication between Pancasila Education teachers and students plays a crucial role in preventing student misbehavior. When compared, both studies employed a descriptive qualitative approach and agreed that teachers play an effective role in students' moral development. In summary, these two findings reinforce each other and provide a more comprehensive picture regarding the effectiveness of the teacher's role. However, from these two perspectives, it can be identified that there is still no detailed and specific explanation regarding which form of the teacher's role is most capable of improving students' moral character. Furthermore, Amelia and Dewi (2021) highlight the importance of implementing the values of Pancasila in general when discussing the urgency of moral education. The research findings indicate that the values of Pancasila need to be adapted to the changing times to foster greater awareness of well-being. However, the study still falls short in discussing practical, innovative, and contextual steps that educators can adopt to enhance the effectiveness of instilling moral values more deeply. This study employs a descriptive qualitative method, with the discussion grounded in a literature review drawn from journal articles, papers, and books.

According to Laia et al. (2021) moral education plays a crucial role in shaping student behavior; in this effort, teachers play an active role in providing moral education, which is considered effective in changing students' habits. Using a qualitative approach, the research findings indicate that behavioral counseling is effective in enhancing students' moral development. This study employed a quantitative method, with junior high school students as the research subjects. However, this study focuses more on direct influences without comprehensively addressing other factors that affect moral development. This contradicts the research by Nurhalisa and Khasanah (2025), which suggests that the formation of adolescents' morality can be fostered through the role of Islamic Religious Education (IRE) as an effort to develop a reflective and contextual educational model that connects Islamic values with the lives of adolescents in the digital age. However, this study does not provide a direct picture based on field data, as it employs a qualitative method with a literature review approach. Nevertheless, character development, as described by Hidayat and Balakrishnan (2024) through service-based learning such as service-learning programs in educational institutions, is considered a crucial approach in implementing character education. Based on the researchers' findings, it is evident that the concept of teacher beliefs has not yet been utilized as a foundation in efforts to strengthen students' moral development. From the above review, it appears that moral education in vocational high schools has not fully utilized the potential of teacher beliefs as a mechanism for shaping students' moral behavior. Therefore, this is the gap that this study aims to address: how teacher beliefs can serve as a factor influencing the effectiveness of moral interventions, thereby complementing previous findings that have been limited to the general role of teachers.

This study is grounded in Bandura's Social Cognitive Theory as a framework for analyzing the development of students' moral values. This theory emphasizes learning through reciprocal interactions between personal factors, behavior, and the environment, based on four main principles: social learning, self-influence, self-efficacy, and reinforcement (Mardani & Azizah, 2021). In the context of Pancasila Education, this theory supports the formation of students' moral character through teachers' modeling as role models of Pancasila values, where students observe, build self-efficacy through positive reinforcement, and apply moral behavior in daily life (Fatimah, 2023;

Wulansari et al., 2025; Yanuardianto, 2019). Moral learning can be acquired through observation and social interaction, with teachers serving as role models (Manik, 2025). Regarding teacher beliefs, this theory describes how teachers’ views on morality—such as the belief that they can influence students’ moral behavior—can reinforce moral values through teaching methods that involve active interaction. Teachers, as the primary models in shaping students’ morality (teacher efficacy), can encourage active interaction, thereby reinforcing students’ moral values (Ismira et al., 2025). This study applies this theory to understand how students interpret the moral development taught by teachers, as well as how teachers’ beliefs serve as a modeling mechanism for students. Drawing on Bandura’s Social Cognitive Theory, this study views moral development as the result of modeling and social interaction, in which teachers’ beliefs about their own effectiveness act as a catalyst for students’ moral development.

A significant shift in values within the social lives of the younger generation is marked by an increase in deviant behaviors such as intolerance, a weakening of social concern, and a decline in a sense of responsibility (Angelina et al., 2025). This phenomenon necessitates moral reinforcement as a crucial aspect in ensuring the development of strong character and integrity in the face of challenges. This strengthening process requires the active involvement of various stakeholders, including families, schools, and the broader community (Karlina et al., 2023). An active role in schools requires active participation from teachers, which can be enhanced through teacher beliefs—personal constructs encompassing understanding, assessment, and evaluation of teaching practices. This study conceptually examines the relationship between the moral strengthening of the younger generation in Pancasila Education and teacher beliefs as an interactive process to support students’ moral development.

METHOD

This study employs a qualitative approach using a case study research design, as its primary objective is to gain an in-depth understanding of the specific role of teacher beliefs in the moral development of the younger generation. According Poltak and Widjaja (2024), case studies are capable of exploring various perspectives in depth by involving multiple stakeholders, such as teachers and students. Case studies provide an in-depth understanding of classroom learning that shapes interactions in the educational process. Research with a case study design begins with case selection, data collection, data analysis, refinement, and finally, report writing. This study was conducted at a private vocational high school located in Sukoharjo Regency, Central Java. The student population at this school is predominantly male. Given the demographic context, this location was deemed particularly relevant because a study of moral education and teacher beliefs in a male-dominated environment is expected to yield specific and in-depth findings. Additionally, the researcher had firsthand experience implementing the Kampus Mengajar 7 program for 4 (four) months at that vocational high school, and this experience provided a comprehensive initial understanding of student characteristics and teacher-student interaction patterns. The research subjects in this study consisted of participants directly involved in the practice of moral development through teacher beliefs implemented in Pancasila Education at schools selected using purposive sampling. Purposive sampling is a method of determining a sample based on specific criteria to support the research objectives (Jaya, 2020; Subhaktiyasa, 2024). The details of the informants are presented in Table 1.

Table 1. Informant Profile and Criteria

No	Informant's Name	Code	Criteria
1	Teacher	G1	Pancasila Education Teacher
2	Male Students	S1	Class XI students have received moral education lessons
3	Male Students	S2	Class XI students have received moral education lessons
4	Male Students	S3	Class XI students have received moral education lessons

Source: Processed results of researchers (2026)

This study employed data collection techniques including in-depth interviews, field observations, and document analysis. Based on the informant criteria presented in Table 1, the researcher conducted preliminary communication with the school before beginning data collection. The purpose of this communication was to obtain the school's approval, explain the research objectives, and align the research schedule with the school’s routine. After obtaining approval and finalizing the schedule, the researcher conducted in-depth interviews with teachers and three students to collect data based on the research subjects as outlined in the research instrument. Based on the informant criteria in Table 1. Pancasila Education teachers were selected as the primary informants in this study because the Pancasila Education subject serves as the primary vehicle for implementing moral education in schools, where these teachers directly teach material on character development and relevant norms; therefore, the expertise and experience of Pancasila Education teachers make them an appropriate source of information for exploring this issue in depth. Eleventh-grade students were selected because they are considered to have completed a full academic year and have been consistently exposed to the beliefs and teaching practices of their Pancasila Education teachers over a sufficiently long period to have felt the impact. Eleventh-grade students, who are still in the process of learning and developing their moral values, serve as more reliable sources for describing the dynamics of teacher-student interactions than tenth-grade students, who are still in the adaptation phase, or twelfth-grade students, whose primary focus has already shifted to final exams. The author chose this informant because the data obtained from the in-depth interview was sufficiently clear and comprehensive, and the informant was able to answer all the research questions without the need for additional respondents.

In-depth interviews were conducted in a semi-structured and open-ended manner, following a prepared interview guide (Kristina, 2024). Semi-structured interviews were chosen to allow for flexibility, such as developing follow-up questions based on the respondent’s answers, adjusting the order of questions to follow the flow of the conversation, and probing for more detailed information if an answer is unclear. Interviews lasted approximately 10–45 minutes, adjusted based on the required level of data depth and the respondent’s comfort level. In-depth interviews followed an interview instrument designed based on the research questions to address them accurately; prior to conducting the interviews, the draft instrument was consulted with the supervising professor as an expert to ensure data validity. The interview data were supplemented by observations and documentation, involving direct observation of the moral development process in Pancasila education classes, guided by field observation guidelines. To ensure the accuracy of the research data, a triangulation strategy was employed. Triangulation was conducted to test and determine the validity of the data by analyzing it from various perspectives and comparing the interview results from each source as a method for seeking and verifying the accuracy of the information (Nurfajriani et al., 2024). The author obtained information in the form of raw data from interviews and observations; thereafter, data triangulation was used to ensure the accuracy of data from various informants, followed by an analysis of each interview result provided by each informant, thereby ensuring the validity of the data due to the consistency of patterns across different sources. The data analysis technique employed in this study was thematic analysis, which involved familiarizing oneself with interview transcripts, field notes, and other documents. The data were processed using open codes, axial codes, and selective codes. This technique was used to identify the necessary data relevant

to addressing the research questions. This study is committed to upholding ethical principles to ensure the protection of informants' rights and interests, namely informed consent, anonymity, confidentiality, and voluntariness.

RESULTS AND DISCUSSION

Results

The findings derived from in-depth interviews, observations, and document analysis concerning the reinforcement of moral development among the younger generation through teacher beliefs at a private Vocational High School in Sukoharjo (SMKS X) reveal several key themes.

Moral Issue Among the Younger Generation at SMKS X

1. Misalignment of Parenting Practices

In relation to students' moral development, inconsistencies in parenting styles or a lack of parental support have been identified as one of the factors contributing to the decline in moral values among the younger generation, particularly within the context of vocational high schools. These findings are not merely descriptive but reveal underlying causal mechanisms; furthermore, parents' role as the primary agents of moral socialization has failed to function effectively. This explanation is illustrated in an interview with G1, who stated the loss of parents' "power" to educate their children; this loss of power is not in the sense of oppression, but rather as a consistent moral guide. G1 stated:

"...Parents do not have sufficient authority over their children. Authority, how should it be defined? Not authority to oppress or control, but authority to educate. In some cases, children can even be more dominant than their parents. As a result, children may think, 'My parents do not prohibit me, so why does the school?'"

This view aligns with S3's argument that "a decline in moral standards occurs due to a lack of parental support and insufficient moral education at home." The similarity in perspective between G1 and S3 is not merely coincidental but rather a consistent thematic pattern emerging from the interview data, indicating that the role of parents has a significant impact on students' moral behavior at school. Teachers emphasized the disconnect between parents and the school, such as tolerating bad behavior due to a lack of authority to discipline. Consequently, students often experience a decline in moral standards, particularly among students at SMKS X who prioritize hard skills to prepare for the industrial world. This finding is supported by Kohlberg's Theory of Moral Development, which posits that parents play a crucial role as primary agents of socialization (Ibda, 2023). Supporting studies, such as that by Maghfirawati et al. (2023), found that parenting styles are the most influential factor because of the family's role as the foundation of a child's character, which aligns with the data from this study.

2. Environmental and Economic Factors

The social and economic environment is a factor contributing to the decline in moral values among students at SMKS X. The social and economic environment plays a significant role in fostering students' moral development; a positive social and economic environment is believed to promote students' moral values, whereas an unfavorable social and economic environment is also considered a factor contributing to the decline in moral values. G1 explained that students' behavior, attitudes, and actions depend on their social environment; students often skip class, which occurs due to peer influence. Additionally, economic conditions force students to work, causing them to fall asleep in class and lack focus during lessons. This is supported by an interview with G1.

"They ask for permission to go to the restroom but go to the canteen instead. Sometimes they cover for their friends—one says they are going to the restroom, but they are actually buying snacks at the canteen, and their peers protect them. ... I usually give them a sanction, such as asking them to sing *Indonesia Raya* or recite the principles of *Pancasila*. However, in my class, if they want to eat or drink, they are allowed as long as they ask for permission, because honesty is more important. ... If a student falls asleep, I wake them up and ask why they are sleeping in class. Often, they explain that they also work. Their schedule is at night, and they return home in the early morning. I usually ask them to wash their face, then take out their books and catch up on missed material by borrowing notes from their peers. For assignments, I provide flexibility until the end of the school day."

The decline in moral standards is attributed to environmental factors, as stated by G1, and supported by S1's statement explaining that "the challenge might be because my friends sometimes invite me to buy snacks at the cafeteria." In addition to environmental factors, S2 mentioned economic factors, stating that "I fall asleep in class and wake up late because I work a part-time night shift."

The results of the observation showed similar findings: some students asked permission to use the restroom during class, but took a considerable amount of time to return to the classroom. Additionally, a similar situation occurred when students honestly asked the teacher for permission to drink water; the teacher responded positively and allowed them to do so. Regarding the decline in student discipline, such as sleeping in class, the teacher would immediately wake the student up, ask them to wash their face, and participate in the lesson, while granting an exemption from assignments if necessary. This study aligns with the findings of Labaona and Dhiu (2025), who identified peer influence as the most dominant factor in violations of written norms through mechanisms such as peer pressure, the desire to be accepted, and shared habits of breaking school rules. Moral decline is not merely the result of individual choice but a symptom of a misalignment between the priorities of preparing for work and character development. Based on the results of this in-depth analysis, a comprehensive intervention is needed to foster positive norms.

3. Influence of Social Media

Social media does not always provide positive information; in fact, it is one of the factors contributing to the decline in student morale that is frequently observed. This is because social media can be accessed anywhere and anytime with just a smartphone and an internet connection. During the learning process, students' motivation often declines because they are more interested in using social media; in fact, students find it easier to understand information they obtain from social media than the material explained by their teachers. Based on the interview results, G1 stated that one of the challenges faced is the impact of social media on the decline in student morale. G1 stated that.

"...When students are using their phones or not paying attention, I usually take their phones. Then I give an ultimatum: I will take it, but I will definitely return it with a condition. What is the condition? You must explain one sentence that I

have just explained. ... In my opinion, social media easily influences students' thinking. ... The internet seems more engaging than classroom learning. ... So sometimes students are afraid their phones will be taken because they worry they will not be returned for a long time, but I always say it is fine as long as they improve their behavior during the lesson. Eventually, they get used to it."

Based on the observations, it is evident that some students use their cell phones to access social media rather than for learning purposes. This can be seen in the students' level of concentration when the teacher asks them about the material being explained. However, social media also has a positive impact on learning, as students often share information obtained from social media with their teachers as examples related to the material being taught. As supported by Rahmadhani et al. (2022), social media has negative impacts related to academic laziness, lack of social interaction, and a lack of respect, which are indicators of declining moral standards—yet social media can also foster improvements, as its use is associated with positive moral changes, aligning with these findings. The implications of this interpretation recommend utilizing social media for pre-learning and providing digital moral education to counterbalance the unfiltered flow of information.

Characteristics of Teacher Beliefs in Strengthening the Moral Development of the Younger Generation at SMKS X

1. Teacher Beliefs as Exemplary Models in Moral Reinforcement

Teachers' exemplary behavior in the classroom plays a crucial role in strengthening students' moral character, driven by the teachers' own personal qualities. This moral development involves direct interaction between teachers and students during the learning process. When teachers demonstrate positive attitudes and set a good example for students, students tend to value and emulate that behavior. The results of the interview with G1 indicate that students' exemplary behavior stems from the teacher's positive example. G1 believes that efforts to strengthen students' moral character are more effectively supported by the direct application of attitude-building practices by the teacher during instruction, as students find it easier to imitate what they see than to heed a thousand words of advice. Below are the results of the interview with G1.

"As a teacher, I serve as a good role model for the students. I believe that one example is better than a thousand words. ... At the beginning of the semester, we establish a learning contract that emphasizes proper conduct. If students are unable to use refined Javanese, they are required to use *Bahasa Indonesia*, as civic education teachers also promote the use of the national language. ... I build communication with students by consistently using expressions such as 'please,' 'sorry,' and 'thank you' to instill moral values from simple actions. ... I strive to be a role model in terms of punctuality and consistency. I expect students to be disciplined; therefore, I must also be disciplined. If I want students to demonstrate good manners, I must habituate them accordingly."

Teachers' exemplary conduct and positive attitudes are well-received by students, as evidenced by the interview statements from Student 1, Student 2, and Student 3. Student 1 stated, "So if the teacher arrives on time, we don't have time to go to the cafeteria or play games first, ma'am." Similarly, S2 highlighted that "teachers can serve as good examples." S3's statement aligns with those of S1 and S2: "We understand the benefits of fostering good moral character, and when teachers provide examples and put them into practice, we grasp the concepts better." These findings are supported by Albert Bandura's Social Cognitive Theory, which posits that teachers, as models, can exemplify the values of Pancasila; students can observe these, build self-efficacy through positive reinforcement, and apply moral behavior in daily life to shape their moral character. Supporting studies, such as that by Novianingsih et al. (2023), agree that teachers, as educators, play a role in transferring knowledge and shaping students' character through direct examples in daily life.

Observations corroborate the statements made by teachers and students that when teachers arrive on time, students automatically begin preparing themselves, even though it takes a few moments to settle the class. During instruction, interactions between teachers and students predominantly occur in Indonesian. Teachers consistently use polite and respectful language, even though students often use language that is less than appropriate; however, teachers respond to students' behavior by issuing reprimands. Triangulation of the data reveals a pattern where students tend to follow the teacher's example when the teacher demonstrates it, which they then imitate. This finding indicates that the teacher believes that through modeling and setting a good example, they can foster students' moral development, as evidenced by the students' actions and behavior toward the teacher in the classroom.

2. Teacher Beliefs in Students' Capacity as Good Individuals

Teacher beliefs regarding students' potential to develop into morally upright individuals. These beliefs form the foundation of teachers' perceptions of students' moral development through setting a good example. G1 emphasizes that while every student has different abilities, every student inherently possesses good character. Teacher beliefs, as a form of personal conviction held by a teacher in the effort to foster students' moral development, are reflected in the view that every individual fundamentally possesses the potential for goodness. Teachers believe that all humans are born with a good nature, although moral development is influenced by the environment and education. G1 stated, "Personally, I believe that all humans are born good," said G1. "Well, how they grow up and develop—that's what shapes their moral character." Teachers' beliefs regarding students' potential and moral values, such as honesty, provide tangible benefits in strengthening students' moral character. From the teacher's perspective, this belief builds students' self-confidence. G1 stated, "I believe students can change. They will definitely change for the better, and they will certainly feel deeply valued in this way, because there are still people who believe in them—that they can still change and still grow."

The interview results indicate that teachers' beliefs play a role in strengthening students' moral character; teachers hold the view that every individual is born with the potential for goodness. While differences in ability among students are natural, teachers believe that the environment and education can shape a person's moral character. The impact of these teacher beliefs fosters self-confidence and a sense of being valued in students, as students perceive that there are still people who believe they can change and grow. Consistent with Social Cognitive Theory, this perspective holds that teachers' beliefs, conveyed through teaching methods that involve active interaction, can shape students' moral character (teacher efficacy), which in turn encourages active interaction and strengthens students' moral values. However, contrary to the findings of Aufarel and Prasetyo (2023), although teachers' roles have been effective in strengthening students' moral character, there are still students who violate school rules; therefore, teachers need to maximize their roles as mentors, moral agents, and role models.

3. Positive Relationships between Teachers and Parents

The relationship between teachers and parents, as part of teachers’ professional practices and their professional beliefs, can help strengthen students’ moral character. This fosters effective cooperation and communication between teachers and parents. Teachers emphasize the importance of cooperation with parents, as conveyed directly in interviews.

“My role as a teacher, first and foremost, is to be able to work collaboratively with parents. We must establish good communication with them—that is the primary responsibility of a teacher. For what purpose? So that we understand the child’s condition. Parents can inform us, for example, that their child behaves differently at home. Then, at school, the teacher can continue the parents’ efforts in shaping the child’s character and attitudes.”

Based on an interview with informant G1, a Pancasila Education teacher, the teacher’s role in shaping students’ moral character can be achieved through engagement, setting a good example, and discipline. Through effective communication, teachers and parents can collaborate to implement and monitor students’ behavior both at school and at home, and work toward shared goals for the children’s moral development. If good behavior is taught at school but neglected at home, there will be a gap in the education provided. This study is supported by the findings of Mahmuddah and Junaidi (2025) regarding the importance of establishing good cooperation between teachers and parents to ensure the sustainable integration of character values within the school and family environments, thereby strengthening children’s moral development.

Table 2. Qualitative table of research results

Aspect	Indicator	Findings
Why are moral issues currently occurring among the younger generation in a private vocational high school in Sukoharjo?	Misalignment of Parenting Practices	Teachers and students share a common perspective that inconsistent parenting practices constitute a key factor contributing to students’ moral issues. This condition is reflected in the weakened role of parents, which leads to students’ difficulty in accepting rules and restrictions at school.
	Environmental and Economic Factors	Moral issues occur due to environmental influences and economic conditions. This is evident in behaviors such as truancy, requesting permission to go to the restroom but instead going to the canteen, and sleeping during lessons due to work demands at night.
	Influence of Social Media	Social media contributes to moral issues, as students tend to process information from social media more easily than from classroom learning materials. However, social media also exerts a positive impact, as students can utilize it to connect information with academic content.
How do the characteristics of teacher beliefs strengthen the moral development of the younger generation in a private vocational high school in Sukoharjo?	Teacher Beliefs as Exemplary Models in Moral Reinforcement	Teachers’ role modeling, demonstrated through punctuality, polite language, and consistency, plays a crucial role in students’ moral development. Students respond by imitating the behaviors modeled by teachers. Through direct interaction, authentic role modeling, and consistent teacher beliefs, moral reinforcement is effectively supported.
	Teacher Beliefs in Students’ Capacity as Morally Good Individuals	Teachers believe that every student is born with the potential for goodness, and that differences in ability are natural. These teacher beliefs are reflected in teachers’ roles as moral exemplars, in their efforts to build students’ self-confidence, and in fostering a sense of being valued, as teachers maintain the conviction that students will develop in a positive direction.
	Positive Relationships between Teachers and Parents	Teachers believe that every student is born with the potential for goodness, and that differences in ability are natural. These teacher beliefs are reflected in teachers’ roles as moral exemplars, in their efforts to build students’ self-confidence, and in fostering a sense of being valued, as teachers maintain the conviction that students will develop in a positive direction.

Source: Processed results of researchers (2026)

Table 2. indicates that the decline in students’ moral development is attributed to several factors, including inconsistencies in parenting practices between students and their parents, environmental and economic conditions, and the influence of social media. This moral issue is mitigated through the beliefs held by educators. The characteristics of these teacher beliefs encompass teachers serving as role models in reinforcing moral values, teachers’ beliefs in students’ capacity to develop as morally sound individuals, and the establishment of positive relationships between teachers and parents. These elements are considered to facilitate and promote students’ moral development.

Discussion

The decline in moral standards in schools is a major concern in the field of education, as it impacts the instillation of character values and the creation of a supportive learning environment. This phenomenon stems from various interrelated factors, such as a lack of parental supervision, the influence of peer groups, and exposure to social media. In this context, teachers play a crucial role as moral guides. These findings indicate that moral violations are rooted in signs of weakened internalization of core values such as discipline, honesty, and respect. This aligns with the research by Laia et al. (2021), which found that many students still engage in deviant behaviors leading to a decline in moral standards. Common contributing factors include peer pressure, unfiltered exposure to social media, and a lack of moral guidance within the family. Thus, the decline in morality among students is not solely the students’ internal fault but rather a failure of external factors in formal, non-formal, and informal environments. This finding contrasts with the research by Lutfya et al. (2024), which states that family support, education, and the environment are the primary factors contributing to good adolescent morality.

Inconsistent parenting styles and a lack of parental support are among the factors contributing to the decline in moral standards among vocational high school students; this is reinforced by students’ statements that the lack of support directly contributes to this situation. This situation is exacerbated by the characteristics of vocational high school students, who tend to prioritize the development of hard skills for job readiness, resulting in the role of parents in guiding behavior and instilling moral values being undervalued. Meanwhile, according to Kohlberg’s Theory of Moral Development, parents serve as the primary agents of socialization during the pre-conventional and conventional stages, during which children internalize norms through punishment, rewards, and adult authority. When parental roles weaken, students’ moral development may stall at the stage of obedience orientation without reaching the stage of legal and social order orientation. These findings are supported by the research of Maghfirawati et al. (2023), which confirms a significant relationship between

parenting styles and tendencies toward adolescent delinquency in school, thereby reinforcing the argument that a weak parental role as a moral model will have a tangible impact on adolescents' moral behavior. However, the results of this study show a discrepancy with the statement by Asy'harini et al., (2025) that parental involvement does not show a significant effect on children's externalizing behavior, as the parental role begins to shift as the child grows older.

In addition to parental influence, environmental and economic factors contribute to the decline in moral standards. Specifically, the influence of the peer group manifests in collective behaviors, such as secretly skipping class, pretending to go to the restroom to visit the cafeteria, and the existence of a system of mutual protection among students. These findings align with the results of Labaona and Dhiu (2025) study, which states that peer pressure and peer invitations that conflict with school regulations are contributing factors to students' moral issues. Moral issues are defined as situations deviating from ethical values, moral principles, and social norms. In addition to relational factors, structural factors such as economic conditions also contribute, as it was found that students working at night tend to experience fatigue, frequently fall asleep in class, and lose focus on their studies. This situation underscores that moral vulnerability is not a matter of weak social control but stems from economic burdens that force students to divide their time between work and study. Based on these findings, there is a need for an active response from Pancasila Education teachers as agents of character formation in schools. The following documentation illustrates how Pancasila Education teachers respond to students experiencing a decline in moral values.



Figure 1. Teacher's Responses to Student Moral Issue

Pancasila Education teachers who integrate moral education into their lessons are able to respond to this situation as shown in Figure 1. Pancasila Education teachers can demonstrate flexibility and different approaches, such as issuing reprimands accompanied by explanations, or applying positive reinforcement, such as singing the national anthem *Indonesia Raya* and memorizing the Pancasila principles. Interestingly, while teachers often issue reprimands, they also demonstrate self-reflection by being open to evaluation and avoiding selfish behavior, thereby serving as moral examples of honesty and humility for students. This study indicates that the effectiveness of moral education lies not only in the imposition of punishment but also in humility, which ultimately fosters an open learning environment. For example, students are permitted to eat and drink during class if they honestly seek permission. This interpretation aligns with the research by Putra et al. (2025), which found that setting an example, providing guidance, fostering habits, imposing educational sanctions, and environmental supervision can serve as effective strategies in supporting character education. Furthermore, these findings also reinforce the argument by Hidayat and Balakrishnan (2024) that service-learning is considered an important approach in implementing character education within educational settings.

In addition, social media also influences students' moral development. Research findings indicate that social media plays a dual role in the classroom learning process. On one hand, social media can have a negative impact on moral development because it is easily accessible anytime and anywhere via smartphones and the internet, causing students' attention to drift away from learning and toward engaging with social media. This finding aligns with the research by Lutfya et al. (2024), which states that social media exposes students to negative technological influences that can hinder moral development. This argument is reinforced by Purwasih (2024), who asserts that the use of smartphones and the influence of the internet are the primary triggers for declining moral standards among elementary school students. On the other hand, these findings reveal that social media has a positive impact: students are able to connect information from social media with the learning material presented by teachers, thereby serving as a tool for adapting and reinforcing students' understanding. This indicates that social media is not merely a factor in moral decline but can also support learning. These results are consistent with the study by Rahmadhani et al. (2022), which identified a positive relationship between the influence of social media and moral development; increased use of social media is associated with changes in students' moral development. Implicitly, these findings confirm that although social media has the potential to contribute to a decline in students' moral development, the learning process cannot be separated from social media, as our lives today are inseparable from technology, and social media is a form of technological development in the digital age; therefore, guidance and regulation of social media use in educational settings are necessary to optimize the positive aspects of social media while minimizing the potential for moral decline resulting from disrupted concentration among students.

This situation indicates the need for an approach based on teachers' beliefs. Academically, these findings reinforce social cognitive theory, which posits that humans often cannot learn independently. Social cognitive theory, when integrated into Pancasila Education, can shape students' moral character. Pancasila Education, implemented through modeling, involves teachers providing examples of honest behavior, good manners, and mutual respect (Wulansari et al., 2025). This theory relates to teacher beliefs—which describe teachers' perspectives on morality—and can reinforce moral values (Ismira et al., 2025). The role of Pancasila education teachers in shaping students' morality is that of a facilitator and role model, through learning contract strategies such as requiring the use of the Indonesian language and prohibiting profanity as a form of contribution to the internalization of Pancasila values among students. This study aligns with the research by Amelia and Dewi (2021) that the implementation of Pancasila values needs to be carried out tangibly to enhance students' moral awareness. A similar view was also expressed by Zahra and Aulia (2024), who noted that teachers serve as educators who not only impart knowledge but also shape character through direct examples in daily life. However, in contrast to Hartati (2018) findings, the cognitive approach to addressing negative influences on adolescents involves identifying negative aspects within students and

transforming them into positive ones, thereby highlighting the focus on internal change within each individual. This study found a unique insight: an overly restrictive approach actually triggers student resistance, while a constructive and positive communication style tends to be more readily followed. This indicates that the effectiveness of a teacher's role is not determined solely by the strictness of rules, but by the approach and communication principles applied.



Figure 2. Teachers as role models

Furthermore, this study reveals that the teacher's role as a role model is indeed capable of fostering student discipline. Teachers recognize their function as surrogates for parents at school; thus, their commitment to serving as role models is manifested in concrete actions, such as speaking politely, maintaining discipline, and establishing respectful communication in accordance with the principles of Pancasila. Students tend to imitate teachers' behavior; for example, teachers' discipline fosters student discipline, as shown in Figure 2. Micro-practices, such as the use of the words "please," "sorry," and "thank you," have proven effective in fostering a culture of respect over the long term.

Pancasila Education teachers believe that teachers can serve as primary role models for students through disciplined behavior, such as punctuality in entering the classroom, which minimizes truancy or uncontrolled leaving of the classroom, so that students directly emulate this behavior as a positive model. Additionally, teachers consistently use Indonesian as the language of unity during the learning process to avoid misunderstandings caused by regional dialects or non-standard language frequently used by students, thereby fostering effective communication between teachers and students. This finding aligns with the research by Novianingsih et al. (2023), which states that teacher-student communication is a key factor in preventing juvenile delinquency; teachers' efforts to serve as role models, the instillation of Pancasila values, and the provision of constructive feedback significantly enhance students' moral development as a process of change based on norms influenced by experience. Theoretically, these findings support Bandura's Social Cognitive Theory, in which teachers serve as models observed by students, build self-efficacy through positive reinforcement, and encourage the application of Pancasila-based moral behavior in daily life. Furthermore, the concept of teacher beliefs within the framework of Social Cognitive Theory illustrates how teachers' views on morality, such as their belief in their ability to influence students' moral behavior, can reinforce the instillation of moral values through teaching methods that involve active interaction. Consequently, this implies that strengthening teachers' beliefs is crucial, given their role as agents in shaping students' moral character within the school setting.

Another key finding is the belief held by teachers that all human beings are born inherently good, which serves as the primary driving force in shaping students. Teachers believe that every student inherently possesses different abilities and potential for goodness; thus, moral mistakes made by students are not entirely blamed on them but are viewed as external factors that can be addressed through education. This belief is reflected in the teacher's consistent efforts to cultivate students' moral character, particularly through instilling values of honesty and the conviction that students can change for the better. When students feel valued for their potential, they tend to believe that positive change is possible, thereby effectively strengthening their moral character. This interpretation is supported by Social Cognitive Theory, which posits that teachers' confidence—expressed through teaching methods that involve active interaction—can shape students' moral character (teacher efficacy), thereby encouraging active engagement and reinforcing students' moral values. However, these findings differ from those of Aufarel dan Prasetyo (2023), who found that although teachers' roles are effective in addressing adolescent misbehavior, some students still violate school rules; therefore, teachers need to maximize their roles as mentors, moral agents, and role models. Implicitly, the findings of this study emphasize that strengthening teachers' belief in students' inherent goodness must be accompanied by consistent intervention strategies, as belief alone without behavioral modeling is insufficient to address all forms of students' moral violations at school.

Teacher beliefs in strengthening students' moral development can be achieved by fostering optimal relationships between teachers and parents as a manifestation of these beliefs. This finding underscores that the characteristics of teacher beliefs are not only reflected in classroom teaching practices but also in teachers' ability to build relationships with parents as an extension of the moral educational environment. This study aligns with Mahmuddah and Junaidi (2025), who assert that good cooperation between teachers and parents ensures the sustainable instillation of character values, both in the school and family environments, to strengthen children's moral development. In other words, continuity in moral education is key to preventing a gap in values between moral education at school and at home. Furthermore, the findings of this study indicate that smooth and ongoing communication between teachers and parents is crucial

in the process of implementing and monitoring student behavior. If the positive attitudes taught at school are not supported by similar reinforcement at home, efforts to strengthen students' character will be hindered. Therefore, a Pancasila Education teacher plays a role in shaping students' morals through guidance, modeling, and discipline, with a strong emphasis on close collaboration with parents as the primary step. The implications of these findings for educational practice, particularly for Pancasila Education teachers, are that approaches based on modeling and discipline in the classroom will not be optimal without close collaboration with parents.

Based on the detailed and in-depth data analysis and discussion presented, this study has important implications from both theoretical and practical perspectives. Theoretically, these findings reinforce social cognitive theory, which asserts that teachers' beliefs play a significant role in the formation, development, and internalization of moral values in students. Practically, this study is specifically aimed at teachers as the primary actors in the world of education, so that teachers can increase their awareness of the concept of morality, as well as their perceptions of students' potential and abilities, which directly influence the level of effectiveness in moral guidance at school. This encourages teachers to reflect on and adjust their beliefs to support the achievement of optimal educational goals. Previous research has primarily focused on strengthening moral values through the implementation of teaching methods, such as the P5 approach using project-based learning models, consideration-based learning models, and cooperative learning strategies. Meanwhile, research on how teacher beliefs serve as a means of developing moral education remains limited and has not been extensively explored in previous studies. Thus, this study addresses this gap by proposing an approach centered on teacher beliefs as the primary foundation for fostering moral values in the younger generation. This study found that teacher beliefs serve as a role model in shaping students' moral attitudes and behaviors. Therefore, the focus of this study lies in demonstrating that addressing the decline in moral values requires more than just changes in teaching methods; it necessitates a shift in the context of teacher beliefs—an aspect that has not been a primary focus in previous studies on moral education in vocational high schools.

CONCLUSION

A decline in moral standards is often observed among young students, as evidenced by attitudes and behaviors reflecting moral degradation within the school environment. Research indicates that this occurs due to inconsistencies in parenting styles, where parents tolerate their children's misbehavior because they lack the authority to discipline them; this leads to a disconnect between the parenting approaches applied at school and at home. Additionally, peer influence and economic conditions contribute to this moral decline, evidenced by peers encouraging students to violate school rules and sleep in class—a situation that forces students to balance work and study. Social media also plays a role, as students' attention is often diverted, and they become more engrossed in social media. However, social media also has a positive impact, namely that students are able to relate information from social media to the learning material presented by teachers. This requires an academic approach based on teacher beliefs; teacher beliefs have the characteristic that they can serve as role models in terms of punctuality and the use of proper and polite language, so that students directly imitate such behavior. Furthermore, students have the potential to become good individuals; when they feel valued for their potential, they tend to believe that positive change is possible. The teacher's role as a role model can be optimized by fostering good relationships with parents and collaborating to prevent moral decline and strengthen the internalization of Pancasila values among students. Based on the conclusions presented, the author attempts to identify new avenues to explore research gaps that have not yet been addressed, thereby enriching studies on the moral strengthening of the younger generation through teacher beliefs. Although there are still many shortcomings that need to be addressed, both in terms of substance and methodology, the discussion regarding the moral strengthening of the younger generation through teacher beliefs can be further examined by subsequent researchers. Future researchers are advised to expand the scope of the subject and research location by involving more than one teacher and covering various schools at different levels so that the findings are richer and more varied.

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