Teacher's Efforts to Improve the Moral Development of Vocational School Students

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ABSTRACT

There is no denying that teens' morals are impacted by globalization. This phenomena highlights the need for moral education, particularly at the vocational school level, where students will eventually enter the workforce. As such, moral education is extremely important because it focuses on improving character and ethics in addition to competency development. The role of instructors becomes crucial in promoting ethics, morals, and character. This study aims to describe teacher's efforts to increase the moral development of students at the vocational school level and impact its implementation. Data collection techniques use observation and interviews. The research method uses descriptive qualitative. Participants were chosen with the technique of purposive sampling. Data analysis using data reduction, data presentation, conclusions, and verification. Research results show teachers' efforts to increase the moral development of students at the vocational school level are carried out during learning to become exemplary, instill Pancasila values, habituation culture work, push learning peers, and gift constructive feedback proven own impact positive to the moral development of students with indication that students showing moral values according to Thomas Lickona. This research gives the line bottom importance of teachers' efforts to improve participant morale in vocational high school education as preparation for facing current globalization and the demands of the world of work.

Keywords: Moral Development, Students, Teacher Efforts, Vocational School Students

1. INTRODUCTION

Education as an agent of change has a very strategic role in preparing a strong and credible future generation. That role becomes important because education is an investment for the future generation of a child nation. Outline objective education National also confirmed that education specialized for creating a generation with integrity, morals noble, and quality, which has intelligence intellectual, and emotional, capable of adapting to changing times and technology, has a sensitivity to Pancasila and cultural values national, as well capable contribute positively in development society and state are compatible with global demands (Lumuan et al., 2023).

In the era of globalization, where information is easily accessible and distributed widely, some worries and negative values from outside can influence generation moments without being filtered. This matter impacts on thinking and character of the generation young, as well as reduces appreciation of values religion, nationalism, culture, social, and morality individuals. (Fahdini et al., 2021) mention that the most vulnerable groups that experience moral crises are children and teenagers. Teenagers who experience moral crises usually ignore applicable rules and violate existing norms in the environment. As reported on Kompasiana.com (Prapanca, 2021) the amount of behavior that deviation is often carried out by generations of youth in Indonesia includes brawls, sex freedom, drugs, drinking hard, and so on. Apart from behavior deviation that has been explained previously. Generation Young Indonesia also often faces phenomenal characteristics of hedonism and materialism in circle friendship. The nature of materialism the more it becomes handled in intertwined

friendships, in which individuals have a view that tends to judge others based on the rich material they have. The nature of materialism highlights prestige and gives emphasis on aspects financially, so causes evaluation of somebody only based on the wealth he has. Phenomenon like this are considered trivial Because can destroy the morals of a generation's successor nation. If someone is trapped in a desire to maintain prestige, they possibly do actions that are not moral only to guard his image in the circle of his friendship. Additionally, the phenomenon of hedonism has to become an orientation for part students. Their goal simply revolves around searching for pleasure and luxury, even with creating bad. If it's trending like this keeps going and becomes viewed generally. This can damage objective life, nation, and state. Findings research conducted by (Aulia et al., 2022) shows that 82.29% of Globalization has a strong influence on morality participant education. Furthermore (Hermawan, 2019) shows there is no moral change in teenagers in Indonesia free from the influence of culture outside that has entered Indonesian culture and environment. This means increasing globalization and connectivity have brought new values, social norms, and styles of life just the previous ones. Not so dominant in Indonesian society. Responding to that, Tilaar, Deep (Nurul Nurohmah & Anggraeni Dewi, 2021) also have an opinion that the phenomenon of decreased morale among students is one of access from moderate social conditions in phase transformation facing the era of globalization. Thereby it can be understood that in this position We find something crucial to bring attention to, which is decreased mortality among students as well as being influenced by current globalization.

Along with the threat of moral decline due to globalization and rapid social change, as well as the hope that vocational school graduates will have knowledge, skills and character that are in line with market/industry desires (Soleh et al., 2023) emphasizes the importance of integrating moral education in the vocational school environment. Moral education at the level This not only creates powerful work that has technical skills but also individuals who have character and ethics work. Participant vocational school students are candidates for future workers who will fill roles crucial in the world of work. Therefore it strengthens their moral development Not only does it benefit personally, but it also contributes positively to society and the economy as a whole.

Moral development is related to change and growth in understanding individuals about morality over time. Moral development reflects How somebody develops to understand and internalize deep moral concepts in life. Moral development includes the development of thoughts, feelings, and behavior in someone who demands a rule or A habit about the method somebody interacts with each other (Rahmadhani et al., 2022). According to (Sit, 2012) Moral development is related to the ability of somebody to know good and bad actions, consciousness To do deeds, habit to do good, and love to do Good. According to (Nurul Nurohmah & Anggraeni Dewi, 2021) morals refer to a set of values, principles, norms, or standards governing ethical behavior, and actions of individuals in public. It involves understanding what is considered right and wrong, good and bad, as well as How someone should act or behave in various situations. Morals work as a guide to helping individuals make ethical and responsible decisions, as well as influencing interaction with other people and the environment around them. In its development, moral values can be influenced by factors like culture, religion, education, and personal experiences, and they form a base for making ethical decisions and living life in a considered way appropriate and dignified. Positive moral development is expected not only to positively impact behavior in demand students be educated during the education period, but also to make an impression in character in life daily after leaving the environment school. Environment schools play a significant role in shaping the morale of students. As an environment education secondary, a school in a way planned to guide, teach, and practice to help students educate and develop potency. This includes moral, spiritual, intellectual, emotional, and social aspects.

One of the State Vocational Schools in Surakarta has committed to becoming an educational institution that has the objective to increase the moral development of student education. In context, the teacher at the end of spear education has a very strategic role in helping development students to realize their objective in life optimally. The role of vocational school teachers in the context of the moral development of students is tightly connected to sharper students' moral foundations. They are educated and face challenges in life every day and work later. Where is the role? they can lower various efforts in embodiment enhancement and moral development of students. Through this role, it is hoped that the teacher can help students educate, understand, appreciate, and internalize moral values that will form character and behavior-positive students educated at vocational school. Strong moral foundation This will form character and behavior, creating an environment of ethical and supportive learning and forming a generation of responsible young men with responsibility and integrity. It is very urgent for a teacher to give guidance in a way specifically for the student's morality.

In response to the problem above, research aims to study efforts made by teachers to increase the moral development of students' vocational school level as well as dig into the impact resulting positively. Through study it is expected to identify teacher effort and the positive impact positively in the effectiveness of the moral approach applied by teachers. Hope this study can contribute to the development of teacher professionalism in

creating an environment supportive of learning sustainable moral growth for generation successors, especially vocational schools.

2. RESEARCH METHOD

This study is qualitative with an approach of descriptive qualitative, where according to Laily (2021) descriptive qualitative is something description or description from the data that has been found in the relevant field with moderately accurate facts researched. In this approach, research is more focused on observation and explanation in detail about some circumstances or incident, to give a clear picture of the observed phenomenon. Use approach qualitative descriptive chosen Because in the study, data is generated naturally and obtained from originating texts, words, and documents from sources or information that becomes object study. The approach was chosen because it can provide trustworthy and in-depth data, as well as help reveal the values hidden behind visible information. The approach addressed getting an understanding deep about efforts and concrete actions carried out by teachers to increase the moral development of students' vocational school level as well as dig impact resulting positively. Focus research use studies case at one of the State Vocational Schools in Surakarta.

Taking sample participants was done with the method of *purposive sampling*. According to Fortune and Willem (2019), *purposive sampling* is a technique for the collection of sample data sources with consideration of certain. Consideration is certain for example a person is considered the most knowledgeable about what we expect, or possibly as a ruler so that will make it easier to study, explore objects or situations research society. Technique taking samples uses *purposive sampling* because the selected participants have more knowledge and understanding deep to the problem research, and well are capable of providing more data. Participant details are outlined in Table 2.1. The participants involved are 2 teachers of Basic Skills Program and 36 students from class X PPLG (Software and Game Development). The presence researcher in the study is an observer participant. To get more data clear, the technique of data collection used in the study is interviews and observations.

Table 2. 1 Participant Interview

No.	Participants	Gender	Amount
1.	Teacher	Woman	1
		Man	1
2.	Students	Woman	8
		Man	28

Data analysis is the process of searching and compiling in a way systematic data obtained from results from interviews, notes field, and materials else, so can be easily understood, and the findings can be formed to other people (Sugiyono, 2010). As for steps data analysis carried out covers data reduction with summarizing and simplifying data from notes written during observation and interviews, second presentation of data viz bunch information arranged as possible For withdrawal conclusion For see what happened, third conclusion and verification is efforts made during the data collection process. The researcher has made conclusions since the beginning stage of data collection, even at first Possible not enough clear. As time goes by, the conclusion becomes more detailed, and a final report is prepared after finishing. To strengthen the conclusion, the researcher Keeps going with testing (verification) during the research process, including through methods like reviewing return field notes.

2.1 Steps taken for see teacher's efforts in increasing the moral development of students

Data collection for a study is done simultaneously or after the teacher implements it practice eye learning "Basic Skills Program" lesson at one of the State Vocational Schools in Surakarta. For details of data collection are as follows:

2.1.1 Interview

The interview method is a method of data retrieval with the method asking something to become an informant or respondent. The method is to have a conversation in a way that stares advances (Palestine et al., 2020). The interviews used in the study This is the interview structure. Which is an interview done with questions that have been prepared. Interviews were done To obtain information on the teacher's efforts to increase the moral development of students. Interview data collection was done in a way direct to 2 participants' of lessons "Basic Skills Program". The interview process was done for each participant for not more than 20 minutes, and all conversations were recorded with an application recorder on a cellphone. Items from the results of the interview with teachers are described in Table 2.2.

Table 2. 2 Question Items Interview Participants

No.	Items Question Interview
1.	What do all the teachers do to build the values, integrity and morals of students?
2.	Is there change or development that occurs after the teacher makes an effort to build the integrity and morals of students?

2.1.2 Observation

The observation method is normally interpreted as "observation and recording in a way systematic to symptoms that appear on the object research" (Rejeki & Willem, 2019). The symptoms in question are related to the impact of positive teachers' efforts in increasing the moral development of students at the vocational school level. Collection of observation data done in a way directly in class, via observation to students totaling 36 people during eye learning lesson basic skills program. The observation process was done during not more than 4 hours of lessons. The total time from observation is not more than 180 minutes. Indicator observation made based on 7 moral values by Thomas Lickona. Observation is done with sheet observations that contain the observation items described in Table 2.3.

Table 2. 3 Question Items Observation

No.	Items Observation
1.	**Sincerity or Honesty**
	Are students Honest without being Afraid of consequences?
	Do students confess mistakes and be willing to answer responsibly?
2.	**Compassion**
	Do students show empathy to Friends and peers who experience difficulty?
	Do students give support to those who need it?
3.	**Courage**
	Are students speaking up front generally without fear?
	Do students face challenges or conflict with a brave attitude?
4.	**Affection (Kindness)**
	Do students show attention and kindness towards other people?
	Do students give help without self-interest?
5.	**Control (Self-Control)**
	Are students capable of controlling emotions in difficult situations?
	Are students withholding self from action impulsive or aggressive?
6.	**Cooperation**
	Does the student Work The same in the group with a positive contribution?
	Do students show the ability to collaborate To reach objectives together?
7.	**Work Hard (Diligence or Hard Work)**
	Do students show perseverance in finishing tasks or projects?
	Do students try maximum To reach academic or non-academic?

3. RESULT AND ANALYSIS

3. 1. Teacher's Efforts to Improve Moral Development of Vocational School Students

Efforts to improve moral development in students are important to pay attention to, because morality plays a central role in forming the character and behavior individual, whereas in the vocational school context can form a work positive and helpful students understand ethics, integrity professionally, and responsible moral responsibility in place Work. This matter is essential for forming high professionalism in the field of each other's expertise.

Teachers have roles not only limited to teachers who deliver knowledge but more to mentors, developers, and managers of activity learning that can be done to facilitate activity Study students to reach objective learning (Arsini et al., 2023). So, you can conclude that the teacher does not quite have enough answers to develop students in all aspects of life to increase intelligence nationwide. Not only in scope intelligence intellectual students but also deep form character and positive moral values.

Concrete efforts made by State Vocational School teachers in Surakarta to increase the moral development of student's education, especially at the vocational school level, involve a series of actions as follows: First, Becoming a Role model *(Role Model)*. By becoming role models, teachers will play a big role in life for students. Because students tend to have their own view high on someone whom they make a role

model and follow his actions. Who knows with reason whatever, if students own role models, they will follow the action of a role model. Role models can inspire and motivate children To undergo a meaningful and capable life and influence attitudes and behavior (Mrstrickey, 2021). Teachers can act as role models for students by showing ethical and moral virtue. Research (Syam & Santaria, 2020) explains that aligned with the proverb that the teacher has to mean " to be imitated and imitated ", then a proper teacher becomes a role model and role model. Morality negative towards the teacher will in a way have no direct impact on the morality student, p This applies the contrary when a teacher has good morality. Others (Rifki, 2022) make teachers exemplary / role models to be forming character and disciplining students with methods of presenting appropriate time, following ceremonies, wearing uniforms according to applicable regulations, and complying with all regulations in the classroom. Therefore, the teacher's efforts to become role models play an important role in the formation of character students. A teacher who becomes a role model not only gives academic knowledge but also guides students in developing moral and ethical values. With ethical and moral virtues, teachers create an environment of positive and supportive class integral growth of students. With thus, to be role model not only about give example positive, but also about understand more meaning in from attention and responsibility answer to moral development of students. Along with that is, the teacher's efforts as a role model can create an environment learning that supports, motivates and stimulates growth holistic students, and shapes individuals who are not only intelligent in a way academic, but also have strong character and good morals.

In the second effort, Cultivation of Pancasila values in Learning, teachers instill cooperation in everyone's learning group /project and get used to greetings and prayers when open and close learning as well as greetings when meeting. Combining moral values in curriculum and learning can help students understand and apply internal moral values in life daily. Especially the concept of Pancasila became a basic state and element formation of the student character century. Through planting Pancasila at the time, learning can make a child grow with morals and glory. A study (Nurul Nurohmah & Anggraeni Dewi, 2021) explains that To overcome related problems with morals and character so hug planting and strengthening values to be good to yourself child, the inside study mentions Pancasila, by implementing existing values in Pancasila, the child will own views and goals life with interpret values Pancasila. So that in life daily child No will enter into the canyon moral decline. The child will own the correct basis or undergo a true life.

The third attempt is habituation culture work, Teachers also guide students in habituation culture Work like using a uniform work (*wearpack*), guard fitness physique connection with continued work staring at a computer and sitting inside for a long time. By getting used to using uniform work (*wearpack*), teachers not only teach etiquette and safety on the premises, but also create awareness and professionalism in appearance. Temporary that's, effort for guard fitness physique describe attention to well-being students, remember work that requires concentrate on the front computers and lack thereof activity physique. With effort, This forms a solid foundation For the moral development of students' education at the vocational school level, creating individuals who are not only competent in a professional way but also have good moral awareness. This matter at a time teaches students that when a Work Later problem Occupational Safety and Health (K3) should become not quite enough moral responsibility to guard the safety of fellow man. That means, everyone has a moral obligation to do supportive and caring actions for the safety of colleagues Work or fellow humans in the environment Work. Not quite enough answer this moral covers obedience to rules and procedures safety, as well avoid possible actions that endanger self Alone nor anyone else. Thus, the moral aspect becomes important in maintaining and improving K3 in the environment.

Attempt four, pushing a Peer tutoring. Through this method, the teacher teaches students moral values and educates them by building awareness of self and high empathy, making it possible for them to understand what is right and develop a sense of caring as well as a desire for help. Peer tutoring, known by the name of peer tutors, were students with the ability of their friend to help explain things that my friends had in my seat/class. Excess peer tutoring learning is not just on understanding deeply for students who already understand or not yet, but practice students for care to middle-class fellows who experience difficulty (Wandani & Rustini, 2023). Thus, through the effort to learn from colleagues here, students can in a way significantly increase their moral development by getting used to the attitude of care and involvement in helping colleagues. According to Suharto et al., (2019) with peer tutors guiding them, students become accustomed to seeking help from their peers, promoting a culture of mutual assistance and self-reliance. As a result, students are more likely to address difficulties independently, reducing reliance on teachers and ensuring timely completion of assignments. According to Zaini Hisham in (Mukti et al., 2019) that encouraging others to teach is a highly effective learning strategy. Joining study sessions with friends not only removes any discomfort for students who find it awkward to approach the teacher with questions, but it also promotes a collaborative environment where knowledge is shared and exchanged among peers. So the teacher's effort to enhance moral development through peer tutoring is a highly effective strategy. Peer tutoring not only deepens students' understanding of

academic subjects but also instills moral values, empathy, and a sense of caring for their peers. This approach contributes to a culture of mutual assistance, self-reliance, and collaborative learning, emphasizing the positive impact of peer tutoring on students' overall moral development.

On the fifth attempt, constructive feedback. Where the teacher gives praise to behavior-positive students during learning. And deliver feedback to guide when students show negative behavior, with a method explaining why actions are said to be negated and then the teacher provides a friendly space so that students are not afraid to express their opinion to do reflection. According to Nurningtias et al. (2022), providing feedback is a crucial role for teachers. This feedback serves to assess the effectiveness and efficiency of the learning process. Also as mentioned by Hanaris (2023), constructive feedback assists students in improving their performance.

3.2 Impact positive teacher's efforts to improve the moral development of Vocational School Students

Teacher efforts in increasing the moral development of students at Surakarta Vocational School have had significant positives, in the internalization of self participant education and relationships with other people as well as the environment. Thomas Lickona, because of their educational character, underlines the importance of society's moral values in every learning. In his research, moral development is observed through seven element moral values that must be instilled, namely (1) Sincerity heart or honesty (honesty); (2) Compassion; (3) Courage; (4) Kindness; (5) Control self (self-control); (6) Work equal (cooperation); (7) Work hard (diligence or hard work);

Based on the results observation impact data is obtained positive implementation supportive efforts internalization of these moral values. (1) Students show an attitude of honesty and sincere heart and express honesty without the intention of cheating, or hiding the truth. This matter is seen when reflection. When reflecting students in a way open and honest, write an understanding of their difficulties and experience. (2) During learning students also show empathy and concern to other students who find it difficult to give help or support to a Friend or peer. In addition, (3) students show courage in facing challenges, fine in scope projects/tasks, and the situation requires moral firmness. When presenting a project, students bravely put forward their opinions and face contradictory opinions from other groups through rebuttal, students also bravely speak in front of the class and explain the presentation work to the group. (4) The teacher was successful in forming the attitude of kind and friendly students, internalizing mercy that involves actions small that show attention and kindness heart, This is shown when students directly Act when teachers have difficulty using a projector, and attitude value when the teacher explains in front class, students also tend to always request permission when will leave room class. (5) The ability of students to control emotions and behavior shows the effectiveness teacher's efforts in teaching control themselves, and help they face temptation and challenges without being impulsive, This showed when the teacher gives a project, students will try to look for sources to learn otherwise if the source from the teacher they feel lacking, and new will ask after they truly find difficulty It means they have own attitude wise and capable control self when meet difficulty. (6) Teaching values cooperation and working hard when learning involves an activity group or project together. Students will collaborate and cooperate in solution problem projects as well as their development. (7) Students show Spirit working hard and perseverance to reach the objective. This matter is seen as an assigned project challenging, requiring creativity, and suitability to interest participant students, faced with several aspects This student will feel connected with the material or project, as well as see relevance and benefits in the development of their personal or career.

The positive impact not only in the enhancement of individual moral development but also builds skills much needed in the social and collaborative world of work and society in general. Thus, the approach has had a real positive impact on vocational school students and individuals who are moral, ethical, and ready to face the challenges of the world of work and flow increasing globalization fast.

4. CONCLUSION

Teachers in vocational school education of Surakarta made several efforts to increase the moral development of students with strong characters and good morals in life daily for facing the world of work when they graduate later. These efforts were lowered as the embodiment of national education to create a moral generation noble and adaptable to developments over time. Efforts made by teachers include: becoming role models or role *models,* embedding Pancasila values, applying culture work, and pushing learning with colleagues as well as giving constructive feedback. Through implementation efforts, the teachers were successful in creating an environment supportive of learning moral development of students. They are capable of internalizing moral values at the time of learning, an indication that students show moral values according to Thomas Lickona that shows an attitude of honesty, compassion, courage, kindness, self-control, cooperation, and work hard.

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