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The Role of Catholic Religious Education Teachers in Developing Moral Values for High School Students: A Case Study at Parbuluan

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ABSTRACT

Teenagers experience a crisis of moral values such as honesty, justice, discipline, responsibility, wisdom, and fear of God. Teenager moral problems are a concern for parents, families, schools and society in general. Currently, the most important factor for students in schools is moral education. The presence of religious teachers in schools through Catholic religious education is very important for the moral development of students in dealing with this reality. This study aimed to determine the role of teachers in developing the moral values of class X and XI students at State Senior High School 1 Parbuluan. This study employs a qualitative methodology. Catholic Religious Education Teachers, Deputy Principals, and Students were interviewed for this study. The function of Catholic Religious Education Teachers in Developing Moral Values is to cultivate the spiritual, social, and behavioral attitudes of students. Teachers encourage and guide students to possess moral values like honesty, responsibility, justice, and discipline. Catholic teachers continue to have deficiencies in developing the moral values of their students, as evidenced by the fact that students are still tardy in entering and submitting assignments. Catholic teachers have not done their utmost to foster moral students, particularly in the application of honesty, responsibility, justice, and discipline. School conditions and situations have not maximally influenced the moral values of students. Recommendations for schools need to do character building education for students and moral education to become extra-curricular activities in schools.

INTRODUCTION

Education is a planned endeavor to create a learning environment and effectively enhance students' self-potential through the learning process. Education will operate efficiently if there are educators, also known as teachers. The law underlines that education is the deliberate effort of educators to instruct and educate students. Education is extremely vital for pupils as a constant effort to develop their inherent potential and as a provision for the future. In addition to imparting scientific knowledge, education should shape students' moral character. Noble morality entails adopting a stance or doing an action that is in keeping with God's will. As the embodiment of religious instruction, noble character incorporates ethics, character, and morals (Habe & Ahiruddin, 2017).

To develop an effective and efficient learning process, the teacher is the implementer of learning that tries to increase performance. In general, teachers are educators and instructors responsible for the formal education of children in elementary, middle, and high schools. Teachers in their roles or professions must possess specialized knowledge in their respective subjects. A professional teacher is someone who has mastered the complexities of education and teaching by acquiring a variety of information through formal education or pre-service training (Tobing *et al.*, 2022).

In the eyes of students, teachers possess both academic and non-academic power. Teachers' personalities serve as examples for students. The personality of the instructor has a significant impact on the growth, attitudes, morality, and learning habits of students. Teachers play a crucial role in molding the growth of pupils so that they can reach optimal life goals. Students' potential, interests, talents, and abilities will not develop effectively without assistance and direction from a teacher. In order for pupils to reach their full potential, teachers are required to be able to provide ideal learning environments for every student. One of the sectors in which teachers have teaching expertise is Catholic Religious Education (Dokumentasi *et al.*, 2022).

Teacher Catholic Religious Education is a profession and position that demands unique knowledge in the subject of Catholic religious education; consequently, no one outside the discipline of Catholic religion teaches Catholic religious education. To become professional educators, Catholic Religious Education instructors must have extensive knowledge and a solid character. Teachers are required to have characteristics that are intellectual, imaginative, creative, honest, modest, autonomous, and responsible. Teacher Catholic Religious Education is a teacher who teaches Catholic religious education in schools (Tibo Paulinus, M.Sembiring, Sitepu, AB. Ginting AS., 2022).

Catholic religious education instructors are teachers who teach pupils about the Catholic religion based on their expertise and career. The responsibility of Catholic religious education teachers is to educate pupils in cognitive, psychomotor, and affective domains. PAK teachers are intended to serve as role models and substitute parents for their children while they are in school, guiding and educating them in order to develop

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their character and potential. In addition to boosting academic achievements, the Catholic religious education teacher's responsibility may also involve non-academic students. Catholic religious education teachers in carrying out their responsibilities in developing pupils' moral principles so that they become more mature, well-rounded individuals (Santo, 2019). Values and ethics are frequently used interchangeably. "Value is a trait or appreciation of anything that can be the basis for defining one's actions," according to the definition. Morals are good and negative lessons about acts and behavior (morals), as stated. Moral reasoning is not only an action; rather, it highlights the rationale for an action so that it may be regarded as good or bad. Moral reasoning is also viewed as a structure of thought rather than a substance, therefore moral reasoning is not about whether something is good or terrible, but rather how a person arrives at a conclusion that something is good or bad (Muyasaroh, 2015).

Moral development pertains to the norms and conventions governing how humans should behave in their interactions with others. Children learn which behaviors are acceptable and unacceptable, as well as what can and cannot be done, so that they can use these concepts in everyday life. The younger morals are instilled, the more likely a youngster is to develop good character (Nurhalim & Artikel, 2017).

According to the beliefs of the aforementioned scholars, moral development has a close relationship with the regulations created by humans against other humans. Aspects of the development of moral values can be observed in students' religious, moral, and social values. A youngster is able to discriminate between appropriate and inappropriate school and neighborhood behavior. As evidenced by religion, morals, attitude, and character, the moral value of contemporary society is declining. Not only can moral standards deteriorate among adults, but also among pupils in school.

Learners are individuals who require individualized instruction and considerate treatment, necessitating interaction and socialization with their surroundings. School is a formal setting for educating and instructing children. Students can learn without teachers, but teachers cannot teach without pupils. However, without professional teachers, the progress and development of students would be questioned. In accordance with Law No. 20 of 2003 pertaining to the National Education System:"Students are defined as any human attempting to develop their potential through the learning process in the educational path, both formal and non-formal education, at a particular degree of education. Learners are also defined as individuals who are not yet mature and possess a lot of undeveloped fundamental capabilities. Cognitive, emotional, and psychomotor potential make up the majority of the in question potential (Indonesia, 2021). Students are individuals who can develop and experience changes, both aimed at themselves and in adjustments to their environment. Learners are community members who develop their potential and knowledge through the learning process in formal education and non-formal education. Learners act as actors seeking, receiving and storing of a learning process to increase knowledge and improve attitudes or behavior. Students should have good attitudes and behavior based on what is obtained and what the teacher has taught at school, but currently there are many behaviors that are not appropriate for students (Karniyanti *et al*., 2020).

Today's problems can be seen from the lack of awareness of students in instilling moral values in themselves. One part of education that needs to be considered is the formation of moral values from birth and developed during education. The education system so far still prioritizes students' cognitive and psychomotor aspects while the affective aspects of students do not work well, especially their morals or attitudes. In essence, moral behavior is very influential on human dignity, but at this time there are many people who do not have morals, especially among students. The decline in the moral values of students can also be caused by a lack of discipline, no justice, lack of honesty, and lack of responsibility from teachers and students.

Students come to school to respect each other towards maturity, but many of them do not respect teachers and other figures. The habit of disrespect for students at school as a whole reflects a lack of education, a sense of neglect, or abuse so that it does not reflect student behavior. The disrespectful behavior of students often occurs when communicating with teachers and is less aware of the position between students and teachers so that respect and courtesy are not noticed. The behavior of many students violates applicable norms and decreases honest attitudes and decreased attitudes of justice (Sudarwan, 2018).

Based on the problems above, the authors carried out research at the State Senior High School 1 Parbuluan. The author's observation at the time of pre-research at this high school was that Catholic religious education teachers focused on the subject matter and improving cognitive without looking at the moral attitudes of students. Researchers observed that students' discipline decreased due to lack of caring, dishonesty and no sense of responsibility in students. Many students also do not take part in the morning worship which is held once a week at school and choose to go to the canteen or skip class. The speech of students also at this time has decreased a lot and it is not polite to talk to the teacher. The author conducted a study to determine the role of Catholic religious education teachers in developing the moral values of students in this school.

LITERATURE REVIEW

Catholic Religious Education's Importance Teachers

Teachers are highly influential in the intellectual and intellectual potential development of students. Teachers are educators who can improve students' learning outcomes and mold their character. Teachers can educate students in non-formal education in addition to formal

education. In the implementation of learning, the teacher is also referred to as a model; in addition to being a model, the teacher has the responsibility of being a character who can transform students for the better. Teachers are expected to have a mission and vision for enhancing education and to be accountable for their responsibilities (Karwati Euis, 2015).

A Catholic religious education teacher is a baptized individual who teaches Catholicism in formal schools and who has received formal training as a religion educator. Catholic religious education cannot be imparted haphazardly by non-Catholics, but only by educators and ministers of the word who have a deep understanding of their respective fields. A Catholic religion teacher is an educator who teaches Catholic religious education in schools. Teachers are expected to have personalities that are intelligent, innovative, creative, honest, modest, independent, and responsible. A good Catholic religion instructor must have faith in Christ, be kind, have extensive religious knowledge and knowledge, and perform their duties professionally.

Teachers of Catholic religious Educators as Teachers

Teachers of Catholic religious education are educators who serve as role models and identifiers for students and the surrounding community. Teachers of Catholic religious education are expected to possess personal qualities such as responsibility, authority, independence, and discipline. Teachers who are responsible for knowing and understanding values, morals, and social norms and acting in accordance with them. As educators, Catholic religious education teachers should have the courage to make independent decisions regarding student learning and competency formation and act in accordance with the conditions of their students' environments. The teacher is expected to be accountable for all of his actions in school and the community. According to the fields they have developed, authoritative teachers have advantages in realizing spiritual, emotional, moral, social, and personal intellectual values, as well as in comprehending science, technology, and art. As educators, Catholic religious education teachers are also expected to possess discipline. The discipline in question requires teachers to know the rules and regulations consistently and to be professionally aware, as they are responsible for disciplining students in school, particularly in learning. Daily demonstrations of one's own actions and behaviors are the starting point for instilling teacher discipline (Lamatenggo, Hamzah B Uno dan Nina, 2016).

As educators, Catholic religious education teachers not only impart knowledge, but also shape and develop students' morals and personalities. Teachers of Catholic religious education are expected to educate and develop intellectually, particularly in the area of morals, because behavior is a universally valued trait. Humans are not sufficiently intelligent, but they have good morals, so their intelligence and behavior complement one another. As educators, Catholic teachers of religious education are also expected to foster honesty, responsibility, justice, and student discipline in schools (Santo, 2019).

Teachers of Catholic religious Instructor as Mentor

On the basis of his knowledge and experience, the teacher as a guide can be compared to a guide on a journey, who is responsible for the journey's smoothness. The journey entails not only physical, but also mental, emotional, creative, moral, and spiritual journeys that are more profound and intricate. According to the needs and abilities of their students, teachers are expected to be able to formulate goals clearly, determine travel times and necessary trips, utilize travel instructions, and assess fluency. Teachers as mentors have various rights and responsibilities for each planned and executed trip (Yulis & Goa, 2016).

The journey in question encompasses a lifetime of learning, both in and out of the classroom. The journey is the evolution of every discernible facet of the learning process. Every journey has a purpose, except for the random traveler. Human desires, requirements, and even instincts necessitate a goal. As mentors, teachers are highly competent in planning goals and identifying competencies to be attained, observing student engagement in learning, and students engaging in learning activities not only directly but also indirectly (Dokumentasi *et al.*, 2022).

Teacher of Catholic Religious Education as Advisor

Catholic religious education teachers serve as advisors for students and even parents, despite the fact that they do not receive specialized training for this role. Many teachers believe that being an advisor is akin to managing the lives of others, causing them to neglect their responsibilities. The teacher at any level is a counselor and trustee, and in learning activities, the counselor role is also utilized. The situation in which students must make decisions necessitates the teacher's role as advisor to direct the decisions to be chosen. Students will gain confidence and be more receptive to advice if their teachers are more adept at problem-solving. If they understand personality psychology and mental health science, teachers can fulfill their role as confidants and advisors. Humans are unique creatures, and their development, which is influenced by experience and education, is also unique. When students use their strengths and weaknesses to learn from their environment, they will develop into mature individuals. The psychological approach will assist the teacher in his role as a guide because it encourages students to make independent decisions (Albert *et al.*, n.d.).

MATERIALS AND METHODS

The research approach method is qualitative. This research was conducted at SMA Negeri 1 Parbuluan. Data collection techniques in this study through: observation, interviews and documentation. The process of collecting, analyzing data and drawing conclusions uses technical triangulation and source triangulation and tests the validity of the data: credibility, transferability, dependability

and certainty. There were 10 informants in this study consisting of 1 Catholic religious education teacher, 1 school principal and 8 students. The background to determining the informants for this research is that there are students as the main actors who experience moral education, Catholic religious education teachers who act as moral educators for students while school principals play the role of policy makers and have a contribution in determining the sustainability of moral value education in schools (Moleong, 2013).

RESULTS

The role of the Catholic religion instructor in the development of moral values

Educator as a Teacher

Educators are the role of teachers. This means that the teacher educates students from those who do not know to those who do know, such as when the teacher explains the subject, students become more aware of the material being taught. In addition to imparting new information, teachers also instruct students in proper conduct. Catholic religious education teachers are responsible for educating students personally by directing them to adhere to school regulations. There are a variety of instructional techniques utilized by Catholic religious education teachers. For instance, providing a warning when an error is made and a punishment if the error is fatal.

Teacher as Counsellor

Teachers in Catholic religious education not only instruct but also guide students. The role of the Catholic religious education teacher as a mentor is evident when presenting material by taking the time to provide guidance, such as when students do not follow traffic rules on the highway and the teacher reminds them to always follow traffic rules. The Catholic religious education instructor also instructs students to always obey school rules and act like students, both inside and outside of school. The Catholic religious education instructor's instructions concern not only the learning process, but also the implementation of health protocols during the COVID-19 pandemic.

Teachers as Exemplars and Role Models

Catholic religious education teachers are referred to as models and role models due to the fact that they serve as models to emulate. The Catholic religious education instructor has a pleasant demeanor, is neatly dressed, acts in accordance with what is taught, speaks politely, and presents learning materials in a manner that is simple for students to comprehend. Those who are active in the church and exemplify good character, such as Catholic religious education teachers, should serve as role models for students. Catholic religious education teachers always look neat when they arrive at school, causing students to spontaneously imitate them. A Catholic religious education instructor demonstrates what is taught, such as being responsible for the learning process and arriving on time to class. When delivering instructional materials, the Catholic religious education instructor speaks politely so that students can imitate his or her manner of speech. The Catholic religious education instructor appears patient in delivering the material, ensuring that all students comprehend the material being taught.

Teacher as Counsellor

The advice or motivation provided by Catholic religious education teachers is typically interspersed throughout the learning process and takes the form of experience stories and articles. Catholic religious education instructors give specific instructions to students who are late for assignments and punish those who do not complete assignments by assigning failing grades at the end of the semester or lowering the KKM.

Developing Students' Moral Values

Integrity

The responsibility of Catholic religious education teachers is to cultivate an open and truthful mindset, so that students can tell the truth when not completing assignments or making mistakes. Catholic religious education teachers act not only as parents, but also as friends or acquaintances when resolving problems. Researchers observing the learning process observed that some students were dishonest when the Catholic religious education teacher assigned homework through the WhatsApp group, specifically by copying the homework of other students. This demonstrates that students' honesty has declined.

Accountability

Teachers and students must be instilled with the value of responsibility in schools. Activities that demonstrate students' sense of responsibility, as evidenced by their attendance at school to complete assignments assigned by teachers during the COVID-19 pandemic. Additionally, students describe their responsibilities as students, namely paying tuition fees. The Catholic religious education instructor also instructs students to clean the classroom when the learning process has concluded.

Justice

Schools that instill the importance of justice will cultivate responsible students. During the evaluation, numerous indicators can demonstrate that the instructor instills the value of justice. So that no student feels disadvantaged, the teacher assigns a value based on the students' abilities at the time of evaluation. Similarly, students who are fair when completing assignments and who work independently do not steal the property of their peers. Throughout the learning process, each student receives the same treatment from the teacher, so they all acquire the same knowledge.

Discipline

Catholic Religious Education instructors play a crucial

role in instilling discipline in their students. Students demonstrate discipline by adhering to school regulations and always following the teacher's instructions. Because the location and conditions of the school are not conducive to discipline, students have more freedom to be undisciplined. Complete and well-maintained school facilities will reduce the incidence of student delinquency. This is evident at this school, which no longer has a fence, making it easier for students to skip class and elude teachers. There are many students who follow the rules and maintain discipline, despite the fact that there are some students who do not follow the rules (Budiningsih, Asri, 2018).

DISCUSSION

Role of the Teacher as Educator

Based on the results of the Observation March 10, 2021 Catholic Religious Education Teachers play an active role in fostering the moral values of students at SMA Negeri 1 Parbuluan in various ways, including providing motivation during the learning process, guiding students when they make mistakes, and training students to carry out their responsibilities as a student. In addition, Catholic religious education teachers provide guidance to students who make fatal mistakes and remind students not to make mistakes in the future.

PG as the school principal in an interview on 8 April 2021 in his office stated, "Catholic religious education teachers have a role in educating students. Apart from teaching subjects, the teacher's role is to foster and teach good morals, as taught by Jesus Christ, so that students avoid committing immorality. Catholic religious education teachers have a difficult task, especially in educating students, because words and deeds must be in harmony so that students do the same thing. students' cognitive abilities, but also to humanize them, that is, to educate people from all angles, including behavior, knowledge, and spirituality.

The GA teacher in an April 8, 2021 interview stated, "Educating students in the twenty-first century is very difficult and not as simple as imparting theory." There are many obstacles faced by teachers in educating their students to comply with applicable regulations, but teachers never get tired of reminding students to follow their instructions. GA instructor directs students to be orderly in their studies by emphasizing final exam scores as a form of discipline. The reason grades are kept secret is that students are afraid of making mistakes, preventing them from repeating the same mistakes. Students are educated in various ways, including encouraging and directing them to open their minds to do good and have good morals.

Teacher as Counsellor

Teachers are referred to as mentors because they are responsible not only imparting knowledge, but also directing and guiding students to comply with relevant norms in the future. The GA informant stated in an interview on March 10, 2021 "Teachers have a responsibility to guide and direct students so they know what is right and what is wrong to do." The teacher as a guide is able to introduce good things for the future by directing and guiding students, but not all students, depending on themselves, can follow the teacher's guidance. There are some students who don't care or are indifferent when the teacher reminds them, but there are also most students who follow the teacher's instructions and become model students.

based on an interview with the Principal (PG. 8 April 2021) emphasized that "guiding students must be supervised by the teacher consistently, especially at school. The teacher observes students not only during the learning process, but also outside it. Students are taught not only in academics, but also spiritual and social values. It is also the parents' responsibility when students are not at school, but it is also the teacher's job to remind students to behave as students when they are not at school.

Teacher as an Example or Model

Teachers of Catholic religious education are referred to as role models because, in addition to their educational and guiding responsibilities, they also teach about spirituality or faith. Teachers in Catholic religious education serve as role models for students in expanding their Catholic faith by teaching good deeds, as faith is the primary foundation of every individual. It is not enough for teachers of Catholic religious education to merely instruct their students about the faith; they must also demonstrate virtue in order to provide a balance to what is taught. It has been said that teachers are exemplary because they teach various sciences to increase self-potential and many other things, including humanizing humans with college-level knowledge.

According to the GA informant, in an interview on 24 March 2021 "the teacher is a role model and role model for students, and if the teacher makes a mistake the students will imitate it. Therefore, teachers must show a positive identity to students. shown through effective teaching methods, but also through exemplary behavior, so that there are values that students can emulate. Apart from teaching about faith or subjects, Catholic religious education teachers must also maintain a balance between words and deeds, as shown by a good teacher. what is taught to students After a teacher balances between words and deeds, there will be values that students can develop as the next generation.

Teacher as Counsellor

Based on the results of interviews with GA. March 17, 2021) described that Teachers are referred to as advisors because they help students develop self-confidence by offering guidance and encouragement. Students are usually advised to broaden their horizons, be more receptive, and plan ahead. Teachers can provide guidance by associating the material being taught with students' experiences, or when students make mistakes, teachers

can provide guidance, motivation, and descriptions of life, so that bad personalities can be changed for the better. No matter how hard a teacher tries to motivate or advise their students, if they don't listen, nothing will change; However, teachers should not stop providing motivation or advice. During the learning process, the teacher allocates time to equip students with sources of moral development in the form of advice or motivation. The teacher's advice is in the form of invitations to participate and be active during learning, so that students do not just sit still and go home without gaining knowledge. Instilling self-discipline needs to be done because there will be consequences for drivers who do not comply, which is an example of teacher advice. Catholic religious education teachers have methods for advising students, such as associating material with the Scriptures and providing knowledge about the Scriptures for students to emulate. Findings based on interview (GA. 17 March 2021).

According to the GA informant, in an interview on 24 March 2021 that one of the obstacles faced by teachers in providing guidance and motivation is the students themselves. We have to deal with various personality types, including students who are ignorant, easily directed, and follow their peers. A teacher is expected to be able to guide students in all aspects, especially in instilling good morals and producing the next generation of the nation and the church.

CONCLUSIONS

The role of the Catholic religious education teacher at SMA Negeri 1 Parbuluan in developing students' moral values is carried out effectively, so that students' moral development is in a positive direction. Even though there are many shortcomings in developing students' moral values, Catholic religious education teachers encourage students to have good morals. The moral development of SMA Negeri 1 Parbuluan students has progressed quite well, although some students have not consistently shown the highest moral standards. This is due to the condition of the school environment that is not smooth. Catholic religious education teachers make various efforts to develop moral values, such as encouraging students to be more honest, directing them to be more responsible, encouraging them to instill a sense of justice, and directing them to improve discipline. The results of this study have limitations because they are only carried out in one school; this has not been represented for schools at the same level in the Parbuluan region. This research has a very positive social impact because the results of this research become input, making material in the development of Catholic religious education in Catholic and public schools. The findings of this research will be used as material for character building for students in schools and it is hoped that further research will be carried out on the positive impact of moral value education through character building.

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