

THE LEVEL OF INTEGRATION OF MORAL VALUES IN SECONDARY EDUCATION: INSTRUMENT VALIDATION

Florina-Gratiela Schiopu-Constantin¹

Abstract

At the beginning of this millennium scholars pay more and more attention to the idea of transmitting and implementing values in nowadays' society. In this context, the transmission and implementation of values is seen as taking place both in the family and at school, thus fully accepting the importance of these two institutions. This also focuses on the idea that the most important endeavor of educators should not be on sharing knowledge to their students, but rather to develop reliable individuals who can successfully face our society's complexities. The present research deals with the values of responsibility, integrity and self-control and proposed an instrument which measures these values. The proposed instrument was tested in Mihai Ionescu Highschool, Bucharest, Romania, on a sample of 102 students, and then in Theological Adventist Highschool, Craiova, 131 students, aged 11-18. There were 110 boys and 123 girls. The research design is Quantitative. Item analysis, exploratory factorial analysis, and reliability analysis led to item selection and also the final design. The instrument was given the name of RIS- Scale. For the initial instrument there were 32 items. After studying the instrument through factor analysis, the four dimensions of the instrument have been identified. Initially, the components were responsibility, integrity, self-control, and perseverance. Once the factor analysis was completed, it was discovered that the 4th component included a different item structure than the initial one, so it was decided to redefine it having fewer items than it was initially meant. The determination of

¹Florina-Gratiela Schiopu-Constantin, PhD in Education Candidate, Montemorelos University, Mexico, gratiela.schiopu@uadventus.ro.

validation and reliability was carried out in pilot sampling. The reliability coefficient of the 14 items of the scale is good, with a Cronbach's Alpha of 0.89 and an explained variance of 60%. Future research will help in the subsequent enrichment of the instrument.

Keywords

Moral values, responsibility, integrity, self-control, instrument validation, RIS-Scale

INTRODUCTION

Hermawan and Kusniasari (2024) state that in the field of education, an important goal of the learning process is shaping strong morals and ethics besides cultivating intellectual intelligence, searching the benefits which highlight the challenges that may arise while they are being implemented. Moreover, creating a future generation with strong morals and excellent character requires genuine a lot of effort, namely by integrating the teaching of moral values into the curriculum and educational practices.

Thus, taking into consideration the idea of education based on moral values, both at home and at school, these can be developed and improved, depending on students' willingness, and the influence they are exposed to. Moral values can have a positive change whose impact lasts a lifetime and whose influence can benefit the person, with teachers seeing the result through the formation of citizens whose reliability is worth paying attention to (Aydin, 2020; Kasim & Yusoff, 2014; Penton-Herrera, 2019; Porosoff & Wein, 2020). Spătărelu (2020) mentions that ultimately, moral values have the role of determining the way people will finally define their targets and purposes in life, thus influencing and shaping their decisions and behavior.

There are studies that demonstrate the fact that the well-being of a family is given by the strong relationship and love connections of its members, thus, there is no wonder that

the future of any country depends in a great measure on the development of its students, and some researchers agreed that the holistic development of an individual is not complete when the moral values are not seriously taken into consideration (Mona & Saini, 2014). Other studies show growing involvement in different countries concerning the teaching of values (Johnston, 2003; Rascón-Moreno, 2014). Within this line of thought, it was observed that the children whose families have deficiencies concerning moral values, have some moral problems caused by poor parenting, this being considered one of the most important reasons for schools when maintaining the need to introduce values in school education (Likona, 1992). This is why schools, through teachers, try to change the paradigm of teaching, not telling the students what to think, which will turn them into people that will talk about life situations quoting smart individuals, but trying to teach the students how to think, helping make their own opinion grounded on strong, moral values (Johnston, 2003; Rascon-Moreno, 2014). Thus, values are important elements which portray our most extreme points of view and principles in life (Aydin, 2020; Kasim & Yusoff, 2014; Penton-Herrera, 2019; Porosoff & Wein, 2020). This leads to the idea that education in general, and the teaching of moral values in particular, are important to create human resources with implications as great as results (Calvin, 2019; Kiru, 2019; Mona & Saini, 2014).

Nowadays there are some investigations that mention that the most important aim of education is individual development, so that people can be equipped to help others make good decisions in their lives, values representing the tool that shape the character and give education that strengthens the students' consciousness to grow and develop the quality of life helping them to avoid degradation

from the moral point of view (Daniel, 2013; Muhtar et al., 2018).

Finally, in a psychological sense, values represent principles, attitudes and norms that make up the basis of one's perspective in life, one which will help the human being understand the reality in which we live. The purpose of the study research which is reported in this material was to estimate the validity and reliability of RIS -Scale, mentioning that the information rendered here was based on a theoretical frame elaborated as a result of a broad review of the existing literature in the field in discussion. Once the instrument is developed, it can be used at least at the level of preuniversity level in the process of checking the transmission and implementation of values while the lessons are taught by teachers.

REVIEW OF LITERATURE

Porosoff and Wein (2020) mention the importance of the ultimate goal of schools, which is not only academic performance but also the development of understanding and the acquisition of skills and moral values that can prepare them for the needs of society. Furthermore, Petre (2017) suggests the idea that preparing students for society is the goal that each and every school, denominational or secular, public or private, should pursue. The Ministry of National Education considers textbooks as a resource, rather than a teaching standard, and the importance of the teacher in the organization, planning and coordination of the educational process is greatly encouraged. No matter how good or bad a textbook is, it is the teacher who brings it to life and enforces the information, their competence being perceived in the way they get their students to acquire the information (Kiru, 2019).

It is widely recognized that raising children with “strong Christian values, like a flowering tree placed by a flowing stream and therefore prospering as described in Psalm 1, poses considerable challenges in such a secular world” (Habenicht, 2000, p. 18). Consequently, adults assume a deep sense of responsibility (Kuzma, 2016), and it is ideal to be transferred to teenagers also, through modelling and example, through the existence of moral values transferred in everyday life. In contrast, the absence of strong values and beliefs deprives children of a sense of identity and purpose, making their self-perception weak and insubstantial (Habenicht, 2000). At the same time, it should be noted that there is a large amount of research that can validate a growing commitment in numerous countries to the issue of granting principles in education (Johnston, 2003; Rascón-Moreno, 2014) and Porosoff and Wein (2020) defend the importance of the final objective of educational institutions. Also, Petre (2017) proposes the concept that preparing students for society should be the primary goal of all schools, regardless of whether they are religious or secular, public or private.

Besides, it can be stated that inadequate parenting represents one of the most important factors that lead educational institutions to emphasize the need to incorporate values education in their curricula (Lickona, 1992). Other research conducted in this field has found that educators should not focus solely on imparting knowledge to their students, but rather their most important goal should be to develop responsible and trustworthy individuals who can effectively navigate the complexities of today's world (Aydin, 2020; Kasim & Yusoff, 2014; Penton-Herrera, 2019; Porosoff & Wein, 2020). Educational establishments must strive to foster their own collection of principles, considering the indisputable truth that ethical principles are

incessantly intertwined with our daily existence and, consequently, manifest in our behavior in heterogeneous environments, such as institutes, residences and neighborhoods (Ariyanti, 2016; Gulec, 2020; O'Flaherty et al., 2018). Educators possess the ability to effectively display moral and ethical principles using various pedagogical approaches, thus internalizing these principles in the students themselves and, consequently, contributing to their moral and ethical progress. The main objective is the acquisition of academic knowledge and professional qualifications, so that education and pedagogy have a profound impact on the formation of the behavior, character, and personality of students. Ultimately, it is seen in their comprehensive progress, a notion which is supported by academic studies by Aydin (2020), Herrera (2019), Kasim and Yusoff (2014), as well as Kirbas (2020), all of which highlight the fundamental role that education and pedagogy play in the configuration of the moral foundations of the students.

Furthermore, a plethora of research has exemplified that educators, parents, and students themselves recognize the importance of affirmative principles and support the implementation of value-oriented teaching in pragmatic contexts and, consequently, are demonstrated in our actions in heterogeneous environments, such as educational institutions, residences, and neighborhoods (Ariyanti, 2016; Gulec, 2020; O'Flaherty et al., 2018).

Values must be implemented not only within the confines of the classroom, but also during real-life activities, Pohan and Malik (2018). Feng (2020) states that the Christian teacher takes on the role of a representative figure in the field of education, since he is supposed to live a life guided by faith. The presence of these teachers significantly empowers students, since it allows them to identify, take advantage of and cultivate their innate talents, as Krul'

(2014) stands out. Additionally, through teaching values in class, teachers play a fundamental role in promoting critical thinking skills among students (Johnston, 2003; Rascón-Moreno, 2014). Consequently, it is imperative to implement the values not only in the field of teaching but also in real-life activities. This idea is supported by research conducted by Pohan and Malik (2018) as well as Feng (2020). This transformative approach to teaching allows students to identify, harness, and cultivate their innate talents, as demonstrated by Krul' findings (2014). The moral values taught and learned beautify the person as a whole and shape the character (Hidayati et al., 2018), and in the context of Christian education the transmission of values is usually carried out by developing biblical themes.

Mergler and Shield, (2016) found out that media sources argue that the many problems that exist in our society can be traced back to a lack of personal responsibility within society's members, and they particularly include here teenagers, suggesting that an influential factor that influences adolescents' choice may be the degree to which they have developed personal responsibility. Arlsan & Wong, (2022) see responsibility as essential for the personal wellbeing and Gomez and Prinz (2019) comment about the relationship which exists between perceptions of moral identity and attributions of responsibility focusing on the importance of teaching moral responsibility. Hart et. all (2022) mention that people's commitment to moral principles affects how they self-regulate which directs people down different ethical paths and, at the same time, Ramey et al., (2022) find out that it is important to help behaviors in teenagers' lives, through helping sick people or volunteering in general, while other researches state the fact it is a great need of responsible and trustworthy people who need to be witnesses

of sharing values in society (Aydin, 2020; Kasim & Yusoff, 2014; Penton-Herrera, 2019; Porosoff & Wein, 2020).

Effective value transmission often involves integrating elements from multiple models to create a comprehensive approach. Schools can combine direct instruction with experiential learning, foster an inclusive environment, and utilize reflective practices to help students assimilate values meaningfully. Each of these models and theories offers unique insights and strategies for transmitting and assimilating values in schools, helping to foster well-rounded, ethical, and socially responsible individuals.

In the Social Learning Theory introduced by Albert Bandura, it is suggested that people learn from one another through observation, imitation, and modeling. In the context of value transmission, the Observational Learning states that students learn values by observing teachers, peers, and other role models, like parents. Concerning the reinforcement point of view, the positive behaviors are reinforced through rewards and recognition, which encourages the adoption of those values. In the Social Interaction, values are transmitted through interactions in various social contexts within the school (Mcleod, 2024).

At the same time, studying the Values clarification approach, Rath et al., (1978) try to help students become aware of and develop their own values by engaging them in reflective exercises seen in activities that prompt students to think deeply about what they believe and why. Another point is group discussions where there are provided opportunities for students to discuss and debate values in a safe environment. The last point here is real-life situations, by applying values to real-life scenarios to see their relevance and impact (Murad, 2014).

The purpose of the study research as reported in this material was to estimate the validity and reliability of RIS -

Scale, mentioning that the information rendered here was based on a theoretical frame elaborated as a result of a broad review of the existing literature in the field in discussion. This work also includes a systematic revision of the scientific literature which is in relation with moral values and the connection that should be between family and school in teaching them, in the desire of helping at the construction of an instrument.

METHODOLOGY

Variables

The construct, the level of integration of moral values, is measured by the instrument that this research tried to develop and validate. It was based on three moral values: responsibility, integrity and self-control. Finally, the factor analysis grouped the three factors with their 14 items that will be shown in the results section.

Research design

This type of research is quantitative. The construction and validation of an instrument was the main objective of this endeavor, which is helpful for another important research. The pilot sample allowed reliability analysis as well as it generated data to feed back into the content analysis, an endeavor which involved a rewriting as well as adjustments in the way some statements were written. These first procedures gave support in the security of administration of the test to a different sample needed for the exploratory analysis. The instrument was finally given the name RIS scale (consisting of three values: responsibility, integrity, self-control). In initial stage, the instrument that was made consisted in 32 items, which, after it was applied to the

students was checked with t-test, and, after the questionnaire was put at test, it ended up remaining with 18 items. The instrument being tested again was finally made up of 14 items. The instrument being validated, will be used in classes in future research in the field of education.

Instruments and data collection methods

The 14-item questionnaire was obtained as a result of the procedure which was performed as described above, and the participants had to give their answers through a 7-point Likert scale, ranging from strongly disagree (1), to strongly agree (7). To facilitate the administration of filling up and checking the results, an electronic questionnaire was developed. Other teachers that were in charge with the application of the instrument made sure that the students completed the online questionnaires in due time.

Limitation of research

The limitation that can be taken into discussion in this research may be the way in which the sample population is selected, since participation was voluntary and the questionnaire given to them might not have been treated with such importance by each of them. Likewise, when talking about the questionnaires delivered electronically to the students in these classes, some might have found it a little bit difficult to use the phone when giving the answers.

Population

The study research was meant to emphasize the importance of the values of responsibility, integrity, and self-control in the field of education. The sampling was non-probabilistic and by convenience, the participants filled out the questionnaire and some demographic data consisting of

age, grade and gender. The proposed instrument was applied to Mihai Ionescu Highschool, Bucharest, Romania, on a sample of 102 students, and Theological Adventist Highschool, Craiova, 131 students and during completion, students were assisted by teachers to ensure that they all understood the meaning of all items. The instrument was developed in English and it was used in the same language.

Reliability and validity of the instrument

For the initial instrument there were 32 items. The four values are supposed to be essential for the proper functioning of children in class, for the development of all character. For each value, more behaviors have been chosen, and for each behavior an item was created.

After studying the instrument through factor analysis, the four behaviors of the instrument have been identified. Initially, the components were responsibility, integrity, self-control and perseverance. Once the factor analysis was completed, it was discovered that the 4th component included a different item structure than the initial one, so it was decided to be taken out, resulting in a 18 item scale. It was decided to eliminate other items with low scores and based on the factor analysis the final formula was decided. After eliminating the items with weak scores, the instrument was made up of 14 items: (a) responsibility (5 items: 1, 4, 6, 11,13), (b) integrity (4 items: 2, 9, 10, 17), (c) self-control (5 items: 5, 7, 8, 16, 18) according to Table 1. The determination of validation and reliability was carried out in pilot sampling. The reliability coefficient of the 14 items of the scale is good, with a Cronbach's Alpha of 0.89 and an explained variance of 60%.

Table 1*The Instrument Validation – RIS Scale*

Responsibility means showing trustworthiness, showing interest in doing something, in being motivated to do something because it is in your duty.	Integrity means showing adherence to both moral and ethical principles, showing soundness of moral character: the state of being whole, entire, or undiminished, in a word, completeness.	Self-control represents the power to reject the short-term pleasure to get the long-term gain
1	2	5
4	9	7
6	10	8
11	17	16
13		18

Concerning the standard deviation and mean for the three factors, there can be seen that the group perceives or demonstrates a little higher responsibility on average compared to the value of integrity, which is rated only a bit lower, possibly indicating it as a development area. The value of self-control has the highest value (Table 2).

Table 2*Standard Deviation and Mean*

Factors	Standard deviation	Mean
Factor 1 - Responsibility	Std. Dev = 4,74	Mean = 29,4
Factor 2 - Integrity	Std. Dev = 4,73	Mean = 21,1
Factor 3 – Self-control	Std. Dev = 5,93	Mean = 26,0

Ethical considerations

There were used methods used to obtain informed consent: Parents of students included in this research received a note in which they were asked to express their informed consent. Likewise, the students involved received a similar note in which they had to express their consent also. Also, Mihai Ionescu High School’s principal received a paper consent to express her agreement. The study in discussion

did not involve any physical, social or legal risks that participants might have faced. Moreover, it was mentioned in the inform note that the students who didn't want to become involved in the study anymore could do it anytime. As a matter of fact, there were two cases of this kind. Thus, all important ethical regulations applicable to this study research were followed.

RESULTS

In the preliminary analysis of the RIS Instrument, through the correlations between the variables, it was observed that there were multicollinearity and singularity which were ruled out. The correlation matrix differed significantly from the identity matrix. During the factor analysis, several problems were identified for which the best solution was sought. First, several items had minimal meaning in the overall context, and one of the dimensions was not represented by enough items. After repeating the analyzes with different sets and dimensions, it was decided to join two dimensions and withdraw non-significant items. Thus, the new instrument remained with three factors and 14 items: (Responsibility, meaning showing trustworthiness, showing interest in doing something, in being motivated to do something because it is in your duty. Integrity, meaning showing adherence to both moral and ethical principles, showing soundness of moral character: the state of being whole, entire, or undiminished, in a word, completeness, self-control representing the power to reject the short-term pleasure to get the long-term gain). In Table 3 it can be seen that only one factor has communality under 0.50, all the others having communalities above 0.50 suggesting that they are reasonably well represented by the factor solution.

Table 3
Communalities

	Extraction
it.1	,57
it.2	,61
it.4	,59
it.5	,56
it.6	,47
it.7	,60
it.8	,59
it.9	,77
it.10	,54
it.11	,65
it.13	,61
it.16	,63
it.17	,53
it.18	,70

Table 4
Correlation Matrix

It.	it.1	it.2	it.4	it.5	it.6	it.7	it.8	it.9	it.10	it.11	it.16	it.17	it.18
it.1	1,000												
it.2	,217	1,000											
it.4	,515	,483	1,000										
it.5	,157	,326	,247	1,000									
it.6	,370	,318	,331	,166	1,000								
it.7	,154	,012	,192	,398	,200	1,000							
it.8	,239	,161	,250	,428	,170	,357	1,000						
it.9	,089	,555	,292	,272	,262	-,064	,253	1,000					
it.10	,317	,455	,472	,318	,309	,139	,190	,506	1,000				
it.11	,390	,394	,506	,193	,540	,010	,138	,278	,333	1,000			
it.16	,237	,333	,502	,472	,315	,324	,464	,165	,409	,337	1,000		
it.17	,222	,398	,321	,182	,314	,021	,366	,499	,396	,261	,437	1,000	
it.18	,321	,301	,368	,442	,348	,445	,536	,142	,280	,404	,634	,366	,1000

Note. For the new instrument variant, the entire analysis was redone, in all its stages. Regarding the second matrix, there are enough correlation sets above 0.30 and below 0.80, thus multicollinearity and

singularity are avoided, thus it can be continued with the factorial analysis. The correlations are significant, with p-value < .05

Figure 1
Bartlett's Test of Sphericity

χ^2	df	p
642	78	< .001

Figure 2

KMO Measure of Sampling Adequacy

	MSA
Overall	0.788
Item 1: The way I use the time is important for me.	0.750
Item 2: It is important for me to be honest no matter the circum	0.853
Item 4: The value of responsibility is important for me.	0.784
Item 5: I consider that I am able to manage the feeling of frus	0.812
Item 6: It is important for me to keep the order in the place I work.	0.778
Item 7: I consider myself as having self-control on my own emot	0.648
Item 8: I consider myself a patient person.	0.809
Item 9: I tell the truth every time, no matter the consequences.	0.688
Item 10: It is important for me to avoid addictive behaviors.	0.863
Item 11: My own health is important for me.	0.769
Item 16: It is important to remain calm instead of bursting int	0.781
Item 17: I consider that lying is not necessary for me to accomplish important, worthwhile goals.	0.825
Item 18: I consider that the value of self-control is present i	0.820

For the final instrument, Bartlett Test shows χ^2 (131) =642, $p < 0.001$ (see Figure 1), thus the correlation matrix differs significantly from the identity matrix, the variables can be factored. In Table 3 it can be seen that the KMO index is greater than 0.050, and so factor analysis can be used for this database. The obtained coefficient is 0.788 (see Figure 2). The three components that have Eigenvalues greater than 1 explain 60% from the total variation of the items (see Table 4), and also its initial component matrix (see Table 5).

Table 4
Total Variance Explained

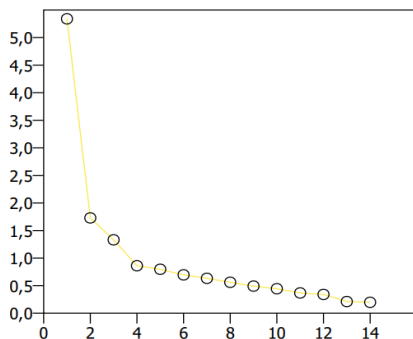
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5,34	38,1%	38,1%	5,34	38,1%	38,1%	3,36	24,0%	24,0%
2	1,73	12,3%	50,5%	1,73	12,3%	50,5%	2,70	19,3%	43,3%
3	1,33	9,5%	60,0%	1,33	9,5%	60,0%	2,34	16,7%	60,0%

Table 5
Component Matrix

	1	2	3
It. 1	,54	,09	,52
It. 2	,62	,37	-.28
It. 4	,71	,17	,23
It. 5	,55	-.40	-.30
It. 6	,58	,18	,31
It. 7	,35	-.68	,08
It. 8	,54	-.47	-.29
It.9	,54	,45	-.53
It.13	,74	,04	,25
It. 10	,66	,26	-.16
It.11	,64	,29	,40
It.16	,73	-.32	-.05
It.17	,60	-.19	-.36
It. 18	,72	-.43	,07

In Figure 3 it can be seen that the three factors are placed outside the plateau line, which is installed starting with factors 4 and 5, considerably further from factor 3 on the diagram.

Figure 3
Scree Plot



Component Number

In Table 6 it is shown the item saturation in the three factors, represented by the item-factor correlation, The first factor collected items 1, 4, 6, 11, 13. The second factor collected items 2, 9, 10, 17, and the third factor collected items 5, 7, 8, 16, 18. From this study it can be seen that the strongest correlation can be observed with item 9. The value of 0,86 represents the correlation between item 9 and factor 2.

Table 6
Rotated Component Matrix

	Responsibility	Integrity	Self-control
It. 1	,75		
It. 4	,70		
It. 6	,66		
It. 11	,79		
It 13	,70		
It. 2		,69	
It. 9		,86	
It.10		,57	

It. 17		,64	
It.5			,69
It.7			,72
It. 8			,73
It.16			,65
It. 18			,71

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.

At the end of the analysis, Cronbach’s alpha coefficient was also calculated for the new version of the instrument. Thus, the value obtained for Cronbach’s alpha in this research was 0,85, which allows the use of this instrument in a research study in the field of education. The final description of the factors by means of the key concepts contained in the items is described below (see Table 7).

Table 7
Factor and Keywords from Items

Responsibility	Integrity	Self-control
1. The way I use my time is important for me.	2. It is important for me to be honest no matter the circumstances.	3. I consider that I am able to manage the feeling of frustration.
4.The value of responsibility is important to me.	5. I consider myself a patient person.	6. It is important for me to act in accordance with sincere and good motives.
7. It is important for me to keep order in the place I work.	8. The value of integrity is important for me.	9. I consider myself as having self-control on my own emotions.
10. I have a positive attitude of respect towards people.	11. My own health values are important to me.	12. I am willing to finish the tasks that are required from me in due time.
13. It is important for me to avoid addictive behaviors.		14. Even if I needed higher grades, I wouldn’t cheat.

DISCUSSIONS

The present study has incorporated a process which has included a review of the current literature, and the result of the three factors Scale suggest the role that responsibility, integrity and self-control play in teenagers' lives. Mergler and Shield (2016) in their study also find it relevant that the teenagers' developmental period is highlighted by them in a desire to question the world around them, and to learn how to make decisions that have far reaching consequences, a result to which the present study has also come. The grouping of items in initial position deserves paying close attention, the discussion rendering from this exercise helping at further research. In the beginning the intention was to create an instrument with four factors, but most items connected with the value of perseverance were mistakenly connected to another value, and the items were taken out as a result.

The author of this study agrees with Mergler and Shield, (2016) who suggest that an influential factor that influences adolescents' choice may be the degree to which they have developed personal responsibility. Conducting a study based initially on 34-item measure, on 513 students they finally constructed a 15-item scale based on personal responsibility. According to the study media sources argue that the many problems that exist in our society can be traced back to a lack of personal responsibility within society's members, and they particularly include here teenagers, mentioning also external factors that can impact the choices one makes.

CONCLUSIONS

The grouping of items in initial position deserves paying close attention, the discussion rendering from this exercise

helping at further research. In the beginning the intention was to create an instrument with four factors, but it was discovered that most items connected with the value of perseverance were mistakenly connected to another value, and the items were taken out as a result.

This study showed that, even though seen from the students' point of view, moral values might not occupy, at first sight a very important place in their lives, the three values studied in this research (responsibility, integrity and self-control) are seen as playing a great role in students' lives, not only when we talk about school, but also in everyday life. Thus, from empirical results, it can be concluded that RIS-Scale presents special properties that can contribute to further studies in teenagers in the context of educational settings. As stated above, the literature studied for this research help up consider the importance of moral values in teenagers lives to conduct adolescents to become reliable citizens. As a result of the analysis conducted, and the items correlation in initial stage, leads to recommendation for further study. Thus, to bring more information and better results in the field of education and so that the instrument should be better developed, further research might be required which leads to helping the teenagers develop their personality better. This could be better done in the future studying students from more than three schools, on a larger number of students, and on a larger period of time, to get more relevant results.

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