

## Empowering Class IX Students' Moral Values: The Vital Role of a Catholic Religion Teacher

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### Abstract

This study aimed to describe the role of Catholic religious education teachers in increasing the moral values of class IX students at SMP Swasta Katolik 2 Kabanjahe. The problem in this study is that there are still teachers who do not fully understand their role in increasing the moral values of students, so the moral values of students quickly decline due to the times. This study uses a descriptive-qualitative approach. Research data was obtained through observation, interviews, and documentation. The informant determination technique used was snowball sampling. The informants in this study consisted of 1 school principal, 1 Catholic Religious Education teacher, 7 colleagues, and 10 students. The data analysis technique uses technical triangulation: reduction, display, and concluding. The study results show that Catholic religious teachers have carried out their duties as well as possible, namely carrying out their roles as role models, educators, and pastors. Meanwhile, students also have good moral values, namely being religious, honest, responsible, disciplined, and independent. The results of this study can be used in other places if the places have characteristics that are not much different from the ones found in the research that has been done. This research is limited to the role of Catholic religious education teachers and the moral values of students.

**Keywords** *Teacher's Role PAK, Moral Values, Students*

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### INTRODUCTION

Education is a process that is expected to change the mindset and behaviour of every human being. Success in education is never separated from the role of the teacher as educator and instructor. The teacher, as an educator, must have the competence or expertise to teach, educate, and guide. In addition, the teacher is an educator whose main job is to teach but who is disoriented towards not only skills with the dimensions of the creative reality but also the dimensions of the realm of taste and intention, and the teacher is also a person who carries out his main duties, namely educating, teaching, guiding, directing, training, assessing, and evaluating their students in education (Ginting et al., 2022). This is emphasized in government regulations, which state that teachers are professional educators who have the task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education (Kemensekneg, 2017). In Law Number 20 of 2003 concerning the National Education System, Article 3 reads: "National education functions to develop capabilities and form dignified national character and civilization in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and are democratic and responsible citizens" (DPR, 2003).

The teacher, as the spearhead of learning as well as a supporter of the successful implementation

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of programs in schools, has the authority to develop the character of students according to Pancasila values as part of the program from the Minister of Education ((Sitorus et al., 2020) The success of education is the responsibility of educators. The educators in question are teachers. Teachers are educators in education who have a responsibility or role to assist students in developing character and potential. Teachers are expected to be able to improve the quality of education and become agents of learning. Teachers and students are objects in education. The main task of the teacher is also the task of the Catholic religious education teacher in the learning process. Augustine said a Catholic religious education teacher is a teacher who gives Catholic religious education in schools. A Catholic religious education teacher has the duty and role of advancing education and being able to help participants' students develop their abilities. A Catholic religious education teacher is a profession or position with special expertise in education (Datus et al., 2018). The Council of Vatican II asserts in *Ad Gentes* art. 26-27 that the teacher is important in educating and guiding participants. For more, draw closer to Christ. Catholic religious education teachers have an important role not only in learning but also in the outside process of learning to guide student behaviour.

Catholic Religion Teachers have the duty and role to advance education and be able to help students develop their abilities. A Catholic religious teacher is a profession or position that has special expertise in the world of education. Teachers should realize that their role is very decisive in the development of Catholic schools. Therefore, they should be prepared so that they will bring profane and religious knowledge and can educate following the discoveries of modern times. Let love be a mutual bond with students and imbued with an apostolic spirit. Thus, they should witness Christ as the only teacher through their lives and teaching duties. They should seek to awaken the school's spirit in their students, and teachers should continue to accompany them with advice and friendship, even though associations have a special purpose and breathe the true ecclesiastical spirit (Konsili Vatikan II, 2006).

Students in the learning process must master the teaching materials the teacher delivers. Students are expected to be able to develop their potential through the learning they receive at school. Students will experience continuous development and never stop. This development can be viewed from the moral development perspective (Haru, 2020). Santrock said that moral development is related to rules and conventions regarding what humans should do in their interactions with others (Khoirun Nida, 2013). The development of moral values in students can be influenced by family, friends, the surrounding environment, and teachers (Pius et al., 2021). Moral development in students can be seen in the moral values carried out in everyday life. Catholic religious education plays an important role by increasing and fostering the moral values of students (Mones & Un, 2020). The moral values that are meant to be instilled in students are the calls to do good to others, maintain order and security, maintain cleanliness, protect the rights of others, and the prohibitions against stealing, adultery, killing, drinking, and gambling. Moral values instilled in students are not only limited to doing good to others; the moral values referred to here are honesty, responsibility, and fairness. A person can be moral if that person's behaviour follows the moral values that are upheld by their social group (Sembiring et al., 2022).

Many factors contribute to influencing the moral quality of students. One such factor is an example from teachers, parents, and society. This exemplary nature in Indonesia is considered rare. The occurrence of various negative behaviours carried out by the nation's children, one of which is caused by the crisis of exemplary behaviour among the nation's leaders. This condition makes children no longer care about the teacher's advice because the examples of negative behaviour exhibited by political elites obtained by children outside the classroom through the mass media are

far more influential on forming their personalities. As a result, schools, especially teachers, can no longer contain this negative culture (Hudi, 2016).

Moral problems among students at this time are one of the problems that must receive attention from all parties, both in society and in families and schools. Some things that make students' morale low nowadays are free association, a modern lifestyle, and the perspective of each student. The same problem was found in research conducted by Noh Ibrahim Boiliu on the mission of Christian religious education and the problem of child mortality. This study shows that the current generation is influenced by current developments such as the mass media, which presents immoral images, drug abuse, the concept of intellectuality replacing morality, and the new age movement, which gives false hope. Today's young generation has become rebellious, losing norms, manners, and moral or religious values. This problem will be a concern for every parent and teacher because, of course, parents and teachers always expect their children to become useful and successful successors to the nation in the future (Boiliu, 2016) His problem will be a concern for every parent and teacher because, of course, parents and teachers always expect their children to become useful and successful successors to the nation in the future.

However, the problem in education is that many facts show that in the learning process, teachers only transfer knowledge to students without thinking about their future behaviour. Educators often ignore the behaviour of students in the community and school environment because, at present, teachers only think that their duties and roles have been completed if they can provide good learning to students. Yuli Astutik and Harmanto also said the same thing: teachers do not care much about instilling moral values in students. Instilling moral values in students is not only imposed by some educators in schools, but the problem is that educators do not care about their role in instilling moral values in students (Astutik & Harmanto, 2019).

The same problem was found when observing the Kabanjahe 2 Catholic Private Junior High School. The fact that it happened is still there: part participant, educate own mark moral or character, which is minimal. This occurs because teachers who teach in schools cannot instil good moral values in the participants they educate. This can be seen when the teacher lacks discipline with school rules and regulations and uses *mobile phones* in front of students when carrying out process learning so that you see that a Catholic religious education teacher is very important. By increasing the moral values of students, the authors would like to review a study on the role of catholic religion teachers in improving mark moral participant education class ix in junior high school private catholic 2 Kabanjahe.

## LITERATURE REVIEW

In the journal Klementino and Ola, Augustine said that "a Catholic religion teacher is a teacher who provides Catholic religious education in schools". A teacher is required to have a personality that is smart, innovative, creative, honest, humble, independent, and responsible (Datus et al., 2018). Catholic religious teachers must have extensive knowledge and a strong character to become professional teachers. A good Catholic religion teacher must have faith in Christ, be kind, have extensive religious and scientific knowledge, and be professional in carrying out their duties. Catholic Religious Teachers should be able to show students that Christ appears in himself when teaching students (Datus et al., 2018). A Catholic Religious Teacher is a profession and position requiring special expertise in Catholic Religion education and teaching. Therefore, the teaching of the Catholic religion cannot be done by just anyone outside the disciplines of the Catholic religion. Through the description that has been discussed above, it is very clear that a Catholic Religion teacher is a teacher as well as a preacher who teaches Catholic Religious knowledge that is sourced from the teachings of Jesus Christ. A Catholic Religion teacher is also not only required to be able to master the Catholic Religion teaching material taught to students, but he must also be able to be a

good personal figure and have a strong character so that he can be a role model for students, fellow teachers at the school where he is teaching, and also for the community around him. This was confirmed in the Second Vatican Council, where *Gravissimum Educationis* (GE) art. 5 emphasizes that the teacher is the main person in charge in terms of the education and self-development of students and their environment. Teachers should have certain personal qualities that include responsibility, authority, and discipline. Teachers are messengers of faith. Every Catholic religion teacher who has received baptism is invited to take part in spreading the Christian faith (Konsili Vatikan II, 2015). The role of Catholic religious teachers discussed in this research consists of seven things, namely, the teacher's role as educator, teacher, guide, trainer, adviser, reformer, model, and role model. First, the role of the teacher as an educator. The teacher's role as an educator means that the teacher is in the midst of his students. The motto of education coined by Ki Hajar Dewantara (1994) reads "Ing Madya Mangun Karsa", which means the teacher is an educator who is in the midst of his students and able to provide encouragement or enthusiasm to work. Behind the teacher, Tut Wuri Handayani, are educators who are able to direct or support their students on the right path. Second, the role of the teacher as a teacher is tasked with fostering the development of knowledge, attitudes, and skills. The teacher as teacher is in charge of transferring knowledge, educating skills, and teaching affection to students. (Kirom, 2017). Third is the role of the teacher as a guide. Catholic Religious Teachers are tasked with guiding students so that their conscience is well honed. Guidance is also given so that students can face life's problems and be independent in their tasks. Teachers also help students who experience learning difficulties, personal difficulties, and social difficulties and develop students' potential. (Wilis, Guru, Sofyan, Willis, & Pd, 2003). Fourth, the role of the teacher as a coach. Skilled teachers train students by passing on knowledge or motor skills. The education and learning process certainly requires skill training, whether intellectual or motor. In this case, the teacher will act as a coach to develop these skills. Without training, a teacher will not be able to demonstrate mastery of basic competencies and will not be proficient in skills that are following standard material (Kirom, 2017). Fifth the role of the teacher as an adviser The teacher acts as an advisor for students and parents even though the teacher does not take courses to become an advisor. The tradition of giving advice is the one most favoured by Indonesians. Parents advise children, and teachers advise students so that they can be more confident in making life choices and living them. This role functions so that students can make decisions in their lives. This role will work well if the teacher studies the personality and psychology of students (Kirom, 2017). The sixth indicator is the role of the teacher as a reformer. Teachers provide updates in education, including updated teaching methods, learning media, and strategies used in the teaching and learning process. (Supartini, 2021). Seventh, the role of the teacher as a model Teachers should provide examples, models, or roles. This shows that the teacher who gives the model to students gets the best presentation (Pius et al., 2021).

Moral comes from the Latin word *mores*, the plural of *mos*, which means custom. Meanwhile, in Indonesian, morality is defined as morality. Morals are those things that conform to generally accepted ideas about human action, which are good and reasonable. The current moral predisposition of students is damaged by modernization, where modernization is a transformation process from a change to a more advanced or increasing direction in various aspects of people's lives. Meanwhile, globalization comes from the word "global globe," which means globe or worldwide. So, globalization means a process of entering the world's environment. Modernization and globalization can affect people's attitudes in both positive and negative ways (Hudi, 2017). The explanation is as follows: Modernization and globalization can enter people's lives through various media, especially electronic media such as the Internet. Because of this facility, everyone can freely access information from various parts of the world. His knowledge and awareness heavily influence the attitude of a person to filter information obtained. Whether it will have a positive or negative impact on himself, the environment, and society, for this reason, a good understanding of religion is needed as a basis for filtering information. The lack of filters and selectivity towards foreign cultures that enter Indonesia means that these cultures can enter an unstable society to change,

especially teenagers. There is a decline in ethics and morals in Indonesian society. A loose grip on religion It has become a tragedy of the developed world, where almost everything can be achieved with science, so religious belief begins to be pushed back, belief in God is just a symbol, and God's prohibitions and orders are no longer heeded. By loosening one's grip on religious teachings, the controlling power within him will disappear (Hudi, 2017). Thus, society's laws and regulations are the only tools for controlling and regulating morals. But usually, society's supervision is not as strong as the supervision from within oneself. Because social control comes from the outside, if outsiders don't know about it or no one is expected to know about it, then those people will gladly dare to violate those social rules and laws. And if, in that society, many people commit moral violations, naturally, those who lack faith will not easily imitate or commit the same violations. But if everyone has a firm belief in God and sincerely practices religion, there is no need for strict supervision because everyone can take care of himself. You do not want to violate the laws and provisions of God. On the other hand, the further away society is from religion, the more it has preserved the morals of people in that society, and the more chaotic the atmosphere is because there are more and more violations of rights, laws, and moral values (Konsili Vatikan II, 2015).

### **RESEARCH METHOD**

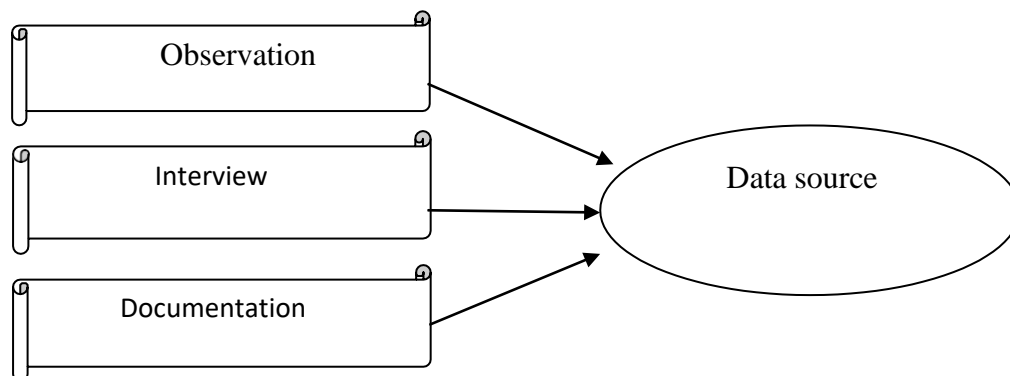
This research uses a qualitative descriptive type approach to explore or photograph the social situation that is thoroughly, broadly, and in-depth researched. The purpose of the qualitative descriptive analysis is to fully and deeply describe the occurrence of the various phenomena studied. The research was conducted at the Kabanjahe 2 Catholic Private Middle School. The data source determined by the researcher is expected to know the research situation. These data sources provide information based on experience about the situation and conditions of the research location. There are two types of sources of data used, namely primary and secondary data sources. The primary data source is the main source, namely the Catholic religious education teacher, and the secondary data source is the data source that does not directly provide data to researchers, such as through documents or exploiting people, such as interviews with school principals and students. Researchers get data through direct observation—by seeing, listening, and asking questions—as well as direct interviews. The data is obtained by using documentation tools such as voice recorders (cell phones), letter mail And taking photos. Then, researchers collected and analyzed the data (Sugiyono, 2011).

Techniques for determining data sources can be done through purposive sampling and snowball sampling. The number of informants was 19, consisting of school principals, Catholic religious education teachers, colleagues, and students. Data collection in the field came from interviews, observation, and documentation. In this study, researchers used participant observation as well as data collection techniques through observation. This can be done through observation, systematic recording of events, behaviour, objects seen, and other things that can support researchers who are observing from one object to another. Researchers conducted interviews with the aim of obtaining more accurate data from the research informants. School data in School Intermediate First Private Catholic 2 Kabanjahe Interview: this is done until the researcher can find the purpose of the study. Whichever method is carried out, accurate information can be obtained from students, Catholic Religion teachers, other teachers, and school principals. The interview technique used in this study was an in-depth interview. This interview contains a broader meaning than the interview structure (Sugiyono, 2011). The purpose of this interview is to find problems in detail. Open means that the parties being interviewed are asked for their opinions and ideas. Therefore, researchers are expected to be able to listen carefully and record everything submitted by the parties interviewed. The tool used in carrying out this interview is a voice recording device, such as a cell phone or camera. And helped with notes on the answers

to the questions. Documentation is noted about incidents that have already passed. Documents can be in the form of writing or the monumental works of a person. Activities or things that can be used as documentation are book teacher or student pickets and teaching and learning activities that are aligned with the results of interviews and observations researchers do (Creswell, 2010).

To analyze the data obtained, the researchers processed it by reducing and displaying it and drawing conclusions (Harahap, 2020). Reduction function to sharpen, classify, direct, throw away, which is not needed, and organize so that it can be made into a logical interpretation. Data analysis is necessary and is done through data reduction. Reducing data entails summarizing, choosing which trees to focus on, focusing on what is important, searching for themes and patterns, and discarding what is unnecessary. The form of presentation used includes narrative text, charts, and also through interview observations. The researcher presents data from the field by explaining in a simple and clear way everything that is obtained from the field. Then it enters the conclusion-drawing stage. Drawing conclusions is an advanced analysis of data reduction and data display so that data can be concluded. Drawing temporary conclusions can still be tested again with data in the field by reflecting and looking back at the triangulation data so that scientific truth can be achieved. When conducting research with observation methods, interviews, and documentation, researchers get new findings. These findings will be combined and drawn into a conclusion so that the research results have confidence (credibility), transference (transferability), dependency (dependability), and certainty (confirmability).

**Scheme 1. Triangulation Technique**



Scheme 2. Data analysis

**FINDINGS AND DISCUSSION**

**1. The role of the Catholic Religious Teacher in increasing the moral values of students in Kabanjahe 2 Catholic Private Junior High School is carried out in 3 aspects, namely as a model and role model, educator, and shepherd**

**a) Religious Teachers as Models and Exemplars**

The Catholic religious education teacher at Kabanjahe 2 Catholic Private Junior High School has a role as a role model in the school environment. The role of Catholic Religion Teachers in this school as a model and examples is being able to act politely using good or effective communication and always using a polite appearance like a teacher. Acting politely means being able to take responsibility for the actions taken and understanding how to act politely by using the words thank you, excuse me, sorry, and please. This was corroborated in interviews, observations, and documentation conducted by researchers with several informants regarding the role of religious teachers as role models in November 2022. These findings were also supported by the results of

Klementino's research, which said that Catholic religious teachers have a duty as models and role models for participants. Students because teachers will always be used as role models in schools (Datus et al., 2018). Therefore, the role of Catholic religious education teachers in the school setting as models and role models can be further strengthened by providing additional guidance and support in areas such as conflict resolution, empathy, and emotional intelligence. This can help them become positive role models and mentors for their students.

**b) Catholic religious education teacher as Educator**

Catholic religious education teachers have an important role in students' lives at Private Catholic Junior High School 2, Kabanjahe. As educators, Catholic religious education teachers have an attitude of responsibility in carrying out their duties in a timely manner and are always responsible for their actions in the school environment and the community environment. They take responsibility for the actions taken and understand how to act politely by using the words thank you, excuse me, sorry, and please. This was confirmed in interviews, interview observations, and documentation conducted by researchers with several informants regarding the role of religious teachers as role models. In November 2022. The findings of this study were also supported by previous research, which said that in Catholic religious education, teachers have a duty to educate not only to transfer knowledge but to educate the attitudes and character of students (Datus et al., 2018). While the attitude of Catholic religious education teachers was identified as important for their role as educators, it could be strengthened further by providing additional training and support in areas such as effective communication and time management.

**c) Catholic religious education teacher as Shepherd**

Catholic religious education teachers at Kabanjahe 2 Catholic Private Junior High School have an attitude of knowing their students. Getting to know students means that teachers must be able to understand the strengths, anxieties, joys, hopes, and frustrations experienced by each student. Based on the analysis, the researcher understands that the role of Catholic Religious Teachers as shepherds is able to increase the moral values of students through the attitude shown by Catholic Religious Education teachers to know each other and always be present to serve others in November 2022. The findings of this study are also supported by the Vatican II Council Documents, which emphasize that catholic religious education teachers have a duty as shepherds who can lead their sheep in a better direction in strengthening their faith (Konsili Vatikan II, 2006). The role of Catholic religious education teachers as pastors can be further enhanced by giving more personal attention to each participant. This can involve understanding their individual strengths, anxieties, hopes, and frustrations and adapting their approach accordingly.

**2. Moral Values of Students at Private Catholic Junior High School 2 Kabanjahe**

The moral values of students at Kabanjahe 2 Catholic Private Middle School are carried out in 5 aspects, namely religious, honest, responsible, disciplined, and independent. These five aspects could work better if, in terms of the participants' moral values, although it is encouraging to see that they have a strong sense of responsibility, honesty, and discipline, there may be opportunities to further increase their independence by encouraging them to take more initiative, both in their personal and academic lives :

**a) Religious**

Students at Kabanjahe 2 Catholic Private Junior High School always pray when starting and ending online learning. This was also conveyed by DS, who said, "Begin the lesson with prayer and singing. Sometimes, when you get bored in the middle of learning, the Catholic religious education teacher makes a game so you didn't get bored in November 2022.

**b) Honest**

Students at Kabanjahe 2 Catholic Private Junior High School have an honest attitude, namely being able to say something true, avoiding acts of cheating, plagiarism, or stealing, having the courage to do what is right, being trustworthy, and maintaining a commendable reputation and dignity. The first attitude of an honest person is to be able to say something true in November 2022.

**c) Responsibility \_**

Students who have a responsible attitude are able to carry out the assignments given on time and carry out picket assignments regularly in November 2022.

**d) Discipline**

Students at Kabanjahe 2 Catholic Private Junior High School have a disciplined attitude, namely attending on time in the learning process and obeying the rules made by the school in November 2022.

**e) Independent**

Students at Private Catholic junior high school 2 Kabanjahe have an independent attitude, namely being able to do assignments personally without having to be assisted or see other people's assignments in November 2022.

**Table 1:** Religious Education Teachers Catholic As a Model and Example

No	Question	Answer
1	How do Catholic religious education teachers act in the school environment?	Catholic religious education teachers in the school environment always act politely, speak good words and have good manners not only in the school environment but outside the school environment. The acting was politely carried out by Catholic religious education teachers, namely saying the words thank you, please, excuse me and sorry.
2	How do Catholic religious education teachers communicate?	Catholic religious education teachers communicate well with every teacher and always appreciate the communication that is done and speak polite words.
3	Catholic religious education teachers often use it when teaching and in the school	Catholic religious education teachers use a polite, neat and clean appearance



environment.

while teaching and in the school environment.

**Table 2:** Religious Education Teachers Catholic As Educators

No	Question	Answer
1	When delivering material, what attitude do Catholic religious education teachers often show?	Catholic religious education teachers are always responsible, carrying out assignments on time and finishing the course on time. Actions taken are accountable.
2	What is the role of the Catholic religious education teacher as an educator?	The authoritative attitude possessed by Catholic religious education teachers as educators is that they are able to make students follow the directions they convey and become an attraction for students at school.
3	How do Catholic religious education teachers do when conveying a decision?	Catholic religious education teachers make decisions for themselves without asking for help from others
4	How do teachers enforce discipline in the classroom?	The disciplinary attitude of Catholic religious education teachers in the school environment, namely obeying school rules, making rules in the class and applying discipline first in themselves

**Table 3:** Religious Education Teachers Catholic As Shepherd

No	Question	Answer
1	Do Catholic religious education teachers know their students? How do Catholic religious education teachers get to know their students?	Catholic religious education teachers know students by looking at the circumstances or needs of each student and understanding the situation experienced by each participant.
2	How do Catholic religious education teachers meet the needs of students?	The attitude of serving students is carried out by Catholic religious education teachers by fulfilling all the needs of students in the school environment.

**Table 4. :** Participants' Moral Values Educate field Religious

No	Question	Answer
1	What activities do you usually do to start and end learning?	Students have a religious attitude, namely by praying before and after learning in class.
2	How do you deal with difficult situations?	Be grateful and always hope in God.
3	How do you do when expressing your opinion?	Actions are taken by students in expressing opinions in class is always to say hello.

**Table 5:** Participants' Moral Values educate field Honestly

No	Question	Answer
1	How do you act when asked to explain a problem?	Tell and explain the problems that occur honestly.
2	What actions what do students avoid in doing assignments or exams?	Calling friends during exams, cheating and searching Google.
3	How do you act when you see a friend lying or cheating?	Own courage To say the truth, rebuke, and advise.
4	How do you act when you are given an assignment by a Catholic religious education teacher?	Trustworthy and does a good job
5	How are your actions to advance the name of the school?	Study hard, discuss Olympic questions and maintain an attitude so as not to embarrass the school.

**Table 6.** Participants' Moral Values educate field Responsibility, Discipline , and Independence

No	Question	Answer
1	How is attitude responsibilities that you do in the classroom and the school environment?	Carry out picket duties in class and carry out the order voluntarily.
2	How is the attitude of discipline carried out by students in the school environment?	Be present on time in the learning process and follow all regulatory rules and school orders.
3	How do you act independently in the school environment?	Do your own work, and don't depend on friends.

## CONCLUSIONS

Based on the study about The Role of Catholic Religious Teachers in Increasing the Moral Value of Class IX Students in Private Junior High Schools, it can be concluded that :

1. The role of the Catholic religious education teacher at Kabanjahe 2 Catholic Private Junior High School is to increase the value of moral participation. This is done by the Catholic religious education teacher who serves as a model, an example, an educator, and a shepherd. The role of model and role model is carried out by Catholic religious education teachers who act politely, communicate well, and look polite. As educators, Catholic religious education teachers in this school have a responsible attitude, are authoritative, are able to make decisions independently and behave with discipline in the school environment. As a shepherd and a Catholic religious education teacher in a school, this capable person knows participant education and has an attitude that is ready to present and serve participant education.
2. Participant educated in junior high school Private Catholic 2 Kabanjahe has markedly good morals. This can be seen when learning and outside of learning. The moral values possessed by students in this school are: religious, honest, responsible, disciplined, and independent. The religious attitude of students can be seen when they pray before and after learning; they can be grateful in all matters and say when they want to give. The honest attitude of students in this school can be seen when they dare to express something true according to reality, are capable of avoiding bad attitudes such as cheating, plagiarism, and imitating, can be trusted when given a task by the teacher, and always guard their reputation as well as their good dignity in school. The attitude of responsibility is seen when the participants and students do the assignments given on time and carry out the task lists that are already in place in class. Attitude discipline participants educate in school. This is seen when they can present appropriate time in the learning process. However, because of the problem network, there are still participants who learn late. When a participant's attitude is

independent, they are able to do the job without the assistance of another person.

### LIMITATIONS & FURTHER RESEARCH

Other researchers may consider expanding the topic to examine external aspects such as the family environment and the function of peers in increasing student morale at school.

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