MACCA: JOURNAL OF LINGUISTIC APPLIED RESEARCH

Vol.1, No.3, 2024: Page 149-160

A Study on the Influence of Moral Education on Students' Academic Achievements

Dr.M. Nirmala, Dr.S.H.Sheik Mohamed, , Mr.S. Palani, Dr. Sam Hermansyah

- ¹Department of Visual Communication, Ethiraj College for Women, Chennai, India.
- ²³Department of Electronic Media, St. Thomas College of Arts and Science, Chennai, India.
- ⁴Department of English Education, Universitas Muhammadiyah Sidenreng Rappang, Indonesia.

Corresponding Author: 1 <u>nirmalasaravanan1012@gmail.com</u>

ARTICLEINFO

Keyword Education , Moral, Students, Empathy, Discipline, Environment

©2024 Dr.M. Nirmala, Dr.S.H.Sheik Mohamed, , Mr.S. Palani, Dr. Sam Hermansyah

: This is an open-access article distributed under the terms of the <u>Creative Commons Atribusi</u>



ABSTRACT

The study investigates the influence of moral education on students' academic achievements, focusing on values like responsibility, empathy, and discipline. It uses a literature review method and academic performance analysis. Results show a positive between moral education and improved academic outcomes, with self-discipline and empathy significantly influencing student engagement, behavior, and resilience. Integrating moral education in school curricula enhances academic performance and fosters a supportive learning environment. Recommendations include value-based learning activities, teacher training, and parental involvement.

INTRODUCTION

Durkheim promoted a secular and logical morality and concentrated mostly on the "organic solidarity" social order in contemporary nations. He held that the content of the moral code should be modified for each civilization and that educating new generations to internalize morality is essential to preserving all societies.¹

The growth and grooming of youngsters are greatly influenced by their parents and teachers. They support and guide their children in academic pursuits, helping them excel in school and college subjects and various extracurricular activities. Mothers establish routines that help children understand the importance of consistency. They assist their children in organizing their daily lives and exploring new knowledge, both within and beyond the school environment.

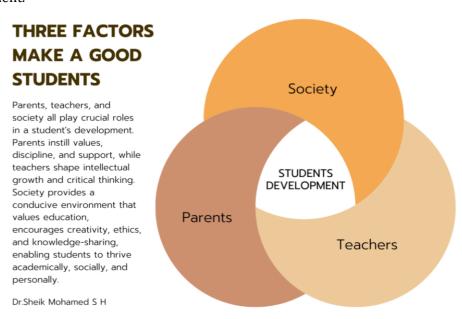


Figure 1: Role of Parents, Teachers and Society in Students Development

A Student development is greatly influenced by their parents, teacher and social factors, who inculcate empathy, discipline, and fundamental values early on. While parental participation in school encourages a strong work ethic and a favourable attitude toward academic achievements, a supportive home environment cultivates resilience and self-confidence. Teachers provide an example of moral behavior and respect while offering moral direction and a disciplined environment. Students are inspired to overcome barriers and pursue achievement when their academic and personal struggles are supported. This mix of moral support fosters social and emotional health, intellectual progress, and well-rounded development. (Fig:1)Parents and teachers leverage their understanding of their children's psychological, social, and educational requirements to offer solutions to challenges and enhance academic achievements. Mothers can generate creative minds and be innovators in their children's educational life. The emotional bond between mothers and their children plays a vital role in nurturing a supportive and loving relationship.

Moral education significantly influences students' character, values, and behavior, which in turn affects their academic achievements.² The research highlights the connection between moral values and good character, emphasizing the role of educators and academics in guiding students towards forming moral identities and influencing learning outcomes. Moral education

_

¹ www.recentscientific.com

² Li Bing. (2024). A Study Of Undergraduate Students Engagement In Moral Education. *Educational Administration: Theory and Practice*, *30*(5), 6053–6056. https://doi.org/10.53555/kuey.v30i5.3899

promotes students' moral development and character formation, based on moral philosophy, psychology, and educational practices, integrating ethics into all life experiences.

This study investigates the impact of moral education on academic performance, focusing on core values like responsibility, empathy, and discipline. It aims to analyze how students who exhibit these values perform academically compared to those who do not prioritize moral education. The findings may lead to the implementation of comprehensive moral education programs in schools, focusing on character development, empathy training, and conflict resolution skills. Teachers and parents can also play a crucial role in reinforcing these values, enhancing the impact of moral education on students' overall growth. The ultimate goal is to cultivate individuals who excel academically and embody ethical principles and compassion in their interactions. Character education is defined differently by contemporary educators, who emphasize moral excellence, firmness, and integrity. A criteria for determining excellent character is provided by characteristics such as self-discipline, knowledge, honesty, and kindness. Instead of emphasizing individual character education, Goldsmith-Conley stresses the creation of a school culture that is sensitive to character development. Objectives of the Study ,To explore the correlation between moral education and students' academic achievements. To identify specific moral values that positively influence students' academic success.

LITERATURE REVIEW

Moral education improves classroom behavior, reduces disciplinary issues, and fosters a positive learning environment. Students with high self-discipline, responsibility, and empathy are more likely to succeed academically. However, there is a gap in understanding the direct relationship between specific moral values and academic achievements, highlighting the need for further research. This review examines key studies and theoretical perspectives on moral education's impact on students' academic outcomes .Althof and Berkowitz, (2006)A comprehensive synthesis of moral and character education philosophies, approaches, and objectives can guide the design of educational programs that promote morals, values, ethics, and character education. This holistic approach ensures students receive a well-rounded education emphasizing ethical decision-making and responsible behavior. Investing in effective moral and character education can cultivate a compassionate and virtuous society for future generations.

Lickona (1991), Moral education is crucial for holistic student development, fostering values like respect, empathy, honesty, responsibility, and self-discipline. It helps students develop a moral compass, guiding their behavior, decision-making, and interactions. Students with strong moral foundations exhibit behaviors conducive to academic success, such as self-regulation, responsibility, and perseverance. Berkowitz and Bier (2005) ,Studies show that moral education programs consistently improve academic performance and reduce Behavioral issues, as moral values foster personal qualities like discipline and responsibility, essential for academic success.

Battistich et al. (2000), also found that schools with strong character education frameworks experienced greater academic success and student involvement, leading to increased cooperation, self-discipline, and drive, thereby fostering a supportive school climate that promotes learning and success.

Research has identified several specific moral values that contribute to academic success:

• **Responsibility:** Miller (2009) asserts that responsible students prioritize their studies, efficiently manage their time, and finish assignments on time, all of which have a favourable effect on their academic achievement. Students are inspired to take charge

of their education when they are given responsibility because it fosters a sense of accountability.

- **Empathy:** Schonert-Reichl and Lawlor (2010) discovered that empathy promotes a cooperative and encouraging learning environment by assisting students in strengthening their bonds with instructors and peers. Additionally, empathy fosters social cohesiveness and lessens conflict, both of which can improve concentration and involvement in learning environments.
- **Discipline**: In a study by Duckworth and Seligman (2005), self-discipline was found to be a better predictor of academic success than IQ. Disciplined students are more likely to set goals, work consistently, and overcome challenges, making discipline a vital component of both moral development and academic achievement.

Moral education, as per Bandura's social learning and Vygotsky's social development theories, can improve academic performance by fostering collaboration, empathy, and respect. Students learn these values through modelling, imitation, and observation. However, external factors like cultural background, socioeconomic situation, and family background may impact the long-term impact. Literature suggests a strong positive correlation between moral education and academic success, emphasizing discipline, empathy, and responsibility. Further research is needed to explore long-term impacts. Duckworth et al. (2007) Moral values like integrity, responsibility, perseverance, respect, and self-discipline significantly influence students' academic performance. These values improve time management, goal-setting, and engagement with peers and instructors. Students with strong moral values are less likely to engage in academic dishonesty and focus on authentic learning. Duckworth & Seligman, (2005). Responsibility enhances organizational skills and leads to better academic outcomes. Perseverance is linked to success in long-term projects and difficult courses. Respect and fairness create a conducive environment for cooperative learning. Self-discipline directly impacts academic success, as self-regulated students tend to outperform their peers.

RESEARCH METHODOLOGY

Research methodology-based review methods are crucial for systematically examining existing literature, theories, and practices to develop a comprehensive understanding of a research topic. Common methods include systematic reviews, narrative reviews, scoping reviews, metanalyses, critical reviews, rapid reviews, qualitative systematic reviews, and umbrella reviews. Each method has its strengths and limitations and can be chosen based on the research question, evidence nature, and available resources. Moral education promotes children to develop values such as responsibility, empathy, honesty, and self-discipline, which may have a good impact on many elements of their learning journey. When students adopt these principles, they tend to develop better study habits, better classroom demeanour, and a greater devotion to their academic objectives. For example, accountability drives students to finish tasks on time, but empathy fosters cooperation and successful communication with classmates. ((Fig:2)

The Role of Moral Education in Academic Achievement



Figure 2: Elements of Moral Educations

Moral education, which stresses values such as honesty, accountability, persistence, and respect, has a major impact on students' academic performance. It promotes positive academic habits and interpersonal interactions, which have a direct influence on learning results. Moral education promotes responsibility by encouraging students to take ownership of their learning, resulting in improved academic achievement. It also promotes integrity by teaching pupils the value of honesty and ethical behavior, which fosters a trusting atmosphere. Moral Education promotes tenacity and resilience, sometimes known as "grit," which improves academic persistence and achievement. Furthermore, moral education fosters respect and collaboration, which are essential in collaborative learning contexts. By incorporating moral ideals into the educational system, students are better able to handle their academic duties, form meaningful relationships, and achieve academic achievement.

Teachers play a crucial role in children's lives from preschool to adulthood, modelling positive character traits and helping them understand values and character traits. They serve as role models, guiding students on morals and character matters. Teachers maintain relationships with students and incorporate moral principles from children's literature into the classroom. They also incorporate moral lessons from home into the curriculum, ensuring they are fully implemented and delivered. Teachers teach students to respect others' rights and accept responsibility for their own conduct. However, not all educators provide modelling for their students. Teachers are responsible for teaching integrity, commitment, and proper conduct. The adoption of educational techniques is essential for creating a morally upright society, and teachers are actively developing, implementing, and assessing these strategies themselves.

Core Values in Moral Education

Moral education is an important tool for producing ethical and socially responsible persons. It emphasizes essential values including integrity, accountability, respect, persistence, justice, empathy, self-discipline, and compassion. Integrity promotes honesty and trust, influencing academic success. Responsibility encourages accountability and responsibility, while respect fosters a positive learning environment. Persistence encourages goal achievement despite challenges. Fairness fosters inclusivity and a sense of belonging. Empathy promotes understanding and sharing feelings, while self-discipline helps manage emotions and habits. Compassion shows concern and kindness, creating a supportive environment. Overall, moral education fosters a culture of honesty, responsibility, respect, perseverance, fairness, empathy, self-discipline, and compassion, ultimately leading to better academic and social outcomes.

- Responsibility: This value instils accountability, helping students understand the importance of their actions and how they affect others. Academically, responsible students tend to be organized, proactive, and reliable in completing their coursework.
- 2. **Empathy**: Empathy helps students understand and relate to others' perspectives, fostering a supportive and collaborative learning environment. Students with high empathy are often better at working in groups, sharing ideas, and resolving conflicts, which enhances both their social and academic experience.
- 3. **Discipline**: Discipline is essential for maintaining focus, following through on tasks, and managing time effectively. Disciplined students are likely to have better concentration, avoid distractions, and stay committed to their academic responsibilities.

Moral principles are essential for people to make moral decisions and establish relationships that are truthful, believable, and equitable. From a young age, they should be formed, and schools are essential in helping to guide and assist kids in this process. Ten fundamental moral principles aspect, honesty, compassion, hard effort, kindness, appreciation, sharing, collaboration, responsibility, and generosity are necessary to develop children's character and foster healthy conduct. Building a strong character and a charming personality requires respect. Schools teach honesty as a desirable policy, but understanding its importance requires consistent practice. Kindness is important when it manifests as acceptance, empathy, fairness, and consideration. Sharing is a way to show compassion, and gratitude is the readiness to show thanks for all that life has to offer. Setting an example teaches responsibility, while cooperating is the act of helping others achieve a common goal. The development of a kind and socially conscious individual depends on generosity. Students need to have their moral beliefs shaped in order to grow up to be strong, unflinching adults, and it is vital to devote time and energy to their moral development in order to instil a sense of right and wrong.³

RESULT AND DISCUSSION

Moral education is an important part of education because it effects students' attitudes, actions, and academic achievement. It promotes vital character attributes such as self-discipline, responsibility, persistence, and integrity, all of which are necessary for academic achievement. Moral education also encourages intrinsic motivation, which promotes personal development, effort, and integrity. It also promotes tenacity and resilience, resulting in improved learning results.

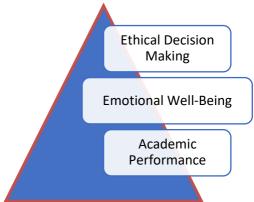


Figure 3 Basic outcomes of Moral Education

Respect and collaboration, as well as stressing empathy and understanding the feelings of others, help to establish a pleasant learning and social environment. Integrity and academic honesty improve ethical decision-making, resulting in a fair and just learning environment.

³ https://www.invictus.edu.kh/news/10-important-moral-values-for-students

Moral education also enhances students' emotional and psychological well-being, resulting in increased self-esteem and academic achievement. Thus, incorporating moral education into the curriculum can help students improve their academic performance while also preparing them to be ethical, responsible members of society. When integrated effectively into the schools or colleges curriculum, moral education can enhance learning outcomes in several ways:

Improved Classroom Behavior: Strong moral values among students reduce disruptive behavior, creating a more conducive learning environment. Honesty and integrity reduce cheating and plagiarism, fostering a fair academic environment. This fosters trust and respect among classmates, enhancing the overall learning experience.

Increased Academic Motivation: Moral values like persistence and dedication drive students to overcome challenges and excel academically. However, some students lack these values due to natural intelligence or access to resources, highlighting that academic success is not solely dependent on these values.

Enhanced Cognitive Skills: Discipline and responsibility are essential values for developing critical thinking and problem-solving skills, which are crucial for academic success. However, some individuals possess these values but struggle with critical thinking, indicating that these values may not always be directly linked to academic success.

Students' character and values are greatly influenced by moral education, which fosters improved behavior, admirable ideals, honesty, respect, and a dedication to justice. It promotes empathy, fairness, accountability, and moral decision-making by communicating and teaching values and concepts.

The most effective moral education enables kids to think morally rather than merely following the rules by encouraging debate, introspection, and critique of ethical problems. Children must be treated with dignity, be truthful, and be dedicated to justice in order to foster a sense of accountability.

Significance of Moral Education in Academics

Moral education in schools promotes values like honesty, respect, responsibility, and self-discipline, which are crucial for a well-rounded personality. These values encourage students to approach learning with purpose and integrity, potentially leading to higher academic performance. Incorporating moral education in the curriculum prepares students for future careers and personal relationships. By prioritizing these values, students are more likely to make ethical decisions and treat others with kindness and empathy, ultimately shaping individuals who contribute positively to society.

Moral Education's Impact on Academic Behaviors

- Encourages self-discipline, responsibility, and time management.
- Promotes academic integrity through teaching honesty and ethical behavior.
- Enhances motivation and engagement through personal growth and learning joy.
- Builds strong character through core values like responsibility, integrity, perseverance, respect, and empathy.
- Improves peer relationships through respect and cooperation.
- Supports ethical decision-making, shaping responsible individuals.
- Equips students for future success with essential life skills and societal contributions.

Moral education, which emphasizes cognitive, emotional, and psychomotor components, is essential in forming students' personalities and character. It emphasizes qualities like integrity, accountability, self-control, and empathy. Students gain strong character qualities

that help them deal with life's obstacles when they comprehend and internalize these beliefs. Character development is emphasized by the Prophet, who says that parents should "glorify their children and teach them noble character." Additionally, moral education promotes virtues like empathy, tolerance, and cooperation—all of which are critical in social situations. Students who adopt these attitudes are better able to resist bad habits like lying, cheating, and violence and build peaceful connections in both the classroom and society. Another crucial component of moral education is discipline, which teaches pupils to abide by laws and customs. such as punctuality and responsibility for assigned tasks. Good discipline leads to success in academics and personal life.

Impact of Moral Education on Student Behavior and Academic Success

Moral education contributes to positive classroom behavior by fostering respect, empathy, and self-control. Students who engage in moral education tend to exhibit fewer Behavioral issues, creating a more conducive learning environment for both themselves and their peers. Enhanced self-discipline also helps students prioritize their studies, improve time management, and achieve higher grades.

- Promotes academic integrity, self-discipline, responsibility, motivation, and positive social interactions.
- Enhances academic persistence and promotes fairness and equality.
- Encourages honesty, reduces cheating and plagiarism.
- Fosters intrinsic motivation and strong work ethic.
- Promotes positive social interactions and collaboration.
- Develops ethical decision-making skills for responsible behavior and ethical leadership.
- Enhances academic persistence and long-term success.

Studies on moral education and character education initiatives have demonstrated that well planned and executed programs may raise academic success to moderate degrees. Academic gains and program quality are correlated; primary schools with strong character education programs have favourable correlations with academic markers.

A study by Catalano et al. (2002) found that positive youth development approaches can result in positive youth behavior outcomes and the prevention of youth problem behaviors. Nineteen effective programs showed positive changes in youth behavior, including interpersonal skills, quality of peer and adult relationships, self-control, problem-solving, cognitive competencies, self-efficacy, commitment to schooling, and academic achievement. Cooperative goal structures were associated with higher achievement and more positive peer relationships for early adolescents. David Straights' evidence-based book, Breaking Into the Heart of Character, supports the tie between character education and academics.⁴

Key Moral Values Influencing Academic Performance The study highlights specific moral values such as:

- **Responsibility**: Encourages students to take ownership of their studies and complete assignments on time.
- **Empathy**: Promotes teamwork and understanding in group projects, enriching the learning experience.
- **Discipline**: Helps students maintain focus on their academic goals and build resilience against distractions.

These values not only enhance academic performance but also foster life skills that support personal development.

⁴ https://www.csee.org/page/AcademicAchievement/Academic-Achievement-and-Moral-Education-CharacterEducation.htm?ref=blog.enrollhand.com

Role of Schools in Integrating Moral Education

Schools play a vital role in implementing moral education effectively. Integrating moral values into the curriculum, through activities, discussions, and role modelling by teachers, can reinforce these values in students' daily lives. Extracurricular programs like community service, peer mentoring, and character-building workshops are also effective in teaching these values. Values and ethics With an emphasis on values like honesty, equality, compassion, integrity, and respect, education is an essential component of education that aids in the development of a solid moral foundation in pupils. It gives students the abilities and information required for moral decision-making, empowering them to evaluate moral conundrums and reach well-informed conclusions. Additionally, ethics education fosters critical social and emotional competencies like empathy, understanding, and problem-solving, which facilitate interpersonal connections and enhance communication. Values like honesty, accountability, and devotion are highlighted, along with character development. The development of ethical leadership abilities fosters integrity, fairness, and the welfare of the community.

Advocacy campaigns and community service initiatives promote civic duty. Students' capacity to examine ethical concerns is improved via the promotion of critical thinking and ethical reasoning. make sound judgments, and engage in meaningful discussions. Ethics education fosters a positive school culture, valuing kindness, empathy, and respect, reducing bullying and discrimination, and preparing students for success.⁵

CONCLUSION

In order to overcome moral ambiguity and encourage ethical principles in decision-making, the study examines how moral education shapes children's character. It proposes a comprehensive educational approach that addresses moral dilemmas in contemporary society by including character development and cognitive components. A child's growth depends on receiving a moral education, and schools have a big influence on how they think, feel, and behave. It is important for educators to be explicit about their responsibilities as moral educators. As moral role models, parents, teachers, and religious leaders are all included in the proposed eclectic approach. In order for children to engage in decision-making and defend their rights, parents should establish a moral community. All agents of moral development should work together to create a conducive environment for children to grow up with high moral values.

The study concludes that moral education has a significant, positive impact on students' academic achievements. Values like responsibility, empathy, and self-discipline not only enhance academic performance but also foster a positive school environment, supporting students' overall growth and success. By nurturing these values, schools can help students become well-rounded individuals prepared for both academic and life challenges. Recommendations for Educational Institutions Curriculum Integration: Incorporate moral values into academic subjects through discussions, stories, and real-life applications.

Teacher Training: Provide training to teachers on how to model and reinforce moral values in the classroom. Extracurricular Activities: Engage students in activities that promote empathy, teamwork, and community responsibility. Parental Involvement: Encourage parents to support moral education at home to reinforce values taught in school. Future Research Directions Further studies could explore the long-term impact of moral education on career

⁵ https://www.euroschoolindia.com/blogs/role-of-ethics-values-education/

success and personal fulfilment. Additionally, examining cultural differences in moral education's influence on academics could provide valuable insights for global educational practices.

REFERENCES

- 1) Han, H. (2014). Analysing theoretical frameworks of moral education through Lakatos's philosophy of science. Journal of Moral Education, 43(1), 32-53. doi: 10.1080/03057240.2014.893422
- 2) Hildebrand, G. M. (2007). Diversity, values and the science curriculum. In D. Corrigan, J. Dillon & R. Gunstone (Eds.), The re-emergence of values in science education (pp. 45-60). Rotterdam, The Netherlands: Sense Publishers.
- 3) Althof, W., & Berkowitz, M. W. (2006). Moral education and character education: Their relationship and roles in citizenship education. Journal of Moral Education, 35(4), 495-518. doi: 10.1080/03057240601012204
- 4) Rao, S. (2016, January 3). Along with math, kids learn about truth & love. Sunday Times of India, p. 4.
- 5) Sarangi R (1996). Moral education in schools: Bases and implications. New Delhi: Deep & Deep Publications.
- 6) Simona Velea, Speranța Farca (2013). Teacher's Responsibility in Moral and Affective Education of Children. Procedia: Social and behavioural sciences, 76 (2013), 863-867. doi:10.1016/j.sbspro.2013.04.221
- 7) Thornberg, R (2008). The Lack of professional knowledge in values education. Teaching and Teacher Education, 24 (7), 1791-1798. doi:10.1016/j.tate.2008.04.004
- 8) Willemse M, Lunenberg M, Korthagen F (2005). Values in education: a challenge for teacher educators. Teaching and Teacher Education, 21(2), 205-217. doi:10.1016/j.tate.2004.12.009
- 9) Dunn, J. (2014). Moral development in early childhood and social interaction in the family. In M. Killen & J. Smetana (Eds.), Handbook of moral development (2nd ed., pp. 135-161). New York, NY: Taylor & Francis. Erola, J., Jalonen, S., &Lehti, H. (2016). Parental education, class and income over early life course and children's achievement. Research in Social Stratification and Mobility, 44, 33-43.
- 10) Eslava, M., Dea no, M., Alfonso, S., Conde, A., & García-Se norán, M. (2016). Family context and preschool learning. Journal of Family Studies, 22(2), 182-201. http://dx.doi.org/10.1080/13229400.2015.1063445
- 11) Faize, F. A., &Dahar, M. A. (2011). Effect of mother's level of education on secondary Grade Science students in Pakistan. Research Journal of International Studies, 19, 13-19. Fan, X., &
 - 12) Battistich, V., Schaps, E., & Wilson, N. (2004). Effects of an elementary school intervention on students' "connectedness" to school and social adjustment during middle school. Journal of Primary Prevention, 24(3), 243–262.
 - 13) Benninga, J. S., Berkowitz, M. W., Kuehn, P., & Smith, K. (2006). Character and academics: What good schools do. Phi Delta Kappan, 87(6), 448–452.
 - 14) Lickona, T. (1996). Eleven principles of effective character education. Journal of Moral Education, 25(1), 93–100.
 - 15) Tirri, K., & Nokelainen, P. (2011). The role of moral and spiritual intelligence in character education. Journal of Humanistic Psychology, 51(3), 351–377.
 - 16) Chen, M. (2001). Parental involvement and students' academic achievement: A metaanalysis. Educational psychology review, 13(1), 1-22.
 - 17) Al-Abrasy, M. A. (1996). Beberapa Pemikiran Pendidikan Islam. Yogyakarta: TTP. Djatmika, R. (1996). Sistem Ethika Islam. Jakarta: Pustaka Panjimas.

- 18) Harahap, S. (2000). Pengembangan Nilai-Nilai Budi Pekerti Luhur. LEKTUR, XIII, Maret.
- 19) Khairul Amri, M., & Putera, R. (2024). Implikasi Pembelajaran Zakat terhadap Pendidikan Sosial. Journal on Education, 6(2), 13251-13260. https://doi.org/10.31004/joe.v6i2.4568
- 20) Najmuddin, H. A., & Aprilianty, L. (2020). the Analysis of Learning Strategies for Character Development of Students During Covid-19 Pandemic. Jurnal Tatsqif, 18(2), 136–150. https://doi.org/10.20414/jtq.v18i2.2834
- 21) Piaget, J. (1932). The Moral Judgment of the Child. Routledge & Kegan Paul. Rohidin, R. Z.,
- 22) Aulia, R. N., & Fadhil, A. (2015). Model Pembelajaran PAI Berbasis ELearning (Studi Kasus di SMAN 13 Jakarta). Jurnal Studi Al-Qur'an; Membangun Tradisi Berfikir Qur'ani, 11(2), 114–128.
- 23) Siti Rukhani. (2021). Peran Guru Dalam Pengelolaan Kelas Untuk Meningkatkan Prestasi Belajar Siswa Kelas Vii. Al-Athfal, Volume 1 N, 8.
- 24) Subianto, J. (2013). Peran Keluarga, Sekolah, Dan Masyarakat Dalam Pembentukan Karakter Berkualitas. Edukasia : Jurnal Penelitian Pendidikan
- 25) Islam, 8(2), 331–354. https://doi.org/10.21043/edukasia.v8i2.757 Tanfidiyah, N. (2017). Perkambangan Agama dan Moral yang tidak Tercapai pada AUD: Studi Kasus di Kelas A1 TK Masyitoh nDasari Budi Yogyakarta. Nadwa: Jurnal Pendidikan Islam, 11(2), 199–222. https://doi.org/10.21580/nw.2017.11.2.1810
- 26) Narvaez, D., & Lapsley, D. K. (2008). Moral education and student achievement: A study of elementary schools. Journal of Educational Psychology, 100(2), 255–270.
- 27) Awasthi, D., & Jain, S. (2019). Impact of moral education on student academic performance. International Journal of Educational Research, 95, 13–21.
- 28) Berkowitz, M. W., & Bier, M. C. (2004). The role of character education in promoting academic success: A meta-analysis. Journal of Research in Character Education, 2(1), 1
- 29) Singh, R., & Sharma, P. (2020). Values education and student achievement: A comparative analysis. Asian Journal of Educational Research, 10(3), 45–60.
- 30) Parikh, J. (2021). Moral and ethical education for holistic development and academic achievement. Indian Journal of Educational Development, 39(4), 55–63.
- 31) Raj, S., & Kumar, N. (2022). Linking character education with academic performance: Evidence from schools in India. Journal of Education and Social Policy, 14(2), 78–88.