Shaping children's moral development through the Among Ki Hajar Dewantara System at SD Labschool Cibubur

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Abstract

This study aims to investigate the impact of the Among Ki Hajar Dewantara System on the moral development of children in SD Labschool Cibubur. The problem at hand is a lack of understanding of the extent to which the Among System affects the moral development of students, as well as the obstacles that may be encountered in its application. The research method used is a case study with a focus on the interaction between the Among System and the moral development of students. The subjects of the study included teachers, students, and parents. Data were collected through interviews, classroom observation, and documentation analysis. The data analysis method used is thematic analysis, where data from various sources are grouped and analyzed based on emerging themes. The results showed that the Among System had a significant positive impact on children's moral development, with improvements in the understanding and application of moral values such as honesty, responsibility, and empathy. The recommendation of this study is that schools and educators consider the integration of Among principles in their curricula to support more holistic moral development in children.

Keyword: among system; development; Ki Hajar Dewantara; Moral

1. Introduction

The issue of moral education of elementary school-age children is an issue that urges attention, considering the importance of forming a strong moral foundation from an early age (Kamila, 2023). One of the problems that often occurs is the lack of emphasis on moral education in primary school curricula in various countries (Julaeha, 2019). Previous studies have highlighted that curricula that are too focused on academic achievement can neglect children's moral character development, leaving them with a limited understanding of moral and ethical values (Peplak et al., 2023). In addition, the results of previous studies have also shown that the school environment is often inadequate in teaching and strengthening moral values (Subasman &; Nasyiruddin, 2024). Bullying, verbal abuse, and other unethical behaviors are still troubling issues in many elementary schools around the world (Clair, 2022; Dickerson, 2023), disrupting the learning climate and student welfare (Silawati &; Hidayati, 2024).

The role of technology is also in the spotlight in the context of moral education of elementary school-age children. Previous research has shown that high exposure to social media and inappropriate digital content can influence children's behavior and attitudes, even from an early age (Rifqi et al., 2024). The lack of parental and educator supervision of children's use of technology is also a serious problem (Dini, 2022).

Moral education is one of the essential aspects in the formation of children's character that has an impact on their personal lives and social interactions (Rahman et al., 2020). In the era of globalization full of moral and ethical challenges, the role of schools as formal educational institutions has become very important in equipping children with strong moral values (Annur et al., 2023). Ki Hajar Dewantara, an Indonesian education leader, develops a holistic education system through the concept of the Among System, which emphasizes the importance of character education (Perdani et al., 2024). This system focuses on parenting with love and responsible freedom, which is relevant to be applied in an effort to shape children's morals from an early age (Indayanti &; Mutia, 2018).

Early observations at SD Labschool Cibubur show challenges in children's moral development. Some students exhibit less discipline, a low sense of responsibility, and a lack of empathy for others. This shows the need for a more effective and holistic approach to education in instilling moral values. In the midst of high academic demands, character education is often neglected, so students lack sufficient moral provisions to face the challenges of daily life.

However, several studies have shown solutions in improving the moral education of elementary school-age children. Approaches that focus on developing character, empathy, and social skills have a positive impact on the moral education of elementary school-aged children. For example, programs that integrate collaborative activities, role play, and self-reflection can help children understand moral values more deeply. Study results by (Berkowitz et al., 2017; Li et al., 2022; Strehlow, 2023) suggests that character education that focuses on developing empathy, honesty, and responsibility has a significant impact on children's moral development. In addition, educational programs that integrate technology in a positive and educational way have also shown potential in strengthening moral education at the elementary school level. Although technology can be a source of problems in a child's moral education, its wise and educational use also has great potential. Educational programs that use technology positively, such as educational games, interactive apps, and online learning platforms, have been shown to be effective in improving children's moral understanding and social skills. A study by (Astini, 2019; Parma et al., 2023) found that the use of computer games in educational contexts can improve children's understanding of ethics and moral problem solving.

While the approaches outlined have had a positive impact, they have not been enough to fully address the challenges in the moral education of primary school-aged children. One of the main reasons is that many character education and technology programs are not always

integrated holistically in the school curriculum. They are often applied as adjuncts or extracurricular programs, rather than as a core part of the day-to-day teaching-learning process. This leads to inconsistencies in the application of moral and ethical values, so that children do not gain a deep and sustained understanding of the importance of such values in their daily lives. In addition, technological approaches in moral education, while promising, are often hampered by a lack of accessibility and adequate understanding among educators and parents. Technology intended to educate may not be affordable for all students, especially in remote areas or with economically disadvantaged backgrounds. In addition, there are concerns about supervision and control of the content children consume through technology, which can be counterproductive if not managed properly.

In this context, the among system developed by Ki Hajar Dewantara offers a more comprehensive and holistic alternative in educating children's morals. The among system emphasizes the importance of comprehensive education, which involves physical, mental, and spiritual aspects in a balanced manner (Efendy, 2023). This approach not only focuses on knowledge transfer, but also on character building through example and a supportive environment, as the principles of the Among System, namely *Ing Ngarsa Sung Tuladha* (in front of setting an example), *Ing Madya Mangun Karsa* (in the middle of creating initiatives), and *Tut Wuri Handayani* (behind giving encouragement) (Indayanti &; Mutia, 2018). In the among system, the role of the teacher is not only as a teacher, but also as a guide and example who always observes, guides, and guides the moral and character development of children. The among system also emphasizes the importance of close relationships between schools, families, and communities in educating children (Hikmah, 2021). This is in contrast to the previously mentioned approaches which may not involve significant family and community roles. With the among approach, children are expected to experience moral education in a context that is real and relevant to their daily lives, so that the moral values taught can be more easily applied and internalized.

Thus, although the previous solutions have positive value, the implementation of the system among Ki Hajar Dewantara can provide more comprehensive and sustainable improvements in the moral education of elementary school-age children. Strong integration of formal education, family, and community and a focus on overall character building make the among system a potential approach to overcome the weaknesses of current approaches.

2. Literature Review

2.1 Moral Development of Primary School Students

Moral development in primary school students is an important part of their growth and learning, involving changes in the way they understand and assess actions based on the concepts of right and wrong (Galuh et al., 2021). At this stage, children begin to internalize the moral values taught by their environment, both through interaction with adults and peers, as well as through formal education at school (Fahdini et al., 2021). According to the theory (Kohlberg &; Hersh, 1977), the moral development of elementary school students is generally at the preconventional and conventional levels, with emphasis on certain stages appropriate to their age and level of understanding.

At the preconventional level, which usually occurs at the beginning of primary school (ages 4-7), children tend to think concretely and focus on the immediate consequences of their actions. The first stage of this level is the orientation of punishment and obedience, during which children adhere to the rules in order to avoid punishment. They see rules as something fixed and unchangeable. The second stage is instrumental relativist orientation, in which children begin to understand that actions can be performed to meet personal needs or obtain rewards. At this stage, they see the world in simple profit-and-loss terms. When entering the

middle to late elementary school period (ages 7-12 years), students begin to move to the conventional level. The third stage, good child orientation, in which children begin to understand the importance of other people's expectations and strive to be good children according to the norms and expectations that exist in their family and social environment. At this stage, they want to gain approval from others and begin to show empathy. The fourth stage is the orientation of law and order, during which children begin to realize the importance of laws and rules prevailing in society. They obey rules not only to avoid punishment, but because they believe they are important to maintaining social order.

In the context of education, teachers have an important role in helping students develop their moral understanding (Lumuan et al., 2023). Through class discussion, fair rule enforcement, and real-life examples of ethical behavior, teachers can guide students to understand and appreciate moral values. In addition, hands-on experiences such as group work, community service projects, and role plays can enrich children's understanding of morality and enhance their ability to think critically about moral issues (Huliyah, 2021). From the above it follows that the moral development of primary school students is a complex and dynamic process, influenced by various internal and external factors. With the right guidance, children can develop into individuals who have a strong moral understanding and are able to apply these values in their daily lives.

2.2 Among System Ki Hajar Dewantara

The Among system is an educational concept introduced by Ki Hajar Dewantara, an Indonesian education figure known as the Father of National Education. This system is rooted in an educational philosophy that values children's independence and freedom in the learning process, and emphasizes the role of educators as non-authoritarian guides (De et al., 2024). Ki Hajar Dewantara formulated the Among System with three main principles: Ing Ngarsa Sung Tuladha (in front of setting an example), Ing Madya Mangun Karsa (in the middle of encouraging), and Tut Wuri Handayani (behind giving encouragement) (Haryati, 2019). These three principles reflect the dynamic role of teachers in supporting student development.

The first principle, Ing Ngarsa Sung Tuladha, emphasizes the importance of educators being good role models. In this position, educators are expected to demonstrate enviable behavior by their students. As role models, teachers must have integrity and behavior that is consistent with the values they want to teach. This means that teachers must live according to the moral and ethical principles they teach, so that children can see concrete examples of expected behavior.

The second principle, Ing Madya Mangun Karsa, places the teacher in the midst of students to provide encouragement and inspiration. At this stage, the teacher acts as a facilitator who encourages students to develop their potential. Teachers must be able to create a supportive learning environment, where students feel valued and motivated to learn. This involves the use of interactive and participatory teaching methods, where pupils are invited to think critically and creatively.

The third principle, Tut Wuri Handayani, means giving encouragement from behind. In this role, teachers give students the freedom to explore and learn independently, but still provide the necessary guidance and support. The teacher does not dictate to the pupils, but lets them take the initiative and take responsibility for their own learning. This allows students to learn from experience, develop self-confidence, and hone their decision-making skills.
The Among system emphasizes the importance of balancing freedom and responsibility in education. Ki Hajar Dewantara believes that education is not only about transferring knowledge, but also about shaping the character and personality of children. Through this holistic and humanistic approach, the Among System aims to create individuals who are free in thinking

and acting, and have high social responsibility (Indayanti &; Mutia, 2018). Thus, education becomes a tool to create a civilized and prosperous society.

3. Material and Method

This research uses qualitative methods with a case study design. This design was chosen to understand in depth how the application of the Among Ki Hajar Dewantara System affects the moral development of children at SD Labschool Cibubur. The qualitative approach allows researchers to explore the experiences, views, and perceptions of various parties involved in depth and detail (Handoko et al., 2024). The subjects of the study consisted of students in grades 4-6, teachers who applied the among method, parents, and school authorities including the principal and administrative staff. The research flow begins with the planning stage, during which research objectives are determined and data collection instruments are prepared. The next stage is data collection which involves in-depth interviews, classroom observations, *focus group discussions*, and documentation from school and teacher records.

The collected data is then analyzed through several stages, starting with transcription of interviews and group discussions, followed by coding the data to identify key emerging themes. Thematic analysis is used to group data based on categories relevant to moral development and application of the Among System. Data triangulation is carried out by comparing findings from various sources and data collection methods to ensure the validity and reliability of research results. Interpretation and drawing conclusions are carried out by linking findings with existing theories and literature, so as to provide a comprehensive picture of the effectiveness of the Among System in shaping children's moral development.

3.1 Design Study

The research design includes three main stages, namely: Pre-field Stage, Field Activity Stage, and Post-field Stage.

1. Pre-field Level

   The pre-field stage is the preparatory stage before research is carried out in the field. At this stage, researchers carry out various activities aimed at preparing everything needed during the research process. This includes the preparation of research plans, initial information collection, preparation of data collection tools and methods, and coordination with relevant parties.

2. Field Activity Stage

   The field activity stage is the stage where researchers go directly into the field to collect data. At this stage, researchers carry out activities in accordance with the plan that has been prepared in the pre-field stage. This includes conducting interviews, observations, distributing questionnaires, and collecting relevant documents.

3. Post-field Stage

   The post-field stage is the stage after data collection in the field is complete. At this stage, researchers focus on analyzing the data that has been collected, interpreting the results, and writing research reports. This stage also involves reflection on the research process and the preparation of recommendations based on findings.

3.2 Data Analysis

The data analysis technique in this study used the interactive model of Miles and Huberman. The stages or components of data analysis using models (Miles & Huberman, 1994) are expressed in the following figure:
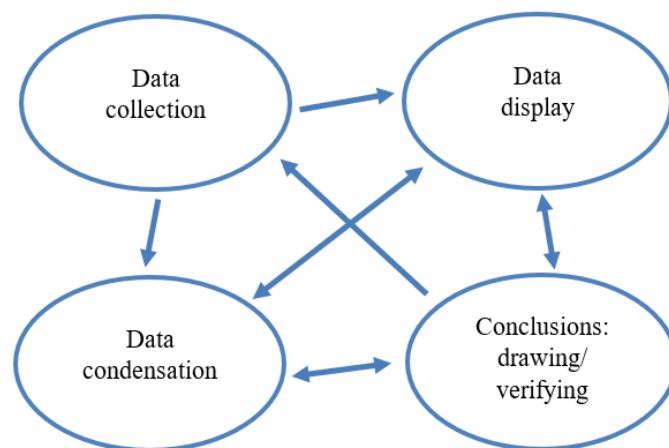
Figure 1. *Sumber: Miles dan HubermanQualitative data analysis: A methods sourcebook (3rd ed.). Sage Publications*

4. Result

The results showed several key findings that can be classified based on themes identified through thematic analysis.

The Influence of the Among System on Children's Moral Development

The Among Ki Hajar Dewantara system has proven to have a significant positive impact on the moral development of children at SD Labschool Cibubur. Students demonstrate improvement in the understanding and application of moral values such as honesty, responsibility, and empathy. Teachers noted that students more often exhibited behaviors of mutual respect, cooperation, and helping their peers in various activities. Classroom observations show that the among approach, which emphasizes learning through example, supervision, and holistic guidance, helps students internalize moral values in their daily lives.

The Role of Teachers and the School Environment

Teachers play a key role in the implementation of the Among System. Interviews with teachers revealed that they felt more emotionally and morally involved in educating students. Teachers at SD Labschool Cibubur use various strategies such as storytelling, role play, and reflective discussions to teach moral values. A supportive school environment also plays an important role in the success of this system. A conducive school atmosphere, supported by principals and administrative staff who understand and apply the principles of among, creates an ideal educational ecosystem for children's moral development.

Parent and Community Participation

Parental participation in the moral education of children is also an important factor in the success of the Among System. Parents interviewed stated that they saw positive changes in their children's behavior at home, such as increased responsibility and empathy towards family members. Programs that involve parents, such as regular meetings and joint activities, help reinforce the values taught in school. An inclusive school community, which involves parents and community members in school activities, supports the integration of moral values in students' daily lives.

Constraints and Challenges

Although many benefits were found, the study also identified several obstacles and challenges in implementing the Among System. One of the main challenges is limited time and resources. Teachers often feel burdened with a dense academic curriculum, making it difficult to always focus on moral education. In addition, not all parents have time to be actively involved in school programs, which can hinder consistency in teaching moral values.

5. Discussion

The Influence of the Among System on Children's Moral Development

The results of field research on the implementation of the Among Ki Hajar Dewantara System at SD Labschool Cibubur show several concrete examples that illustrate the positive impact on children's moral development:

Increased Honesty

One concrete example is the increase in honest behavior among students. Teachers note that students more often report their own mistakes without being coerced or frightened. For example, in a classroom incident, a student voluntarily admitted that he had broken his friend's stationery. The teacher uses this situation as an opportunity to teach the importance of honesty and responsibility, and other students provide support to their honest friend, reinforcing the value of honesty in the classroom environment.

Increase Responsibility

Another example that reflects increased responsibility is the "Weekly Assignments" program implemented in the classroom. Each week, students are given the responsibility of managing certain tasks, such as organizing the classroom library, tending plants in the school garden, or leading morning prayer. Observations show that students become more responsible in completing their tasks and alert each other to their friends if anyone forgets or neglects. This not only develops a sense of personal responsibility but also fosters cooperation and solidarity among students.

Empathy Development

The implementation of the Among System also has a significant impact in developing empathy among students. For example, in a group project, students are asked to make a presentation about the importance of protecting the environment. During the project process, some students showed high empathy for their peers who may be underprivileged in certain aspects, such as public speaking skills. They provide support, both in the form of moral encouragement and concrete assistance in preparing presentation materials. The observations show that this attitude of mutual help not only improves the end result of the project but also strengthens social bonds among students.

Reflective Activities and Exemplary Learning

In weekly reflection sessions, students are invited to reflect on the events that occurred during the week and how they can learn from those experiences. One concrete example is when a student recounts how he helped a friend who was struggling with a math assignment. The teacher then relates this story to the value of empathy and mutual aid taught in the Among System. Other students were asked to give their opinions about the action and how they too could apply those values in their own lives.

Role-playing Implementation

Teachers at SD Labschool Cibubur often use role-playing as a method to teach moral values. In a role-playing session, students were asked to act out situations in which they had to make moral decisions, such as finding a lost wallet. After the role play, a class discussion is held about the choices made by students and their consequences. Observations show that students can better understand the importance of honesty and integrity through simulating these real situations.

Overall, field observations show that the among approach, which emphasizes learning through example, supervision, and holistic guidance, helps students internalize moral values in their daily lives. Students not only understand moral concepts but also exhibit behaviors that reflect those understandings in their daily interactions at school. This impact is reinforced by a supportive school environment and the active involvement of teachers and parents in this moral education process.

These findings are reinforced by previous research as conducted by (Berkowitz et al., 2017) showing that character education programs that focus on developing empathy, honesty, and responsibility have a significant impact on children's moral development. Similarly, (Li et al., 2022) found that the integration of collaborative activities and self-reflection in the curriculum helps students understand moral values more deeply. (Strehlow, 2023) also notes that a holistic approach in character education, which includes constant guidance and supervision, is effective in shaping children's moral behavior.

The Role of Teachers and the School Environment

Teachers play a key role in the implementation of the Among System. Interviews with teachers revealed that they felt more emotionally and morally involved in educating students. Teachers at SD Labschool Cibubur use various strategies such as storytelling, role play, and reflective discussions to teach moral values. For example, in a class, a teacher tells the story of a child who dared to admit his mistake after accidentally breaking his friend's toy. After the story is finished, the teacher invites students to discuss the value of honesty and responsibility shown by the characters in the story. These discussions help students internalize moral values through concrete examples delivered in an interesting and relevant manner.

A supportive school environment also plays an important role in the success of this system. A conducive school atmosphere, supported by the principal and administrative staff who understand and apply the principles of the among system, creates an ideal educational ecosystem for children's moral development. Implementation of the Among System by integrating moral values in various aspects of school activities, such as flag ceremonies, extracurricular activities, and community projects. For example, the school holds an "Empathy Day" event where students, teachers, and staff come together to perform social activities such as visiting orphanages or cleaning the neighborhood around the school. For example, the school holds an "Empathy Day" event where students, teachers, and staff together perform social activities such as visiting orphanages and cleaning the environment around the school. As research conducted by (Parma et al., 2023) shows that a supportive school environment and programs that involve the entire school community can strengthen the application of moral and ethical values among students.

Parent and Community Participation

Parental participation in children's moral education plays a crucial role in the successful implementation of the Among System at SD Labschool Cibubur. Parents who are actively involved in school programs not only see positive changes in their children's behavior at home, but also reinforce the moral values taught in school.

Regular Parent Meeting Program

SD Labschool Cibubur regularly holds parent meetings aimed at harmonizing moral education between home and school. In these meetings, teachers and parents discuss student development, challenges faced, and strategies for overcoming moral issues. For example, one mother reported that her child showed increased responsibilities at home, such as completing household tasks without being asked. This meeting is a forum for parents to share experiences and effective parenting strategies. Research by (Budiyono &; Harmawati, 2017) shows that parental involvement in moral education is very important to strengthen the values taught in schools. Regular communication between teachers and parents helps ensure consistency in the teaching of moral values.

Activities with Parents and Children

The school also organizes joint activities involving parents and children, such as "Family Day" events and community projects. For example, on Family Day, parents and children participate in games and tasks that require cooperation and communication, such as building towers out of blocks and drawing up action plans for social activities. These activities not only strengthen family bonds but also provide opportunities for parents to teach and model moral values such as cooperation, responsibility, and empathy. These findings are reassuring that collaborative activities between parents and children in schools can increase parental involvement and provide important emotional and moral support for children (Sitorus & Hendriks, 2024). This reinforces the values taught in school and helps children apply them in everyday life.

Inclusive School Community

SD Labschool Cibubur creates an inclusive school community by involving parents and community members in various school activities. For example, schools conduct workshops on topics such as character education, wise use of technology, and positive parenting strategies. Parents and communities who attended these workshops reported that they better understood the importance of moral education and felt better able to support their children at home. The results of a study by (Subasman &; Nasyiruddin, 2024) support this approach, finding that inclusive school community involvement increases parental involvement and supports children's moral development. Programs that involve parents and community members help create a supportive environment where moral values can be learned and practiced consistently.

Impact on Children's Behavior at Home

Parents interviewed in the study reported positive changes in their children's behavior at home. For example, one father told how his son showed greater empathy for family members by helping to care for his little brother and understanding the needs of others. Other mothers reported that their children were more responsible in completing homework and showed initiative in helping with family chores without being asked. Parental involvement in children's education has a positive correlation with increased prosocial behavior and responsibilities at home. Children whose parents are actively involved in their education tend to exhibit more positive and adaptive behaviors.

Constraints and Challenges

Although research shows many benefits from implementing the Among System at SD Labschool Cibubur, several obstacles and challenges were also identified.

Time and Resource Limitations

One of the main challenges faced by teachers in implementing the Among Ki Hajar Dewantara System at SD Labschool Cibubur is limited time and resources. A dense academic curriculum often makes it difficult for teachers to always focus on moral education. A rigorous curriculum requires the full attention of the teacher to ensure that all academic material is covered and students can achieve the learning targets that have been set. This often leaves little time for character-based learning activities that are important for children's moral development. For example, a teacher at SD Labschool Cibubur revealed that despite wanting to implement more character-based learning activities, the time available was often insufficient due to the pressure to complete a rigorous academic syllabus. This teacher explains that a lot of time is spent on test preparation and teaching the materials to be tested, so activities designed to develop moral values such as reflective discussions, role plays, or group projects that teach cooperation and empathy are often neglected or condensed in very limited time.

Limited resources are also a significant obstacle. Teachers need teaching materials, teaching aids, and special training to apply effective learning methods in moral education. However, many times schools face budget constraints that make it difficult to provide everything needed. For example, for effective role-playing activities, adequate props and space are required, as well as additional time to plan and organize such activities. Without adequate resources, teachers may find it difficult to implement activities that can provide students with an immersive and meaningful learning experience. Research by (Jones & Killick, 2013) suggests that a heavy academic curriculum load can reduce the time available for character education activities. Teachers feel burdened to achieve academic targets, so moral education is often not a top priority. This lack of time and resources causes teachers to have to choose and compromise between academic teaching and student character development. As a result, despite a strong desire to inculcate moral values, realities on the ground often hinder optimal implementation.

Inconsistent Parental Involvement

The main challenge in involving parents in children's moral education at SD Labschool Cibubur is limited time and their ability to be actively involved in school programs. Although schools strive to involve parents in activities and meetings, not all parents have the opportunity or ability to participate regularly. Most parents have work commitments and other responsibilities that limit their time and flexibility to attend school events. In a parent meeting, only a small percentage of them attended, while most others were absent. Many parents who were unable to attend stated that they had hectic work schedules or other responsibilities at home that made it difficult to attend school meetings.

As a result, consistency in the teaching of moral values at school and at home becomes difficult to maintain. Although schools strive to convey moral values to students through formal education, support and reinforcement from the home environment is essential to shape a child's overall character. When parents cannot consistently reinforce the values taught in school, this can reduce the effectiveness of moral education. As research conducted by (Suryani, 2023) shows that limited time and resources are the main obstacles to parental involvement in children's education. Factors such as long working hours, lack of knowledge on how to support moral education at home, and lack of access to educational resources can limit parental participation.

Challenges in Maintaining Motivation and Consistency

Maintaining motivation and consistency in implementing the Among Ki Hajar Dewantara System is a significant challenge for teachers at SD Labschool Cibubur. As reported by one teacher, although they may initially be very enthusiastic about implementing the among

approach, over time, consistency in applying it may decrease. Factors such as academic and administrative pressure are often the main cause of this decrease in motivation and consistency. Teachers are faced with the demands of a rigorous academic curriculum and pressure to achieve established educational targets. In these situations, teachers' primary focus is often on achieving measurable academic outcomes, such as test scores or student academic performance. Too much concentration on this academic aspect can shift their attention away from moral education.

In addition, administrative pressures, including administrative tasks, performance evaluations, and meeting school targets, can also distract teachers from implementing the Among System. When teachers feel burdened with time- and energy-consuming administrative tasks, they may find it difficult to prioritize moral education in their daily activities in the classroom. Another challenge is a decrease in motivation due to lack of support or appreciation from the school environment. If teachers do not feel supported or recognized for their efforts in implementing the Among System, this can reduce their motivation to continue with the approach. Support from principals, colleagues, and administrative staff is essential to maintain morale and consistency in implementing moral education programs.

6. Conclusion, Implication, and Recommendation

Based on the results of a study on the formation of children's moral development through the Among Ki Hajar Dewantara System at SD Labschool Cibubur, some of the findings include: The Among System is proven to have a significant positive impact on students' moral development. Through a holistic approach, including learning through example, supervision, and guidance, students experience an increase in the understanding and application of moral values such as honesty, responsibility, and empathy. Teacher involvement, school environment support, and parent participation help reinforce the teaching of moral values in students' daily lives. Nevertheless, the study also identified several challenges that need to be addressed in the implementation of the Among System. Limited time and resources, inconsistent parental involvement, and difficulties in maintaining teacher motivation and consistency are some of the main obstacles faced. A dense academic curriculum, administrative pressures, and lack of support from the school environment are also inhibiting factors in ensuring the consistency and success of moral education.

The implication of this research is the importance of continuing to develop and support the implementation of the Among System as an integral part of moral education in schools. These findings highlight the need for greater support for teachers in implementing this approach, as well as increased parental involvement in supporting moral education at home. In addition, this study also shows the need for curriculum adjustments and greater attention to character learning in the education system.

Here are some recommendations based on the findings from this study:
1. Curriculum Development
   Integrated curriculum development is carried out to enable the integration of moral education with existing academic subjects.
2. Increased Support for Teachers
   Schools need to provide greater support to teachers, including ongoing training and professional development in the implementation of the Among System.
3. Increased Parental Involvement
   Strategies need to be developed to increase parental involvement in supporting children's moral education, even in busy situations.
4. Continuous Measurement and Evaluation
   Continuous measurement and evaluation of the effectiveness of the Among System in shaping children's moral development is carried out. This will assist schools in identifying

areas for improvement and tailoring their approach according to the needs of students and the school environment.

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