

EXPLORING MORAL VALUES IN INSTRUCTIONAL TEACHING ACTIVITIES BY TEACHER IN SENIOR HIGH SCHOOL : AN INTERVIEW STUDY

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Abstract

Undoubtedly, moral ideals serve as the guiding force in determining how we conduct our lives. They portray the activities that occur universally in society, including both professional and domestic settings, among others. This article aims to examine the correlation between moral values and the educational environment, using Veugelers' (2008) proposed framework for the components of educational moral values as a reference. This study used a qualitative interview methodology to elucidate the insights gathered from interviews with the instructor. The study aims to analyze the moral values manifested in the classroom and implemented by the teacher in the continuous learning process. Researchers have shown that among the five components of educational moral values, moral politics is hardly used in the context of teaching and learning. Furthermore, most classroom sessions include the components of value transfer, reflective practitioner, moral sensitivity, dialogue, and participant. The findings suggest that the English teacher in this study is committed to instilling moral values in the students through promoting positive moral attitudes, fostering empathy and accountability, and facilitating collaborative problem-solving via group discussions and pair-work activities in the context of English learning.

Keywords: Moral Values, teaching and learning English in classroom, education, research proposal, senior high school

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