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## Integrating Ethical and Moral Values to Foster Patriotism and Build Student Character

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**Abstrak:** Penelitian ini bertujuan untuk menganalisis integrasi nilai etika dan moral dalam menumbuhkan sikap cinta tanah air sebagai upaya pembentukan karakter siswa. Penelitian ini menggunakan pendekatan deskriptif kuantitatif dengan metode survei. Subjek penelitian terdiri dari 33 siswa SMP Negeri 34 Bandar Lampung yang tergabung dalam organisasi OSIS dan Satgas sekolah. Pengumpulan data dilakukan melalui penyebaran angket setelah pelaksanaan kegiatan sosialisasi mengenai penguatan nilai etika dan moral dalam integrasi nilai cinta tanah air. Data yang diperoleh kemudian dianalisis menggunakan teknik analisis deskriptif. Hasil penelitian menunjukkan bahwa kegiatan sosialisasi yang dilakukan memberikan respon yang sangat positif dari siswa dengan rata-rata persentase sebesar 87,41% yang berada pada kategori sangat baik. Hasil analisis per indikator menunjukkan bahwa pemahaman siswa terhadap nilai etika memperoleh persentase sebesar 88%, pemahaman nilai moral sebesar 89%, sikap sosial siswa sebesar 86%, serta sikap cinta tanah air sebesar 87%. Temuan penelitian ini menunjukkan bahwa integrasi nilai etika dan moral melalui kegiatan sosialisasi pendidikan karakter dapat menjadi salah satu strategi yang efektif dalam menumbuhkan sikap cinta tanah air serta membentuk karakter siswa yang berlandaskan nilai-nilai kebangsaan. Oleh karena itu, penanaman nilai etika, moral, dan nasionalisme perlu dilakukan secara berkelanjutan melalui berbagai kegiatan pendidikan di sekolah.

**Kata kunci:** *pendidikan karakter, nilai etika, nilai moral, cinta tanah air, karakter siswa*

**Abstract:** This study aims to analyze the integration of ethical and moral values in fostering students' sense of patriotism as an effort to build student character. This research employed a quantitative descriptive approach using a survey method. The research subjects consisted of 33 students of SMP Negeri 34 Bandar Lampung who were members of the student council (OSIS) and school task force. Data were collected through questionnaires distributed after the implementation of a socialization activity on strengthening ethical and moral values integrated with the value of patriotism. The collected data were analyzed using descriptive percentage analysis techniques. The results showed that the socialization activity received very positive responses from students with an average percentage of 87.41%, which falls into the very good category. The indicator analysis revealed that students' understanding of ethical values reached 88%, moral values 89%, students' social attitudes 86%, and patriotism attitudes 87%. These findings indicate that the integration of ethical and moral values through character education socialization activities can be an effective strategy in fostering students' sense of patriotism and developing character based on national values. Therefore, the cultivation of ethical, moral, and patriotic values needs to be continuously implemented through various educational activities in schools.

**Keywords:** *character education, ethical values, moral values, patriotism, student character*

## INTRODUCTION

Education plays a vital role in shaping the character of the younger generation, equipping them not only with academic skills but also with strong moral and ethical values. In today's era of globalization, rapid technological advancements and the fast-paced flow of information have a profound impact on the mindset and behavior of the younger generation (Bork-hüffer & Ergler, 2025; Parameswara et al., 2021). These conditions require educational institutions to focus not only on developing cognitive abilities but also on shaping students' character based on moral, ethical, and national values.

Character development is one of the key objectives of the national education system. Character education is the process of instilling moral values that involves aspects of knowledge, attitude, and behavior reflected in students' daily lives. Through character education, students are expected to understand the values of goodness, possess moral awareness, and be able to apply these values in social life (Hamida et al., 2024; Saputra & Karsiwan, 2024). Character education is a deliberate effort to help individuals understand, feel, and act upon good ethical values (Lickona, 2013; Siadari, 2018). Character education encompasses three main components: moral knowing, moral feeling, and moral action.

One important aspect of character education is the reinforcement of ethical and moral values. Ethics serves as a guide that governs human behavior regarding what is considered good and bad in social life. Ethics provides direction for individuals to act in accordance with the norms prevailing in society (Anggraena, 2020; Keraf, 2010). Meanwhile, moral values relate to behavioral standards that govern human relationships with others as well as responsibility toward oneself and the social environment (Hawa, 2025; Veugelers, 2024). In an educational context, moral values encompass various attitudes such as honesty, responsibility, discipline, and mutual respect in interactions among students, as well as with teachers and the surrounding environment.

In addition to reinforcing ethical and moral values, education also plays a crucial role in instilling a sense of patriotism, a willingness to sacrifice, and a spirit of cooperation among students. Patriotism is one of the character values that reflects pride in one's nation and state, as well as a willingness to uphold national unity and solidarity (Gusrina et al., 2021; Suyadi, 2004). Instilling a sense of patriotism is essential in efforts to shape a younger generation with a strong sense of national identity. The internalization of patriotic values in education can be achieved through various activities, such as learning that integrates national values, conducting flag ceremonies, using proper Indonesian, and extracurricular activities that foster a spirit of nationalism (Sutrisno & Samsuri, 2023).

Value and moral education is a cornerstone of national development, as it builds a foundation of character that prevents a decline in students' moral standards (reported in 40% of countries globally) through its direct influence on motivation and the learning environment. Many other countries emphasise the importance of moral education in producing ethical, adaptable, and responsible students; for instance, Finland highlights deep thinking, whilst Turkey emphasises civic integration (Sahlberg, 2011). Finland has made ethics and moral education an integral part of the national core curriculum since 2014, particularly for primary school levels, with a focus on understanding oneself, others, society, the environment, and culture (Ristiana et al., 2025; Ritter et al., 2007). This education is dynamic, using discussions of moral dilemmas—such as evaluating honest behaviour—to develop ethical critical thinking and values such as equality,

democracy, and sustainability. As a result, Finnish pupils grow into citizens who think deeply about ethics, fostering a holistic, values-based school culture.

The instilling of patriotism can also be achieved through the cultivation of nationalistic attitudes in daily school activities. Strategies for instilling patriotism can be implemented through learning activities, the cultivation of nationalistic attitudes, and social activities that actively involve pupils (Banks, 2007; Wibowo, 2012). Thus, students not only understand the concept of patriotism in theory but are also able to apply it in their daily lives. The actual situation in schools indicates that efforts to integrate ethical, moral, and patriotic values into the development of students' character fall into three categories of development.

In terms of areas that have not yet been implemented, the school still lacks a structured character-building programme; attitude assessments do not yet specifically focus on ethical values and nationalism; and supporting facilities such as the national reading corner and moral literacy materials have not yet been utilised to their full potential (Harizi et al., 2024; Rizal et al., 2023). In terms of ongoing aspects, the school has begun to promote character values, implement discipline training, develop a 5S culture—albeit inconsistently—and guide the Student Council and Task Force to serve as role models in shaping students' character. Meanwhile, in terms of what has already been implemented, the school routinely holds flag-raising ceremonies, enforces clear rules and regulations, conducts religious activities and community service, and commemorates major national holidays as effective means of fostering a love for the homeland. Overall, the school has demonstrated progressive efforts in integrating ethical and moral values, but further strengthening is required to ensure student character development proceeds more effectively and comprehensively.

Previous research indicates that character education has a positive influence on the development of student behaviour. Studies have shown that character education emphasising ethical and moral values can enhance students' discipline, sense of responsibility, and social awareness (Ristiana et al., 2025; Wulandari, S. & Suyanto, 2021; Yulfiani & Karsiwan, 2025). Furthermore, education plays a vital role in fostering a sense of patriotism among the younger generation through learning activities and the instilling of national values in schools (Ilahiyah & Ningsih, 2025; Nasir et al., 2025) by integrating the values of Pancasila into the learning process and the educational curriculum, with a view to strengthening pupils' moral and social ethics both within the school environment and within the wider community (Gulo et al., 2025; Halla et al., 2026).

Although various studies have demonstrated the importance of character education in shaping students' moral attitudes and nationalism, challenges remain in its implementation within the school environment. One of the recurring issues is the lack of integration between ethical, moral and national values in both learning activities and school-wide initiatives. Many character education programmes remain theoretical in nature and are therefore not yet fully capable of shaping students' behaviour in a tangible way.

In light of these issues, efforts are needed to integrate ethical and moral values with a love for the homeland more effectively within school educational activities. It is hoped that the integration of these values will strengthen the development of students' character, ensuring they not only exhibit morally sound behaviour but also possess a

strong sense of national identity. Therefore, this study aims to analyse the integration of ethical and moral values in fostering a sense of patriotism for the character development of students at SMP Negeri 34 Bandar Lampung. It is hoped that this study will provide an insight into the effectiveness of character education activities in enhancing students' understanding and attitudes towards ethical and moral values, as well as their spirit of patriotism.

## **METHOD**

This study employs a quantitative descriptive approach using a survey method (Sugiyono, 2018). This approach aims to systematically describe the integration of ethical and moral values in fostering a sense of patriotism as part of efforts to build students' character. The survey method was used to obtain data directly from respondents regarding their perceptions, attitudes and experiences following their participation in character education outreach activities.

The data analysis in this study utilised descriptive statistical analysis to determine how the integration of ethical and moral values through socialisation activities can foster a sense of patriotism among students at SMP Negeri 34 Bandar Lampung. The data analysed consisted of primary data obtained from the distribution of a questionnaire using a Likert scale to 33 students who participated in the socialisation activities. This study was conducted through socialisation activities regarding the reinforcement of ethical and moral values in the integration of patriotism among students at SMP Negeri 34 Bandar Lampung. These activities were designed to provide students with an understanding of the importance of ethical and moral values, as well as a sense of nationalism, in their daily lives within the school environment.

The data source in this study was primary data obtained directly from respondents through the distribution of questionnaires to students participating in the socialisation activity. The questionnaire was used to ascertain the students' responses to the activity carried out, as well as their level of understanding regarding ethical and moral values and love for the homeland. The research subjects were 33 students from SMP Negeri 34 Bandar Lampung who were members of the Student Council (OSIS) and the school's Task Force. This group was selected because they play a strategic role as student representatives who are expected to serve as role models in instilling character values within the school environment.

The research was conducted from August to November at State Junior High School 34 in Bandar Lampung through face-to-face socialisation activities. The main instrument in this study was a questionnaire designed using a Likert scale to measure the respondents' level of agreement with the statements provided.

## **RESULTS AND DISCUSSION**

### ***Results***

The results of this study were obtained from a questionnaire distributed to 33 pupils who took part in an awareness-raising activity on the integration of ethical and moral values in fostering a sense of patriotism at State Junior High School 34, Bandar Lampung. The questionnaire was designed to ascertain the pupils' responses to the awareness-raising material and to measure their understanding of several key indicators, namely ethical values, moral values, social attitudes, and a sense of patriotism.

The data obtained from the questionnaire were then analysed using descriptive percentage analysis to determine the level of student response to the activities carried out. Based on the results of the analysis of the questionnaire data provided by the respondents, the average percentage of student response to the socialisation activities was 87.41%, which falls into the ‘very good’ category. This indicates that the majority of students responded positively to the activities carried out.

The results of the analysis of student responses based on the research indicators can be seen in Table 1 below.

**Table 1. Results of the Analysis of Pupil Responses by Indicator**

No.	Research Indicator	Percentage (%)	Category
1	Understanding of Ethical Values	88%	Very Good
2	Understanding of Moral Values	89%	Very Good
3	Students’ Social Attitudes	86%	Very Good
4	Patriotic Attitudes	87%	Very Good
	Average	87,41%	Very Good

Based on Table 1, all research indicators show percentage scores falling within the ‘very good’ category. The highest score was recorded for the indicator of understanding of moral values, at 89 per cent, whilst the lowest score was recorded for the indicator of students’ social attitudes, at 86 per cent. Nevertheless, all indicators showed relatively high results.

Ethical values are a crucial aspect in the development of students’ character, as ethics plays a vital role in character education by establishing a sustainable moral foundation, helping students distinguish right from wrong, and preparing them to navigate the dynamics and challenges of modern society. Based on the survey results, the indicator for understanding ethical values achieved a percentage of 88%. These results indicate that the majority of students understand the importance of mutual respect, maintaining good manners, and respecting others’ opinions in their daily lives within the school environment. During the awareness-raising activities, the students also demonstrated good attention, enthusiasm, and responsiveness to the material presented. This was evident from their participation in the question-and-answer sessions and discussions regarding the application of ethical values in daily life.

According to the research findings, the indicator for understanding moral values achieved a score of 89%, which was the highest among the other indicators. These results indicate that pupils have a good understanding of the importance of honesty, responsibility and discipline in fulfilling their duties as students. The awareness-raising activities carried out also provided students with an understanding of the importance of applying moral values in various school activities, such as in learning, group work, and social interactions with peers and teachers.

The indicator for students’ social attitudes achieved a score of 86%, which falls into the ‘very good’ category. This result indicates that the majority of students possess positive social attitudes, such as the ability to cooperate with peers, respect others’ opinions, and maintain good relationships with their surroundings. Students’ active participation during the socialisation activities also demonstrates that they are open in communication and have the courage to express their opinions in discussion forums.

A sense of patriotism is one of the key values in shaping students’ national character. Based on the analysis of questionnaire data, the indicator for patriotism achieved a score of 87%, which falls into the ‘very good’ category. These results

indicate that the majority of students are aware of the importance of loving their nation and country. This is evident from the students' attitudes, which demonstrate pride in being Indonesian citizens, respect for national symbols, and a commitment to unity and togetherness within the school environment.

Overall, the research findings indicate that awareness-raising activities regarding the integration of ethical and moral values in fostering a sense of patriotism received a very positive response from students and successfully fostered a positive understanding of the character values that are important in daily life.

### **Discussion**

The research findings indicate that awareness-raising activities concerning the integration of ethical and moral values in fostering a sense of patriotism have a positive impact on students' character development. This is evidenced by the average percentage of student responses, which stood at 87.41% and fell within the 'very good' category. These findings suggest that the majority of students responded positively to the activities carried out and demonstrated an increased understanding of ethical and moral values, as well as a sense of patriotism.

Based on the research results, the indicator of students' understanding of ethical values achieved a percentage of 88%. This indicates that students have a high level of awareness regarding the importance of behaving politely, respecting others' opinions, and maintaining harmonious social relationships within the school environment. Ethical values are an important part of students' character development as they relate to individual behaviour when interacting with their social environment.

Character education that integrates ethical values plays a vital role in shaping students' behaviour to align with the norms and values prevailing in society. Character education not only emphasises moral knowledge but also the development of attitudes and behaviours that reflect moral values in everyday life (Lickona, 2016; Sari et al., 2025). Therefore, the awareness-raising activities conducted in this study can serve as one strategy to strengthen students' understanding of the importance of applying ethical values in daily life.

Furthermore, the application of ethical values in education is also linked to the development of a positive school culture. A school environment that consistently instils ethical values can help students develop attitudes of mutual respect, empathy, and social responsibility (Sari et al., 2025; Wibowo, 2012). This indicates that the integration of ethical values into educational activities not only influences individual students but also contributes to the creation of a conducive learning environment.

The research results show that the indicator for understanding moral values achieved a percentage of 89%, which is the highest score among the other indicators. This indicates that students have a good understanding of the importance of moral values such as honesty, responsibility, and discipline in daily life. Moral values are one of the key elements in the development of students' character, as they relate to an individual's ability to distinguish between right and wrong behaviour and to make responsible decisions (Ristiana et al., 2025). According to the perspective of character education, the development of moral values needs to be carried out systematically through an educational process involving cognitive, affective, and behavioural aspects (Samani, 2019; Yuniarsih & Hidayat, 2024).

In the context of school education, the reinforcement of moral values can be achieved through various learning activities and extracurricular activities that encourage

students to apply moral values in their daily lives. Character education based on moral values is believed to be capable of shaping a generation that is not only academically intelligent but also possesses strong moral integrity (Nasir et al., 2025; Widiyani & Karsiwan, 2024).

In addition to enhancing understanding of ethical and moral values, socialisation activities also have a positive impact on students' social attitudes. This is demonstrated by the results of the analysis of social attitude indicators, which yielded a percentage of 86%. These results indicate that students possess fairly good social attitudes, such as the ability to cooperate, communicate with peers, and respect differing opinions. Social attitudes are a key aspect of character development in students, as they relate to an individual's ability to interact positively with others. An educational process that emphasises the development of ethical and moral values can help students develop better social skills, such as the ability to cooperate, empathy, and mutual respect (Schunk, 2012).

Other research also indicates that character education consistently implemented in schools can enhance students' social skills and foster more positive behaviour in daily life (Ritter et al., 2007; Sahlberg, 2011). This demonstrates that the integration of ethical and moral values into educational activities makes a significant contribution to the development of students' social attitudes. One of the main objectives of this socialisation activity is to foster a sense of patriotism as part of the formation of students' national character. Based on the research findings, the indicator for patriotism achieved a percentage of 87%, indicating that students possess a strong awareness of the importance of loving their nation and country.

Instilling a love for one's homeland is part of character education aimed at fostering a sense of pride in national identity and an awareness of the need to uphold national unity and cohesion. Character education based on national values plays a vital role in shaping a generation imbued with a spirit of nationalism and a sense of responsibility towards the nation and state (Hadiputri, L. S. & Listyaningsih, 2022; Karsiwan et al., 2023). The findings of this study are consistent with previous research indicating that the integration of national values into educational activities can enhance students' awareness of the importance of nationalism and unity (Sutrisno & Samsuri, 2023). Consequently, awareness-raising activities regarding the integration of ethical and moral values can serve as an effective approach to fostering a sense of patriotism among students.

Overall, the research findings indicate that the integration of ethical and moral values through character education outreach activities makes a positive contribution to the development of students' character, particularly in fostering a sense of patriotism. The integration of ethical and moral values through character education outreach activities makes a significant contribution to shaping strong student character, particularly a sense of patriotism (Putra, R. A. et al., 2019; Ratnawati & Karsiwan, 2024). Socialisation activities such as seminars, workshops, and school flagship programmes that integrate ethical values through the practice of mutual cooperation and environmental care are becoming increasingly relevant. Socialisation activities can enhance the quality of learning by fostering sustainable moral character traits, such as nationalism, a willingness to make sacrifices, mutual aid, and sharing, which are positively correlated with student achievement (Karsiwan et al., 2017; Naratiba et al., 2021; Supardan, 2015). Therefore, the instilling of ethical, moral and national values must be carried out on an ongoing basis through various educational activities in

schools. This can be achieved by integrating character education into the learning process, extracurricular activities and various school programmes that support the development of pupils' character. In this way, education serves not only to develop pupils' academic abilities, but also to shape a generation with strong character and a high sense of national identity.

### **CONCLUSION**

Based on the results of the research conducted through the distribution of questionnaires to pupils, it can be concluded that the integration of ethical and moral values plays an important role in fostering a sense of patriotism and in the character development of pupils. The results of the data analysis show that the majority of students have a good understanding of ethical values, moral values, social attitudes, and a sense of patriotism. This is evident from the percentage of student responses falling into the 'very good' category for each indicator measured. Ethical values are reflected in students' attitudes towards respecting teachers, behaving politely, and maintaining good relationships with peers. Meanwhile, moral values are reflected in students' behaviour, which demonstrates honesty, responsibility, and concern for the surrounding environment. The integration of these two values makes a positive contribution to shaping students' character, fostering integrity and good personal qualities. Furthermore, the research findings also indicate that the reinforcement of ethical and moral values is capable of fostering a sense of patriotism in students. This is demonstrated through students' attitudes, which include respect for national symbols, a sense of pride in the Indonesian nation, and a concern for the nation's social and cultural environment. Consequently, the integration of ethical and moral values into the learning process and educational activities at school is an effective strategy for shaping students' character, fostering a sense of nationalism and a sense of responsibility as citizens. Based on these findings, it can be concluded that efforts to integrate ethical and moral values need to be continuously developed and consistently applied within the educational environment. This is important to support the development of a younger generation who not only possess academic knowledge but also have a strong character, are ethical and moral, and possess a deep love for their homeland.

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