

## **BENGKEL INOVASI PEDAGOGI**

### **Alternative Method of Teaching Moral Values: Concretization of Moral Values**

by

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#### **ABSTRACT**

*Concretization of Moral values is an instructional strategy that promotes active involvement of the students in 'seeing' (visualizing) moral values learnt in a concrete, tangible form. This is a follow up study involving the use of concretization of moral values instructional method as compared to the normal conventional way of teaching Moral Education in schools and teachers training colleges. This study aimed to investigate the effect of this alternative method as an instructional strategy. Semi-structured interview and open ended questionnaires were used to evaluate the students and teachers view on the instructional strategy. This study also explored suggestions offered for the improvement of the concretization Moral values strategy. This study revealed that there are positive and encouraging feedbacks from the students and teachers trainees towards the concretization of Moral Values strategy. The strength of this instructional strategy pointed out by most students was the ability to visualize the moral values for themselves in a tangible manner besides being emotionally touched by the content of this instructional strategy.*

#### **INTRODUCTION**

The quality of learning of the students is closely related to the quality of instructional strategy they received from their teachers. Moral Education whose core content is mainly consist of moral values, are often just presented to the students as intellectual facts without affecting the affective domain of the students. This may contribute to the lack of appreciation and practice of moral values in the students' life because the moral values learnt in school only remain at the cognitive or intellectual level. There is a need to find alternative instructional strategy which can reach down to the affective or the emotional level of the students so that moral values become more meaningful to the students life.

Malaysia has given a lot of emphasis in the development of good moral values for students through the moral education subject in schools. Various efforts have been made to ensure the assimilation of moral values in the life of the students. Among the efforts made the implementation of compulsory moral projects to be undertaken by students taking the Moral Education SPM paper. The evaluation of students' moral profile is also another effort to ensure that the students practice the moral values they learnt in school. There were various activities and programs carried out by school all aiming at promoting the practice of good moral values in students. However, little effort has been made to reexamine the instructional strategies used by teachers in the moral education class. This study investigates the effect of an instructional

approach which may enable students to further appreciate the moral values they learnt in school.

### **Objective of the Study**

The objective of the study was to introduce and develop an alternative approach in teaching moral values, namely, concretization of Moral Values (CMV). This study also attempts to evaluate the effect of the pedagogical approach (CMV) used by eliciting feedback from various parties involved in the study. This study also traced the modification process taken by the researcher to improve Concretization of Moral Values method base on the feedback given by the students and teachers involved in the study.

### **Research Questions**

This study attempted to answer the following research questions:

1. What were the students' feedbacks on the concretization of Moral values instructional strategy?
2. What were the teachers and trainee teachers' feedback on the concretization of Moral values instructional strategy?
3. What are the problems faced by the researcher and teachers while teaching using the concretization of Moral values instructional strategy?
4. What suggestions were given to overcome the challenges faced while teaching using the concretization of Moral values instructional strategy?

### **The Scope of Study**

The study was conducted over a period of 3 weeks in a secondary school .Phase One of the project involved 150 Form Two secondary school students together with 3 Moral Education teachers and 4 teachers trainees who were undergoing teaching in the school. In the phase 2 of the study 15 minor Moral trainee teachers were involved. Phase 3 of the study involves 20 semester 4 Bachelor of Teaching students and one lecturer.

In all the lessons conducted, the researcher herself taught the Moral Education lessons using the Moral Concretization instructional strategy. This is to eliminate the teacher's personality and skills as a variable that may affect the result of the study. This is also to ensure the consistencies and quality of the lessons taught

### **Significance of Study**

Research done in the field of Moral Education is very limited. It is the hope of the researcher that this research will add to the collection of Moral education research especially in the area of enhancing Pedagogy of Moral Education. Indirectly this research is an effort to help students to appreciate moral values through the CMV method.

### Concretization of Moral Values Instructional Strategy

Concretization of Moral values instructional strategy is a combination of various methods developed by the researcher to enhance the students' appreciation of moral values by allowing them to 'see' the moral values. This instructional strategy is base on the 'Whole child Model' (PPK: 2001) whereby acquisition of moral values in a person involves in 3 main domains of the person. There 3 domains are intellectual or cognitive domain known as moral knowing or moral reasoning, followed by the emotional or affective domain known as moral feeling. The third domain is the action or psychomotor domain known as moral actions. In order for a moral action to be internalized in a person the students must have the moral knowledge as to what is right or wrong. However moral knowledge alone does not ensure the practice of moral action. This is due to the fact that the students do not have the moral feeling or the moral will to motivate them to act morally or undertake morally right decisions. Hence the missing link lies in the moral feeling or the affective domain of the students not touched by the moral lesson which just aim at filling the moral knowledge or intellectual domain. Therefore in order for moral education lessons not to remain as just moral knowledge, the instructional strategy must reach down to the affective or moral feeling of the students.

The conventional instructional method used by the teachers in schools usually consist of lecture or 'preaching' to the students on what is right of wrong. This method of instruction has not reach down to the affective domain of the students. This may be one of the reasons that contribute to uprising of violent and undesirable behavior patterns among school children or the 'litany of alarm' in society (Abd. Rahman: 2005)

The concretization of Moral values instructional strategy employ the use of various strategies such as demonstration method, experiment strategy, using concrete objects, observing natural processes of nature and the use of songs with meaningful lyrics. All these tools are aim at allowing students to 'see' or visualize and internalized moral values tangibly for themselves.

The basis of the concretization of Moral values instructional strategy is base on the following framework in the teaching of moral values as shown in Figure 1.

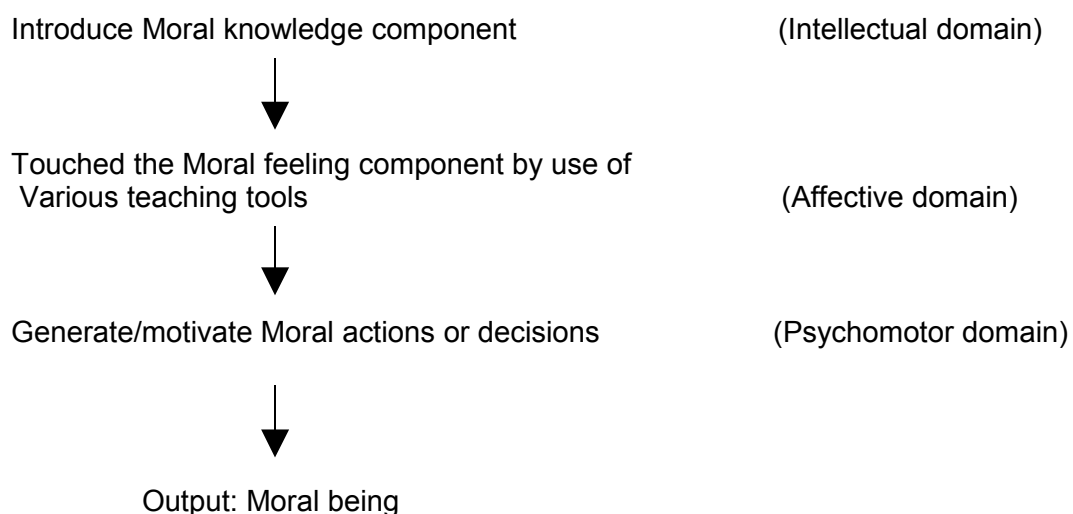


Figure 1. A framework in the teaching of Moral Values

## **Current Pedagogical Practice of Moral Education lessons**

There was an increasing concern about the pedagogical competencies. Moral Education teachers who are assigned teach Moral Education at both primary and secondary schools level. Moral Education Teachers Education tend to preach or give lectures on moral values to students rather than teaching them the moral values effectively in a manner appreciated and understood by the students. Conventional pedagogical methods such as story telling, role play, group discussions, songs are usually taught as normal pedagogy methods without emphasizing the need to reach down to the affective or inner emotion of the students. Sometimes teachers and especially trainee teachers are more eager that the students are able to answer the questions asked after a story telling session rather than whether the students understood what the real meaning of the moral values taught in the story telling session. The students are expected to just able to list what moral values are taught in the story. Very little effort is taken by the teacher to explain the application of that moral values in greater depth and its impact on a person's life who fail to adhere to the values taught. As a result, it is not surprising that the moral education programs in school are not able to build the moral beings as laid down in the syllabus. The students may even able to memorize the definitions of all the moral values taught without internalizing any of the values.

There has been efforts addressing the importance of pedagogical strategies that emphasized reaching down to the affective or the emotional part of the students' life. However more systematic and concentrated efforts must be made to further develop alternative method of teaching Moral values in a meaningful manner. This study is a preliminary attempt to explore the various methods of concretizing moral values in order for the students to 'see' the moral values so that they will be convinced intellectually and emotionally the need to adopt good moral values. It is hoped that this strategy of teaching moral education can be introduced in teachers training institutes.

## **METHODOLOGY**

The study is divided into 3 phases. Phase 1 of the study involves 150 form two students from a secondary school, three Moral Education teachers and 4 trainee teachers who were teaching Moral Education as practicum students in the school were also recruited to assist in this study. The students were from 4 different form 2 classes. Each class was taught a 80 minutes Moral Education lesson using the CMV method by the researcher assisted by 4 trainees. 3 teachers were invited to sit in the lessons to give feedback after each lesson.

At the end of the lesson, students were instructed to fill in answers to questions asked regarding the CMV method. Using the class lists, 5 students were randomly selected from each class to be interviewed. Open structured questions were asked regarding the students feedback on the CMV method.

After each lesson taught, the lesson was refined and modified base on the researcher opinion and also feedback from teachers and trainee teachers involve in the study and also the reaction of the students from the lessons. The modified lesson will be used to teach the next class.

In phase 2 of the study a group of 15 trainee teachers who were Moral Minor option students were also recruited in this study. The researcher demonstrated the CMV method to the Minor Moral trainees. Open discussion as to how to further improve on the lessons was carried out by the researcher with the trainee teachers.

In phase 3 of the study a group of 20 Semester 4 Bachelor of Teaching trainee teachers were taught using the CMV lesson. Semi structured questionnaires were used to collect feedbacks from the students on the CMV method.

Each of the four lessons taught in this research made use of the following research framework as shown in Figure 2

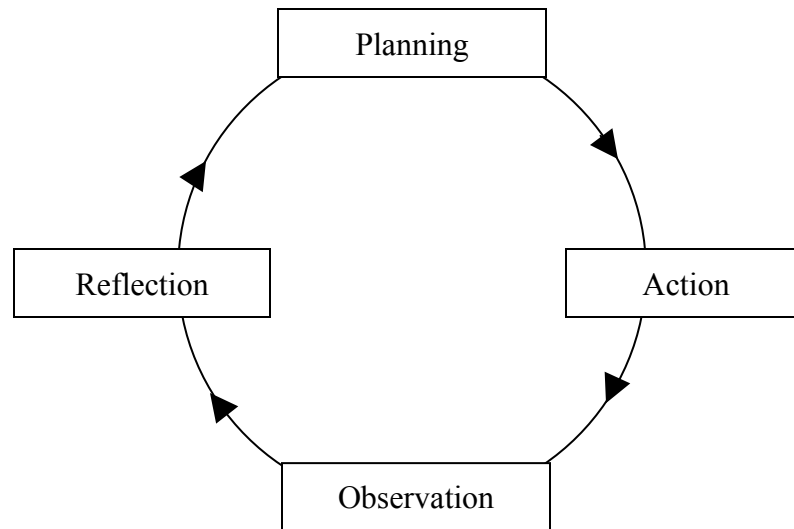


Figure 2: Action Research Cycle

### Data Collection

This research employ the use of five different channels for data collection which includes:

- (a) Students reflection /feedback after each lesson taught
- (b) Interview with students selected randomly
- (c) Open discussions with teachers trainees who were involved in the research
- (d) Moral Teachers and lecturers classroom observations feedbacks
- (e) Moral Minor and Bachelor of Teaching Semester 4 students feedback
- (f) Researchers' own classroom observation and reflections

**Students reflection and feedback** – Structured reflection questions were given to all the students who attended the CMV lesson at the end of each lesson. The aim of these questions were to collect students feedbacks on the lesson. Emphasis is particularly given to parts of the lessons that have touched and made an deep impression on them besides the moral values lessons learned from the CMV lesson. Questions for reflection include which part of the lesson touched them emotinally, which part of the lesson they remembered most, Which part of the lesson do they like and in what way is the CMV different from other lessons.

**Interview with students** – After the CMV lessons were taught, students were randomly selected from each class for interview. The interviews were carried out by the researcher and

trainees teachers with a set of structured questions .The face to face interview was to further clarify the data collected from the reflection questions at the end of the CMV lessons and also to serve as a platform for the students to express their views on the CMV technique of learning .

**Discussions with trainees teachers** – After each CMV lesson, the researcher had dialogue session with the 3 trainee teachers who have assisted in the lesson. The aim of the dialogue sessions was to collect feedback as to how to further improve the next CMV lesson .

**Moral teachers and lecturer classroom observation feedbacks** – 4 teachers who were teaching Moral education subject in the school and a senior lecturer were invited to sit the CMV lessons. They were given an observation cum feedback form to evaluate the CMV lessons refer. The aim the observation feedback was to collect practioners (Moral education teachers) opinion on the CMV lessons and to offer suggestions to further improve the CMV method.

### ***Researchers own classroom observation and reflections***

At the end of each CMV lesson, the researcher recorded personal observations on the students reaction and response given during the course of the lesson. Among the items recorded were parts of the lesson that really held the students attention and also parts of the lesson when the students were not paying attention. The researcher then reflected on the possible reasons for the students' reaction. After taking into consideration the students feedback, teachers and trainee teachers feedback, the researcher remodify and improve on the next CMV lesson.

**Minor Moral and Semester 4 trainees Teachers Discussion and feedback** – At the end of the 12 weeks teaching practice period, 15 Minor Moral teachers trainees were taught the CMV lesson at the teachers College. In phase 3 of the study 20 Semester 4 Bachelor of Teaching trainees teachers were taught using the CMV lesson. After the CMV lesson, open discussions were conducted and semi structured questionnaires were adminstered. The aim of this session is to further refine and improve the CMV lesson.

### **Data Analysis Procedure**

Qualitative data were collected from the students reflection questions, interview with students, dialogue with trainees teachers, classroom observation by Moral Education teachers and feedback from Minor Moral and bachelor of education trainee teachers. These information, data, suggestions were used to improve on the CMV lesson after each round of teaching. Besides the contents of the data collected were carefully reviewed and classify into main themes and sub themes.

## **RESULTS AND DISCUSSION**

From the students' reflection collected from the 4 classes, a few key things points were noted. Many students indicated the special feature of the CMV lesson is their ability to `see' the Moral values through the Moral event demonstration. When asked the question `what part of the CMV that had an impact on them?' A number of students have indicated that the candle with the wick taken out had a deep impression on them. Significant number of students have indicated that the demonstration of the `medicine of forgiveness' had been meaningful to them. This result is further strengthened by answers in the interview carried out. A number of students interviewed indicted that the special feature of the CMV lesson is the element of suspense in the lesson. The use of moral event demonstration have not only created element of suspense but also able to explain the Moral values clearly to the students.

The use of natural event in the form of the life of the chipmunk has caught the attention of a number of students. A significant number of students have indicated their admiration for a small animal like the chipmunk and let can conduct its life in such an orderly manner.

Many students also highlighted how the songs used in the CMV lesson have been meaningful to them. Students from one particular class (class 2S1) has pointed out that they had heard of the song 'You Raise Me up' before and some can even sing the song but they have not related the song to any moral values till this song is used in the CMV lesson. Many in the class agreed that the song chosen has encouraged them to strive to be better students and children to their parents. Another song entitled 'Mama', had a greater impact on another group of students rather than the song 'You Raised Me Up'. These groups of students (Class 2 S3) have mentioned they can't help but think about their parents especially their mothers when they were listening to that song. Some of the Bachelor of teaching teacher trainees regretted that they have actually taken their parents for granted a lot. The song Mama was like a mirror reflecting what they have done. One trainee said in the interview 'I hope I will not wait till my mom is not around then only I realized how much I love her, I must start now'.

From the feedbacks given by the students, it indicates that the CMV method may have some impact on both the affective and intellectual domain of the students. The concretization of moral values through various means seem to be able to provide the intellectual part of the student to be convinced of certain moral values such as forgiveness and self worth are very important for them. The lyrics from the songs chosen seem to touch the affective domain of the students by convincing them not taking others especially their family members for granted.

The Moral Education teachers who had made classroom observation had pointed out the need for greater students' participation in the CMV method. The CMV method designed in this research centers a lot on the teacher's skill and personality to carry out the teaching effectively. The students just sit and wait for instructions from the teacher what to do in the lesson rather than participating fully in the lesson. It was suggested that future CMV lessons should specially design activities to be carried out by students rather than teacher centered. However, there were some very positive feedbacks given for the CMV method. Among the positive feedbacks were the CMV method is an interesting way of teaching values. The ability to elicit things from nature to teach moral values is a special way of imparting moral values. One of the strength of the CMV lesson is the touching moments of the lesson as the lyrics of the song were able to 'soften' the hearts of the students. The teachers noted some of the students even cried when the song 'Mama' is being played.

### **The Journey of Modifying the CMV Lessons**

The feedback given by the 4 trainee teachers provided very valuable and useful guide for the researcher to improve on the CMV lesson after each session of teaching. For instance when the CMV lesson was taught to the first class, only one song 'You Raised Me Up' was used with one power point slide with the lyrics only. One trainee teacher suggested to the researcher that pictures should be put into the lyrics to make the concretization of moral values better. Hence the power point slides were reviewed to include the lyrics with the pictures and clip art. After the second CMV lesson, another trainee teacher suggested to the researcher that another song related to parents should be used instead of 'You Raised Me Up' because the students in that class have lot of family problems. In response to the suggestion, the researcher selected the song Mama and develops a set of power point slides for the lyrics Mama. The fourth class that is to be taught the CMV lesson had composition of mainly Chinese students from transition

classes whose language of the heart is largely Mandarin. One trainee teacher suggested and offered a Chinese song for the researcher to use for the class. The song had a good impact on the student, the researcher noted that most of the students not just sang along but was totally engrossed in the song. The main reason could be the song is in the language of the heart of the students. One conclusion that can be drawn is that in order for the CMV lesson to have an impact on the students, the right contextualization of teaching material used is very important. This means a thorough scanning and understanding of the students needs and background is very important prior to the planning of the CMV lesson. Ideally the CMV lesson should utilize moral events and objects that are congruent to the social cultural and intellectual context of students in order for them to fully appreciate the concretization the moral values demonstrated in these lessons.

After the CMV lesson was taught to the third class, one of the key teaching aid used in demonstrating the concretization of the value of self worth (a cup with water inside that cannot be flowed out) was broken. The researcher has to come up with another alternative teaching that can used to concretize the same value. The researcher had to use a lot of time to come up with an alternative aid in a short time before the next CMV lesson. Finally the researcher found an alternative teaching aid in a second hand bargain shop. One lesson the researcher learnt from this incident is that there is always an alternative method that can be used to concretize a moral value. Therefore in preparing a CMV lesson, the teacher must always come up with a few alternatives to concretize the Moral value in order to serve as contingencies. The incident had taught the researcher to be always on the lookout for other possible alternatives and teaching aids in developing concretization of moral values.

In phase 3 of the research four illustrations ere added to the existing CMV lessons. The additions were acquired through further reading and observations. Acquiring the necessary equipment to carry out the demonstration involves significant amount of effort. For detailed description of the teaching steps of the CMV lessons, please refer to Appendix

### **SUGGESTIONS & FURTHER RESEARCH**

This research serves as a preliminary exploratory study of an alternative way of teaching Moral values. The findings in this research is by no means to be generalized for similar research in other settings as the sample of this research is confined to only 150 Form 2 students in only one secondary school. There are still many areas to be explored and developed in this methodology of teaching. Areas of possible research include how to conduct CMV lesson with greater students participation, How to integrate the use of few multimedia medium to concretize Moral values more effectively. Other research areas can include developing as many methods of concretization of moral values currently taught in the Moral Education syllabus both at the primary school and secondary level. One possible useful area to explore is developing students to come up with their own methods to concretize moral values that they learn in schools so that the chance of remembering and practicing the values is greater.

### **CONCLUSION**

The journey to initiate and develop CMV lessons has been an exciting one for both the researcher and trainee teachers involved in the study. This study has brought together Moral Education teachers and trainees to purposely set aside time to develop alternative method of teaching Moral Education. The experience has been enriching for both the researcher and



trainees. It is the hope of the researcher that further work can be done to develop this methodology in a more systematic and comprehensive manner.

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## APPENDIX 1

### **The Moral Education lessons using the Concretization of Moral Values Instructional Strategy**

Objectives of the lessons:

1. The students are able to restate all the moral values that are learnt in the First and second learning areas of the Form 2 Moral education syllabus.
2. The students are able to connect the values they have learnt with the methods used to concretized the moral values
3. The students are able to list the differences between the instructional method used in this study and the normal instructional methods they have been receiving in their normal moral lessons
4. The students are able to state which part of the lesson touched them emotionally offer suggestions how to improve the lessons further.

The Moral Education Lesson using the concretization of Moral values instructional strategy were divided into 4 segments:

#### **Segment 1– Moral events and visual demonstration**

In this segment, the researcher demonstrated a few concrete events with predetermined outcomes. The moral values were then explained and connected with the various components of the demonstration. The students were given time to reflect about the Moral values explained through the demonstration and apply it in their personal life.

The concrete events demonstrated used include the following:

1. The use of Clorox and colored water. This is to demonstrate the power of forgiveness on the part of the offended party and asking for forgiveness on the part of the offending party. The values intended to highlight is the ability to admit our mistakes and brave enough to rectify the mistakes.
2. The use of various fluids to explain the influencing powers of the others in shaping our lives for better or for worse .The value intended to highlight here is the ability to exercise right mental judgment so that we will not be easily influenced by negative elements around us
3. The demonstration of pressure applied to full and empty cans to illustrate the ability to withstand peer pressure and be rational and make our own stand and not bow down to pressure.
4. The demonstration of candle with and without a wick to represent the power of self resilient to preserve the purpose and direction of our life. If we allow outside factors to shape us , we will lost our purpose and direction in life
5. The use of fruits blended in a blender as compared to fruits cut up and mix in a salad bowl with mayonnaise to illustrate the value of appreciating the human diversity
6. The use of big rocks and small rocks illustrate the importance of setting right priorities right in our life

#### **Segment 2 - Natural Processes of Life that Exhibit Moral Values**

In this segment, the researcher shows slides concerning the natural processes of life of the chipmunk. Among the qualities of the chipmunk are orderliness in the physical environment, well

planned and organized actions and movement for survival. Good sense of economics and no wastage of resources. Another outstanding value of the chipmunk is industrious.

After the slide presentations, the values of the chipmunk were highlighted and students were to rate the achievement of the values of the chipmunk as compared to their own values system.

The aim of this segment is to demonstrate to the students that even in the natural processes of life there are underlying values unconsciously demonstrated by small creatures around us like the chipmunk for the welfare of their own life. How much more we as created human beings ought to live far above the values demonstrated by the chipmunks.

### **Segment 3 - Songs that stimulate Moral Emotions of Students**

In the third segment, the researcher shows the lyrics of a few songs to the students. The lyrics were read out as powerpoint slides. The meanings of the lyrics were explained to facilitate the understanding of the students and also to highlight the moral values in the songs.

The songs were played 2 times and students were invited to listen or even encouraged to sing along as the songs were played. The aim of playing the songs is mainly to motivate students to return to their family members for source of encouragement and support when they are weak or encountered problems. The song entitled 'You Raised Me Up' was especially to aim at motivating students to be strong to face adversities in their lives.

### **Segment 4 - Role Play by students to demonstrate the importance of making the right choice in Life**

In the final segment of the teaching, 2 students were selected to come forward. One student was given a graduation gown and a mortar board to wear. Another student was given a big 'hippie' T shirt with a worn out hat to wear. The aim of the demonstration is to illustrate the power of personal choice to determine one's personal academic path. In phase 3 of the study the role play method was modified to illustrate the importance of being a competent teacher.

### **Conclusion**

The 4 segments in the lesson has one main aim to draw up moral values in a tangible manner and to generate moral emotions of students so that the students are no longer left on their own to imagination the meaning of these moral values taught in their classes. With the help of these visual effects, the researcher aim the moral values illustrated will be internalized in more meaningful manner that will change the attitudes of the students better or bring about good impact in their life.