

Philosophy of Morality: Teacher Sustain the Morality among the Students in Education

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ABSTRACT

Moral is the fundamental aspect to consider in education and in the society. It obtain the way individual behave well with the others. The school or institution is given a place where the moral should be taught and the philosophy look for the issue happens in education. In many cases student are less improving their moral in the classroom. The immorality of the student not always come from themselves. I argue that immorality come from the aspect and factor which is emerge in educational setting. The first moral example in educationonal setting mostly given by teacher and institution in any. It consider that students' moral is depend on the teacher teaching moral. This study uses document analysis from the available previous studies to analysing, evaluating and answering the consideration of the moral formation in eduaction. An overview of some researches provide the consideration of this study that teacher as the moral authority who sustain the moral formation to the student within the educational setting.

Keywords: *moral education; moral philosophy; challenges; educational setting*

INTRODUCTION

The domain thing which consideres to improve around the education setting is having a good education, by having a good education means having a moral. Morality refers to the choice an individual makes while deciding how he or she should behave in a particular group, in a particular situation, or the tool that helps the individual to distinguish between good and evil (Moll, Zahn, de Oliveira-Souza, Krueger, & Grafman, 2005). Moral education posit the good character and behaviorism especially for the student as the future generation for their countrny or family. To shape and direct students to have a good values and morals. The teacher need to build a conditions that are truly in a state of harmony, calm, compassion, mutual acceptance of differences, and without disputes. With these situations and conditions will make students accustomed in a positive environment so that positive moral is formed.

In the real case often found that student less moral improvement. It consedering the students immorality not always come from themselves but it naturally come from some factor and reason. Sometimes in the classroom enviroment student get the bad response from the teacher. One case which is always happening to the teacher is having an emotion when getting the unlikely behaviour from the studenst. As in study (Inkeri, Elina, Eiji & Kirsi, 2017). It describes about the student who come late in the classroom and teacher quite outspoken about her dissatisfaction with her students' actions. However, she thought the students' actions could be strictly controlled and judged, implementing punishments and striving for justice were not the only parts of their job as moral educators. At list teacher should have a strategy to handle their emotion and provide the good respone for the students. In many case students always blame from the immorality improve in educational setting. However, in this paper will discuss about the philosophical teaching that posit the teacher as the sustaining of moral formation among the student.

THEORITICAL FRAMEWORK

Moral should be given in educational setting to make teaching and learning morally be improved. (Hyemin, 2014) defines moral education as a form of education that aims to promote students' moral development and character formation. The institutional and the teacher as the educator should to build a moral among their student. Moral education as moral improvement belies the role of resistance, conflict and contrarian elements in both the course of individual moral development and moral progress in society level (Larry, 2005). She reveals of the some factor that affect individual moral to be improved. It consider that teachers should to pay attention for a challange in installing the individual moral student. Moral education is really an interdisciplinary field that includes and interacts with moral philosophy and moral psychology (Berkowitz, 1997). Many studies which investigate about the moral in education are (Ann, 2014) assumes that in elementry school level children are thinking persons and given the right environment and the right teacher, they can learn to do philosophy with integrity and can discuss ethical issues in a thoughtful, objective and reasonable manner. Right teacher is catagorized right example for the student in creating intelectletual knowledge to build the students' morality. The bad example from the teacher will affect the way student improve their moral negatively while the right example from the teacher will improve student' morality better. In the philosophy the right action is the one productive of the best consequences (Anscombe, 1958). Teacher right action can be best consequence in creating the student's moral. One case of the teacher influence to the student morality in education is hate speech (Emma, 2014). The worse word is negative affect that emerge among the groups. According to Applebeum Applebaum underlined that hurtful words need to be prevented by teachers in education and teacher has make the school a safe zone, without painful expressions. It consider that saving our emotion is common way to handle our emotion in classroom because when we are as the educator in the bad moody or in unpatient to teach student, it will easy to produce a hate speech.

Teaching is need a moral who is existance in personal educator to always know what she/ he say or do is right or wrong for their teaching that will influence to the student moral. The concept of the role of a teacher in a philosophical perspective helped in explaining the conflicts that the teacher encounters in his personal and public lives (Martin & Kwame, 2015). In knowing and solving the problem of teacher themselfe make the teaching well and morally provided. One teacher consider of his practice of teaching morally interm of fulfilling his duties following the curriculum, implementing the rules of the school in his classroom, achieving justice through punishments and assessing the students correctly (Inkeri, Elina, Eiji & Kirsi, 2017). To always steer the process of teaching well it implicitly teaching morally. The other teaching practices of moral education is Lesson Study as the vehicle for teacher professional development (PD) in moral education which incorporated attention to students' moral development (Naccy, Murata, Power, Gee & Midgette, 2018). It one of approches that teacher implement the lesson integrated the moral education that the lesson were drawn of the child labor laws during the industrial revolution with attention to students' moral reasoning and conceptions of convention and societal structure that were evoked by that academic content. The philosophical approach to moral education has the kind of scope and complexity that lends itself to curriculum construction, take an example for illustration and consider the criteria that apply to assignments of moral responsibility. It a quite consider that the teacher should have a strategry or an approach to teaching student morally. Edwin (2017) use approach of "a buntu" for teaching a child to creat a value and moral and create the environment that allows children to develop philosophical thinking. In the communities children would gather together and participate in various activities to help them reflect on various moral situations and experiences. Providing the good moral in teaching will allow the students's moral improvement.

The challenge emerge on the teacher implementation in teaching. She/he face with the student's different character in the clasrrrom. Student's character formation is determine the way teacher educate them such as when giving appraisal, judgment punishment and duties. As the authory moral in education David (2015) claims implications for the moral educational role of the teacher three main respects in which education and teaching would seem to be implicated in

normative. Normatively they are: (1) teaching are apt for appraisal as good or bad, competent or incompetent, by reference to (moral or technical) standards. (2) Teaching would appear to be implicated in a general ethical discourse of rights and duties. (3) Teaching is arguably unique among other professions, trades or services in being commonly held to entail some responsibility for the moral formation or development of the recipients of teaching.

RESEARCH METHOD

This study is qualitative descriptive method. The method used to describe the phenomenon of students' immorality which is found in education. The consideration of the students' immorality was emerge as the main case which will be discussed in this study. It used the document analysis from the available previous reseaches. The document analysis technique used to evaluate, analyse and answer to the consideration of the students' moral which is influenced by the teacher teaching moral either good or bad. There are six available previous researches which are used to find the data. Those are taken from journal index in the journal of moral education.

RESULTS AND DISCUSSION

The moral education is given in school mostly by teaching moral. Who teaches is the formation of the moral teaching given from the book or institution itself without the implementation. Of course the formation is a teacher who implement the teaching moral by giving a background lesson of moral and the behaviour example. A character and behaviour of teacher influence to the student moral improvement. It considered that teacher should be a good example of the student in the classroom because student should be given a right environment and right teacher (Ann, 2014). One factor that affect the teacher in unsuccessful moral promotion among the student is through a bad communication. They make a bad communication such as hate speech (Emma, 2014). It not always what they are right in doing but also what they are right in saying. In the philosophy the right action is the one productive of the best consequences (Anscombe, 1958). So, the right action or behaviour from the teaching will avoid the lack of morality toward action and speech.

In teaching moral an educator can not use their own role of teaching without considering school or institution requirement and teaching responsible. The philosophical approach to moral education has the kind of scope and complexity that lends itself to curriculum construction, take an example for illustration and consider the criteria that apply to assignments of moral responsibility. Such the role and approach can help them in explaining the conflicts that in his/her personal and public lives while the approach is they learn intellectually and morally as whole human beings. She/he have to reach a moral by themselves in following the role of teaching and can be able to access moral which is given by the school or curriculum context. Inkeri et al. (2017) reveal teaching moral in term of fulfilling the duties, following the curriculum, implementing the rules of the school and achieving justice through punishments and assessing the students correctly. In this case teacher must behave appropriately such as in giving punishment, judgement and praise with prohibited from acting violently. An approach also use in delivering a subject which convey to the field discussion such as an approach is lesson study which convey to the moral (Nancy, Murata, Power, Gee & Midgette, 2018). The philosophical teaching one should be aware is asking children philosophical question (Ann, 2006). So. By philosophy in delivering the lesson give an example, description or question related with the field discussion to improve student to think and to behave well in the classroom. The other is ubuntu approach to create a value and moral and create the environment that allows children to develop philosophical thinking (Edwin, 2017). It allow the student participate in various activities to help them reflect on various moral situations and experiences. Both of approach can be beneficial to interact the student's moral. However, teaching moral education much more pay attention for the responsible and role of teacher in gaining the successful student's moral improvement. So, teacher good action and behaviour make best consequence of their teaching and the philosophical approach help them to always evaluate their teaching in sustaining student's moral formation.

The philosophy education give and gain the issue which exist in educational setting. The issue which confront in this study is about the students' moral in education. sometimes students is blamed in many cases when they lack of moral but in this study consider that immorality among the student not always come from themselves but it naturally come from some factor and reason that they face within the classroom interaction with the teacher. An overview of some reserches have clarified of the factor and challenge of the student's moral improvement and formation which is affected by teacher themselfe.

In short, philosophy in education give a special place for the teacher to sustain the students' moral. Teacher as the authority of moral educater who has responsible of moral formation and they has a duties to implement their teaching by a good behaviour and good implementation of giving justification, punishment and appraisal in appropriate way. Follows the philosophical approach which will help them to evaluate and increase their teaching moral.

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