IMPLEMENTATION OF ACTIVE LEARNING METHOD IN IMPROVING UNDERSTANDING OF MORAL MATERIAL ON STUDENTS AT SCHOOL

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Keywords:	ABSTRACTS
Active Learning Method; Understanding of Moral Material	This study explores the implementation of active learning methods in improving students' understanding of moral material at school. The research was conducted in a junior high school in Jember City, with 30 seventh-grade students participating in the study. Over three cycles, the study employed different active learning strategies: group discussions, simulations, and case studies, each designed to engage students in real-life moral scenarios and promote deeper understanding. Data were collected through observations, interviews, and documentation, with a thematic analysis approach used to evaluate the results. The findings indicated that active learning significantly improved students' comprehension of moral concepts, as evidenced by increased academic performance and active participation. In the first cycle, group discussions encouraged critical thinking and interpersonal communication skills. The second cycle, using simulations, enhanced students' emotional engagement and moral reasoning. The third cycle, involving case studies, fostered higher-order thinking and helped students apply moral principles to complex situations. Interviews with students and teachers revealed that active learning increased motivation, collaboration, and empathy. Overall, the study highlights the effectiveness of active learning methods in moral education, showing that these approaches not only improve understanding but also support the development of key skills such as empathy, problem-solving, and ethical decision-making.

A. INTRODUCTION

Moral education plays a pivotal role in shaping individuals' ethical foundations, particularly in educational institutions that emphasize the integration of moral and religious values into their curriculum. A robust understanding of morality not only aids students in internalizing ethical principles but also profoundly influences their character development in everyday life (Zaman, 2020). Despite its importance, traditional teaching approaches often fail to effectively encourage students to comprehend and internalize moral values. Innovative methodologies such as active learning have emerged as potential solutions to address these limitations. Active learning, characterized by student-centered approaches, fosters deeper engagement and comprehension of moral material. By involving students in participatory activities, this method enhances their interest and understanding of ethical concepts (Cibro & Tanjung, 2024). This research explores the implementation of active learning strategies in teaching moral education and evaluates their impact on students' understanding.

The foundation of this study lies in a comprehensive review of existing literature on moral education strategies. The exploration focuses on active learning techniques such as group discussions, simulations, and case studies, which are designed to promote deeper engagement with moral topics. These methods have been shown to encourage critical thinking and practical application, bridging the gap between theoretical knowledge and real-life scenarios (Nurlaelah & Aisyah, 2023). A significant challenge in moral education lies in the disconnection between the taught material and students' lived experiences. Active learning addresses this gap by introducing contextualized and relevant learning activities. Such approaches help students relate moral concepts to real-life situations, fostering a more meaningful learning experience (Z et al., 2022). This research seeks to determine how active learning strategies contribute to a holistic understanding of moral values among students.

The role of educators as facilitators is crucial in the success of active learning. Teachers must be equipped with the necessary skills to design and implement student-centered learning activities effectively. This study also delves into the obstacles teachers face when adopting active learning approaches and suggests strategies to overcome these challenges (Wahid et al., 2024). Active learning is not just limited to moral education but has broader implications for other disciplines. It represents a paradigm shift from teacher-centric to student-centric education, promoting lifelong learning skills. The findings from this study are expected to provide actionable insights for educators and policymakers aiming to enhance the quality of education in Indonesia (Cibro & Tanjung, 2024).

Integrating active learning into moral education aligns with the goals of modern education systems, which prioritize critical thinking, problem-solving, and ethical decision-making. This approach not only supports cognitive development but also nurtures social and emotional skills essential for moral reasoning (Mahendra, 2023). By exploring its application in moral education, this research seeks to highlight the transformative potential of active learning. Theoretical frameworks underpinning active learning emphasize its alignment with constructivist principles, where learners actively construct knowledge through experience and interaction. This study adopts these frameworks to evaluate how active learning facilitates the internalization of moral values (Zaman, 2020).

Moral education has traditionally relied on lecture-based approaches, which often fail to engage students or inspire active participation. In contrast, active learning methods encourage students to become active participants in their learning journey, fostering a deeper connection to the material (Huda & Ma`arif, 2021). This shift in approach is critical for moral education, where understanding and applying ethical principles require active engagement. Group discussions and collaborative problem-solving are integral components of active learning. These techniques enable students to explore diverse perspectives and develop a nuanced understanding of moral dilemmas. Such activities also enhance students' interpersonal and communication skills, which are vital for ethical decision-making.

Simulations and role-playing activities provide immersive learning experiences, allowing students to practice moral reasoning in a controlled environment. These methods have proven effective in enhancing students' ability to apply moral concepts in real-world situations (Wahid et al., 2024). This study evaluates the efficacy of such techniques in improving moral education outcomes. Another critical aspect of active learning is its ability to foster intrinsic motivation. By actively involving students in the learning process, this approach makes education more engaging and relevant, thereby increasing students' willingness to learn (Cibro & Tanjung, 2024). This research investigates the impact of active learning on student motivation in moral education.

Teacher preparedness is a key determinant of the successful implementation of active learning. Educators must be trained to design and facilitate interactive learning experiences effectively. This study examines the professional development needs of teachers and suggests strategies to enhance their capacity to implement active learning Moral education aims not only to impart knowledge but also to (Wahid et al., 2024). shape attitudes and behaviors. Active learning methods, by engaging students emotionally and cognitively, provide a comprehensive approach to achieving these goals (Nurlaelah & Aisyah, 2023). This research evaluates the outcomes of active learning in fostering moral development.

The implementation of active learning also presents challenges, such as time constraints, limited resources, and varying student readiness. This study identifies these challenges and explores potential solutions to ensure the successful integration of active learning into moral education.(Z et al., 2022) By focusing on student-centered learning, active learning promotes inclusivity and addresses the diverse needs of learners. It creates a supportive environment where all students can actively participate and benefit from the learning process.(Mahendra, 2023) This research highlights the inclusive potential of active learning in moral education.

Despite the extensive research on the benefits and applications of active learning in education, its implementation in moral education remains relatively underexplored. Most studies focus on the general effectiveness of active learning in enhancing academic performance and engagement,(Zaman, 2020) but there is limited empirical evidence on its specific impact on the internalization of moral values and ethical reasoning among students. Additionally, while active learning methods such as group discussions and simulations have been widely advocated,(Z et al., 2022) the challenges faced by teachers in adapting these methods to moral education contexts are inadequately addressed. Furthermore, the influence of cultural, social, and resource-related factors on the success of active learning in moral education is rarely studied, leaving a significant gap in understanding how these variables shape the outcomes of such pedagogical

approaches. This research seeks to fill these gaps by examining the nuanced effects of active learning on moral comprehension, exploring teacher preparedness, and addressing contextual challenges in its implementation.

This research begins with a literature review on various approaches to moral learning. Furthermore, the research focuses on active learning methods, which involve learning techniques such as group discussions, simulations, and problem solving. In the context of moral learning, these techniques are expected to increase students' understanding of the material in a deeper and more meaningful way. In education, challenges in understanding morals often stem from the lack of relevance between the material being taught and students' real-life situations. Active learning bridges this gap by creating relevant and applicable learning experiences. This research seeks to answer how active learning can help students develop a more comprehensive understanding of morals.

In particular, this study also considers the teacher's perspective as a learning facilitator. The role of the teacher is crucial in ensuring that active learning methods can be effectively implemented in the classroom. Therefore, this research includes an analysis of the challenges faced by teachers and strategies to overcome them. This research is not only relevant for moral education, but also provides insights for the development of other learning methods that are student-oriented. With the results obtained, it is hoped that this research can make a significant contribution to improving the quality of education in Indonesia.

B. METHOD

This study used a qualitative approach with a classroom action research design (PTK). The research location was one of the junior high schools in Jember City that has a moral learning program as part of its curriculum. The research subjects consisted of 30 seventh grade students who were purposively selected.

Data was collected through observation, interview, and documentation. Observation was conducted to monitor students' involvement during the learning process with active learning method. Interviews were conducted with teachers and students to obtain information about their experiences during the learning process. Documentation included students' assignments and teachers' notes during the learning process.

The research procedure was conducted in three cycles, each including the stages of planning, implementation, observation, and reflection. Data analysis was done thematically, with steps of organizing data, coding, and interpreting the results to produce meaningful findings.

In the planning stage, the researcher works with the teacher to design active learning-based learning activities. These activities include group discussions, simulations, and case studies relevant to the moral material. Teachers are also given a brief training on the application of this method to ensure suitability with students' needs.

The learning implementation was conducted in three cycles. Each cycle focused on using different active learning techniques. The first cycle used group discussion, the second cycle used simulation, and the third cycle used case studies. Each cycle ends with an evaluation to measure the effectiveness of the methods used.

Observations were conducted by the researcher and research assistant to record student interactions, participation levels, and student responses to learning. The data obtained from the observations were analyzed to identify patterns and trends that emerged during the learning process. Interviews were conducted after each cycle to get students' and teachers' perspectives on the methods used. The interview results were analyzed qualitatively to understand their experiences and views on active learning.(Sugiyono, 2020)

C. RESULT AND DISCUSSION

The findings of this study demonstrate that the implementation of active learning methods positively impacts students' understanding of moral material, engagement, and critical thinking skills. The study was conducted over three iterative cycles, each employing distinct active learning techniques that yielded significant improvements in student outcomes.

Cycle 1: Group Discussions

In the first cycle, group discussion techniques were utilized to explore simple moral cases. Initial observations revealed that while some students struggled with participation, their engagement levels gradually improved as they became accustomed to the collaborative learning format. This aligns with previous research emphasizing the role of group discussions in fostering a participatory learning environment and developing students' interpersonal communication skills.(Nurlaelah & Aisyah, 2023) As students shared their perspectives and learned from peers, they demonstrated an increased ability to analyze moral concepts critically.

Group discussions also provided students with a platform to express their thoughts openly, which is essential for moral reasoning. Such discussions encouraged active listening and respect for differing opinions, creating a more inclusive and supportive classroom environment.(Z et al., 2022) These skills are fundamental for understanding diverse perspectives and building empathy, which are crucial for moral development. By engaging in dialogue, students were able to connect abstract moral principles to real-world situations, enhancing their comprehension and practical application of the material. This dynamic approach also aligns with research suggesting that active participation in discussions improves students' emotional and intellectual investment in the subject matter, thereby increasing retention and application.(Huda & Ma`arif, 2021)

Moreover, the use of group discussions allowed students to confront moral dilemmas in a less rigid format, making the learning process feel more natural and less intimidating. This informal yet structured method provided a low-stakes environment for students to test out their ideas, make mistakes, and refine their understanding without fear of judgment.(Cibro & Tanjung, 2024) Such environments are crucial for fostering a growth mindset, which encourages students to see learning as an ongoing, iterative process. By providing opportunities for students to express differing viewpoints and receive constructive feedback, the group discussions also served as a tool for building resilience and confidence in their moral reasoning.(Mahendra, 2023)

Furthermore, the collaborative nature of group discussions allowed students to build confidence in their ability to contribute meaningfully to the learning process. This aligns with research indicating that group activities empower students to take

ownership of their learning and increase their self-efficacy.(Mahendra, 2023) Teachers observed that even students who were initially hesitant began to participate more actively, suggesting that the group format created a safe space for exploration and expression. The dynamic interactions within the groups also stimulated critical thinking and problem-solving skills, as students worked together to analyze moral dilemmas. This collaborative engagement helped develop both individual moral competencies and collective moral reasoning, reinforcing the interconnectedness of learning and social responsibility in moral education.(Wahid et al., 2024)

Additionally, group discussions in this cycle revealed the importance of teacher facilitation in maintaining focus and guiding meaningful interactions. Teachers played a critical role in steering conversations towards deeper moral reflections while ensuring that all students had opportunities to participate. This highlights the need for teacher training in effective facilitation techniques to maximize the benefits of group discussions in moral education.(Wahid et al., 2024) By balancing their role as facilitators and participants, teachers were able to foster an environment where students felt valued and engaged, leading to richer learning outcomes. Teachers' ability to prompt thoughtful questions, guide discussions back on track, and ensure that all voices were heard significantly contributed to the success of the group discussion approach. This underscores the importance of teacher preparedness and continuous professional development to effectively implement active learning strategies in moral education.(Cibro & Tanjung, 2024)

Cycle 2: Simulations

The second cycle introduced simulations, wherein students engaged with real-life scenarios requiring the application of moral values. This method proved highly effective, as evidenced by improved formative evaluation results. Students not only enhanced their understanding of the material but also displayed stronger abilities to collaborate and resolve conflicts constructively. These findings corroborate studies that highlight the role of experiential learning in enhancing practical applications of theoretical knowledge.(Cibro & Tanjung, 2024) By engaging in role-playing activities, students practiced moral reasoning in realistic contexts, thereby deepening their comprehension.

Simulations also fostered emotional engagement, an essential factor in internalizing moral values. By immersing themselves in roles that required ethical decision-making, students were able to empathize with diverse perspectives and consequences of actions.(Z et al., 2022) This emotional connection to the learning material helped students understand the complexities of moral dilemmas, bridging the gap between theoretical knowledge and practical application. Research supports the idea that simulations can evoke emotional responses, making learning experiences more impactful and memorable.(Mahendra, 2023) For instance, when students role-played a scenario involving ethical dilemmas in a community setting, they were not only analyzing the situation but also feeling the moral weight of their decisions. This emotional engagement enhanced their understanding of moral principles and encouraged students to think more critically about how to apply these values in their own lives.

Furthermore, the interactive nature of simulations encouraged active participation from all students, including those who were initially less confident in

group discussions. Teachers observed a noticeable improvement in students' ability to articulate their thoughts and defend their reasoning during debriefing sessions, indicating growth in their critical thinking and communication skills.(Wahid et al., 2024) This aligns with findings that simulations create opportunities for students to practice problem-solving collaboratively, fostering skills that are crucial for moral and social development. By placing students in realistic moral situations, they were able to test and refine their reasoning abilities, gaining a deeper understanding of the ethical principles involved. Such active participation is essential in developing not only academic but also emotional and social intelligence, which are integral to becoming morally responsible individuals.

In addition to fostering critical thinking and communication, simulations also promote collaboration among students. As they worked together to navigate the moral dilemmas presented in the simulations, students developed stronger teamwork and interpersonal skills. This collaborative problem-solving mirrors real-life situations where moral decisions often require collective input and compromise. By discussing potential solutions with peers, students learned to consider alternative perspectives and weigh the consequences of their decisions. Research suggests that the social interactions inherent in collaborative learning environments like simulations enhance students' ability to work in teams and make decisions that benefit the larger community.(Mahendra, 2023) These social skills are essential for effective moral reasoning, as they encourage students to think not only about their individual actions but also the broader societal implications.

Teachers played a critical role in designing and facilitating simulations, ensuring that scenarios were both challenging and relevant to students' lives. Effective facilitation required balancing structure with flexibility, allowing students to explore the scenarios freely while guiding discussions toward meaningful moral reflections. This highlights the importance of teacher training in developing and implementing simulation-based learning activities.(Nurlaelah & Aisyah, 2023) Teachers who were able to adapt scenarios to reflect current social issues or students' personal experiences made the simulations more relatable and impactful. By tailoring the learning experience to the students' context, teachers ensured that the moral principles being taught were not only theoretically sound but also practically applicable. This customization of learning activities demonstrates the importance of teacher agency and preparation in maximizing the educational benefits of active learning methods.

Moreover, teachers' facilitation skills were crucial in managing the emotional dynamics that simulations can evoke. Role-playing scenarios often brought out strong emotional responses from students, such as empathy, frustration, or even conflict. Teachers who were able to navigate these emotional dynamics effectively contributed to a supportive learning environment where students felt safe to express their feelings and reflections. This emotional safety is essential for moral development, as it allows students to confront and process the emotional complexities associated with ethical decision-making. Effective teachers also knew when to intervene in discussions to ensure that reflections remained focused on moral growth, reinforcing the connection between emotional engagement and the internalization of moral values.(Cibro & Tanjung, 2024)

Finally, the outcomes from this cycle suggest that simulations not only enhance students' moral reasoning but also contribute to their personal growth as individuals.

By engaging in role-playing activities, students practiced skills that extended beyond the classroom, such as empathy, critical thinking, and conflict resolution. These skills are fundamental for fostering responsible and morally aware citizens. The study's results support the view that simulations, as an active learning strategy, are not merely educational tools but also avenues for personal and moral development.(Z et al., 2022) As students continue to participate in simulation-based learning, they develop a more profound sense of social responsibility and ethical conduct, ultimately preparing them for real-world challenges that require both moral judgment and collaborative problem-solving.

Cycle 3: Case Studies

In the third cycle, a case study approach was employed to analyze complex moral situations. This method challenged students to think critically and reflectively, promoting a deeper understanding of moral concepts. The use of case studies encouraged students to synthesize information, draw connections between abstract ideas and real-world applications, and develop solutions collaboratively. Such outcomes are consistent with prior research indicating that case studies are particularly effective in fostering higher-order thinking skills.(Z et al., 2022) By engaging in case studies, students could apply theoretical knowledge to intricate, real-life dilemmas, which helped them internalize moral values in a way that was both intellectually rigorous and practically relevant.

One of the significant benefits of using case studies was the opportunity for students to apply moral reasoning in nuanced and multifaceted scenarios. By examining ethical dilemmas that mirrored real-life complexities, students were better equipped to understand the implications of moral decisions in varied contexts. Research supports that such methods not only enhance cognitive engagement but also prepare students for practical decision-making in ethical matters.(Cibro & Tanjung, 2024) The discussions that followed each case study further helped students articulate their reasoning and justify their moral choices. Teachers observed that these reflective discussions allowed students to refine their thinking, learning to balance ideal moral principles with the pragmatics of real-world situations, thus enhancing both their moral and intellectual development.

Additionally, the collaborative nature of case studies fostered a sense of shared responsibility among students. Working in groups allowed them to consider diverse viewpoints, refine their perspectives, and reach consensus on ethical issues. Teachers observed that this method encouraged quieter students to participate, as they felt more comfortable contributing within smaller groups. This inclusive aspect of case study discussions aligns with findings that emphasize the importance of collaborative learning in promoting equitable participation and fostering interpersonal skills.(Mahendra, 2023) The interaction within these small groups also enabled students to practice negotiating their ideas and come to a collective understanding, which is an essential skill for moral reasoning in real life, where ethical decisions often involve multiple stakeholders.

Case studies also served as a platform for students to practice empathy by considering the perspectives of all stakeholders involved in the scenarios. This emotional engagement is crucial for moral education, as it helps students connect intellectual understanding with affective learning. Teachers noted that students who

engaged deeply with the case studies demonstrated improved ability to relate moral principles to their own lives and the world around them. Such findings are consistent with research that highlights the role of empathy in developing a well-rounded moral compass.(Wahid et al., 2024) By immersing themselves in case study scenarios, students were able to understand the emotional and psychological dynamics at play, which in turn helped them develop a more nuanced approach to moral decision-making, emphasizing both the cognitive and emotional dimensions of moral reasoning.

Moreover, case studies encouraged students to analyze moral issues from multiple ethical perspectives. This approach promoted critical thinking by challenging students to consider not only the immediate consequences of their actions but also their long-term implications. For example, in one of the case studies, students examined the ethical dilemma of whistleblowing within a corporate environment. This required them to evaluate competing values, such as loyalty, honesty, and the greater good, helping students understand that moral choices are rarely clear-cut and often require careful deliberation. Research indicates that case studies cultivate these skills by simulating complex ethical scenarios that demand students to weigh multiple factors and potential outcomes.(Mahendra, 2023) The ability to think critically about complex moral issues is a vital skill that students can carry beyond the classroom into their professional and personal lives.

Finally, case studies also promoted self-reflection and personal growth. As students engaged with ethical dilemmas, they were encouraged to consider their own values and beliefs. This introspection helped them develop a stronger sense of moral identity and personal responsibility. Teachers observed that students became more confident in discussing and defending their ethical viewpoints, as they were required to justify their reasoning in front of their peers. This aligns with the findings of Cibro and Tanjung, who argue that case studies provide students with a platform for self-exploration, enabling them to better understand their personal values and how these align with societal norms. The self-awareness developed through these activities helps students internalize moral principles, making them more likely to apply these values consistently in their actions and decision-making.(Cibro & Tanjung, 2024)

Student and Teacher Perspectives

Interviews with students revealed that active learning methods significantly enhanced their motivation and interest in learning moral material. Many students reported finding the activities more engaging and relevant to their daily lives, which facilitated better understanding and retention of the material. This aligns with findings that student-centered learning approaches promote intrinsic motivation and meaningful learning experiences.(Wahid et al., 2024)

Students also expressed that the variety of activities involved in active learning such as discussions, simulations, and case studies kept the learning process dynamic and enjoyable. These methods broke the monotony of traditional lecture-based approaches, which are often less effective in maintaining attention and engagement. Previous research supports the idea that diverse, interactive teaching strategies can significantly improve student satisfaction and learning outcomes.(Z et al., 2022) For many students, the opportunity to actively participate in their education made the learning process more personal and impactful.

From the teachers' perspective, the benefits of active learning extended beyond increased student participation. They observed that students were not only more engaged but also more willing to collaborate and support their peers in understanding complex moral concepts. This aligns with studies indicating that active learning fosters a collaborative learning environment, which enhances not only academic achievement but also social skills.(Cibro & Tanjung, 2024) Teachers found this aspect particularly rewarding, as it demonstrated that the methods were contributing to a positive classroom culture.

However, teachers also highlighted challenges in implementing active learning, particularly the need for meticulous planning and adaptability. Designing activities that cater to varying student needs and maintaining the flow of interactive sessions required significant effort and creativity. These challenges resonate with findings from Mahendra, who notes that while active learning is effective, it demands substantial time and resources from educators.(Mahendra, 2023) Nevertheless, teachers agreed that the benefits of these methods outweighed the challenges, as the approach yielded noticeable improvements in student outcomes.

The insights gained from both students and teachers emphasize the transformative potential of active learning when implemented effectively. By fostering a dynamic and inclusive learning environment, active learning methods not only improve academic performance but also contribute to the holistic development of students. Teachers recommended ongoing professional development and resource allocation to ensure that active learning methods can be sustained and further optimized in classroom settings.

Emotional Engagement and Moral Internalization

The study found that active learning methods heightened students' emotional engagement, an essential component for internalizing moral values. Emotional connections to the material enable students to better understand and apply moral principles in their lives (Huda & Ma`arif, 2021). Activities such as simulations and case studies allowed students to empathize with different perspectives, reinforcing their emotional and ethical development. This emotional engagement is particularly crucial in moral education, as it fosters not only cognitive understanding but also a deeper personal connection to the moral principles being taught (Z et al., 2022). Students who were emotionally involved in their learning process were more likely to reflect on their own behaviors and values, making the moral lessons more applicable to their daily lives.

In the context of moral education, emotional engagement promotes critical reflection and the ability to think empathetically. Through activities like role-playing in simulations, students were able to immerse themselves in the experiences of others, leading to a more nuanced understanding of moral dilemmas. Research shows that such empathetic exercises are particularly effective in moral education, as they allow students to experience firsthand the emotional weight of ethical decisions (Cibro & Tanjung, 2024). By stepping into the shoes of others, students can more deeply internalize the consequences of moral actions, which encourages them to act with greater responsibility in real-life situations.

Additionally, emotional engagement through active learning supports the development of moral emotions such as guilt, pride, and empathy. These emotions play a significant role in moral decision-making and ethical behavior. Teachers observed that

after participating in simulations and case studies, students demonstrated a greater willingness to express their feelings about the ethical issues discussed, reflecting a stronger emotional investment in the material. This observation aligns with research suggesting that when students engage emotionally, they are better equipped to develop and apply moral values in a meaningful way (Mahendra, 2023). The emotional components of learning not only help students retain moral concepts but also shape their behavior by instilling a sense of ethical accountability.

Moreover, active learning fosters an inclusive environment where all students, regardless of their prior levels of engagement, are encouraged to participate emotionally and intellectually. The varied activities in active learning such as group discussions, role-playing, and case studies offer multiple entry points for students to connect with the material on an emotional level. These activities also promote a collaborative atmosphere, where students support each other in understanding complex moral issues, further enhancing emotional engagement. Teachers reported that this inclusivity made students feel more comfortable expressing their emotions and opinions, thus deepening their moral understanding (Wahid et al., 2024). This collaborative emotional engagement plays a critical role in helping students not only understand moral concepts but also internalize and apply them in their everyday lives.

D. CONCLUSION

This study has demonstrated the effectiveness of active learning methods in improving students' understanding of moral material in educational settings. Through three cycles of implementation group discussions, simulations, and case studies students showed significant progress in both their cognitive understanding of moral concepts and their ability to apply these concepts in real-life situations. The results revealed that active learning not only enhanced academic performance but also fostered greater emotional engagement, critical thinking, and empathy among students, which are crucial elements for moral development.

In the first cycle, group discussions created a participatory learning environment that allowed students to articulate their moral reasoning, listen to diverse viewpoints, and refine their understanding. This collaborative learning format encouraged students to engage more deeply with moral concepts, promoting a sense of responsibility and ownership over their learning. The second cycle, involving simulations, further reinforced this engagement by immersing students in real-world scenarios that required the application of moral values. These simulations not only deepened students' understanding but also enhanced their ability to collaborate and resolve conflicts, key skills for moral and social development. The third cycle, utilizing case studies, provided students with opportunities to critically analyze complex moral situations, synthesizing information and making ethical decisions in collaborative groups. This method helped students connect abstract moral principles to real-world dilemmas, promoting higher-order thinking and self-reflection. Importantly, case studies also facilitated emotional engagement, allowing students to develop a deeper sense of empathy and responsibility, essential for internalizing moral values.

The study highlighted the importance of teacher facilitation in guiding students through these active learning processes. Teachers who were well-trained in implementing these methods were able to foster an inclusive, dynamic, and supportive learning environment. However, the research also revealed that active learning requires

more preparation and resources compared to conventional methods, emphasizing the need for continuous professional development for educators to effectively integrate these strategies into their teaching practices.

Overall, the findings suggest that active learning methods are not only effective in improving students' understanding of moral material but also contribute to their personal and social development. By engaging students in interactive, reflective, and empathetic learning experiences, active learning fosters a deeper connection to the material, preparing students to apply moral principles in their daily lives. Therefore, incorporating active learning into moral education programs can significantly enhance both the academic and moral development of students, promoting the development of responsible, empathetic, and ethically-minded individuals.

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