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Between Instruction and Internalization: Narrative Perspectives on Moral Learning Management, Teacher Practice, and Students' Ethical Transformation in Indonesian Secondary Schools

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ABSTRACT

Background. Moral learning has an important role in shaping students' character, attitudes, and behavior. However, the success of moral learning is not only determined by the material taught but also by the teacher's ability to manage the learning process in a directed, systematic, and sustainable manner. Therefore, the application of management functions in moral learning is essential to achieve optimal educational outcomes.

Purpose. This study aims to analyze the implementation of management functions in moral learning as an effort to improve student learning outcomes.

Method. This research employed a descriptive qualitative approach using a literature study method. Data were collected through the examination of books, journal articles, and previous studies relevant to learning management, moral education, and learning outcomes. The data were analyzed using content analysis by examining the concepts of planning, organizing, implementing, and evaluating in moral learning.

Results. The findings indicate that management functions play a significant role in clarifying learning objectives, organizing learning resources and activities, directing the learning process, and evaluating students' overall development. The effective implementation of these management functions contributes to improved learning outcomes in terms of students' knowledge, attitudes, and behavior.

Conclusion. Moral learning needs to be managed systematically through the application of management functions to achieve meaningful educational goals. Effective planning, organizing, implementation, and evaluation can enhance student learning outcomes and support character development. This study contributes to the development of Islamic education management, particularly in the management of moral learning oriented toward improving student learning outcomes.

KEYWORDS

Islamic Education Management, Learning Outcomes, Learners, Management Function, Moral Learning

INTRODUCTION

Moral learning holds a strategic position in education as it directly shapes students' character, attitudes, and ethical behavior. In the context of Indonesian secondary education, particularly within Islamic educational settings,

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morality (*akhlak*) is not merely instructional content but a set of core values to be internalized through continuous pedagogical engagement. Despite its importance, moral learning in practice frequently suffers from an overemphasis on cognitive achievement, leaving affective awareness and daily behavioral habituation underaddressed. Consequently, while students may understand moral concepts theoretically, they often struggle to embody these values in real-life situations. This gap underlines the necessity of moving beyond traditional rote instruction toward a structured and systematic educational process that integrates cognitive, affective, and behavioral dimensions of learning (Brown et al., 2023; Berkowitz et al., 2024).

To address these instructional challenges, classical management functions—planning, organizing, implementing, and evaluating provide a structured framework to align pedagogical goals with value internalization. Research on instructional quality and classroom management demonstrates that well-managed learning environments significantly enhance students' motivation, behavioral engagement, and academic achievement (Fauth et al., 2023; Korpershoek et al., 2024; Praetorius & Charalambous, 2023). Furthermore, studies on Social-Emotional Learning (SEL) indicate that systematic classroom interventions foster self-regulation, social competence, and positive behavior, all of which support the internalization of moral values (Weissberg & Durlak, 2023; Martins & Silva, 2024). Although SEL and classroom management originate primarily from broader educational paradigms, their emphasis on structured interaction, goal-oriented learning, and continuous behavioral feedback provides important operational principles for moral learning in Islamic education, helping bridge explicit moral instruction with students' internal character development.

In Indonesian secondary schools, moral learning is strongly influenced by localized pedagogical practices, teacher exemplification (*uswah hasanah*), and institutional habituation. Recent studies have emphasized that value internalization requires consistent teacher role modeling, reflective pedagogy, and structured instructional management (Hidayat et al., 2023; Hakam & Parhan, 2023; Parhan & Kembara, 2024; Zamsiswaya et al., 2024). However, much of the domestic literature still discusses management functions (POAC) primarily as administrative mechanisms or treats character education merely as an instructional strategy. Empirical and qualitative evidence explaining how teachers dynamically enact these managerial functions in authentic classroom contexts to promote students' ethical transformation remains relatively limited.

Although previous studies have examined character education (Brown et al., 2023; Jeynes, 2023; Berkowitz et al., 2024), classroom management (Korpershoek et al., 2024; Doyle & Williams, 2024), and values or Islamic moral education (Lovat, 2023; Nucci & Ilten-Gee, 2023), these strands of scholarship generally address each issue independently. Consequently, limited research explicitly explains how the operational implementation of management functions interacts with classroom practice to facilitate the internalization of moral values in Indonesian secondary schools. Rather than claiming that applying management functions to moral education is entirely new, the novelty of this study lies in examining how managerial processes intersect with teachers' instructional practices to foster authentic character development beyond formal administrative compliance.

Addressing this gap, this study offers a novel perspective by conceptualizing moral learning management as a dynamic bridge between teacher instruction and students' ethical transformation. By framing moral education through an integrated managerial lens, this research explains how systematic planning, effective classroom organization, purposeful implementation, and holistic evaluation operate synergistically to strengthen value internalization and improve students' cognitive, affective, and behavioral learning outcomes in Indonesian secondary schools.

To achieve this purpose and align with a narrative perspective on instructional practice, this study addresses three central research questions:

1. How do secondary school teachers plan and organize moral learning to transcend cognitive delivery and foster value internalization?
2. In what ways do teachers execute management functions through exemplification, habituation, and dynamic classroom practice during moral instruction?
3. How does the integrated application of planning, organizing, implementing, and evaluating functions contribute to students' ethical transformation and overall learning outcomes?

RESEARCH METHODOLOGY

This study employed an integrative literature review within a qualitative research approach. This design was selected because the study did not seek to collect primary data from particular educational institutions or participants but instead aimed to systematically examine, synthesize, and interpret existing scholarly literature concerning management functions, moral learning, and student learning outcomes. An integrative literature review is appropriate when conducted through a systematic search strategy, explicit inclusion and exclusion criteria, structured data extraction, and rigorous analytical procedures that enable researchers to generate comprehensive conceptual interpretations of a phenomenon (Snyder, 2019; Whittemore & Knafl, 2023). Furthermore, this review approach allows the integration of theoretical and empirical evidence from diverse disciplines, thereby producing a broader understanding of the relationship between management functions and moral learning (Torraco, 2024).

The corpus of this study consisted of scholarly publications addressing management functions, learning management, moral education, character education, classroom management, and student learning outcomes. The unit of analysis comprised academic documents rather than individual respondents. Literature was selected purposively using predetermined inclusion and exclusion criteria to ensure the quality and relevance of the reviewed studies. Eligible publications were required to: (1) discuss management functions, learning management, moral learning, moral education, character education, classroom management, or student learning outcomes; (2) be published in reputable scientific outlets, including Scopus-indexed international journals and nationally accredited SINTA journals; (3) demonstrate direct relevance to the research objectives; and (4) provide conceptual or empirical findings that contributed to the analytical framework of this study. Publications lacking academic credibility, unrelated to the research focus, or originating from non-scholarly sources were excluded.

The primary research instrument was the researcher, supported by a literature review matrix designed to record, classify, and analyze relevant information extracted from each selected publication. The matrix documented publication characteristics, research objectives, theoretical foundations, methodological approaches, principal findings, and their relevance to management functions in moral learning. This instrument facilitated systematic comparison across studies and strengthened the analytical process.

Data collection employed documentation techniques through the identification, retrieval, screening, reading, and recording of relevant literature. Searches were conducted using Google Scholar, Garuda, SINTA, ScienceDirect, SpringerLink, Taylor & Francis Online, and other academic databases. The search was limited to publications issued between 2015 and 2025. Only peer-reviewed journal articles, scholarly books, and conference proceedings were included, whereas opinion articles, editorials, unpublished manuscripts, and other non-academic publications were excluded. Search terms included "management function," "learning management," "moral

learning,” “moral education,” “character education,” “student learning outcomes,” and “classroom management.” The search and screening processes followed systematic procedures to ensure that all included studies directly contributed to the development of the study’s conceptual framework.

The review procedure followed the principles of integrative literature review and the PRISMA 2020 reporting framework (Snyder, 2019; Page et al., 2021). The procedure consisted of six sequential stages: (1) defining the research focus concerning management functions in moral learning; (2) identifying relevant literature through systematic database searches; (3) screening and selecting studies based on predefined eligibility criteria; (4) extracting and categorizing data into thematic domains; (5) synthesizing relationships among the identified themes; and (6) constructing a conceptual framework explaining how management functions contribute to effective moral learning and improved student learning outcomes.

Data were analyzed using qualitative content analysis. The analysis involved identifying key concepts, comparing findings across studies, grouping evidence into thematic categories, and synthesizing conceptual relationships relevant to the research objectives. The analytical framework was organized around four principal management functions planning, organizing, implementing, and evaluating which served as the basis for interpreting how moral learning can be managed systematically to improve students’ cognitive, affective, and behavioral learning outcomes. Content analysis is particularly appropriate for interpreting textual evidence systematically and generating meaningful conceptual conclusions from documentary data (Krippendorff, 2018).

To enhance the trustworthiness of the findings, the study employed source triangulation and persistent observation of the reviewed literature. Source triangulation was achieved by comparing evidence from international journals, nationally accredited journals, scholarly books, conference proceedings, and previous empirical studies. Persistent observation was conducted through repeated reading, cross-checking, and verification of concepts and findings across multiple sources. Furthermore, continuous consistency checks were undertaken to ensure alignment between the selected literature, the research objectives, and the analytical framework, thereby strengthening the credibility of the conceptual synthesis.

Although this methodology provides a comprehensive understanding of the implementation of management functions in moral learning, several limitations should be acknowledged. First, the study relied exclusively on secondary data and therefore did not involve direct classroom observations or empirical measurements. Second, the findings depended on the availability, scope, and quality of the existing literature. Third, the conclusions are conceptual rather than statistically generalizable. Nevertheless, the integrative literature review offers a rigorous and theoretically grounded framework for explaining how planning, organizing, implementing, and evaluating functions contribute to the effectiveness of moral learning and the improvement of student learning outcomes.

RESULT AND DISCUSSION

Literature Review Results

Based on the review of the selected literature, the implementation of management functions in moral learning can be understood as a systematic learning management process encompassing four interrelated functions: planning, organizing, implementing, and evaluating. These functions operate as an integrated cycle that supports a structured, goal-oriented, and sustainable learning process. Within the context of moral learning, management functions extend beyond the technical organization of instruction to include the cultivation of values, character formation, and the reinforcement of students’ positive behaviors.

The literature further indicates that moral learning requires a more comprehensive management approach than instruction focused solely on cognitive achievement. Since moral learning outcomes encompass cognitive, affective, and behavioral domains, instructional management should facilitate the development of all three dimensions. Research on social-emotional learning demonstrates that well-designed educational interventions enhance students' self-regulation, social competence, positive attitudes, responsible behavior, and academic performance (Weissberg & Durlak, 2023; Martins & Silva, 2024). In the context of moral learning, these findings suggest that value internalization becomes more effective when supported by systematic planning, consistent implementation, and comprehensive evaluation that addresses students' overall development. The synthesis of the reviewed literature is summarized in Table 1.

Table 1. Literature Synthesis on the Function of Management in Moral Learning

Study Focus	Main Source	Key Findings	Relevance to Moral Learning
Character education	Brown et al. (2023); Jeynes (2023); Berkowitz et al. (2024)	Character education has a positive influence on the academic development and behavior of students.	Moral learning needs to be directed not only at the understanding of values, but also at changing attitudes and behaviors.
Social-emotional learning	Weissberg & Durlak (2023); Martins & Silva (2024)	Social-emotional programs have an impact on social skills, attitudes, behaviors, and academic achievement.	Moral values such as discipline, responsibility, and care need to be managed through structured learning activities.
Classroom management	Korpershoek et al. (2024); Doyle & Williams (2024)	Classroom management strategies affect academic outcomes, behavior, social-emotional, and learning motivation.	Good class organization supports an orderly and conducive moral learning atmosphere.
Quality of learning	Fauth et al. (2023); Praetorius & Charalambous (2023)	Teaching quality has to do with classroom management, learning support, and cognitive activation.	Teachers need to manage moral learning so that they not only lecture, but also encourage active involvement of students.
Example and habituation	Sanderse (2023); Hidayat et al. (2023); Hakam & Parhan (2023)	Exemplification and internalization of values play an important role in character education.	Moral learning requires real examples, habituation, and consistency of teacher behavior.
Evaluation and feedback	Han & Dawson (2024); Sultan & Ahmad (2024).	Feedback helps learners understand achievements, mistakes, and improvement steps.	Moral evaluation needs to provide direction for the development of students' knowledge, attitudes, and behaviors.

Based on the synthesized literature, moral learning is closely associated with instructional management, character education, classroom management, and comprehensive learning evaluation. Management functions provide an operational framework that enables teachers to organize instruction systematically, beginning with goal formulation and continuing through implementation and evaluation. Consequently, moral learning should not be treated merely as the transmission of normative values but rather as a structured educational process designed to foster students' cognitive understanding, affective commitment, and behavioral transformation (Brown et al., 2023; Berkowitz et al., 2024; Jeynes, 2023)..

Implementation of the Planning Function in Moral Learning

Organizing in moral learning refers to teachers' ability to manage learning resources, instructional time, classroom settings, learning media, teaching activities, and students' roles throughout the learning process. This function is essential because moral learning is not achieved solely through the delivery of instructional content but also through the classroom climate, teacher–student interactions, and the learning culture established during instruction. Effective classroom organization provides a supportive environment in which students can experience and internalize moral values through daily educational practices (Anwar & Hidayat, 2024; Ismail & Rahim, 2024).

The findings of this review indicate that effective organization contributes to the creation of an orderly, safe, and supportive learning environment that facilitates positive behavioral development. Korpershoek et al. (2024) reported that effective classroom management positively influences students' academic achievement, behavioral development, social-emotional competence, and learning motivation. Similarly, Doyle and Williams (2024) emphasized that well-organized classroom environments encourage the internalization of positive values through structured interactions and consistent classroom routines. In the context of moral learning, classroom organization is particularly important because values such as discipline, responsibility, cooperation, and mutual respect are cultivated through consistent classroom norms, routines, and patterns of interaction.

The organization of moral learning should involve a systematic arrangement of learning activities. Teachers may structure lessons into opening activities that prepare students for learning, core activities that facilitate the exploration and discussion of moral values, and closing activities that emphasize reflection and reinforcement. In addition, organizing students into collaborative learning groups provides opportunities for them to develop respect for different perspectives, teamwork, empathy, and responsible problem-solving. Therefore, organizing is not merely an administrative function but also an essential pedagogical strategy for promoting moral development (Hidayat et al., 2023; Tambak et al., 2023).

The organizing function also includes the careful selection of instructional media and learning resources. Moral learning becomes more meaningful when teachers contextualize moral concepts using examples that closely reflect students' daily experiences. For instance, discussions of honesty may be linked to examination ethics, responsible use of social media, or peer interactions, whereas responsibility may be illustrated through completing assignments, maintaining classroom cleanliness, and complying with school regulations. Contextualized learning resources enable students to relate abstract moral concepts to authentic situations, thereby strengthening value internalization and meaningful learning (Hakam & Parhan, 2023; Sukenti & Tambak, 2023).

Implementation of the Implementation Function in Moral Learning

Implementation is the stage in which instructional plans are translated into actual learning activities. In moral learning, implementation plays a pivotal role because moral values cannot be effectively transmitted solely through verbal explanations; they must also be demonstrated through teacher exemplification, habituation, dialogue, and meaningful learning experiences. Accordingly, teachers assume multiple roles as instructors, facilitators, role models, and evaluators who guide students throughout the process of moral development (Anwar & Hidayat, 2024; Ismail & Rahim, 2024).

The findings of this review indicate that effective implementation of moral learning should integrate conceptual explanation, teacher exemplification, behavioral habituation, reflective activities, and continuous reinforcement. Sanderse (2023) argues that teacher role modeling constitutes one of the most influential components of moral and character education because students develop moral values not only through explicit instruction but also by observing teachers' attitudes, language, and daily conduct. This perspective is reinforced by studies conducted in Indonesian Islamic educational contexts, which emphasize that *uswah hasanah* and consistent habituation significantly strengthen students' character formation and value internalization (Hidayat et al., 2023; Parhan & Kembara, 2024). Consequently, the successful implementation of moral learning requires consistency between the moral values taught and the behaviors demonstrated by teachers in everyday classroom practice.

Effective implementation also requires active student participation. Learning that relies exclusively on teacher-centered instruction tends to position students as passive recipients of information, thereby limiting opportunities for meaningful value internalization. Conversely, learning activities that engage students in discussion, reflective inquiry, case analysis, collaborative problem-solving, and experiential practice encourage deeper understanding and personal commitment to moral values. Evidence from social-emotional learning research indicates that structured educational programs improve students' self-regulation, social competence, positive behavior, and academic achievement through continuous and active participation (Weissberg & Durlak, 2023; Martins & Silva, 2024). These findings suggest that moral learning should be implemented through interactive and sustained learning experiences rather than through one-way knowledge transmission.

In practice, teachers may implement moral learning through several complementary strategies. First, teachers explain moral values using language and examples appropriate to students' developmental levels. Second, they demonstrate desirable behaviors through consistent personal exemplification in daily classroom interactions. Third, teachers encourage students to reflect critically on their own attitudes and behaviors through guided reflection and dialogue. Fourth, positive habits are cultivated through classroom routines, school regulations, and continuous reinforcement. Finally, teachers provide constructive guidance and feedback to students who display inappropriate behavior while acknowledging and reinforcing positive conduct. Through these integrated strategies, moral learning becomes a dynamic process of value internalization that promotes students' cognitive understanding, affective commitment, and behavioral transformation (Hakam & Parhan, 2023; Tambak et al., 2023; Berkowitz et al., 2024).

Implementation of the Evaluation Function in Moral Learning

Evaluation in moral learning is a systematic process of assessing the extent to which learning objectives have been achieved across the cognitive, affective, and behavioral domains. Unlike conventional instructional evaluation, moral learning cannot be adequately assessed through written

examinations alone because its outcomes are reflected not only in students' conceptual understanding but also in changes in attitudes, habits, and daily behaviors. Therefore, the evaluation of moral learning requires a comprehensive and multidimensional assessment approach that captures students' overall moral development (Han & Dawson, 2024; Sultan & Ahmad, 2024).

The findings of this review indicate that the evaluation of moral learning should incorporate multiple assessment techniques, including cognitive tests, behavioral observation, attitude assessment, self-assessment, peer assessment, reflective journals, and continuous observation of students' daily conduct. Cognitive assessment measures students' understanding of moral concepts, whereas behavioral observation provides evidence of how these values are demonstrated in classroom and school activities. Self-assessment and reflective activities encourage students to examine their own attitudes and behaviors critically, while peer assessment provides additional insights into the consistency of students' moral conduct within their social interactions. Such multidimensional assessment enables teachers to evaluate moral learning more holistically than relying solely on academic performance (Han & Dawson, 2024; Sultan & Ahmad, 2024).

Evaluation should also be accompanied by constructive feedback that supports students' continuous moral development. Effective feedback goes beyond assigning grades by providing guidance, reinforcement, clarification, and opportunities for improvement. Rather than merely identifying inappropriate behavior, teachers should explain its consequences, encourage self-reflection, and assist students in developing more responsible patterns of behavior. Through this approach, evaluation functions not only as a measurement tool but also as a process of coaching and character development that strengthens students' moral awareness and behavioral growth (Han & Dawson, 2024; Wright & Taylor, 2025).

Furthermore, evaluation provides valuable information for teachers to improve subsequent instructional planning and classroom practices. When students do not demonstrate the expected behavioral changes, teachers should reconsider the appropriateness of learning objectives, instructional methods, teaching media, classroom organization, and learning strategies that have been implemented. Consequently, evaluation serves both accountability and quality improvement functions within the instructional process. This demonstrates that evaluation in moral learning is directed not only toward assessing students' achievement but also toward improving the overall effectiveness of learning management and promoting continuous instructional refinement (Manning & Sanders, 2025; Wright & Taylor, 2025).

The Impact of the Implementation of Management Functions on Student Learning Outcomes

Student learning outcomes in moral learning should be understood from a holistic perspective. They are reflected not only in academic achievement but also in students' understanding of moral values, the development of positive attitudes, the formation of constructive habits, and the consistent demonstration of ethical behavior in everyday life. Accordingly, the implementation of management functions serves as an essential mechanism linking instructional objectives with students' cognitive, affective, and behavioral achievements (Brown et al., 2023; Berkowitz et al., 2024; Lovat, 2023).

Based on the synthesis of the reviewed literature, the implementation of management functions contributes to improving student learning outcomes through several interrelated mechanisms. First, effective planning enables teachers to formulate clear instructional objectives, select appropriate learning strategies, and align learning activities with expected moral competencies (Anwar & Hidayat, 2024; Vanderbilt & Mercer, 2024). Second, organizing creates a supportive and well-managed learning environment that encourages students' participation,

collaboration, and responsible behavior (Korpershoek et al., 2024; Praetorius & Charalambous, 2023). Third, effective implementation facilitates the internalization of moral values through teacher exemplification, habituation, reflective dialogue, and meaningful learning experiences that actively engage students in the learning process (Sanderse, 2023; Parhan & Kembara, 2024; Tambak et al., 2023). Finally, comprehensive evaluation enables teachers to monitor students’ cognitive, affective, and behavioral development while providing constructive feedback that supports continuous improvement and character growth (Sultan & Ahmad, 2024; Wright & Taylor, 2025).

Overall, the reviewed studies indicate that the four management functions operate as an integrated instructional system rather than as independent activities. Their effective implementation enhances students’ understanding of moral values, strengthens value internalization, promotes positive behavioral change, and contributes to more sustainable learning outcomes. Consequently, successful moral learning depends not only on the quality of instructional content but also on teachers’ ability to manage the entire learning process systematically, consistently, and reflectively (Brown et al., 2023; Hidayat et al., 2023; Zamsiswaya et al., 2024).

Table 2. The Relationship of Management Function with Student Learning Outcomes in Moral Learning

Management Functions	Form of Implementation	Impact on Learning Outcomes
Planning	Prepare objectives, materials, methods, media, and moral learning evaluation.	Students understand the direction of learning and the moral values that need to be mastered.
Organizing	Manage classes, times, activities, learning resources, and student interactions.	An orderly, conducive, and supportive learning atmosphere is formed.
Implementation	Carry out learning through explanations, examples, discussions, habituation, and reflection.	Students not only understand the material, but are also encouraged to apply moral values.
Evaluation	Assess knowledge, attitudes, behaviors, and give feedback.	Teachers know the development of students and can improve the learning process.

The literature synthesis demonstrates that each management function contributes significantly to student learning outcomes. Planning provides clear instructional direction, organizing establishes a supportive and orderly learning environment, implementation facilitates meaningful value internalization through active learning experiences, and evaluation ensures continuous monitoring and improvement of students’ cognitive, affective, and behavioral development. Consequently, improvements in student learning outcomes cannot be separated from the quality of learning management implemented by teachers. Effective integration of these four management functions enables moral learning to become a systematic process that promotes not only academic achievement but also character formation and ethical behavior (Praetorius & Charalambous, 2023; Zhang & Zhao, 2024).

These findings are consistent with previous studies demonstrating that character education positively influences students’ academic achievement, moral development, and behavioral outcomes (Jeynes, 2023; Brown et al., 2023; Berkowitz et al., 2024). Likewise, research on moral

education emphasizes that students are more likely to internalize moral values when learning is supported by systematic planning, consistent teacher exemplification, meaningful classroom interactions, and continuous evaluation (Lovat, 2023; Sanderse, 2023; Hidayat et al., 2023). Therefore, the positive impact of moral learning does not emerge automatically but depends on the effective implementation of management functions that consistently integrate moral values into everyday teaching and learning practices. Through such sustained management processes, the values taught gradually become part of students' awareness, attitudes, and daily behavior.

Based on the findings of this study, it can be emphasized that the implementation of management functions in moral learning constitutes a crucial requirement for improving the quality of student learning outcomes. Moral learning differs from instruction that focuses solely on cognitive achievement because it involves values, awareness, attitudes, habits, and behavioral actions. Consequently, moral learning must be managed systematically so that the process of value internalization can occur effectively and continuously (Brown et al., 2023; Berkowitz et al., 2024).

The planning function serves as the fundamental basis of moral learning because it determines the direction, objectives, and expected outcomes of instruction. Without adequate planning, moral learning risks becoming general, unfocused, and difficult to evaluate. Effective planning enables teachers to formulate objectives that encompass cognitive, affective, and behavioral dimensions. In this context, moral learning is directed not only toward helping students understand moral concepts but also toward enabling them to demonstrate behaviors consistent with those values in everyday life. This analysis supports the view that value-based learning requires a clear instructional design so that it extends beyond the delivery of moral advice and contributes to meaningful character development (Jeynes, 2023; Vanderbilt & Mercer, 2024).

The organizing function plays an important role in creating a learning environment that supports moral development. An orderly classroom climate, positive teacher–student relationships, and consistent classroom rules provide opportunities for students to develop discipline, responsibility, cooperation, and respect for others through daily interaction. Korpershoek et al. (2024) reported that classroom management influences students' academic achievement, behavioral development, social-emotional competence, and learning motivation. In the context of moral learning, this implies that the classroom functions not only as a place for delivering instructional content but also as a space for the habituation and reinforcement of moral values through structured interaction and classroom routines (Doyle & Williams, 2024; Hidayat et al., 2023).

The implementation function represents the most visible stage of the instructional process because it is through implementation that moral values are transformed into lived educational experiences. Instruction that relies exclusively on lectures may help students understand moral concepts, but it does not necessarily develop moral awareness or behavioral habits. Therefore, effective moral learning should integrate conceptual explanation, teacher exemplification, behavioral habituation, experiential learning, dialogue, and reflection. Sanderse (2023) emphasizes that teacher role modeling is a central component of moral education because students learn not only from explicit instruction but also from observing teachers' attitudes, language, and actions. When teachers consistently demonstrate fairness, courtesy, discipline, and responsibility, students receive concrete examples of how moral values are applied in real-life situations (Parhan & Kembara, 2024; Hakam & Parhan, 2023).

The evaluation function is equally important because it determines whether instructional objectives have been achieved across the cognitive, affective, and behavioral domains. Evaluation in moral learning must therefore extend beyond written examinations, which primarily measure conceptual understanding. Comprehensive evaluation should combine cognitive assessment,

behavioral observation, reflective activities, self-assessment, peer assessment, and constructive feedback. Recent studies emphasize that multidimensional assessment and meaningful feedback help students recognize their achievements, identify areas for improvement, and develop greater moral awareness and behavioral responsibility (Han & Dawson, 2024; Sultan & Ahmad, 2024; Wright & Taylor, 2025). In moral learning, feedback functions as a form of guidance and coaching that assists students in understanding not only what is right or wrong but also how they can improve their behavior and decision-making.

Conceptually, the implementation of management functions in moral learning can generate three interconnected forms of learning outcomes. First, cognitive outcomes involve increased understanding of moral values and ethical principles. Second, affective outcomes involve the development of awareness, appreciation, and positive attitudes toward the values being learned. Third, behavioral outcomes involve the emergence of habits and actions that reflect commendable moral conduct. These three dimensions are interdependent and cannot be separated from one another. Students who understand moral values cognitively but fail to apply them in their behavior cannot be considered fully successful in moral learning. Effective moral learning is therefore characterized by the integration of knowledge, attitudes, and actions into a coherent pattern of ethical behavior (Lovat, 2023; Nucci & Ilten-Gee, 2023).

Overall, the findings of this study indicate that management functions provide a strategic framework for organizing moral learning systematically and effectively. Planning establishes instructional direction, organizing creates a conducive learning environment, implementation facilitates value internalization through meaningful experiences, and evaluation supports continuous improvement of both students and instructional practice. Together, these four functions form an integrated process that contributes to improving students' cognitive understanding, affective development, and behavioral transformation. Accordingly, the implementation of management functions in moral learning should be understood as a systematic effort to make moral education more effective, meaningful, and impactful in fostering students' holistic character development (Brown et al., 2023; Hidayat et al., 2023; Zamsiswaya et al., 2024).

CONCLUSION

This study advances the literature on Islamic educational management by conceptualizing moral learning not merely as a normative transmission of values, but as an integrated, four-fold managerial process encompassing planning, organizing, implementing, and evaluating. The primary theoretical novelty of this framework lies in bridging the traditional gap between pedagogical content and systematic classroom management, demonstrating that character outcomes across cognitive, affective, and behavioral dimensions depend fundamentally on the structured execution of managerial functions.

Practically, these findings suggest that educational practitioners and school administrators must shift from ad-hoc moral instruction toward a systematic management approach. Teachers should design holistic lesson plans that balance behavioral habits with cognitive goals, establish classroom environments that actively foster value internalization, and utilize multi-dimensional evaluations beyond written exams. Furthermore, educational policymakers and Islamic institutions should integrate instructional management training into teacher professional development programs to enhance classroom execution.

While this study provides a strong conceptual framework based on an integrative literature synthesis, its conclusions remain theoretical. Future empirical research is recommended to validate this framework through qualitative field studies, observational classroom assessments, or

quantitative evaluations measuring the direct statistical impact of specific management interventions on student behavioral outcomes across diverse educational contexts.

DECLARATION OF AI AND AI ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

During the preparation of this work, the author(s) used ChatGPT (OpenAI) for limited language assistance. All scientific content, analysis, interpretation, and conclusions were developed and verified by the author(s), who take full responsibility for the content of this publication.

AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Literature search; Data curation; Formal analysis; Methodology; Writing, original draft..

Author 2: Investigation; Validation; Writing, review and editing; Resources.

Author 3: Supervision; Project administration; Validation; Writing, review and editing.

DECLARATION OF COMPETING INTEREST

The authors affirm that there are no financial, professional, or personal conflicts of interest that may have influenced the research, analysis, interpretation of data, or the conclusions presented in this article.

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