

Self-Efficacy and Moral Education in Enhancing the Moral Development and Social Intelligence of Muslim Adolescents

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Abstract

This study explored the implementation of moral education in enhancing self-efficacy, moral development, and social intelligence among Muslim adolescents, along with its theoretical implications. Using a comprehensive literature review method, data sources included journals, books, and academic publications related to moral education and youth development. Data were collected through the identification, selection, and critical analysis of relevant literature. The findings indicate that moral education, emphasizing values such as honesty, justice, and responsibility, significantly enhances students' self-efficacy. Structured programs involving personal reflection, group discussions, and community service projects help students develop self-confidence, moral awareness, and ethical decision-making skills. A supportive environment and positive reinforcement also play crucial roles in promoting positive social interactions and social skills like empathy and cooperation. These findings support theories of moral development and Bandura's self-efficacy theory, highlighting the importance of direct experience, positive reinforcement, and social interaction in the development of social and moral skills. Structured moral education provides a strong foundation for students' personal and social

development, preparing them to become ethical, confident, and adaptable individuals in society.

Keywords: Moral education; Self-efficacy; Moral development; Muslim adolescents

Abstrak

Penelitian ini mengeksplorasi penerapan pendidikan akhlak dalam meningkatkan efikasi diri, perkembangan moral, dan kecerdasan sosial remaja Muslim serta implikasi teoretisnya. Menggunakan metode kajian literatur yang komprehensif, sumber data berasal dari jurnal, buku, dan publikasi akademik terkait. Data dikumpulkan melalui identifikasi, seleksi, dan analisis kritis terhadap literatur yang relevan. Hasil penelitian menunjukkan bahwa pendidikan akhlak yang menekankan nilai-nilai seperti kejujuran, keadilan, dan tanggung jawab secara signifikan meningkatkan efikasi diri siswa. Program terstruktur, yang melibatkan refleksi pribadi, diskusi kelompok, dan proyek layanan masyarakat, membantu siswa mengembangkan keyakinan diri, kesadaran moral, dan kemampuan membuat keputusan etis. Lingkungan yang mendukung dan penguatan positif juga memainkan peran penting dalam mendorong interaksi sosial positif dan keterampilan sosial seperti empati dan kerja sama. Temuan ini mendukung teori perkembangan moral dan teori efikasi diri Bandura, menegaskan pentingnya pengalaman langsung, penguatan positif, dan interaksi sosial dalam pengembangan keterampilan sosial dan moral. Pendidikan akhlak yang terstruktur memberikan dasar yang kuat bagi pengembangan pribadi dan sosial siswa, mempersiapkan mereka menjadi individu beretika, percaya diri, dan adaptif dalam masyarakat.

Kata Kunci: Pendidikan akhlak; Efikasi diri; Perkembangan moral; Remaja Muslim

Introduction

Moral education is one of the foundational pillars of Islamic education, functioning to shape good moral character and social behavior. It not only teaches the distinction between right and wrong but also internalizes ethical values in daily life. Within the context of Islamic education, moral education serves as a crucial basis for developing individuals with high moral integrity. The relevance of moral education in shaping good moral character and social behavior is increasingly recognized in the face of globalization and modernization, which often introduce values that conflict with Islamic teachings (Lundeto, 2023). Effective moral education can act as a safeguard for Muslim

adolescents against negative influences from their social environment (Imamah et al., 2023). Therefore, special attention must be given to moral education within the Islamic education system (Daheri & Warsah, 2019).

Self-efficacy, defined by Albert Bandura as an individual's belief in their ability to organize and execute actions required to achieve specific goals, also plays a significant role in education. Self-efficacy greatly influences motivation, academic achievement, and psychological well-being in adolescents (Rosmalina et al., 2023). Those with high levels of self-efficacy tend to be more confident in facing academic and social challenges, as well as more resilient to stress and failure (Daheri et al., 2023). In the context of Islamic education, developing self-efficacy through moral education can help Muslim adolescents become more optimistic and persistent in achieving their goals (Nasution, 2021). Hence, it is important to explore how moral education can contribute to enhancing the self-efficacy of Muslim adolescents.

Social intelligence, which includes the ability to understand and manage social interactions effectively, is another critical aspect of adolescent development. Social intelligence involves components such as empathy, communication, and the ability to collaborate with others (Daud et al., 2023). The significance of social intelligence in social interaction and adaptation cannot be overlooked, as it helps individuals build healthy and positive relationships with others (Aziz et al., 2022). In the context of Islamic education, developing social intelligence through moral education can assist Muslim adolescents in interacting and adapting more effectively within their social environment (Destriani & Warsah, 2022). Therefore, this research will explore how moral education can enhance the social intelligence of Muslim adolescents (Suban & Ilham, 2022).

The current condition of Muslim adolescents indicates that they face various moral and social challenges in the modern era. Increasing social pressures, negative influences from media, and shifting social values often negatively impact their moral development (Nudin, 2020). Many Muslim adolescents struggle to maintain their moral values amidst the currents of globalization and modernization (Lundeto, 2023). This underscores the importance of strong moral education to help them overcome these challenges (Imamah et al., 2023). In a socially pressured environment, moral education can serve as a guide to help Muslim adolescents stay true to their values (Widiyanto, 2019). Effective moral education can be a crucial tool in addressing the various challenges faced by Muslim adolescents today (Yusnita et al., 2023).

The implementation of moral education in Islamic schools encounters both challenges and opportunities. On one hand, there are difficulties in effectively integrating moral education into an already crowded curriculum (Suparta, 2020). On the other hand, there are significant opportunities to

strengthen moral education through various programs and extracurricular activities that can enhance students' learning experiences (Warsah, Carles, et al., 2023). The practice of moral education in Islamic schools can serve as a good example of how to overcome these challenges (Haris et al., 2022). These schools can develop a more holistic and integrative curriculum that focuses not only on cognitive aspects but also on the moral and social development of students (Fakhrurrozi et al., 2023). Thus, moral education can make a significant contribution to shaping students with noble character and high social intelligence.

The self-efficacy and social intelligence of Muslim adolescents are also crucial aspects that need attention. Observations regarding the levels of self-efficacy and social intelligence among Muslim adolescents show that there is still room for improvement (Insyirah & Mustofa, 2023). Case studies or specific examples of the impact of moral education on Muslim adolescents can provide deeper insights into how moral education can contribute to enhancing their self-efficacy and social intelligence (Fauzi & Kamilah, 2021). By understanding the current conditions and challenges faced by Muslim adolescents, we can design more effective educational interventions to support their development. Good moral education can be a powerful tool for improving the self-efficacy and social intelligence of Muslim adolescents, helping them become individuals with noble character and capable of adapting to their social environment (Lundeto, 2023).

The theory of moral education in Islam provides a strong foundation for understanding how ethical values can be internalized in daily life. The basic principles of moral education in Islam include teachings on honesty, justice, patience, and compassion (Falah, 2020). The relationship between moral education and moral development is closely intertwined, as moral education aims to shape individuals with strong moral character (Rifai et al., 2021). In this context, moral education is not only seen as an educational instrument but also as a process that helps individuals grow and develop into morally virtuous human beings (Warsah, 2019). Effective moral education can provide a solid foundation for the moral development of Muslim adolescents, helping them become morally and ethically upright individuals (Imamah et al., 2023).

Albert Bandura's theory of self-efficacy explains how an individual's belief in their abilities can influence motivation and academic performance. The concept of self-efficacy encompasses aspects such as belief in one's abilities, goal-setting, and perseverance in the face of challenges (Rosmalina et al., 2023). Self-efficacy is usually measured through questionnaires that assess individuals' beliefs in various situations (Insyirah & Mustofa, 2023, p. 56). The impact of self-efficacy on motivation and academic performance is significant, as individuals with high self-efficacy tend to be more motivated and successful in achieving their academic goals (Nasution, 2021). In the context of Islamic

education, developing self-efficacy through moral education can help Muslim adolescents achieve higher academic performance and better psychological well-being.

The theory of social intelligence encompasses the components and aspects that help individuals interact and adapt to their social environment. The components of social intelligence include empathy, the ability to understand others' feelings, and effective communication skills (Daud et al., 2023). These aspects are crucial in building healthy and positive relationships with others (Aziz et al., 2022). The role of social intelligence in social interaction and adaptation is vital, as it enables individuals to navigate various social situations more effectively (Suban & Ilham, 2022). In the context of education, developing social intelligence through moral education can help Muslim adolescents interact and adapt more effectively to their social environment (Ismail, 2016). Good moral education can provide a solid foundation for the social intelligence development of Muslim adolescents, helping them become empathetic individuals capable of effective communication.

The gap analysis in this research indicates that there are still several theoretical, practical, and empirical gaps that need to be addressed. The theoretical gap includes the lack of research integrating moral education with self-efficacy and social intelligence in the context of Muslim adolescents (Falah, 2020). Most previous studies have focused on only one aspect without considering the broader relationship between moral education, self-efficacy, and social intelligence (Rifai et al., 2021). This gap highlights the need for more comprehensive research to understand the interaction between these three aspects. Research that integrates these three aspects can provide deeper insights into how moral education can influence the self-efficacy and social intelligence of Muslim adolescents (Marpuah, 2022).

The practical gap includes the limited implementation of effective moral education in the curriculum of Islamic schools. Many schools face challenges in integrating moral education into an already crowded curriculum (Suparta, 2020). This indicates the need for more effective strategies and approaches to ensure that moral education is well implemented in schools (Murjani, 2022). Additionally, there is a need for teacher training to effectively teach moral education (Haris et al., 2022). By addressing these practical gaps, moral education is expected to make a greater contribution to the moral and social development of Muslim adolescents.

The empirical gap includes the limited empirical data showing the direct relationship between moral education, self-efficacy, and social intelligence. Although some studies have shown the positive impact of moral education on moral and social development, very few have specifically examined the relationship between these three aspects (Nasution, 2021). This gap indicates the

need for more in-depth empirical research to understand how moral education can influence the self-efficacy and social intelligence of Muslim adolescents. Comprehensive empirical research can provide stronger evidence of the benefits of moral education in enhancing the self-efficacy and social intelligence of Muslim adolescents.

To address the identified gaps, this research will answer two main questions. First, how can the principles of moral education be applied to enhance self-efficacy, moral development, and social intelligence in Muslim adolescents? This question aims to explore practical ways to integrate moral education into the curriculum and educational programs. Second, what are the theoretical implications of applying moral education to the formation of moral character, self-efficacy, and social intelligence in Muslim adolescents? This question aims to understand the long-term impact of moral education on overall individual development. By answering these questions, this research is expected to make a significant contribution to the literature and practice of moral education in the context of Muslim adolescents.

This research is significant in contributing to the literature linking moral education with self-efficacy and social intelligence. By exploring the relationship between these three aspects, this research is expected to fill gaps in the existing literature and provide valuable new insights. Additionally, this research has practical implications for educators and policymakers in designing holistic curricula. By understanding how moral education can enhance self-efficacy and social intelligence, educators and policymakers can design more effective and comprehensive educational programs. Finally, this research also has the potential for a positive impact on the moral and social development of Muslim adolescents in the modern era. By providing good moral education, it is hoped that Muslim adolescents will grow into individuals with noble character and high social intelligence.

Theory of Moral Education

Moral education in Islam is a process that not only teaches moral values but also seeks to internalize these values into daily life. The fundamental principles of moral education in Islam include honesty, justice, patience, and compassion, all of which aim to shape individuals with noble character (Elyunusi et al., 2022). In practice, models of moral education are implemented in Islamic schools through both formal curricula and extracurricular activities (Munawaroh et al., 2022). Effective moral education emphasizes the importance of ethical behavior and social responsibility, which are not only taught through theory but also demonstrated through real-life examples (Sipuan et al., 2022). Therefore, moral education should be prioritized within the Islamic education system to ensure healthy moral development.

Successful examples of moral education can be observed in various case studies that show significant improvements in students' moral behavior (Trinova et al., 2020). These studies indicate that students who participate in moral education programs tend to have a better understanding of moral values and exhibit more ethical behavior. The relationship between moral education and moral development is closely interconnected, as moral education provides a strong ethical foundation for individuals (Alfaridzi et al., 2019). Effective moral education can shape students' character, leading to high integrity and strong social awareness (Sahid et al., 2021). Consequently, moral education plays a crucial role in developing individuals who are not only academically intelligent but also morally upright.

Theory of Self-Efficacy

Self-efficacy, as defined by Albert Bandura, refers to an individual's belief in their ability to organize and execute actions required to achieve specific goals. This concept encompasses various components such as self-confidence, goal-setting, and perseverance in facing challenges (Hayat et al., 2021). Self-efficacy plays a critical role in determining how individuals perceive challenges and the extent of effort they exert to overcome them (Meng & Zhang, 2023). Self-efficacy is typically measured through questionnaires that assess an individual's beliefs in various situations. The validity and reliability of these measurement instruments are essential to ensure the accuracy of the data obtained (Saxena & Sharma, 2020).

Self-efficacy has a significant impact on students' motivation and academic performance (Popa-Velea et al., 2021). Empirical studies show that students with high self-efficacy are more motivated and successful in achieving their academic goals (Abdolrezapour et al., 2023). Additionally, students with high self-efficacy tend to be more resilient in the face of failure and more persistent in reaching their goals (Warsah, Chamami, et al., 2023). In the context of Islamic education, developing self-efficacy through moral education can help Muslim adolescents achieve higher academic performance and better psychological well-being. Therefore, it is essential to integrate the concept of self-efficacy into moral education programs to support the holistic development of students.

Theory of Social Intelligence

Social intelligence refers to an individual's ability to understand and manage social interactions effectively. The components of social intelligence include empathy, the ability to understand others' feelings, and effective communication skills (Ramanathan, 2021). Social intelligence also involves the ability to navigate complex social relationships and build healthy and productive relationships (Gourlay et al., 2022). Social intelligence is measured through various instruments that assess an individual's abilities in different social

situations. The validity and reliability of these instruments are crucial to ensure that the data collected is accurate and dependable (Osmolovskaya, 2022).

Social intelligence plays a vital role in social interaction and adaptation, as this ability helps individuals navigate various social situations more effectively (Inan, 2022). Empirical studies have shown that social intelligence positively impacts interpersonal relationships and social adaptation (Gourlay et al., 2022). Individuals with high social intelligence are more successful in building positive relationships and managing conflicts effectively (Osmolovskaya, 2022). In the educational context, developing social intelligence through moral education can help Muslim adolescents interact and adapt more effectively within their social environments (Westrum, 1982).

Integration of Moral Education, Self-Efficacy, and Social Intelligence Theories

Integrating the theories of moral education, self-efficacy, and social intelligence provides a comprehensive understanding of how these three concepts are interconnected. Research suggests that moral education plays a vital role in enhancing the self-efficacy and social intelligence of adolescents, particularly in Muslim contexts (Insyirah & Mustofa, 2023, p. 56). Effective moral education not only shapes moral character but also boosts an individual's ability to believe in themselves and interact effectively with others, as shown in studies examining the role of self-efficacy in moral development (Pourteimour & Jamshidi, 2021). The theoretical implications of integrating these three theories are crucial for understanding the long-term impact of moral education on individual development (Boudlaie et al., 2022).

The relevance of this theoretical framework to research questions indicates that moral education has great potential to enhance the self-efficacy and social intelligence of adolescents in various contexts (Saleem et al., 2023). A conceptual model that integrates these three theories helps in understanding how moral education not only shapes moral character but also enhances an individual's self-belief and social interaction skills (Chesnokova et al., 2022). Thus, the integration of these theories provides a strong foundation for exploring how moral education can be effectively applied in the context of Islamic education (Fakhrurrozi et al., 2023). This integration also helps identify areas for further research that can deepen the understanding of the relationships between moral education, self-efficacy, and social intelligence (Vaquero-Diego et al., 2020).

Method

The research method employed in this study aims to explore and analyze existing literature on self-efficacy and moral education in enhancing the moral

development and social intelligence of Muslim adolescents. This study utilizes a normative or literature review approach, which is deemed appropriate for achieving these objectives. Normative research focuses on analyzing concepts and theories from various sources to provide a comprehensive understanding of the topic under discussion. In this context, the literature review method allows the researcher to collect, evaluate, and synthesize information from a range of relevant and credible sources.

The normative research design used in this study involves systematic steps for identifying, selecting, and evaluating relevant literature. The literature review, as the primary method, enables the researcher to gather secondary data from various sources, including scholarly journals, books, articles, and previous research reports. This approach not only provides a strong theoretical foundation but also allows the researcher to identify gaps in the existing literature and propose directions for future research. Thus, this normative research design offers a clear and systematic framework for exploring the relationship between self-efficacy, moral education, and social intelligence in the context of Muslim adolescents.

The primary data sources for this research are secondary data obtained from existing literature. These sources include scholarly journals, books, articles, and previous research reports relevant to the research topic. The criteria for selecting literature include relevance to the research topic, the quality and credibility of the sources, and publication in indexed and reputable journals. Therefore, only literature that meets these criteria will be considered for analysis in this study.

The literature search strategy was conducted using systematic search techniques. Academic databases such as Scopus, Google Scholar, and PubMed were utilized to find relevant literature. Keywords used in the search include "self-efficacy," "moral education," "moral development," "social intelligence," and "Muslim adolescents." Additionally, the systematic search strategy involved the use of Boolean operators to broaden or narrow the search results. The process of selecting and evaluating literature was based on pre-established inclusion and exclusion criteria. Only literature that meets these criteria will be further analyzed in this study.

The data analysis approach in this research employs content analysis and literature synthesis techniques. Content analysis is used to identify key themes and relevant patterns from the collected literature. The data analysis procedure begins with coding the literature, which involves determining categories and subcategories relevant to the research topic. Data categorization is conducted to organize the collected information, making it easier to analyze and interpret.

The data analysis procedure involves several steps, including reading and understanding the collected literature, identifying key themes, and categorizing

data based on these themes. Subsequently, the researcher interprets the data to understand the relationship between self-efficacy, moral education, and social intelligence. The method for identifying key themes and patterns relevant to the research questions is conducted systematically to ensure that all relevant data are comprehensively analyzed. The results of this analysis are then synthesized to provide in-depth answers to the research questions posed.

The credibility of the data in this study is an essential aspect that must be maintained. To ensure the credibility of the findings, this research employs source triangulation techniques, whereby information obtained from various literature sources is compared and confirmed. Additionally, peer review is used to evaluate and validate the research findings. Internal and external credibility is maintained by ensuring that the selected literature is relevant and credible, and that the results of the analysis can be generalized to a broader context.

The credibility of the findings is further ensured through the re-evaluation of the literature and consistency in data analysis. The researcher conducts an audit trail that documents the entire research process, from data collection to data analysis and interpretation. This documentation ensures that all research steps can be traced and re-examined if necessary. Thus, the credibility of the findings is guaranteed, as the data analysis process is conducted consistently and systematically. This approach also allows other researchers to replicate this study and compare the results with the findings obtained.

Ethical considerations in literature review research are crucial to ensuring academic integrity and avoiding plagiarism. This research adheres to the principles of research ethics by respecting copyright and giving due credit to the original authors of the literature used. Measures to ensure academic integrity include proper citation and avoiding plagiarism by using plagiarism detection software before publication.

Copyright and the use of secondary data are managed in compliance with applicable regulations and permissions. The researcher ensures that all literature used has received appropriate permissions, if required, and complies with the copyright policies of the publishers. Thus, this research not only adheres to strict ethical standards but also ensures that all secondary data are used in a legal and responsible manner. This helps maintain trust and credibility of the research findings within the academic community.

Findings and Discussion

Principles of Moral Education for Enhancing Self-Efficacy, Moral Development, and Social Intelligence in Muslim Adolescents

To provide a deeper understanding of how the principles of moral education can be applied to enhance self-efficacy, moral development, and

social intelligence in Muslim adolescents, data have been codified based on the existing literature. Table 1 below presents the main themes and related subthemes identified in this study.

Table 1. Codification of Data on Self-Efficacy and Moral Education

Main Theme	Subtheme	Description
Moral Values	Honesty, Justice, Patience, Responsibility	Enhancing self-efficacy through the application of moral values taught in moral education. Students develop stronger self-belief.
Practical Application	Personal Reflection, Group Discussions, Counselling	The application of moral education through activities that encourage personal reflection, group discussions, and counselling to reinforce a positive self-concept.
Supportive Environment	Moral and Emotional Support, Feeling Valued	Moral education creates a supportive environment where students feel heard and valued, enhancing their self-efficacy.
Intrinsic Motivation	Academic Participation, Extracurricular Activities	Moral education boosts students' intrinsic motivation, as evidenced by increased participation in academic and extracurricular activities following moral education programs.
Positive Reinforcement	Praise, Rewards, Recognition	Positive reinforcement such as praise, rewards, and recognition in moral education helps students feel appreciated and motivated to continue self-improvement.
Social Interaction	Group Activities, Collaborative Projects	Social interactions structured within the educational environment, such as group activities and collaborative projects, contribute to students' self-efficacy enhancement.
Reflective Skills	Reflecting on Actions, Moral Assessment	Moral education encourages students to reflect on their actions and their consequences, helping them develop reflective skills essential for good decision-making.

Character Development	Integrity, Responsibility	Moral education plays a crucial role in helping students develop moral character traits such as integrity and responsibility, which contribute to their self-efficacy.
Theoretical Implications	Character Development, Self-Efficacy Enhancement	Moral education not only shapes moral character but also contributes to self-efficacy enhancement, supporting self-efficacy theory that emphasizes the importance of direct experiences and positive reinforcement.
Practical Implications	Curriculum Integration, Educator Training	Educators and policymakers should consider integrating comprehensive moral education programs into school curricula and ensure consistent implementation through effective educator training.
Long-Term Impact	Adult Moral Values, Social Responsibility	Moral education can have significant long-term impacts on students' personal development, instilling moral values into their adult lives and helping them become ethical and responsible individuals.

This study finds that the principles of moral education, which focus on values such as honesty, justice, patience, and responsibility, can significantly enhance the self-efficacy of Muslim adolescents. By applying these values, students develop a stronger belief in their own abilities. Concrete examples from the literature include case studies in Islamic schools where structured moral education programs have shown improvements in students' self-efficacy (Mursidin, 2023). In one study, students who participated in moral education programs exhibited increased confidence in facing academic and social challenges (Poorgholamy et al., 2022). These findings suggest that the principles of moral education play a crucial role in shaping strong self-efficacy. Emphasizing these moral values helps students develop a heightened sense of responsibility and integrity.

The implementation of moral education encompasses both theoretical and practical aspects, through activities that encourage personal reflection and the application of moral values in daily life (Daud et al., 2023). These programs often involve group discussions, counseling sessions, and community service projects designed to reinforce a positive self-concept (Rosmalina et al., 2023).

As a result, moral education provides a comprehensive framework for students' personal and social development. It also creates a supportive environment where students feel heard and valued, which in turn enhances their self-efficacy. This overall approach demonstrates that effective moral education must include various aspects to truly enhance the self-efficacy of Muslim adolescents.

Furthermore, it is important to note that the enhancement of self-efficacy through moral education is also linked to an increase in students' intrinsic motivation. When students feel valued and supported in an environment infused with moral values, they are more likely to be motivated to achieve their goals (Suban & Ilham, 2022). This is evident from the increased participation of students in academic and extracurricular activities after engaging in moral education programs (Insyirah & Mustofa, 2023, p. 56). Students with high self-efficacy are more likely to take initiative and take responsibility for their own learning, which is a key indicator of academic and social success.

A comprehensive analysis of the literature reveals common patterns that indicate an increase in self-efficacy through moral education. Moral education provides a moral framework that helps students feel more confident and empowered in decision-making (Daud et al., 2023). Additionally, moral education reinforces a positive self-concept through moral and emotional support within the educational environment (Rosmalina et al., 2023). These findings align with Bandura's self-efficacy theory, which emphasizes that direct experiences and positive reinforcement are key to enhancing self-efficacy (Zhao et al., 2021). Therefore, moral education can serve as an effective tool for improving students' self-efficacy, particularly within the context of Islamic education.

Positive reinforcement, which includes praise, rewards, and recognition, plays a significant role in enhancing self-efficacy. Moral education accompanied by positive reinforcement helps students feel appreciated and motivated to continue self-development (Daud et al., 2023). Moreover, social interactions organized within the educational environment also contribute to the enhancement of self-efficacy (Poorgholamy et al., 2022). Students involved in group activities and collaborative projects learn to cooperate, communicate effectively, and resolve conflicts constructively. All these aspects demonstrate that a holistic approach to moral education can significantly boost students' self-efficacy, creating individuals who are more confident and capable of overcoming life challenges.

Additionally, moral education helps students develop reflective skills that are essential for good decision-making (Mursidin, 2023). By encouraging students to reflect on their actions and their consequences, moral education aids them in understanding the importance of acting with integrity and responsibility. These reflective skills are not only crucial in academic settings but also in

everyday life, where students are faced with various situations requiring moral judgment (Lundeto, 2023). Thus, moral education plays a vital role in helping students become more mature and responsible individuals.

The theoretical implications of these findings suggest that moral education not only shapes moral character but also contributes to the enhancement of self-efficacy (Wen et al., 2023). From a practical perspective, educators and policymakers should consider integrating comprehensive moral education programs into school curricula (Rosmalina et al., 2023). These programs should be designed to support the development of students' self-efficacy through activities that promote moral values and provide positive reinforcement (Insyirah & Mustofa, 2023). Thus, moral education can serve as an effective tool for enhancing students' self-efficacy, helping them reach their full potential in both academic and social contexts.

Additionally, it is crucial to ensure that these moral education programs are implemented with consistency and commitment (Suharyat et al., 2023). Educators must be trained to understand and apply the principles of moral education effectively. This includes developing good communication skills, creating a supportive environment, and providing constructive feedback (Suban & Ilham, 2022). With the right support, moral education can help students develop strong self-confidence and better abilities to face challenges.

Furthermore, this study indicates that moral education can have a significant long-term impact on students' personal development. By establishing a strong moral foundation, students can carry these values into their adult lives, helping them become ethical and responsible individuals (Lundeto, 2023). This suggests that investing in moral education is beneficial not only for individual students but also for society as a whole (Mursidin, 2023). Therefore, it is important for policymakers to support and promote moral education as an integral part of the educational system.

Theoretical Implications of Moral Education on the Formation of Moral Character, Self-Efficacy, and Social Intelligence in Muslim Adolescents

To provide a deeper understanding of the theoretical implications of implementing moral education on the formation of moral character, self-efficacy, and social intelligence in Muslim adolescents, data have been codified based on the existing literature. Table 2 below presents the main themes and related subthemes identified in this study.

Table 2. Codification of Data on Theoretical Implications of Moral Education

Main Theme	Subtheme	Description
Character Formation	Moral Awareness, Ethical Decision-	Moral education helps students develop higher moral awareness

	Making	and the ability to make ethical decisions, which are essential for forming strong moral character.
Moral Framework	Responsibility, Application of Moral Values	Moral education provides a clear framework for students to understand and apply moral values in various situations, fostering a strong sense of responsibility towards themselves and others.
Critical Reflection	Analysis of Complex Situations, Wise Decision-Making	By encouraging critical reflection, moral education helps students develop the ability to analyse complex situations and make wise decisions.
Emotional Support	Moral Support, Positive Reinforcement	Moral education offers moral and emotional support that helps students feel more confident and empowered in decision-making, supporting self-efficacy theory.
Development of Positive Attitudes	Overcoming Failure, Self-Motivation	Moral education encourages students to develop positive attitudes towards themselves and their abilities, which is crucial for overcoming failure and persistently striving to achieve their goals.
Reflective Skills	Integrity, Responsibility	Moral education aids students in developing reflective skills essential for making good decisions, especially in situations requiring moral judgment.
Positive Social Interaction	Empathy, Cooperation	Moral education promotes positive social interaction and the development of social skills such as empathy and cooperation, which are vital for building healthy interpersonal relationships.
Social Responsibility	Community Engagement, Collective Well-Being	Moral education helps students develop a sense of social responsibility and empathy, encouraging them to participate in

		community activities and social projects that support collective well-being.
Communication Skills	Listening, Conflict Resolution	Moral education teaches effective communication skills, which are important for resolving conflicts and collaborating with others.
Leadership and Collaboration	Leadership, Collaboration	Moral education encourages students to participate in community activities and social projects, helping them develop leadership and collaboration skills.

Moral education has significant theoretical implications for the development of moral character in Muslim adolescents. The findings of this research indicate that moral education not only teaches moral values but also helps students internalize and apply these values in their daily lives (Malti et al., 2021). The theoretical implications of these findings include the reinforcement of moral development theories that emphasize the importance of moral experiences in character formation. Moral education aids students in developing higher moral awareness and the ability to make ethical decisions, which are essential for building strong moral character (Briggs & Lumsdon, 2022).

Furthermore, moral education provides a clear framework for students to understand and apply moral values in various situations. This enables students to develop a strong sense of responsibility toward themselves and others (Simonyan et al., 2018). Additionally, moral education helps students recognize and address moral dilemmas, which is crucial for developing critical and reflective thinking. Thus, moral education plays a vital role in shaping individuals who are not only knowledgeable but also ethical. This suggests that effective moral education can produce a generation capable of making sound decisions and acting with integrity (Simonyan et al., 2018).

Moral education also helps students understand the consequences of their actions and the importance of taking responsibility for their decisions (Thambu et al., 2021). By encouraging critical reflection, moral education helps students develop the ability to analyze complex situations and make wise decisions. This is important not only in academic contexts but also in everyday life, where students face various moral challenges. Consequently, moral education helps students become more mature and responsible individuals (Merkulova et al., 2021).

The theoretical implications of moral education on self-efficacy suggest that it can serve as an effective tool for enhancing students' confidence. Moral

education provides moral and emotional support that helps students feel more confident and empowered in decision-making (Chi-Kin Lee et al., 2021). This finding supports self-efficacy theory, which emphasizes the importance of positive reinforcement and direct experiences in boosting self-efficacy. Therefore, moral education not only contributes to the formation of moral character but also helps students develop strong self-efficacy (Negru-Subtirica et al., 2023).

The moral and emotional support provided through moral education helps students overcome fear and hesitation in facing challenges. It gives them the courage to take measured risks and learn from their experiences. Additionally, moral education encourages students to develop a positive attitude toward themselves and their abilities. This is crucial in helping them overcome failure and persist in achieving their goals (Chi-Kin Lee et al., 2021). All of this demonstrates that moral education not only helps students become ethical individuals but also enhances their ability to succeed in various aspects of life.

Moral education also aids students in developing reflective skills essential for making good decisions (Thambu et al., 2021). By encouraging students to reflect on their actions and consequences, moral education helps them understand the importance of acting with integrity and responsibility (Spruit et al., 2019). These reflective skills are important not only in academic settings but also in daily life, where students are confronted with various situations that require moral judgment. Thus, moral education plays a crucial role in helping students become more mature and responsible individuals.

The theoretical implications of moral education on social intelligence suggest that it can help students develop essential social skills. Moral education promotes positive social interactions and the development of social skills such as empathy and cooperation (Yue et al., 2022). This finding supports social intelligence theory, which highlights the importance of social experiences in the development of social skills. Therefore, moral education not only helps students develop moral character and self-efficacy but also enhances their social intelligence (Zhou et al., 2021).

Effective moral education creates an environment where students feel safe to share their feelings and ideas. This helps them develop the ability to listen to and understand others' perspectives, which is crucial for building healthy interpersonal relationships (Chamizo-Nieto et al., 2021). Additionally, moral education teaches effective communication skills, which are important for resolving conflicts and collaborating with others. All of this indicates that moral education not only helps students become ethical individuals but also enhances their ability to interact and collaborate with others in society (Yue et al., 2022).

Furthermore, moral education also helps students develop a sense of social responsibility and empathy. By understanding and appreciating others'

perspectives, students learn to behave in ways that support collective well-being. Moral education encourages students to participate in community activities and social projects, helping them develop leadership and collaboration skills (Thambu et al., 2021). This is important for shaping individuals who are not only self-aware but also committed to making a positive difference in society.

Practical Implications and Recommendations

Based on the findings of this study, educators and policymakers should consider integrating comprehensive moral education programs into school curricula. These programs should be designed to support the development of moral character, self-efficacy, and social intelligence in students through activities that promote moral values and provide positive reinforcement (Chi-Kin Lee et al., 2021). Additionally, it is essential to create an educational environment that supports and encourages positive social interactions. In this way, moral education can serve as an effective tool for shaping moral character and enhancing students' self-efficacy and social intelligence (Yasmin et al., 2021).

It is also important to involve various stakeholders in the development and implementation of moral education programs. This includes teachers, parents, and community members who can contribute to creating a supportive environment for students (Thambu et al., 2021). Furthermore, moral education programs should incorporate diverse, interactive, and participatory teaching methods to ensure that students can internalize and apply the moral values they learn (Daud et al., 2023). Through a comprehensive and collaborative approach, moral education can help students become ethical individuals capable of making positive contributions to society (Pourceimour & Jamshidi, 2021).

Moreover, it is crucial to ensure that these moral education programs are implemented with consistency and commitment. Educators must be trained to understand and effectively apply the principles of moral education. This includes developing strong communication skills, creating a supportive environment, and providing constructive feedback (Ishihara et al., 2022). With the appropriate support, moral education can help students develop strong self-confidence and better equip them to face challenges (Escobin et al., 2022).

Recommendations for Future Research

This study also identifies areas that require further exploration. Recommendations for future research include a deeper investigation into how moral education can be effectively implemented across various educational contexts. Additionally, further studies are needed to explore how moral education can be adapted to meet the needs of students from diverse backgrounds. The development of research methodologies is also crucial to ensure that the data collected is credible and reliable. Consequently, future

research can provide more in-depth and comprehensive insights into the relationship between moral education, self-efficacy, and social intelligence.

Future research should also focus on evaluating the long-term impact of moral education on student development. This includes monitoring changes in students' moral character, self-efficacy, and social intelligence over time. Additionally, it is important to explore contextual factors that influence the effectiveness of moral education, such as school culture, family support, and socio-economic conditions. By understanding these factors, educators and policymakers can develop more effective strategies for integrating moral education into the education system.

Furthermore, future research should involve the development and testing of various approaches and teaching methods for moral education. This includes the use of technology and digital media to enrich students' learning experiences and make the teaching of moral values more engaging and relevant. By exploring a range of strategies, educators can discover new and innovative ways to teach effective moral education. This will help ensure that moral education remains relevant and has a positive impact on students across different contexts and environments.

Methodological Development

For future research, it is essential to develop a more comprehensive and systematic methodology. Suggestions for enhancing data credibility include the use of source triangulation techniques and peer review to validate findings. Additionally, the development of valid and reliable measurement instruments is crucial to ensure that the data collected is accurate and dependable. By doing so, future research can provide more in-depth and comprehensive insights into the relationship between moral education, self-efficacy, and social intelligence.

Methodological development should also include the use of various research approaches, including both quantitative and qualitative methods, to obtain a more complete picture of the effects of moral education. Furthermore, it is important to involve participants from diverse backgrounds to ensure that research findings can be generalized to a broader population. With a more robust methodology, future studies can provide stronger evidence of the benefits of moral education and the best ways to implement it within the educational system.

Moreover, future research should consider the involvement of various stakeholders in moral education research. This includes students, teachers, parents, and community members who can offer valuable insights into how moral education can be implemented and improved. By incorporating multiple perspectives, future research can provide a more comprehensive understanding

of the needs and challenges in moral education, helping to ensure that moral education can deliver maximum benefits for students and society as a whole.

Research Limitations

This study faces several methodological limitations that need to be acknowledged. One of the primary limitations is the reliance on secondary data from existing literature, which may not cover all relevant variables. Additionally, variations in the quality and credibility of the literature used may influence the research findings. The impact of these limitations on the study's results and interpretations should be recognized and explained. In this study, there is a possibility that some of the included studies have their own methodological limitations that could affect the validity and reliability of the findings.

Moreover, there are limitations in generalizing the findings from the literature used to broader contexts. The studies included may be limited to specific populations or cultural contexts, which could restrict the applicability of these findings to other populations. It is important to consider these factors when interpreting the research results and developing practical recommendations. Therefore, future research should aim to address these limitations by involving more diverse samples and using stronger methodologies.

Methodological limitations also include variations in the definition and measurement of research variables. Some studies may use different definitions and measurement methods for concepts such as self-efficacy, social intelligence, and moral character. This can affect the consistency and comparability of research findings. Therefore, it is important to develop clear operational definitions and consistent measurement methods to ensure that research findings can be accurately compared and interpreted.

The limitations in the literature used are also a factor that should be considered. Some studies may not be fully relevant or may have significant methodological constraints. The impact of these limitations on the generalizability of the research findings should also be considered. Some studies may have less robust designs or insufficient data analysis, which can affect the accuracy of their findings. Therefore, it is important to identify these limitations and consider how they may affect the interpretation of the research results.

Furthermore, there is a possibility that some relevant literature was inaccessible or not included in this review, which could affect the completeness of the analysis. Additionally, publication bias may influence the research findings, where studies reporting positive results are more likely to be published than those reporting negative or non-significant results (Livingji et al., 2021). Therefore, future research should strive to address this bias by including a wide

range of sources and types of studies. This will ensure that the research results provide a more comprehensive and accurate picture of the relationship between moral education, self-efficacy, and social intelligence.

Finally, it is important to consider the limitations of the contexts in which these studies were conducted. Cultural, social, and economic factors can influence how moral education is implemented and received by students. Therefore, it is important to consider these contexts when interpreting research results and developing practical recommendations. Future research should aim to understand and address these limitations to provide more comprehensive and applicable insights into moral education.

Conclusion

This study explores how the principles of moral education can be applied to enhance the self-efficacy, moral development, and social intelligence of Muslim adolescents, as well as the theoretical implications of implementing moral education on the formation of moral character, self-efficacy, and social intelligence. Based on the findings, it can be concluded that moral education, which focuses on values such as honesty, justice, patience, and responsibility, significantly enhances the self-efficacy of Muslim adolescents. Through the application of these values in structured programs that include activities like personal reflection, group discussions, and community service projects, students can develop a stronger belief in their abilities. Positive reinforcement and a supportive environment also play crucial roles in boosting students' self-efficacy.

Moral education helps students develop a higher level of moral awareness and the ability to make ethical decisions. Effective moral education programs provide a clear framework for students to understand and apply moral values in various situations, enabling them to navigate moral dilemmas and act with integrity and responsibility. Additionally, moral education encourages critical reflection, which is essential for developing critical and reflective thinking.

Moreover, moral education contributes to the enhancement of students' social intelligence by promoting positive social interactions and the development of social skills such as empathy and cooperation. Moral education creates an environment where students feel safe to share their feelings and ideas, develop listening skills, and resolve conflicts. Furthermore, moral education encourages students to participate in community activities and social projects, which are important for developing leadership and collaboration skills.

Theoretically, moral education not only shapes moral character but also contributes to the improvement of self-efficacy and social intelligence in students. These findings support moral development theory, Bandura's self-efficacy theory, and social intelligence theory, all of which emphasize the

importance of direct experience, positive reinforcement, and social interaction in the development of social and moral skills. Comprehensive and structured moral education can provide a strong foundation for students' personal and social development, preparing them to become ethical, confident, and adaptable individuals in society.

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