

# A Systematic Review: Teacher's Roles in Implementing Values Education

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**Abstract---** *Values education is the process of inculcating values-oriented education to students directly or indirectly, and it always occurs in a humanities course. Based on previous research, many countries have initiatives and gave much attention to values in their national curriculum. The aim of this study to analyze the existing literature on teachers' roles in implementing values education. Preferred Reporting Items for Systematic Review and Meta-Analyses (PRISMA) direct the review method. Two primary databases applied in this review, namely, Web of Science (WoS), and Scopus recognized 14 linked research articles from 2009 till 2019. From the review of selected articles, three major themes of teachers' roles in implementing values education emerged, namely, teachers as role models, teachers' competencies, and teachers' collaboration. These three significant themes further produced seven sub-themes. This systematic review hopes to afford a valuable contribution to concerned parties for the development of applications in teacher education and policies of values education in this epoch.*

**Keywords---** *Values, Values Education, Teacher's Roles.*

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## I. INTRODUCTION

Human civilization proves that values and education are inseparable. Many research studies have been conducted on values and education until these two subjects have a particular focus on the national education curriculum. Values education is a process to form individuals with ethical perspectives of morals that will influence their thinking, actions, and character in the future [1]. In other words, values education can be described as values-based education, character education, moral education, civics education, and citizenship education [1]–[3]. The terms of values education often interchangeably based on the country's vision and their educational goals. In England, citizenship education introduced formally in the educational context [4]. Asian countries like Singapore applied citizenship education [5] and Indonesia used character education to provide the development of students national identity [6]. In the contemporary world, society still needs values due to the moral crisis that occurs around the society that makes them very conscious of the importance of values in life. Other than that, the demand of society to raise citizens with a robust national identity makes values education in a particular place. Furthermore, it is essential to incorporate values into the curriculum to ensure the future well-being and the survival of the nation. The importance of values education is apparent to everyone, but the responsibilities and the process of values education implementation always debated. Inculcating values to students is a formal and long-term intention. Teachers are the most intimate group to the student for transferring values education in a formal context. For values education to be effective, it needs the authentic roles from teachers. According to Lovat and Hawkes[1], the fundamental approach

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to values education is the development of teachers who are open, caring, and supportive for values education. Teachers are the most significant and essential person of values education implementation [2], [4], [7]. In the twenty-first century, many countries acknowledged the role of teachers in implementing values education. Therefore, in order to ensure that values education is implemented effectively and achieve the educational goals, teachers must play their most desirable roles. Much of the debate related to values education has been the focus on the importance of values education but less focus on the roles of teachers as formal agents in the teaching and learning of values education. Thus, this study will analyze the teacher's roles in implementing values education.

A systematic review is an efficient approach to identify relevant studies with maximum accuracy. Despite the growing interest in the values education implementation, there is still a lack of comprehensive research on the teachers' roles in the systematic review method. Furthermore, the previous article on teachers' roles in values education is quite general; none focuses on the systematic review method for teachers' roles in values education implementation. This study used the PRISMA four-phase diagram to operate a systematic review process. Other than that, we did not present theoretical explanation analysis in this study due to this systematic review focuses on critically analyzing articles with empirical data within the PRISMA method.

## **II. OBJECTIVES OF THE STUDY**

This study will examine the role of teachers in the implementation of values education.

For the study, the research question determined is:

- What roles do teachers need to implement values education in school?

## **III. METHODOLOGY**

In this section, the beginning step to retrieve articles parallel to the teacher roles in implementing values education practised review method called PRISMA. A systematic search conducted from the databases Web of Science and Scopus. The databases can be used to manage the systematic review, eligibility, and exclusion criteria. The operational of the review process through four levels is the identification, screening, eligibility (or selection process based on the criteria determined), data abstraction, analysis, and synthesis.

### **3.1. PRISMA**

The PRISMA Statement (Preferred Reporting Items for Systematic Review and Meta-Analyses) directed the review process. PRISMA consistently operated in the context of science and health care research. Nevertheless, PRISMA also allows conducting a systematic literature review in the social sciences area. The advantages of using PRISMA allows a specific search of appropriate terms and related to teachers' roles in implementing values education. PRISMA helps authors to improve the presentation of review articles.

### **3.2. Resources**

Two central databases related to educational context select in the process of discovering sources, Web of Science and Scopus. Web of Science produced by Thomson Reuters (ISI) and contains high impact journals with 178 areas. Scopus is a source neutral abstract and citation. Scopus content focuses on the subject area, which is 32% of Social

Sciences and Humanities, 27% in Physical Sciences, 25% in Health Sciences, and 16% in Life Sciences.

### 3.3 Category of Eligibility and Exclusion

A few eligibility and exclusion criterion is designated. First, only article journals with empirical data are accepted, which means review article, book series, chapter in a book, and conference proceedings are all rejected. Second, the searching trials focused only on articles published in English. Third, a timespan of ten years of research articles is preferred (between 2009 and 2019). Fourth, as the review process concentrated on teachers' roles in values education implementation, indexed articles from social science are chosen, which means articles published in hard science excluded. Finally, in line with its purpose, which explores teachers' roles in school, articles centered educators on values education in higher education are eliminated (see Table 1).

Table 1: The Category of Inclusion and Exclusion

Category	Eligibility	Exclusion
Literature type	Journal (research articles)	Journal (systematic review), book series, book, chapter in a book
Language	English	Non-English
Timeline	Between 2009 and 2019	<2009

### 3.4. Process of Systematic Review

This review initially on June 2019, and four stages implicated in the systematic review process. The first phase examined the relevant keywords related to the search process. Based on prior studies and thesaurus, keywords similar and parallel to values education, teacher roles, and implementing values education taken (Table 2). At this stage, 185 records retrieve using databases, WoS, and Scopus. After the precise screening, 32 replicated were removed.

Table 2: The Search String Practiced for the Systematic review Process

Databases	Keywords used
Web of Science	TS= ("value* education" OR "civic education" OR "moral education" OR "character education" OR "citizenship") AND ("teacher*" OR "educator") AND ("role*" OR "function*") AND ("implement*")
Scopus	TITLE-ABS-KEY ("value* education" OR "civic education" OR "moral education" OR "character education" OR "citizenship") AND ("teacher*" OR "educator") AND ("role*" OR "function*") AND ("implement*")

The following phase was screening. At this point, out of 153 articles eligible to be reviewed, a total of 102 articles were eliminated. The third phase is eligibility, where the extensive articles accessed. After attentive checking, a total of 37 articles eliminated as some did not focus on teachers' roles in implementing values education context and were not empirical studies. The final phase of the review presented 14 articles that applied for further analysis (see Fig. 1).

## IV. RESULTS

The review attempts resulted in the identification of 185 articles (107 articles from Scopus and 78 articles from Web of Science); however, only 153 articles remained after the second stage of the screening process. A total of 14 articles were related to teachers' roles in implementing values education (see Fig. 1). The review presented three main themes related to teachers' roles in values education implementation and identified seven sub-themes linked.

(See Table 3). The results contributed to a comprehensive analysis of the current roles among teachers towards the implementation of values education.

Most of the selected articles focused on teachers' roles in values education in Asia countries (Indonesia, Japan, and Hong Kong). Two selected articles from the United States of America. One article from other countries such as Canada, South Africa, and Croatia. Based on years indexed, one article indexed in 2019, five articles indexed in 2018, two studies indexed in 2016, three studies indexed in 2015, two studies indexed in 2014, and one study indexed in 2012.

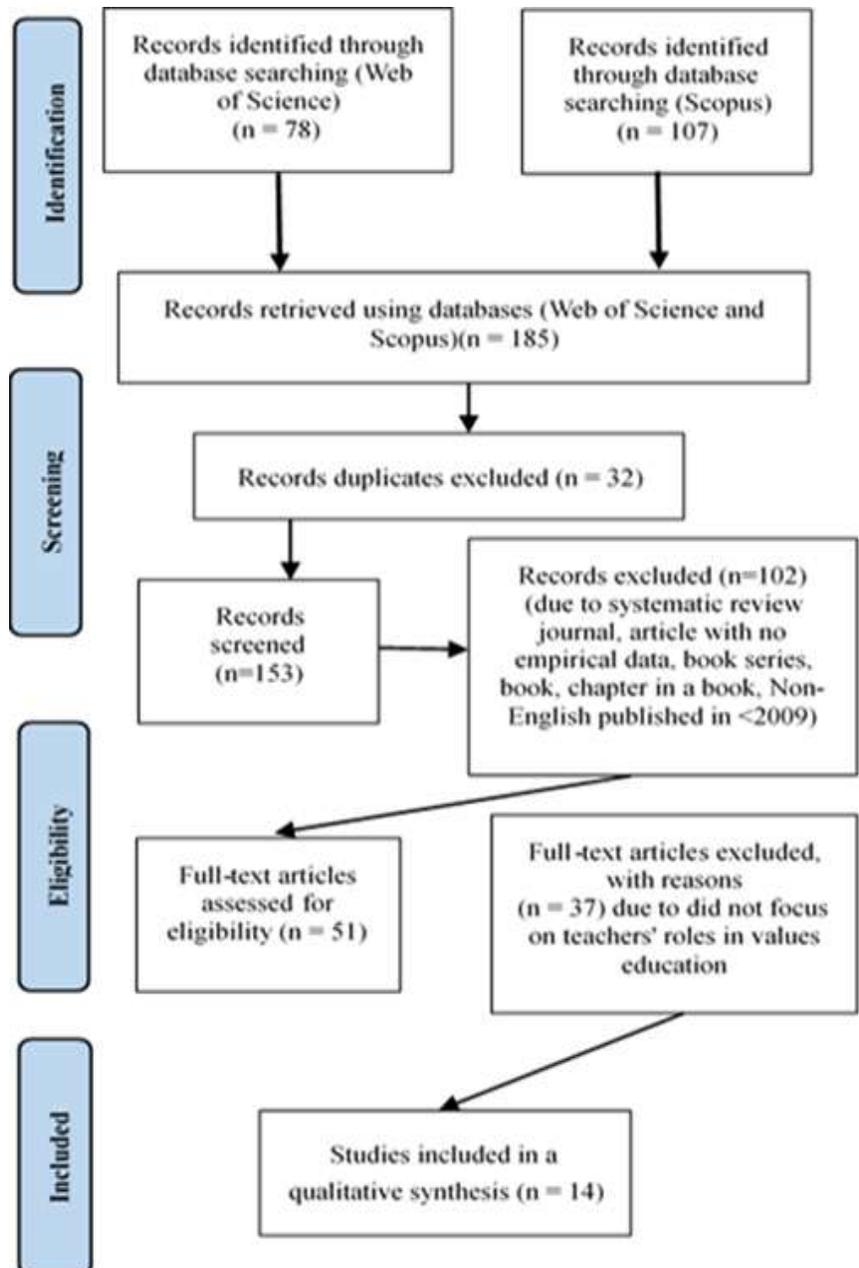


Figure 1: The Diagram of the Systematic Review Process. Adapted from Moher et al.[8]

Table 3: The Findings of 14 Selected Articles of Teacher's Roles in Implementing Values Education

Author(s) / countries	Study Design	Teachers' as Role Model		Teacher's Competencies			Teachers' Collaboration	
		B	A	K	S	PD	P	SC
Bamber et al. (2018) –Britain	MM	√			√	√	√	
Bamkin (2018) –Japan	QL	√	√					
Barr et al. (2015) – USA	QN	√	√			√		
Blevins, Crompte & Welss (2014) – USA	MM	√		√		√		
Dasoo (2012) –South Africa	QN	√		√	√	√	√	
Grubisic and Rajic (2015) –Croatia	QN			√	√			
Japar (2018) –Indonesia	QL	√			√		√	
Parker (2016) –Canada	QN				√			
Qoyyimah (2016) –Indonesia	QL	√						√
Suyatno (2019) –Indonesia	QL	√			√			
Wong et al. (2015) – Hong Kong	MM	√						
Celikkaya and Filoglu (2014) – Turkey	QL		√	√			√	
Zurqoni et al. (2018) –Indonesia	QL	√	√	√			√	√
Zurqoni et al. (2018) –Indonesia	MM		√			√	√	
		<b>10</b>	<b>5</b>	<b>5</b>	<b>6</b>	<b>5</b>	<b>6</b>	<b>2</b>
<b>QN= Quantitative; QL=Qualitative; MM=Mixed Methods</b> <b>B=Beliefs A=Attitudes K=Knowledge S=Skills PD=Professional Development P=Parents SC=School Collaboration</b>								

#### 4.1. Teacher's as a Role Model

Nine studies explicitly addressed on teachers as a role model in values education implementation. A good teacher is a role model who changes others by following his value-based lifestyle as an example to be cherished and followed [9]. Teachers are essential factors in the formation of student's values [10]. The relationship between teachers and students is at the heart of the learning process. Teachers represent parents in school to develop the desired behavioural habits into students. From that, the teacher as a role model became the most dominant strategy to cultivate values even though it needs desire and efforts from teachers [11], [12]. Teachers' beliefs and attitudes aspect are very significant with teachers as role models. Teachers' beliefs refer to teachers' personal views based on their principles, religion, knowledge, and experience. These beliefs will reflect teachers' personality, action, decision, level of commitment to their tasks, and affect teachers' pedagogy in classrooms. Teachers' beliefs have a parallel with the role of teachers in successful integration in values education implementation [10], [12], [13]. Bamber, Bullivant, and Clarke[14] study mentioned that teachers have a personal commitment in order to integrate national policy with Fundamental British Values (FBV). Teachers' value of religiosity strongly influenced to values education implementation [11,14,16]. Qoyyimah[15] studies reveal that values education in the English Language very dominated by teachers' values (religion) rather than teachers' professional values. Barr et al.[16] studies claim that teachers' beliefs on values education very related to teachers' self-efficacy on their abilities to implement values education and self-efficacy on values implementation very related to certain aspects. Nevertheless, negatives beliefs make teachers' role in implementing values education will decrease. Bamkin[17] revealed that teachers' personal

beliefs as an obstacle to values education implementation due to the teacher believe negativity that values in curriculum policy are a nationalist agenda. Bamkin[18] added that teachers also utilized their values teaching according to the priority of values that they think essential for students. Another study shows that teachers' personal beliefs make them expect students from other cultures must accept national values [14]. In Wong [19] study teacher has negative beliefs towards the government values policy agenda, and they also refuse to teach national education and patriotic education due to anti-national movements. Teachers have their perceptions towards values education, and the study reveals that teacher perception toward implementation is the difference in Western Hong Kong and Eastern Hong Kong due to the previous political issues in Hong Kong [19]. Blevins, LeCompte, and Wells[20] added that teachers faced enormous pressures in this era of high stakes accountability due to civics education is pushed to the fringes. In other situations, teachers are exploring uneasiness about the idea of assessment of moral education because they believe that behaviour is outside of school [18]. Teachers' attitudes into values education are significant in terms of teachers as role models [11], [12], [21]. Celikkaya & Filoglu [21], a study revealed that male teachers stated the importance of the teacher as a role model in values education through teacher democratic manner. Teachers must provide ideal attitudes to their student and school community within values education [11]. Students will observe teachers' character and gestures. Thus, teachers must show positive attitudes in front of their students. In a negative situation, teachers cannot make compromises on matters of ethics because it will affect students' life, and students might imitate it [12]. Other than that, Wong [19] found that a teacher will have positive attitudes toward values education if its existence curriculum is revised rather than developing a new curriculum.

#### ***4.2. Teachers' Competencies***

As shown in Table 3, a total of 11 articles focused on teachers' competencies as a role in values education implementation. To develop competency in values education, teachers require a full understanding of the knowledge of subjects and the relation of the subject with values. Second, teachers need to equip with skills and techniques in values education planning and implementing. Third, teachers need to build a practice in terms of values education through professional development. Education influences and reflects the values of society and the kind of society we want to produce. In the context of values education implementation, it essential to teachers recognize a set of shared values, specific values, and purpose underpin in the curriculum and the relations of values with their subject (values across the curriculum). Teachers must wholly aware and know the ethical theory, concept, and terminology of the values [21], [22]. Teachers must recognize what values are targets, prioritized, or related to their subject. According to Celikkaya and Filoglu [21], teachers must be enlightened about the meaning, scope, and organization of the values taught directly in social studies courses. Zurqoni, Retnawati, Apino and Anazifa [12] noted that teacher must improve their relevant and current knowledge of character education. Blevins et al. [16] study mentioned that teachers must have pedagogy knowledge in order to develop the ability for students to make connections between the civics content and their roles as citizens. Other than that, teachers must know the methods and techniques of teaching values. Teachers must realize that there is a difference between delivering factual knowledge and the delivery of values. Sometimes, when it comes to values, the picture less clear (hidden curriculum). Teachers are encouraged to have simple memory level thinking skills while teaching values to students [23]. From that, teachers need specific skills to acquire to teach values successfully and have enough skills to integrate values in classroom

learning [10], [11]. According to Parker [24] teachers must explicitly link values to students' identities and experiences. Dasoo and Henning [23] added that teachers must take highly structured lessons in which values are described and guide students to identify and discuss the values. Bamber et al. [14], a teacher must have critical skills in order to teach values, namely critical being, critical inaction, and self-reflective. Failure to adopt critical perspectives will create values teaching, not engaging. In another study, the teacher must have social skills to communicate about values with students effectively. Teachers can give personal praise to students to encourage their positive character [12]. Teachers must develop an awareness of students' sensitivity, especially in multi races of students in their classrooms. Celikkaya and Filoglu [21] study reveal female teachers stated that a teacher's influence of values education in terms of sensitivity, listening to a student, and learning. Besides, teachers must have pedagogical skills to apply activities that actively engage students in the learning process in order for students to internalize the presented values [25]. The teacher must have a higher level of proficiency in the role of a teacher in planning and implementing Education for Democratic Citizenship (EDC) [22]. Grubisic and Rajic [22] also added in citizenship education; teachers need skills to form cooperative learning, using multiple sources of knowledge, skill to prevent discrimination and assessing values. In terms of values issues, it becomes the role of the teacher to practice constructivist pedagogy such as teachers help to facilitate discussions around controversial issues with students and guide students to ask and answers questions to develop their critical thinking, perspectives, and idea [13], [20], [24]. A teacher also encourages to build a conducive atmosphere to enhance students in learning values. Parker [24] suggests that teachers create space for activities that will engage and develop students thinking in values education, namely, role-plays and simulation. Other than that, the teacher must make sure their students would recognize and realize values while doing activities in the classroom, especially for implicit values [13]. Blevins et al. [20] mentioned that teachers need to have the capacity to handle self-learning equipment and technology as instruments in teaching ICivics programs. Teachers' need for professional development in order to enhance their roles in values education and innovate their teaching values. Professional development programs must offer critical reflection practice among teachers in order to implement values teaching. From these programs, teachers must develop their identity through their actions, thinking, and emotions to assimilate values education [14]. Teachers must realize that professional development forms their perspectives, skills, knowledge, and attitudes towards values education. Blevins et al. [20] study revealed that teacher needs in-depth training and professional development due to they faced a challenge in order to connect iCivics programs with curricular scope and sequence. This response is certainly no surprise given the enormous pressures that teachers face in this modern era of high stakes accountability where civics education pushed to the fringes. According to Barr et al. [16], teachers need evidence-based approaches for teaching complex social, civic, and political issues, and all these approaches hope will provide by professional development programs. Barr et al. [16] also claimed that professional development provides to teachers in terms of values education will create higher teachers' self-efficacy. Instead, teachers should instruct on how to spend time on the development of a more sophisticated understanding of values. Teachers encouraged to seek appropriate professional development programs to engage in values education. Other than that, in-service training or teacher education must organize seminars for teachers that relate to values education. This training program will be to improve teachers' competencies towards values education [11].

### **4.3. Teacher's Collaboration**

Seven studies examined teachers' collaboration as a role in values education implementation. The role of the teacher does not stop with students. Teachers live in the community and receive demand from parents and society to the success of their future citizens. Teachers' collaboration was the key factor in successful integration for values education. For children's development, the involvement of their parents in the learning process includes essential values. Studies also highlight the importance of teachers-parents relationship. In the process of imparting values, a teacher has to take into account the relationship with parents and the school community [11]–[13], [21]. Bamber et al. [14] study claim that the achievements of FBV relate to the need role of parents. Due to this, teachers must engage with parents effectively, and it will be exciting to hear a voice from parents, albeit it is quite challenging for teachers. Zurqoni et al. [11] mentioned that teachers must well be maintained to communicate with parents and the community effectively within the implementation of character education. The collaboration between teachers and parents require teachers quality in specific areas such as teachers perception, teachers beliefs, teachers open communication, and teachers-society relationship. Other than that, teachers also need collaboration with the school community, such as administrators and other subject teachers to build interaction and sharing knowledge of values education. Zurqoni et al. [11] stated that the teacher requires cooperation with principals in school to maintain the implementation of values. These seven studies highlighted ways in which teachers' roles in collaboration can provide the best action in values implementation. Other than that, all studies have mentioned a large number of positive outcomes of teacher collaboration on values education implementation. Teacher collaboration with others needs collaborative planning from the time management aspect.

## **V. DISCUSSION**

The findings reflect the purpose of this study to examine the existing literature review of teachers' roles in values education. From the findings above, it can see that ten studies focused on teachers' beliefs sub-theme. Teachers' beliefs are very significant to lead teachers as role models in values education. Teachers must shift their negatives sceptical to positivity beliefs in terms of values education. Teachers should manage their professional judgment when determining the aims and priorities of values education [19]. Teachers' personal beliefs, religion, and values have powerfully influenced the way teachers react to values education implementation. Other than that, teachers attitude also determined for strong values education implementation due to students always adopt their teacher's attitudes [7], [11], [12], [14], [21]. Every teacher is expected to master their subjects. However, in terms of values in the curriculum, teachers must have specific knowledge to learn. Five articles in this study found that teachers need to comprehend at least the basic concept of values, terminology, and pedagogical knowledge that underpin their subject. Regarding on implementation of values, teachers need to have skillsets to deliver it efficiently. Teachers must consider fostering critical thinking into their students while teaching values [12], [21]. Teachers also need the skill to plan activities that will encourage students with values [21]. As Veugelers [26] concedes, teachers' knowledge and skills have a high contribution to values education implementation. Teachers must be involved in professional development programs for teaching values education. Professional development programs will allow teachers to discuss and interact with each other about issues or strategies of values education [10], [16]. Other than that, teachers must look forward to training workshops available and need to find new techniques to promote a

quality system of education with a focus on values education. From the programs, it tremendously helped teachers develop skills to create a positive education implementation environment. In terms of teachers' collaboration theme, teachers should take opportunities to encourage and welcome parents' relationships in values education. Nevertheless, to make the relationship between teachers and parents, teachers need support and flexibility from the school community for values education initiatives [10], [14], [20], [21], [23].

## VI. CONCLUSION

This review has highlighted the roles of teachers in implementing values education. The findings from 14 selected articles hoped to shed light on how teachers should be practised to lead them in values education implementation. These findings related to Sahin [27] and Ozbek and Susam [28] that teacher factors are meaningful in affecting students' academic performance and students' formation [1]. There is no guarantee that all teachers will play their role or give adequate attention to the values dimension of the subject they teach. Nevertheless, teachers must have considered the importance of values education that will affect the forming of future citizens. In conclusion, teachers play a critical role in setting the parameters for successful values education and shaping the nation's future citizens. In general, this systematic review finding shows that teachers become more vital and purposeful in the implementation of values education. Curriculum and learning mechanisms assist only as supplements, while the teacher determines the success of students. If teachers have played their roles in teaching values efficiently, the possibilities of students' success in both academics and characters are higher. However, teachers need some ample space and support to implement values education successfully due to the high demand from society. From other perspectives, some necessary provision needs to fix in such areas; the government must lessen autonomy to the teachers as a mediator in curriculum reformation and provides practical teacher training aligns with the values and curriculum aims. For successful of values education, it needs accountability for all stakeholders. In future research, the teachers' competencies on values education should be critically analyzed. Other than that, further systematic review studies on the teacher strategies in teaching and learning values education to increase the significant of teacher roles in values implementation. Teachers appear to have essential roles to play in values education implementation, especially in competencies aspect. Teachers are advised to maximize their collaboration with other stakeholders in terms of teaching and learning values education.

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