

Implementing Thomas Lickona's Three Components of Character Education in Elementary Civic Education: Teachers' Practices and Challenges

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ABSTRACT

This study aims to analyze Thomas Lickona's concept of character education and its implementation in Civic Education (PKn) in shaping students' character. The research employed a qualitative approach using interviews, observations, and documentation as data collection techniques. The participants consisted of elementary school teachers who actively implement character education in the learning process. Data were analyzed descriptively through data reduction, presentation, and conclusion drawing. The findings indicate that Thomas Lickona's character education framework consists of three interconnected components: moral knowing, moral feeling, and moral action. In PKn learning, these components are implemented through contextual discussions, role-playing activities, storytelling, reflection, and character habituation programs. The study also reveals that teachers play a crucial role as role models in fostering students' moral values, while collaboration between schools and families significantly supports character development. However, challenges such as excessive gadget use and the influence of social media can hinder the effectiveness of character education. In conclusion, Thomas Lickona's character education concept remains highly relevant to PKn learning because it promotes the development of responsible, disciplined, tolerant, and morally conscious citizens. Effective character education requires systematic integration of moral values into learning activities, school culture, and family support.

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INTRODUCTION

Education plays a fundamental role in developing human resources who possess not only academic competence but also moral integrity, social responsibility, and civic awareness. In contemporary educational settings, the challenges associated with students' moral development, including limited self-control, irresponsible behavior, and insufficient respect for others, highlight the importance of integrating character education into the learning process. Education should therefore extend beyond the transmission of knowledge to include the development of moral reasoning, ethical awareness, and responsible behavior. Lickona (1991) emphasized that character education requires deliberate efforts to help students understand and practice moral values, particularly respect and responsibility. Furthermore, effective character education should be implemented systematically through classroom instruction, school culture, and interpersonal relationships rather than being treated as an additional or incidental educational activity (Lickona, 1996).

Civic Education, known in Indonesia as Pendidikan Kewarganegaraan (PKn), provides an important context for developing students' moral character and civic dispositions. Through Civic Education, students learn about citizenship, democratic principles, constitutional responsibilities, human rights, and the values of Pancasila. However, this subject's educational objectives extend beyond students' cognitive understanding of citizenship. Students are also expected to demonstrate tolerance, discipline, honesty, respect for diversity, and responsibility in their interactions with others. Murdiono and Wuryandani (2021) examined civic and nationalism education in the context of globalization, highlighting the relevance of citizenship education for preparing young Indonesians to participate in an increasingly interconnected society. Similarly, Nuryadi and Widiatmaka (2022) examined how Civic Education shapes students' character during the COVID-19 pandemic. These perspectives underscore the importance of connecting civic knowledge with the development of attitudes and behaviors that support responsible citizenship.

One influential theoretical framework for understanding character education was developed by Thomas Lickona. His approach conceptualizes good character through three interconnected components: moral knowing, moral feeling, and moral action. Moral knowing refers to students' capacity to recognize moral values, understand ethical principles, and distinguish between right and wrong. Moral feeling concerns the emotional dimensions of morality, including empathy, conscience, and a commitment to doing what is right. Moral action represents the practical expression of moral understanding and emotional commitment through responsible and consistent behavior (Lickona, 1991). These components should be understood as interrelated dimensions of character development rather than isolated learning outcomes. Lickona (1996) further argued that character education requires a comprehensive and intentional approach that integrates ethical values into the curriculum and establishes the school as a caring community. Consequently, his framework provides a useful theoretical foundation for examining how character values are introduced, experienced, and practiced through Civic Education.

The integration of Lickona's framework into elementary Civic Education is particularly relevant because primary school students are developing the moral understanding, emotional sensitivity, and behavioral habits that influence their subsequent social interactions. At this educational level, character formation can be supported through contextual discussions, storytelling, role-playing, reflection, classroom responsibilities, and teachers' everyday examples. Such practices can create opportunities for students to understand moral principles, develop empathy, and translate these values into observable actions. In this regard, the relationship between moral knowledge, moral feeling, and moral action offers an analytical framework for examining whether character education is implemented only as the delivery of moral messages or is also reflected in students' everyday behavior. Nevertheless, the presence of character-related content in instructional materials does not automatically demonstrate that students have internalized the values being taught. The implementation process therefore requires

attention to instructional strategies, classroom interactions, habitual practices, and the consistency of teachers' moral example (Lickona, 1991, 1996).

In addition to classroom practices, character education is influenced by the broader educational environment in which students develop. Teachers serve not only as providers of knowledge but also as behavioral models whose everyday actions can communicate moral expectations. School culture can reinforce these expectations through shared rules, opportunities for cooperation, and consistent encouragement of responsible behavior. Family involvement is also relevant because students encounter moral expectations and behavioral examples beyond the classroom. Accordingly, character education through Civic Education should be understood as a process that connects instructional content, teacher modeling, habituation, and the social environments surrounding students. This perspective is consistent with Lickona's (1996) emphasis on comprehensive character education and the development of caring school communities. It also provides a basis for examining the challenges teachers encounter when attempting to translate character education principles into everyday educational practices.

Despite the theoretical relevance of Lickona's framework, its practical implementation requires further examination in the specific context of elementary Civic Education. Understanding how teachers interpret and apply moral knowing, moral feeling, and moral action is important for identifying the strategies used to facilitate character development, the role of habituation and teacher modeling, and the challenges that may hinder implementation. Therefore, this study aims to analyze the implementation of Thomas Lickona's three-component framework in elementary Civic Education, with particular attention to teachers' instructional practices, character habituation, role modeling, and implementation challenges. By examining these dimensions, the study seeks to contribute to a more contextual understanding of how character education can be integrated into Civic Education to support the development of responsible, disciplined, tolerant, and morally conscious citizens.

METHOD

Research Design and Approach

This study employed a qualitative descriptive approach to examine teachers' practices, experiences, and challenges in implementing character education through Civic Education (PKn) at the elementary school level. A qualitative approach was selected because it enables researchers to explore educational practices within their natural settings and understand participants' perspectives in relation to the phenomenon under investigation. The study focused on how teachers implemented Thomas Lickona's three components of character education: moral knowing, moral feeling, and moral action. Data were collected from classroom teachers working in elementary schools that implemented character education programs. This approach provided an opportunity to examine the relationship between the theoretical framework of character education and teachers' instructional practices (Sukardin et al., 2023).

Data Collection Techniques

Data collection was conducted through three complementary techniques: in-depth interviews, non-participant observation, and documentation. These techniques were used to obtain information about teachers' instructional strategies, experiences, and challenges in implementing character education through Civic Education. The combination of these techniques also enabled the researchers to compare information obtained from different sources and methods.

In-depth Interviews

In-depth interviews were conducted with classroom teachers who served as the primary informants. The interviews explored teachers' understanding of character education, their strategies for integrating moral values into Civic Education, and their experiences in facilitating moral knowing, moral feeling, and moral action. Questions also addressed the use of habituation, teacher modeling, and classroom activities to support students' character development. In addition, the interviews

investigated challenges encountered by teachers when implementing character education in the school environment.

Non-participant Observation

Non-participant observation was conducted in the school environment to examine the implementation of character education without the researchers becoming directly involved in teaching and learning activities. The observations focused on teachers' instructional practices, interactions between teachers and students, classroom routines, and the enactment of character values in everyday school activities. Observation findings were used to provide contextual information and compare observed practices with the accounts obtained through interviews.

Documentation

Documentation was used to supplement and support the interview and observation data. The documentation included photographs of interview activities and other available materials relevant to the implementation of character education. Photographs were used primarily to document the research process, while instructional materials and school documents, when available, provided additional contextual information about character education practices. Documentation was examined in relation to the research objectives and the other data sources.

Data Analysis Techniques

The data were analyzed using a descriptive qualitative approach through a process of data reduction, data display, and conclusion drawing and verification. This process followed the interactive model of qualitative data analysis described by Miles et al. (2014). The analysis involved three interconnected stages.

First, data reduction involved transcribing the interview data, reviewing observation notes, and organizing the documentation. The researchers identified information relevant to the research objectives, particularly teachers' practices in implementing moral knowing, moral feeling, and moral action. Relevant data were grouped according to recurring issues and themes associated with character education in Civic Education.

Second, data display involved organizing the reduced data into descriptive summaries and comparative matrices. Information from interviews, observations, and documentation was compared to identify similarities, differences, and complementary findings across the available data sources. The analysis focused on instructional strategies, habituation practices, teacher modeling, and challenges in implementing character education.

Third, conclusion drawing and verification involved interpreting the emerging patterns and examining their consistency with the research questions and Thomas Lickona's theoretical framework. The researchers compared the empirical findings with the three components of character education to understand how these components were reflected in teachers' reported and observed practices. Conclusions were developed iteratively throughout the analysis process and reviewed against the available evidence.

Research Procedures

The research was conducted through several interconnected stages to maintain alignment between the research objectives, data collection, and analysis.

1. Preparation Stage

The researchers reviewed relevant literature on character education, Civic Education, and Thomas Lickona's theoretical framework. The Semester Learning Plan (Rencana Pembelajaran Semester/RPS) was also examined to establish the instructional context and identify relevant learning objectives. This stage helped define the research focus and the aspects of character education to be explored.

2. Research Instrument Development

The researchers developed an interview guide and an observation framework based on the research objectives and the three components of character education proposed by Thomas Lickona. The interview guide addressed teachers' understanding and implementation of moral knowing, moral feeling, and moral action, while the observation framework focused on relevant instructional practices and classroom interactions. Documentation requirements were also identified to support the collection of contextual evidence.

3. Data Collection Stage

The researchers collected data through in-depth interviews, non-participant observations, and documentation. Interviews were conducted with classroom teachers to explore their experiences and perspectives, while observations were used to examine relevant practices in the school environment. Available documents and photographs were collected to supplement the primary data.

4. Data Organization and Analysis

The collected data were organized, transcribed where applicable, and reviewed in relation to the research questions. Relevant information from the three data collection techniques was classified and compared to identify patterns in the implementation of character education. The researchers then organized the findings according to the three components of Lickona's framework and examined the challenges reported or observed during implementation.

5. Interpretation and Theoretical Integration

The empirical findings were interpreted in relation to Thomas Lickona's framework of moral knowing, moral feeling, and moral action. This stage examined the extent to which teachers' practices reflected the cognitive, emotional, and behavioral dimensions of character education. The interpretation also considered the relationship between classroom practices, teacher modeling, habituation, and the challenges identified in the data.

6. Conclusion Drawing

The final stage involved synthesizing the findings to address the research objectives. Conclusions were formulated on the basis of the interview, observation, and documentation data, with particular attention to teachers' implementation strategies, the integration of Lickona's three components, and the challenges encountered in elementary Civic Education.

RESULTS AND DISCUSSION

Character Education Practices in Elementary Civic Education

Interview findings from three elementary school teachers indicate that Civic Education (PKn) serves not only to develop students' understanding of citizenship but also to cultivate moral values, discipline, responsibility, honesty, and social awareness. The teachers described several instructional practices intended to connect character values with students' everyday experiences. These practices included contextual discussions, role-playing, storytelling, reflection, and habituation activities. The findings suggest that character education was implemented through a combination of instructional strategies and everyday school routines rather than through the delivery of moral concepts alone.

This finding is consistent with Lickona's (1991) view that character education should help students understand moral principles and translate them into responsible behavior. From this perspective, the effectiveness of character education cannot be assessed solely by students' ability to identify desirable values. It also requires attention to whether students develop an emotional commitment to those values and demonstrate them through their actions. Accordingly, the instructional practices identified in this study can be examined through the three interconnected components of Lickona's framework: moral knowing, moral feeling, and moral action.

The findings also highlight the importance of teachers in connecting Civic Education content with students' lived experiences. Rather than treating citizenship as an abstract body of knowledge, contextual learning allows teachers to discuss moral issues through situations that students can

recognize from their classrooms and social environments. This approach is relevant to the broader educational purpose of Civic Education, which involves developing students' understanding of civic responsibilities alongside their capacity to participate responsibly in social life (Murdiono & Wuryandani, 2021).

Nevertheless, the use of character-oriented instructional activities does not automatically establish that students have internalized the values being taught. The interview findings primarily describe teachers' practices and perspectives. Therefore, claims about changes in students' moral development would require additional evidence, such as systematic observations of student behavior over time or assessments of students' moral reasoning. This distinction is important because the implementation of character education and the achievement of character development are related but analytically different outcomes.

Moral Knowing: Developing Students' Moral Understanding

Moral knowing refers to students' capacity to recognize moral values, understand ethical principles, consider different perspectives, and distinguish between appropriate and inappropriate behavior. According to Lickona (1991), moral understanding constitutes an essential foundation of character development because students need to understand why particular actions are morally desirable before they can make informed ethical decisions.

The findings indicate that the participating teachers used contextual discussions and role-playing activities to introduce and explain character values. One teacher connected learning materials with situations encountered in students' daily lives, while another used role-playing to explore honesty and responsibility. The use of real-life situations provided opportunities to relate moral concepts to concrete experiences rather than presenting them exclusively as abstract definitions.

Contextual discussions can help students examine the reasons behind moral expectations. For example, discussions about honesty may explore why telling the truth matters even when doing so is difficult. Similarly, discussions about responsibility may address the consequences of neglecting classroom duties or failing to fulfill an agreed obligation. Such examples illustrate how Civic Education can support students in connecting civic and moral principles with everyday decisions.

Role-playing offers another opportunity to examine moral reasoning. By presenting students with a situation involving competing choices, teachers can encourage them to consider the perspectives of different individuals and explain the consequences of alternative actions. This approach is particularly relevant when students need to understand that moral decisions involve more than following instructions or avoiding punishment. However, the extent to which such activities develop students' independent moral reasoning depends on the quality of classroom discussion, the questions posed by teachers, and students' opportunities to justify their decisions.

The emphasis on moral understanding is consistent with research discussing the relationship between moral knowing, moral feeling, and moral action in students' moral development (Purwati et al., 2024). Within Lickona's framework, knowledge of moral principles is necessary but insufficient for the development of good character. Students may be able to identify an appropriate action without necessarily demonstrating the emotional commitment or behavioral consistency required to enact it.

Therefore, the contribution of Civic Education to moral knowing lies not simply in communicating values such as honesty, discipline, tolerance, and responsibility, but also in helping students understand the reasons for these values and their relevance to relationships within the classroom and wider society. Teachers can strengthen this component by incorporating open-ended questions, moral dilemmas, perspective-taking activities, and opportunities for students to explain and reflect on their decisions.

Moral Feeling: Cultivating Empathy and Moral Commitment

Moral feeling represents the affective dimension of character education. It involves the development of conscience, empathy, concern for others, and an emotional commitment to doing what is right. Lickona (1991) emphasized that understanding moral principles must be accompanied by the

desire to act in accordance with them. Without this affective dimension, moral knowledge may remain an intellectual understanding that does not consistently influence behavior.

The interview findings indicate that teachers used stories, films, textual materials, and daily reflection to encourage students to consider moral situations and understand the experiences of others. These practices suggest that teachers attempted to address not only students' cognitive understanding of character values but also their emotional responses to situations involving honesty, responsibility, care, and social relationships.

Storytelling can provide a context in which students examine characters' decisions, emotions, and consequences. By discussing why a character experiences regret, helps another person, or chooses to act honestly, students can be encouraged to consider the feelings and perspectives of others. Similarly, films and other learning materials can present situations that stimulate discussion about fairness, respect, and empathy. Reflection activities can further encourage students to connect these situations with their own experiences and consider how their actions affect other people.

These instructional practices are consistent with the affective dimension of Lickona's framework. Moral feeling is not merely the experience of an emotion; it involves developing a disposition to care about moral values and the well-being of others. For example, students' understanding of honesty becomes more meaningful when they also recognize the importance of trust in relationships. Likewise, learning about responsibility can be strengthened when students develop concern for classmates who may be affected by irresponsible behavior.

However, the presence of stories, films, and reflection activities does not by itself demonstrate that students have developed stronger empathy or moral commitment. Such conclusions would require evidence of students' responses, reflections, or behavior. The available findings support the interpretation that teachers employed affective learning strategies, but they do not establish the magnitude or durability of their effects on students.

Consequently, moral feeling should be considered an important dimension of character education through Civic Education, particularly when teachers provide opportunities for students to discuss emotions, consider others' perspectives, and reflect on the moral implications of their decisions. Integrating these activities with explicit moral reasoning can help establish a connection between understanding what is right and developing a willingness to act accordingly.

Moral Action: Translating Character Values into Everyday Habits

Moral action refers to the practical expression of moral understanding and emotional commitment through behavior. In Lickona's (1991) framework, character education is incomplete when students understand and appreciate moral values but do not demonstrate them in their everyday conduct. Moral action therefore involves the capacity and willingness to perform morally appropriate actions and develop habits that support consistent behavior.

The interview findings identify several habituation practices used in the participating schools, including greeting routines, classroom duties, queuing, helping classmates, and encouraging students to apologize and express gratitude. The teachers also described the importance of modeling appropriate behavior in everyday interactions. These practices indicate that character education was incorporated into routine school activities as well as formal learning.

Habituation provides opportunities for students to practice character values in concrete situations. Classroom duties, for example, can create opportunities to exercise responsibility, while queuing can provide a context for practicing discipline and respect for others. Helping classmates may encourage cooperation and social care, whereas apologizing and expressing gratitude can support respectful communication and the recognition of others' contributions.

The significance of these practices lies in their potential to connect moral concepts with repeated actions. Utami and Harmanto (2022), in their study of the development of students' responsibility through hybrid Civic Education learning, provide a relevant reference for discussing the relationship between citizenship learning and the cultivation of responsible behavior. Nevertheless, the specific

contribution of each habituation activity in the present study should be interpreted in accordance with the available interview and observation evidence.

Teacher modeling also emerged as an important element of character education. The participating teachers emphasized that students observe how teachers speak, interact, and respond to everyday situations. Teachers' conduct can therefore communicate expectations about respect, honesty, discipline, and responsibility beyond the formal content of a lesson.

From Lickona's (1996) perspective, character education requires a comprehensive educational environment in which moral values are consistently reflected in school practices and relationships. If teachers encourage honesty but act inconsistently with that expectation, students may encounter conflicting messages. Conversely, when teachers demonstrate respectful communication, fairness, and accountability, their actions can reinforce the values discussed during lessons.

The findings therefore suggest that habituation and teacher modeling constitute important practical dimensions of character education in elementary Civic Education. However, repeated activities should not be treated as sufficient evidence of internalized character. A student may follow a classroom rule because of teacher supervision or the expectation of a reward. Determining whether a value has become an internal commitment requires further attention to students' motivation, consistency of behavior, and responses when external supervision is absent.

Accordingly, moral action should be examined in relation to the other two components of Lickona's framework. Students need opportunities to understand the purpose of a rule, develop concern for the people affected by their actions, and practice the relevant behavior consistently. The integration of these dimensions offers a more comprehensive basis for interpreting character education than an exclusive focus on compliance with classroom routines.

Teacher Role Modeling and the School Environment

The findings identify teacher role modeling as a recurring consideration in the implementation of character education. Teachers regarded their everyday behavior as an important part of students' character formation. This finding indicates that character education was understood not only as a planned instructional activity but also as a process embedded in the social relationships and routines of the school.

Lickona (1996) argued that effective character education requires a school environment that supports moral values through shared expectations, responsible leadership, and caring relationships. This perspective suggests that teachers' responsibilities extend beyond explaining moral principles. Their interactions with students, responses to mistakes, and treatment of different individuals can reinforce or undermine the values communicated through instruction.

For example, teachers who respond to students' mistakes with fairness and constructive guidance may provide an opportunity for students to observe responsibility and respect in practice. Similarly, teachers who acknowledge their own mistakes can demonstrate that accountability applies to adults as well as children. These examples illustrate the potential connection between role modeling and the development of a coherent moral environment.

The interview findings also indicate that character education depends on the relationship between classroom instruction and the broader school environment. Daily routines, classroom expectations, and interpersonal relationships can reinforce values introduced during Civic Education lessons. This is consistent with Lickona's (1996) argument that character education should be implemented comprehensively rather than confined to isolated lessons or occasional moral messages.

Nevertheless, the available data primarily reflect teachers' perspectives concerning the importance of modeling. The findings do not establish the extent to which students imitate particular teacher behaviors or how such modeling affects their long-term moral development. Further observations involving repeated classroom visits and systematic documentation of teacher-student interactions would be useful for examining these relationships more closely.

Challenges in Implementing Character Education

Although the teachers described several practices for integrating character values into Civic Education, the findings also identified challenges related to gadget use, social media exposure, and family support. These concerns indicate that teachers perceive character development as a process influenced by conditions beyond the formal classroom.

The use of digital devices and social media may present challenges when students encounter information or behavioral examples that conflict with the values promoted at school. However, digital technology should not be regarded as inherently detrimental to character development. Its implications depend on the content students encounter, the purposes for which devices are used, the extent of adult guidance, and students' developing ability to evaluate information critically.

Within Civic Education, these challenges create opportunities to address digital responsibility, respectful communication, information evaluation, and the consequences of online behavior. Teachers can connect familiar digital situations with moral questions, such as the responsibility to verify information before sharing it, respect others' privacy, and avoid harmful communication. Such activities may help students connect moral knowledge with the decisions they make in digital environments.

The teachers also identified family support as a relevant factor in character education. This concern is important because students encounter behavioral expectations in multiple environments. When school expectations are reinforced through family practices, students may receive more consistent guidance regarding responsibility, discipline, honesty, and respect. Conversely, differences between school expectations and students' experiences outside school may complicate the implementation of habituation practices.

Lickona's (1996) comprehensive approach provides a useful framework for understanding why character education cannot be confined to instructional content alone. The school environment and relationships among educational stakeholders are relevant to the conditions in which character values are practiced and reinforced. In this context, communication between teachers and parents can help clarify expectations, share observations, and encourage consistent support for students' character development.

However, the present findings should not be interpreted as establishing a causal relationship between gadget use, social media exposure, family support, and students' character outcomes. The available evidence identifies these issues as challenges reported by teachers; it does not measure their independent effects on students' moral development. Further research would be needed to examine how these factors interact and under what conditions they influence character education outcomes.

Integrating Moral Knowing, Moral Feeling, and Moral Action in Civic Education

Taken together, the findings illustrate the relevance of Lickona's three-component framework for examining character education practices in elementary Civic Education. Contextual discussions and role-playing were associated with the development of moral understanding; storytelling, films, and reflection were used to address students' emotional engagement with moral issues; and habituation activities and teacher modeling provided opportunities to practice character values in everyday school life.

The relationship among these practices can be understood through the interconnected nature of moral knowing, moral feeling, and moral action. Moral knowing helps students recognize and evaluate ethical issues. Moral feeling supports concern for others and a commitment to moral values. Moral action provides opportunities to translate this understanding and commitment into responsible behavior. Lickona (1991) conceptualized these components as complementary dimensions of good character, while his later discussion of effective character education emphasized the importance of embedding moral values in the broader school environment (Lickona, 1996).

The findings suggest that the participating teachers employed practices relevant to all three components, although the available evidence does not establish that every component was integrated systematically in every classroom. The findings also do not demonstrate that students had progressed

through a measurable sequence of moral development. Instead, they show how teachers described their efforts to connect moral instruction, emotional engagement, and behavioral habituation within the context of Civic Education.

This distinction has practical implications. Character education should not be evaluated solely by the presence of moral themes in lesson materials, the frequency of classroom routines, or students' immediate compliance with instructions. A more comprehensive evaluation would consider whether students understand the reasons underlying moral expectations, demonstrate sensitivity toward others, and act responsibly across different situations.

For teachers, this approach suggests the importance of designing learning activities that connect the three components. A discussion of honesty, for example, can introduce the reasons for telling the truth, invite students to consider how dishonesty affects other people, and provide opportunities to practice honesty in classroom responsibilities. Similarly, lessons on democratic participation can combine an understanding of fair decision-making, respect for differing perspectives, and actual participation in collaborative classroom activities.

At the institutional level, these practices require consistency between classroom instruction, teacher behavior, school routines, and communication with families. Such consistency can create an environment in which character values are not merely stated as desirable ideals but are regularly discussed, modeled, and practiced.

Overall, the findings support the usefulness of Lickona's framework as an analytical perspective for examining character education in elementary Civic Education. The principal contribution of the study lies in describing how teachers connect moral understanding, emotional engagement, and everyday behavioral practices, while also identifying perceived challenges in implementation. Further research using more extensive classroom observations, student perspectives, and longitudinal evidence would help clarify how these practices relate to the internalization and sustained enactment of character values.

CONCLUSION

This study examined the implementation of Thomas Lickona's character education framework in elementary Civic Education through the perspectives and reported practices of three classroom teachers. The findings indicate that character education was incorporated into learning through contextual discussions, role-playing, storytelling, reflection, habituation, and teacher role modeling. These practices reflect efforts to integrate the cognitive, emotional, and behavioral dimensions of character development into everyday educational activities.

The findings can be interpreted through Lickona's three interconnected components of character education: moral knowing, moral feeling, and moral action. Moral knowing was reflected in instructional activities that encouraged students to understand moral values and relate them to everyday situations. Moral feeling was addressed through stories, films, and reflection intended to encourage empathy and concern for others. Moral action was reflected in habituation practices, including classroom duties, queuing, helping classmates, and expressing gratitude, as well as teachers' efforts to demonstrate appropriate behavior.

However, the implementation of character education also presented challenges associated with gadget use, social media exposure, and limited family support, as perceived by the participating teachers. These findings highlight the importance of consistency between classroom instruction, teachers' behavior, school routines, and family involvement. Character education therefore requires more than communicating moral principles; it also requires opportunities for students to understand, appreciate, and practice these principles in their everyday lives.

The study contributes to the discussion of character education by illustrating how Lickona's framework can be used to examine teachers' practices in elementary Civic Education. Nevertheless, the findings primarily reflect teachers' experiences and reported practices and should not be interpreted as

conclusive evidence of changes in students' moral development. Future research should incorporate systematic classroom observations, students' perspectives, and longitudinal data to investigate how instructional strategies and habituation practices relate to the internalization of character values. Such research may provide a more comprehensive understanding of how Civic Education can support the development of responsible, disciplined, tolerant, and morally conscious citizens.

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