

## **Integrating Values Education into Teaching: Perspective from Subject Teachers in Thailand**

**Aye Thida Win<sup>1</sup>\* and Jeffrey Dawala Wilang<sup>2</sup>**  
**Asia-Pacific International University<sup>1</sup>, Thailand**  
**Suranaree University of Technology<sup>2</sup>, Thailand**

\*Corresponding Author: chenlizhu2018@gmail.com

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### **Abstract**

**Aim/Purpose:** This study explored how Adventist teachers integrate values education into their teaching practices, and its impacts on student development within Christian educational contexts. It specifically focused on the integration of values education, particularly Biblical moral values, by science and mathematics teachers at Adventist International schools in Thailand.

**Introduction/Background:** Values education is essential for shaping students' character and moral compasses in today's era. Increasingly, growing evidence suggests a concerning trend of moral decline that has impacted the field of education. Reports of questionable attitudes, student altercations, and even criminal behavior among young people raise an alarm within communities. If these issues are not addressed, it will become increasingly difficult to find effective ways to strengthen both societal and student morality. Although the importance of moral education is widely recognized, research indicates that moral instruction is often treated as a separate subject instead of being integrated into academic learning. This separation can make values feel abstract or disconnected from students' real-life experiences and daily decision-making.

Christian school settings, particularly within the Adventist educational framework, are based on holistic development and aim to enhance students' spiritual, intellectual, physical, and moral growth. Adventist education prioritizes the word of God, the Bible, as the focus of knowledge. Teachers in Adventist education serve as spiritual mentors, integrating faith into their teaching methods. While this philosophy positions values education as integral to the curriculum, in practice, moral values are still at risk of being taught in isolation, limiting students' ability to recognize their relevance across subject areas. There is currently limited empirical evidence on how Biblical moral values are integrated into academic subjects, particularly in fields like science and mathematics. Additionally, few studies explore how this integration takes place at various stages of teaching—before, during, and after lessons. Addressing this gap is essential for understanding how Adventist teachers can successfully integrate faith, values, and academic rigor, which is important for students' holistic development.

**Methodology:** This research employed a qualitative, descriptive phenomenological approach, focusing on the experiences of ten teachers with a minimum of five years of teaching experience in Adventist education. The study was conducted in three different provinces of Thailand, focusing on Adventist International Schools located in Bangkok, Nakhon Ratchasima, and Saraburi. These schools were chosen because their teachers and students come from diverse cultural and religious backgrounds, providing rich perspectives for exploring the integration of moral values in education. Data were collected through semi-structured interviews, and thematic analysis was employed to understand the teachers' experiences during three phases: pre-teaching, during teaching, and post-teaching. The study was validated through peer review and member checking to ensure accurate reflection of the participants' experiences and perspectives. Direct quotations were used to support analytical assertions and ensure the reliability, accuracy, and consistency of the coding process.

**Findings:** The findings revealed that during the pre-teaching phase, teachers intentionally planned moral values by setting clear moral objectives and using Biblical verses or stories that aligned with their lesson content. During the teaching phase, teachers connected Biblical values to lesson contents through real-life applications, facilitated discussions on moral issues, and served as models of Christian behavior. Teachers applied various pedagogical strategies and approaches, including analogies, cooperative, hands-on, experiential learning, critical thinking, consistent moral teaching, and fostering student autonomy, to make moral concepts engaging and meaningful for students. In the post-teaching phase, teachers reflected on the behavioral changes observed in students, such as increased classroom harmony, unity, respect, leadership, and responsibility. The study also found that integrating moral values has a lasting impact on students' moral development, providing lifelong guidance and protection.

**Contribution/Impact on Society:** This study provides practical insights for Christian teachers seeking to nurture moral growth alongside academic learning. It emphasizes the importance of intentional planning, various teaching strategies, including cooperative learning, hands-on experiences, critical thinking, metaphorical, mana-inspired leadership, and reflective practices. These strategies are crucial in shaping students' moral development within faith-based education systems. The study also contributes to a deeper understanding of how faith and education can be effectively integrated to support students' holistic development.

**Recommendations:** Schools in faith-based educational settings may consider implementing similar frameworks to promote moral reasoning and social responsibility. To facilitate the effective integration of faith and learning, schools should provide workshops on faith-based integration strategies, for example, connecting Biblical analogies in science and math, designing moral dilemma activities, promoting students' autonomy, cultivating positive mindsets, and encouraging collaboration among teachers to share best practices for integrating moral values into diverse subjects.

**Research Limitation:** This study's scope focused on the experiences of science and math teachers in Adventist International Schools. This limits its applicability to other subjects or educational institutions outside the context of Christian schools. While the study emphasized the role of teachers, it did not consider the perspectives of students, including students' viewpoints, which could have provided a more comprehensive understanding of the impacts and effectiveness of these practices.

**Future Research:** Future researchers are encouraged to collect data from multiple sources, including teachers' lesson plans, classroom observations, and student feedback surveys. Additionally, future studies replicating this study among non-Adventist Christians, secular institutions, or other cultural contexts may assess the generalizability of the findings. Furthermore, conducting student-centered research may provide further enriched insights into the perceived impact of values education on their moral development.

**Keywords:** *Values education, Biblical moral values, Adventist education*

## **Introduction**

Values education is important in shaping students' moral, ethical, and social development, equipping them with the skills and attitudes necessary for responsible citizenship and lifelong learning (Basha & Ramana, 2018). However, in recent years, the issue of moral decline has impacted the field of education (Louw, 2024). Reports of questionable attitudes, student altercations, and even criminal behavior among young people have raised concerns within the communities. If these issues remain unaddressed, developing effective strategies to improve both societal and student morality will become increasingly difficult (Waziana et al., 2021).

Christian schools, particularly within the Adventist education framework, have responded to this challenge by promoting values education as central to their mission. Hazeltine and Hernandez (2015)

noted that Christian schools focus on teaching character traits such as kindness, compassion, and respect. Adventist education prioritizes the word of God—the Bible—as the foundation of all knowledge, and promotes a philosophy of holistic development that nurtures students' spiritual, intellectual, physical, and moral growth (Taylor V, 2022). The teachers in Adventist education serve as spiritual mentors, integrating faith into their teaching method and modeling Christian principles in their interaction with students (Harvey, 2019). These efforts reflect a broader institutional commitment to developing moral values and socially responsible individuals.

However, despite this philosophy, values education is still at risk of being taught in isolation. Moral instruction is often compartmentalized as a separate subject, which can limit students' ability to see its relevance across academic disciplines (Gasimova, 2023). One study also suggests that moral education should be integrated into students' learning processes in schools. Research shows that while students are often taught cognitive skills, affective psychomotor dimensions of learning are frequently neglected (Waziana et al., 2021). Additionally, previous studies have highlighted that the traditional approach to teaching values education, or moral values as separate subjects, often isolates them from core academic subjects (Prastiwi, 2016).

This compartmentalized approach to teaching values education presents a significant challenge by limiting students' ability to apply moral principles in real-life situations and to academic topics in subjects like science and mathematics (Kilag et al., 2023). This separation leads students to view values as disconnected from real-life applications. The problem lies not simply in a lack of emphasis on values, but in the failure to meaningfully integrate them into disciplines where students spend most of their time. Some studies have emphasized the need for teachers to take a proactive role in promoting values (Eslit, 2023) and highlighted the importance of classroom management, student involvement, and teacher control during instruction (Balong et al., 2024). There is a need to investigate how values are effectively integrated throughout the teaching process (Çalışkan et al., 2021): pre-teaching, during teaching, and post-teaching.

This study aimed to fill this gap by exploring how science and math teachers in Adventist schools in Thailand integrate Biblical moral values into their teaching and their broader impacts on fostering inclusive and socially responsible behaviors. Hence, this research offers insights into how teachers promote moral development in their classrooms, and the effectiveness of values education within the faith-based educational framework. This study provides specific pedagogical approaches and classroom activities that support the integration of values in pre-teaching and during teaching. This study utilized qualitative research methods, semi-structured interviews, and thematic analysis to help create guidelines and standards for integrating values education and moral values into academic subjects to enhance students' holistic development.

## **Literature Review**

Values education is a type of education that emphasizes the importance of acquiring meaningful ideals for learners. It involves the transmission of principles that guide students' behavior, helping them distinguish between right and wrong and promoting qualities such as empathy, responsibility, and integrity (Biswas, 2023). As Proverbs 22:6 reminds us, "Start children off on the way they should go, and even when they are old, they will not turn from it" (Proverbs 22:6, NIV). This reminds educators that moral instruction must be consistent and holistic, embedded into both daily routines and formal learning. Adventist Christian education emphasizes spiritual, moral, and intellectual development based on Biblical principles (Hazeltine & Hernandez, 2015). Both often integrate values education through curriculum design that combines faith and learning. Adventist education focuses on character development, highlighting its importance in nurturing knowledge and faith in students' lives (Taylor V, 2022). The essence of teaching in Adventist education is that it integrates academic rigor with character development, offering a variety of extracurricular activities, and the teachers serve as the true living curriculum (Nielsen, 2023).

In Adventist education, integration of faith and learning (IFL) is more than just fulfilling an institutional requirement for Christian schools; it aligns academic content with faith. The integration

of faith and learning is an opportunity for teachers to share their faith across all classroom disciplines. Thus, teachers employ content selection, instructional strategies, and assessment methods that reflect Christian values, ensuring that these principles are interwoven into daily learning experiences (Lampadan et al., 2021). Teachers guide students through life's challenges, academic subjects, hardships, and joys from a faith-centered perspective (de Zwaan, 2025). This holistic approach is aligned with Christian morality, emphasizing students' development as academically proficient individuals and as morally grounded and spiritually aware citizens (Newton, 2023).

Teachers' roles are meaningful in shaping students' values and overall development; they are not just instructors, but mentors who, through their actions and words, exemplify the moral behavior expected of students (Lovat & Hawkes, 2013; Unar et al., 2024). Thus, teachers employ content selection, instructional strategies, and assessment methods that reflect Christian values, ensuring that these principles are interwoven into daily learning experiences (Taylor V, 2022).

The role of teachers in Adventist schools is to prepare students for responsible citizenship in both the present world and the world to come. This approach highlights the integration of faith and learning, ensuring that Biblical principles are central to the curriculum and guide the educational process. Additionally, teachers in Adventist education serve as spiritual mentors, integrating faith into their teaching methods, and modeling Christian principles in their interactions with students (Harvey, 2019).

Research indicates that when teachers incorporate values education into their lesson plans, they often align their objectives and goals with clearly stated values. It is crucial to focus on six key elements: goals, objectives, materials and resources, teaching and learning methods, assessment, and activities outside the classroom. This strategy effectively encourages student engagement and creativity, while also fostering self-confidence, responsibility, and positive emotional relationships among teachers and students (Sipayung, 2019). During instruction, the teacher identifies the methods and strategies for values education that vary based on the chosen topics and their sources of development. Several techniques may be recommended, including classroom learning activities, practical activities, social interaction techniques, and incidental learning methods (Thakar, 2020).

Previous studies have demonstrated that values education is a crucial element of curriculum development. Values-based curriculum development encompasses various approaches that are tailored to address the diverse needs of learners, including holistic integration, interdisciplinary connections, experiential learning, inquiry-based instruction, and culturally responsive pedagogy. However, many challenges need to be addressed to ensure efficiency and success (Pandey, 2024). After integrating moral values in teaching, the need to assess the impact of values education involves evaluating whether the taught values are internalized and reflected in students' behaviors and attitudes. This can then be achieved through various methods such as observation, self-reflection, and peer feedback (Çalışkan et al., 2021).

Therefore, it is essential to hold professional development sessions where teachers can share ideas, exchange best practices, and collaboratively design integrated lesson plans. At the same time, teachers must respond to the diverse needs and backgrounds of their students, which can be particularly complex in varied socio-cultural contexts (Mohamad et al., 2019). To address these challenges, teachers often rely on school administrators for adequate resources and ongoing support. Several studies have highlighted the importance of professional development that focuses explicitly on value-based instruction, as it provides teachers with the strategies and confidence needed to successfully integrate values education into their teaching (Kilag et al., 2023).

## **Research Methodology**

This study utilized a phenomenological qualitative research design. Qualitative research enables an in-depth exploration of experiences, investigating values, beliefs, and attitudes (Padilla-Diaz, 2015). This study was conducted within the three different provinces of Thailand. The rationale for choosing Thailand was its globalizing educational landscape and the presence of numerous International schools. This study involved ten teachers from three Adventist International schools in

Thailand. Participants (Table 1) were selected through purposive sampling, which targets participants who can provide rich, relevant insights (Palinkas et al., 2015). Participants were selected based on their active engagement in teaching, with a minimum of five years of teaching experience in Adventist schools.

**Table 1** Participants' Demographic Information

No.	Participants	Demographic Information
1	Teacher A	A male teacher at an Adventist school in Saraburi who teaches math to middle and high school students.
2	Teacher B	A male teacher at an Adventist school in Saraburi who teaches math to the entire elementary school.
3	Teacher C	A female teacher at an Adventist school in Saraburi who teaches science to Grades 5–6.
4	Teacher D	A female teacher at an Adventist school in Saraburi who teaches science to Grade 5.
5	Teacher E	A male teacher at an Adventist school in Bangkok who teaches science at the elementary level.
6	Teacher F	A male teacher at an Adventist school in Bangkok who teaches math and science in Grade 2.
7	Teacher G	A female teacher at an Adventist school in Korat who teaches science at the elementary level.
8	Teacher H	A female teacher at an Adventist school in Korat who teaches science at the elementary level.
9	Teacher I	A female teacher at an Adventist school in Saraburi who teaches math and science at the elementary level.
10	Teacher J	A female teacher at an Adventist school in Korat who teaches math and science at the elementary level

This research used semi-structured interviews to gain a detailed understanding of participants' experiences. The interview questions presented in Table 2 were open-ended, which encouraged participants to share their experiences and opinions in their own words.

**Table 2** Interview Protocol

Research Questions	Interview Questions
1. How do teachers integrate values education, specifically Biblical moral values into their teaching within Christian education contexts?	<ol style="list-style-type: none"> <li>What is your understanding of moral values in the Bible, and how important are they in your teaching?</li> <li>How do you plan your lessons to include these moral values in class?</li> <li>How do you connect the moral values taught in your lesson to real life scenarios or societal issues?</li> <li>Can you describe specific activities, lessons, or approaches you use to teach values?</li> <li><b>How important do moral values appear to be in the lives of your students?</b></li> </ol>
2. What are the impacts of integrating values education into the teaching?	<ol style="list-style-type: none"> <li>What is your understanding of moral values in the Bible, and how important are they in your teaching?</li> <li>Do you experience challenges or resistance when integrating values into your lesson? How do you handle these challenges?</li> <li>Have you observed changes in your students' behavior or attitudes after emphasizing moral values in your teaching? If so, what kind of changes have you noticed?</li> <li>Is there anything else that you would like to add that is relevant to this topic that I have not asked?</li> </ol>

Open-ended questions also allowed participants to express themselves freely, revealing unexpected insights and new information. Otherwise, to ensure the interview questions were effective, the researcher sought expert feedback.

Primarily, the interview process involved obtaining permission from the school administrative offices and sending emails to inform each selected participant about the research procedures and

ethical considerations. Following Creswell's (2015) guidance on the data collection method, interviews were recorded with participants' consent to ensure an accurate and complete capture of their responses. The recordings were transcribed verbatim for thorough analysis. The data analysis in this study employed inductive thematic analysis, following the systematic process of Byrne (2022) to uncover emerging themes.

This process began with repeated readings of the interview transcripts to become familiar with their content and gain a deeper understanding of the participants' experiences. The data segments were then coded with labels. These initial codes were examined and grouped according to their similarities. Related codes were then organized into broader categories, which were refined and developed into overarching themes that addressed the research questions. To uphold ethical standards, participants were informed that all data would be used solely for this study and assured that their identities would be kept confidential. Actual names were replaced with codes such as Teacher A, Teacher B, etc.

For trustworthiness in analyzing the data, an iterative process was employed to gain a deeper understanding of the data and enhance the credibility of the findings. The findings were peer-reviewed by three former classmates who are researchers, and they agreed with the coding, ensuring that it was accurately represented and free from bias. Member checking was conducted by sending the findings back to participants to confirm that they accurately reflected their experiences and perspectives. Additionally, incorporating participant quotes allows readers to connect more deeply with the findings, providing rich insights into the teachers' experiences.

## Results

The results answered the two research questions in two subsections: (a) how teachers integrate values education or moral values into their teaching, and (b) the impacts of integrating values education or moral values into their teaching.

### ***How Teachers Integrate Values Education or Moral Values into Their Teaching***

Interviews with ten teachers from three Adventist schools revealed how they integrated Biblical moral values into their pre-teaching, lesson planning, and the strategies they use during teaching.

#### *Theme 1: Integrating Moral Values in Pre-Teaching*

Teachers integrated Biblical moral values during the lesson planning. All teachers who emphasized the intentional integration of moral objectives within lesson planning were primarily guided by the school's framework, known as "Integration of Faith and Learning (IFL)." Teacher B emphasized the consistent incorporation of IFL components in their weekly lesson plans, demonstrating a systematic approach to integrating moral values. Teacher E reflected a broader philosophy, emphasizing that the school's focus extends beyond just GPA; it is also about building character. All participants interviewed demonstrated a similar strong commitment. "We put the IFL as a part of the lesson plan," embedding moral values in their lesson plans in accordance with the IFL framework, and prioritizing this aspect over a sole focus on academic content.

A crucial aspect of integrating moral values in pre-teaching involves incorporating Biblical moral values into the academic content. Teachers used Bible verses, stories, and faith-based explanations to enhance students' moral learning rooted in faith. Lesson plans also included strategies to nurture values such as honesty, respect, kindness, responsibility, and care for others. For example, Teacher A used the Bible verse Galatians 6:7 to illustrate the Biblical principle of cause and effect, connecting it to the concepts of correlation and regression. In mathematics lessons, Teacher B's focus would be on mathematical equations to emphasize fairness, while in science, Teacher D told students that they would explore symbiotic relationships to demonstrate interdependence and stewardship.

Moreover, in their lesson plans, teachers designed activities that aimed to engage students in moral development. The findings indicated that teachers reinforced moral values such as honesty, respect, and kindness through classroom discussions and hands-on activities. The planning activities

encouraged students to analyze real-life situations, fostering their moral reasoning and character growth. For example, teachers created activities that encouraged students to think critically through choices by presenting two distinct ideas regarding the origins of the universe: the Big Bang theory and Creationism. Teacher I used biological concepts to inspire students to consider transformative growth through hands-on activities in a garden. She conveyed the concept that challenges are integral to development, drawing a parallel between the seed that must 'die' to grow and the individual who must overcome obstacles to flourish. Using subject matter to reinforce moral values, introducing moral dilemmas, and employing analogies effectively fostered students' moral reasoning and character development.

The data analysis revealed that a significant aspect of teachers' lesson planning included assessing moral understanding. This assessment refers to strategies that teachers use to evaluate students' ability to analyze ethical dilemmas, make informed decisions, and engage in reflective practice. Teacher E emphasized how he assessed moral values regarding student autonomy in ethical decision-making. Teacher F evaluated the transformation in students' perspectives on moral values after integrating these values into classroom activities. This teacher implemented interactive activities that made abstract moral concepts more tangible. He explained, "I use activities where students jump to the left if an action is not right and jump to the right if it is a correct action."

### *Theme 2: Strategies During Teaching*

The findings showed that teachers employed specific strategies during lessons to integrate Biblical moral values. These strategies included "Connecting Morals to Content and Real-Life" and "Fostering Engagement." Connecting morals to content and real life refers to not treating moral values as separate from academic content. They were woven into the subject matter, showing students how these values were important to their real world and their own lives. For example, Teacher A pointed out the similarities between solving complex math problems and dealing with challenges in life. He emphasized the importance of persistence and encouraged students to keep working through difficulties. Teacher G noted the importance of role-playing and group presentations for students to explore the concept of being helpful and kind, as in the story of "The Good Samaritan." Several participants described using cooperative learning to teach moral values such as teamwork, empathy, and shared responsibility.

Teachers also used scientific metaphors, such as "Ecosystem" and "Environmental Care," to teach the concepts of accountability and care for others. Teacher D emphasized the interconnectedness of different resources and their importance for human survival. The phrase "Interdependent Relationships" suggests that these resources rely on one another, and without them, our existence could be jeopardized. Teacher D pointed out that the well-being of humanity depends on understanding and valuing these connections. Teacher E implemented a "Space Project," which encouraged collaboration among students, and highlighted the importance of valuing everyone's unique contributions. Similarly, Teacher F organized role-play activities designed to simulate real-life moral decision-making, such as assisting others in emergencies and promoting healthy lifestyles. Additionally, teachers utilized experiential learning techniques to ensure that students not only grasped abstract concepts, but they also internalized moral values in their everyday lives.

The second sub-theme, "Fostering Engagement," refers to teachers discussing their efforts to maintain student engagement while integrating moral values. The strategies included consistent teaching in morals, fostering student autonomy, modeling, and cultivating a positive mindset. Most teachers believed that the consistent teaching of moral values allows students to witness the practical application of moral values over time. Hence, the teachers regularly reinforced moral lessons, integrating them into classroom management and daily interactions to help students apply these values in real-life situations. Some teachers promoted student autonomy through leadership roles and responsibilities in classroom tasks. Teacher E referred to a "mana-inspired leadership" strategy to encourage shared responsibility, enabling students to feel empowered to contribute and take the lead in their learning.

In this study, many teachers emphasized the importance of teaching and exemplifying Biblical values. They noted that students learn moral values through both classroom lectures and the actions and experiences of their teachers. They stressed the importance of staying connected with their students and ensuring that their lifestyles set a positive example. Moreover, teachers cultivated a positive mindset in students by encouraging them to practice gratitude and focus on the positive aspects of their lives. Recognizing and praising students immediately after they exhibit positive behavior is crucial for engaging students in lessons that integrate moral values.

#### ***Teachers' Insights After Integrating Values Education into Teaching***

The integration of values education into teaching positively impacted students' behavior, influenced their moral values in the long term, and fostered unity in the classroom and in community relationships.

#### ***Theme 3: Perceived Impact of Values Integration***

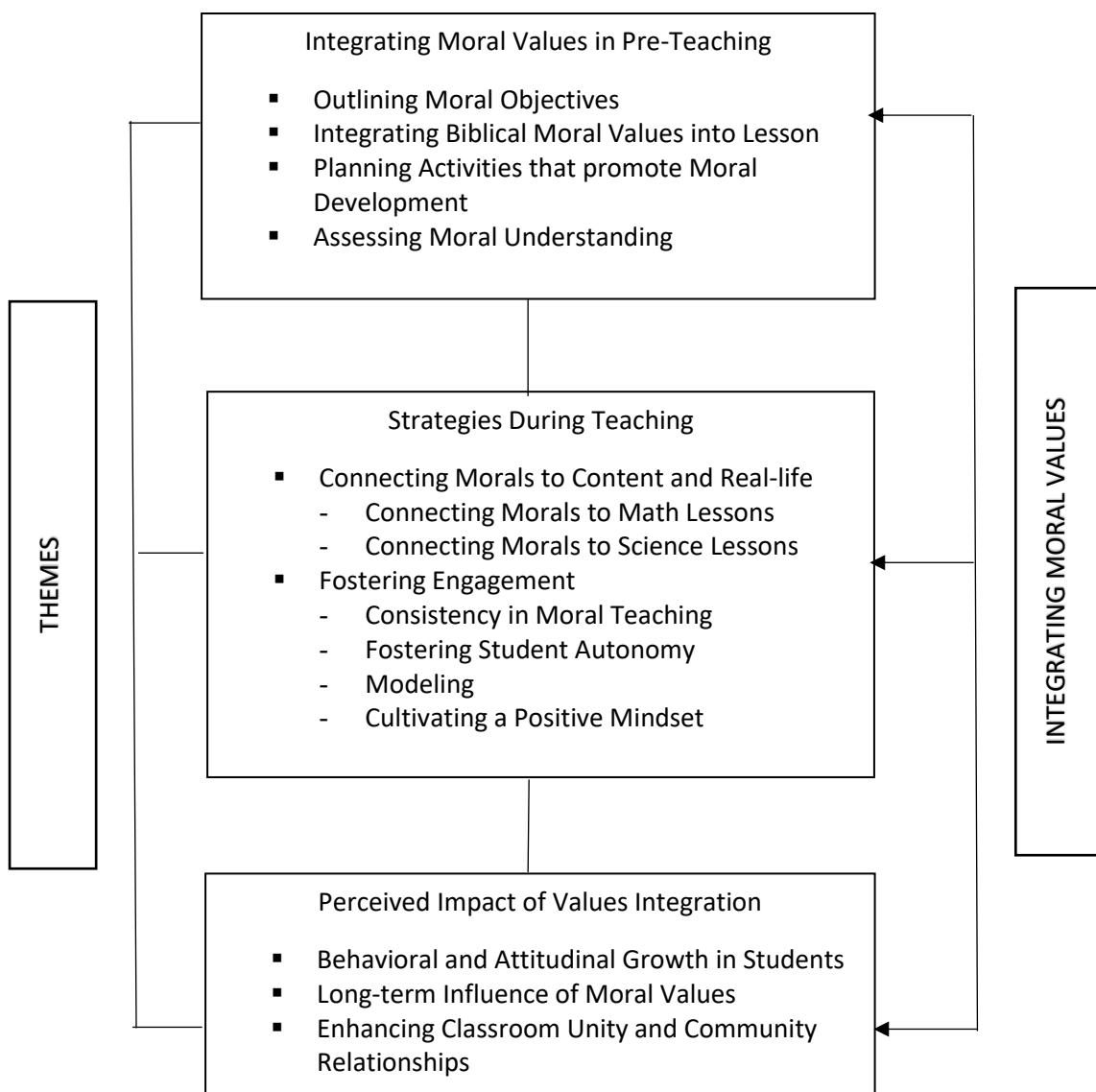
The participants shared that they observed positive changes after integrating moral values into their teaching. The teachers observed that students exhibited positive behavioral changes, including increased honesty, respect, patience, and a greater sense of accountability. Teacher E shared that students began to self-regulate and hold each other accountable for maintaining classroom discipline; he noted, "They remind one another to be honest, tidy up in the cafeteria, and keep quiet in the classroom. These behaviors fostered a positive atmosphere in our classroom." Teacher J shared that the parents noticed positive changes in their children's behavior, with students becoming more helpful and self-reliant. Teachers witnessed their students making independent moral decisions, seeking forgiveness, and being kind and supportive, like in the story of the good Samaritan.

Teachers in this study believed that integrating Biblical moral values had a long-term impact on their students' lives. Teacher A shared a story about former students who upheld their moral values when they entered university, despite facing peer pressure. Teacher D emphasized the lasting significance of these values and beliefs, stating that moral education serves as a foundational framework for students' future endeavors. Teacher B shared his experiences, noting positive feedback from parents and the community, who said, "AIMS students are polite and considerate toward one another." This feedback illustrates a strong sense of community and good behavior among the students. The teachers all agreed that while academic knowledge may fade, moral values remain essential to students' personal and professional lives.

The integration of moral values was also observed to improve classroom unity. Teachers noted stronger relationships among students and between students and teachers. Teacher A said that his students were more respectful and showed kindness and unity in the classroom. Teacher J stated that she received positive feedback from other teachers, such as that her students were well-behaved outside the classroom. Teacher E observed the role of moral values in creating a harmonious and supportive classroom environment. Teachers reported that students became more cooperative, respectful, and willing to engage in collaborative tasks. The classroom environment was described as more unified and harmonious. Teachers also observed that students began demonstrating leadership, discipline, and responsibility, contributing to a positive and caring school community.

Figure 1 provides a summary of themes and sub-themes that contribute to the development of holistic settings for Christian education, and how teachers may integrate moral values into their teaching and learning activities.

**Figure 1** Summary of Themes and Sub-Themes



#### **Data Analysis Results: Themes and Findings**

The study on the integration of values education or moral values in math and science teaching in Adventist International schools and the impacts of integration, particularly focusing on the intentional integration of moral values during pre-teaching, during teaching, and the impacts of positive outcomes observed post-teaching. It was found through thematic analysis that there were three themes and nine sub-themes.

#### **Discussion**

According to a review of the existing literature, the theme of “Integration of Faith and Learning (IFL)” is the foundation of faith-based learning in Adventist schools (Harvey, 2019). Previous studies have pointed out that IFL is central to Christian education, shaping students’ values, beliefs, and behaviors (Lampadan et al., 2021; de Zwaan, 2025). The findings of this study build on that foundation by showing how teachers in Adventist schools have moved beyond theoretical ideals to actively integrate IFL into their classroom practices. Teachers emphasized character development alongside academic achievement. They have demonstrated that integration of faith and learning is not just a philosophical stance; it also a practical pedagogical commitment. This demonstrates the practical

significance of IFL in shaping students' holistic growth, involving students' physical, social, spiritual, and intellectual development.

By integrating faith-based discussions into subjects such as mathematics and science, teachers may create learning experiences that encourage both cognitive and moral reflection. This clearly indicates that disciplines regarded as value-neutral can serve as platforms for values education. While Harvey (2019) emphasized the importance of holistic development, this study showed how teachers have implemented this principle in their lesson planning and assessments. Thus, the findings affirm prior research and extend it by providing strategies—such as content selection, instructional approaches, and reflective assessment—that make the integration of Christian values tangible in everyday classroom practice.

The study also revealed that teachers' lesson planning extended beyond mere content delivery; it actively fostered students' moral development through carefully designed activities. These design activities helped students understand abstract moral values and encouraged them to apply these principles in their daily lives. The teachers' experiences were aligned with a study by Zarrett et al. (2021), which emphasized that interactive and experiential learning methods, such as play-based activities, exploration, real-life experiences, and concrete examples, could help children to actively engage with moral dilemmas. However, the contribution of this study is its focus on how Adventist teachers have applied experiential methods within a Biblical framework. This approach transforms activities into opportunities for critical reflection and ethical decision-making. The integration of moral dilemmas and critical reflection complements the values emphasized in Adventist education, which connects faith-based values to learning experiences, transforming learners' hearts and minds (Harvey, 2019).

Teachers assessed students' moral understanding through reflective exercises, moral dilemmas, and ethical decision-making discussions. By prioritizing student autonomy in ethical decision-making, teachers encouraged them to internalize Biblical principles. This practice primarily aligns with the Adventist education framework by periodically assessing how faith and learning are integrated in the classroom (Harvey, 2019). Furthermore, this study extended the understanding of how assessment can be used to measure moral knowledge, as well as to cultivate personal responsibility and ethical independence. This also aligns with the principles of the Christian Religious Education framework, which emphasizes values like love, justice, sharing, and responsibility as crucial for teenagers' moral development (Sianturi & Romika, 2024). For instance, one math teacher addressed self-centeredness by using cooperative learning activities, demonstrating that moral growth can be integrated into academic problem-solving.

Teachers' strategies also revealed how moral values can be made relevant to students' lived experiences. By using analogies and real-life applications, teachers connect moral teachings to everyday contexts. This aligns with a study that highlights the importance of methods addressing real-life challenges and promoting experiential learning in moral education (Cui et al., 2024). The researchers found that Adventist teachers intentionally linked moral challenges to Biblical principles within their academic subjects. For instance, mathematics lessons served as an opportunity to teach perseverance and ethical problem-solving, while previous literature has indicated that teachers in Adventist schools support students in facing life's challenges, understanding academic subjects, overcoming hardships, and embracing faith-centered perspectives (de Zwaan, 2025).

Similarly, science teachers employed authentic, hands-on learning approaches that connected lessons to societal issues and Biblical metaphors. The use of the Parable of the Sower, for example, transformed the classroom into a "living garden" where abstract moral principles were made visible and tangible. Teachers expressed that they used this approach to foster critical thinking and encouraged students to engage deeply with the moral implications of the lessons. While Nielsen (2023) emphasizes that Adventist education integrates academic rigor with character development, this study demonstrates how teachers creatively and meaningfully integrate knowledge, reinforcing both understanding and faith.

The findings also revealed the balance between providing moral guidance and fostering autonomy. Teachers can create a supportive environment that encourages students to actively participate in moral discourse while also respecting their independent choices. Teachers aimed to instill values, cultivate positive mindsets, and empower students to make ethical choices independently. This balance resonated with Arvanitis & Kalliris (2020); however, the findings illustrated how Adventist teachers achieved this balance in practice through trust, relational teaching, and opportunities for dialogue. The teachers' strategies for instilling moral values reflected Christian principles and Adventist educational practices.

The teachers in this study reported that integrating Biblical moral values into teaching produced transformative effects on students' behavior, attitudes, and relationships. Students became more respectful, empathetic, and responsible. This observation affirmed that values education and moral education are essential in shaping students' character and fostering ethical values, empathy, and social responsibility (Biswas, 2023; Hafizi & Wiyono, 2023; Saadia et al., 2024). Moreover, this study demonstrated how these changes can be achieved through intentional classroom strategies, such as positive reinforcement, mana-inspired leadership, and showing practical pathways by which values education can influence student moral development.

Additionally, improved classroom unity and stronger, more respectful teacher-student relationships observed in this study highlighted the role of values education in shaping a caring and inclusive school environment (Kilag et al., 2023). A positive atmosphere such as this fosters learning and helps students feel a sense of belonging. An inclusive school culture significantly shapes behaviors within the educational community and impacts the experiences of all members, both in school and at home (Fernández-González & Akrivou, 2024). By situating these findings within Adventist education, the study emphasized that moral education may transform individuals and cultivate communities. This communal aspect highlights the lasting impact of values education, which, as Daniels (1981) stated, is a lifelong endeavor requiring sustained commitment.

### **Limitations of the Study**

This study focused on science and math teachers in three Adventist schools in Thailand. The findings may not be generalized to other subject areas, secular institutions, or faith-based schools with different characteristics. Additionally, the research relied on teachers' self-reported data through semi-structured interviews, without including student perspectives, classroom observations, or document analysis, such as lesson plans. Moreover, as this study was conducted in three Adventist International Schools in Thailand, this limits the generalizability of its findings to other cultural or educational contexts. The unique philosophical basis of Adventist education may not reflect experiences found in other educational settings.

### **Recommendations for Future Research**

Future studies should include gathering student perspectives, which could help reveal the differences between the impacts reported by teachers and the actual lived experiences of students. Additionally, classroom observations and document analysis, such as reviewing lesson plans and student work, would provide valuable context. Lastly, comparative studies should be conducted between Adventist schools and other Christian or secular institutions to examine how moral integration varies across different contexts.

### **Conclusion**

The findings showed that teachers intentionally integrated moral values in their teaching. In pre-teaching, teachers outlined their moral objectives, which were aligned with the school's framework of Integration of Faith and Learning (IFL). They incorporated Bible verses or stories, value-based activities, and assessment of moral understanding into their lesson plans. During teaching, teachers used strategies and approaches, such as cooperative learning, real-life analogies, role-play, and moral questioning to foster critical thinking and student engagement.

Beyond instructional strategies, teachers used consistent moral teaching, fostering student autonomy, modeling values in their behavior, and cultivating a positive mindset through daily classroom interactions. Post-teaching observations showed that students demonstrated behavioral and attitudinal growth, including increased respect, honesty, and responsibility. Teachers also reported long-term moral retention and stronger classroom unity as lasting impacts of integrating moral values.

The implications of this study highlight the importance of equipping teachers with strategies to integrate moral values into their academic content. In Christian education, particularly within the Adventist schools, moral values integration is more impactful when teachers intentionally align their plans with the school's framework IFL, provide real-life applications, allow for student autonomy, consistently reinforce moral values, and serve as a role model in teaching moral values. These factors foster holistic student development.

The study offers pedagogical implications for content teachers within Adventist and non-Adventist schools who are seeking to integrate values education. For the content teachers in Adventist schools, they can integrate the moral values by beginning with intentional planning by outlining clear moral objectives that align with the IFL framework and connect Biblical moral values to subject content. In the Adventist educational sector, this study offers practical strategies, including the incorporation of Bible verses and stories, as well as the design of reflective activities that promote moral reasoning.

In both Adventist and non-Adventist schools, teachers can integrate moral values by connecting them directly to content and real-life scenarios, using methods like cooperative learning, role-play, and experiential activities. Pedagogical approaches should promote active student engagement with moral dilemmas and practical applications of values. The findings highlight the importance of fostering student autonomy, consistently reinforcing moral principles, and having teachers model values in their daily interactions. These strategies and approaches can effectively impact students' understanding and application of values education.

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