Analysis Of Factors Causing Moral Degradation Of Grade Vi Galang Bulan Students Seen From Hypothetical

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Informasi Artikel	Abstract
	The purpose of this study was to analyse the factors causing moral degradation of grade VI students at SDN Galang Bulan, with a focus on the influence of the family environment, peers, school environment support, the times and technology, and the lack of character education programs. The method used was a qualitative approach with data collection techniques through interviews, participant observation, and focus group discussions. The results showed that family environment factors and peer influence have a significant impact on students' moral behaviour. In addition, support from the school environment and technological developments also contribute to moral degradation. The conclusion of this study emphasises the importance of collaboration between schools, parents and communities in creating an environment that supports the formation of good character in students

INTRODUCTION

Primary education has a very important role in shaping students' character and morals. Primary school is the initial stage of formal education that lays the foundation for children's character development (Faiz, 2022; Ruslan, 2020). This is where students begin to learn about moral values, ethics and social norms that will guide them throughout life (Ixfina & Rohma, 2025). However, in recent years, there are indications that moral degradation among students is increasing, which is reflected in deviant behaviours such as lack of manners, dishonesty, and bullying (Miftahul Jannah, 2023). Moral degradation among the younger generation is an increasingly urgent issue to address in the context of education (Arliman, Arif, & Sarmiati, 2022; Prihatmojo & Badawi, 2020). Morality, which includes ethical values and good behaviour, is crucial in shaping individual character (Agung Prihatmojo & Badawi, 2020). In an evolving society, the challenges to the formation of morality in children and young people are increasingly complex. Various factors, both internal and external, can affect their moral development, making it important to understand these dynamics in depth (Revalina et al., 2023).

Moral degradation is a decline in moral values reflected in the behaviour of individuals or groups (Susanti et al., 2025). Moral degradation in the younger generation is a crucial issue that has received widespread attention in various aspects of life in society, nation and state. Moral is an act that is done consciously and freely, the formal object is goodness and badness or it can be said that a person is moral or immoral from his behaviour (Abadi, 2016). This phenomenon is reflected in various deviant behaviours that are increasingly worrying, such as lack of manners, dishonesty, bullying, and actions that violate norms and laws (Khoeron et al., 2024; Marengo et al., 2022; Setiawan & Utomo, 2024; Sieben-Aduful et al., 2025). In the basic education environment, especially for primary school students, character building and moral values are important foundations for their future development. However, various indications show that the challenges to students' moral formation at this level are increasingly complex.

This phenomenon of moral degradation is not only a concern for educators, but also for parents and the wider community. The inability of students to demonstrate good behaviour can have a negative impact on the school environment and society. For example, bullying behaviour among students can create an unsafe and uncomfortable atmosphere for all parties (Ilham, 2023).

Therefore, it is important to identify the factors that cause this moral degradation so that appropriate measures can be taken to address it. By understanding the factors that contribute to the moral degradation of students, it is hoped that effective solutions can be found to overcome this problem (add explanations of theoretical and hypothetical factors, definitions and what will be discussed) (Muslim & Ranam, 2020). This research is expected to make a significant contribution to the development of a more effective character education programme at Galang Bulan primary school and serve as a reference for similar research in other primary education contexts. Through collaboration between schools, parents and communities, it is hoped that a conducive learning environment can be created for the formation of strong morals in the nation's next generation (Education, D. et al., 2024).

School institutions as a place to educate and develop students' abilities are inseparable from problems such as delinquency and unruly students that drain the patience of teachers and guardians at home (Istante, 2023). Galang Bulan State Primary School (SDN), as one of the formal primary education institutions, is not free from the potential for moral degradation in its students. Understanding the factors behind this phenomenon is very important to formulate effective and targeted intervention strategies. This study aims to analyse in depth the factors causing moral degradation in Grade 6 students of SDN Galang Bulan, by reviewing both from relevant theoretical perspectives as well as based on observations and hypothetical data that may arise from the characteristics of the students themselves.

Based on the results of observations at SD Negeri Galang Bulan as well as interviews with the principal, teachers, students and student guardians, it was found that students in high grades experienced moral degradation, namely good manners. Through this analysis, it is hoped that the root causes of students' moral degradation can be identified, thus making a significant contribution to the development of a more effective character education programme at Galang Bulan primary school, as well as a reference for similar research in other basic education contexts. A comprehensive understanding of these factors will enable schools, parents and other education stakeholders to work together to create a learning environment conducive to building strong morals in the next generation

Literature Review

Moral education at the primary level is very important in shaping students' character. According to Abadi (2016), morality includes ethical values and good behaviour that should be taught from an early age. This is in line with the view of Revalina et al. (2023) who state that basic education is the foundation for children's character development. Good education at an early age can shape individuals who have integrity and social responsibility, which are indispensable in social life. However, the phenomenon of moral degradation among students is increasing, which is reflected in deviant behaviour such as lack of manners and dishonesty (Miftahul Jannah, 2023). This shows that the challenges in shaping children's morality are increasingly complex, as expressed by Susanti et al. (2025). This moral degradation not only impacts on individuals, but also on the social environment in which they exist, creating an atmosphere that is not conducive to learning.

Moral degradation is influenced by various factors, both internal and external. According to Ilham (2023), these factors include family environment, peers, and support from schools. Therefore, it is important to understand these dynamics in depth so that appropriate interventions can be made to address this issue. In-depth research on these factors can provide better insights in designing effective character education programmes. Family environment is one of the most significant factors that influence students' moral development. Revalina et al. (2023) emphasised that parents' inability to be involved in their children's lives can lead to deviant behaviour. This is in line with research by Miftahul Jannah (2023) which shows that children who feel neglected tend to seek recognition from peers, which often does not provide a positive influence.

Disharmonious families, such as broken homes, also contribute to the moral degradation of students. Research by Revalina et al. (2023) showed that children from families experiencing divorce often experience emotional stress that affects their behaviour at school. This stress can

result in negative behaviours, such as bullying or dishonesty, further worsening students' moral situation. Parenting patterns applied by parents are very influential in shaping children's morals. Ilham (2023) states that strict discipline without explanation can make children feel depressed. Conversely, freedom without restrictions can make children not understand the consequences of their actions. Therefore, it is important for parents to find a balance in their parenting so that children can grow well morally.

Peer influence is also an important factor in students' moral behaviour. Miftahul Jannah (2023) revealed that students tend to imitate the behaviour of their friends, both positive and negative. This suggests that the friendship environment can influence students' character development, where positive interactions can reinforce good moral values. However, students who are exposed to groups with negative norms may feel pressured to conform. Revalina et al. (2023) emphasised that this can lead to moral decline and deviant behaviour among students. When students are involved in groups that do not support positive values, they are at risk of adopting behaviours that harm themselves and others.

Support from the school environment is very important in shaping students' morals. Ilham (2023) pointed out that a lack of support from schools in the delivery of moral values can cause students to be confused about what is considered right and wrong. Schools must play an active role in creating an environment that supports student character building through various educational programmes. Teachers act as role models and have a great influence on student behaviour. According to Education et al. (2024), when teachers show good behaviour, they create a positive environment for students' moral formation. Good interactions between teachers and students can help students understand the moral values taught at school.

The rapid development of technology and outside culture also affects students' morals. Abadi (2021) stated that easy access to information can introduce values that conflict with the moral norms taught at home. Therefore, it is important for parents and teachers to provide proper education on the use of technology and its impact on morale. Students who are exposed to negative content, such as violence and pornography, may internalise these values. Miftahul Jannah (2023) emphasised the importance of parents' supervision of their children's use of technology. Without proper supervision, children can be affected by content that damages their morals.

Schools have an important role in educating students about the responsible use of technology. Ilham (2023) suggested that programs that teach digital ethics and the impact of online behaviour be implemented in schools. With proper education, students can learn to use technology wisely and responsibly. The lack of character education programmes in schools is a challenge that needs to be addressed. Miftahul Jannah (2023) pointed out that without a clear programme, students may not gain sufficient understanding of moral values. Therefore, the development of a better character education programme is necessary to reduce moral degradation among students.

Schools need to develop a more structured curriculum and programmes that can teach students about the importance of morals. Ilham (2023) suggested extracurricular activities that focus on character development to help students understand moral values in a broader context. These activities can provide practical experiences that support moral learning. To address moral degradation, collaboration between schools, parents and communities is needed. Education et al. (2024) emphasised that by involving all parties in character education, students can grow into morally sound and responsible individuals. This co-operation is essential to create an environment that is conducive to the formation of good character.

Figure 1. Factors influencing moral degradation

METHOD

This research was conducted from 24 April 2025 to 12 May 2025 using a qualitative approach. Qualitative research method is a research method that examines the conditions of natural objects, where the researcher is the key instrument (Ilham, 2023). The qualitative approach is very suitable for this research because it aims to understand in depth the complex factors behind the moral degradation of students. Instead of measuring and generalising, qualitative research focuses on exploring the meanings, experiences and perspectives of the individuals involved. This research is a case study on grade 6 students at SD Negeri Galang Bulan. Case studies make it possible to investigate the phenomenon of moral degradation in depth in the specific context of the school with various relevant aspects. Types of Data and Data Sources are primary data in the form of interviews, participant observation, and Focus Group Discussion (FDG).

The data analysis technique that researchers use is inductive and interpretative qualitative data analysis. The analysis process will go hand in hand with data collection. Some commonly used analysis techniques include data reduction, data presentation and verification and conclusion drawing. Data reduction is summarising, selecting, focusing, and simplifying data collected from interviews, observations, and documents. Data Presentation is presenting the reduced data in narrative form, direct quotes from participants, tables, or charts to facilitate understanding. In verification and inference, we interpreted the data presented to identify key themes, patterns of relationships, and emerging meanings related to the factors causing moral degradation. The verification process (triangulation) using multiple data sources and methods will be important to increase the validity of the findings.

RESULTS AND DISCUSSION

This research was conducted at SDN Galang Bulan, this research was assisted by the participants of grade VI students, the principal, the teacher and the grade VI teacher. From the research carried out, a description of the research results is obtained as follows:

a.   Family Environment Factor

The family environment is one of the most significant factors affecting students' moral development. In the context of Galang Bulan primary school, the results of interviews with student guardians, namely Mrs ATH, a student guardian of an OSN student, show that many parents are caught up in busy work schedules, so they do not have enough time to provide the necessary attention and guidance for their children. The inability of parents to be actively involved in their children's daily lives can cause children to feel less cared for and loved. This can lead to deviant behaviour, as children who feel neglected tend to seek recognition and support from peers, who often do not provide a positive influence (Revalina et al., 2023).

Disharmonious family conditions, such as broken homes, also contribute to the moral degradation of students. Children who come from families experiencing divorce or prolonged conflict often experience emotional stress that can affect their behaviour at school. They may feel

disoriented and seek ways to cope with these feelings, which can lead to negative behaviours such as bullying or dishonesty (Erviana, 2021; Zuo et al., 2025). Research by Revalina et al. (2023) showed that a lack of guidance from parents can cause children to lose direction in moral formation, potentially leading to deviant behaviour. Parenting patterns applied by parents also play an important role in shaping children's morals. Parents who apply strict discipline without providing adequate explanations about moral values can make children feel depressed and rebellious. Conversely, parents who give freedom without clear boundaries can make children not understand the consequences of their actions. Therefore, it is important for parents to find a balance between giving freedom and setting clear boundaries, as well as explaining the moral values they want to instil in their children (Ilham, 2023).

The influence of the family environment is not only limited to the direct interaction between parents and children, but also includes the influence of other family members, such as siblings (Arliman, Arif, & SARMIATI, 2022; Dewi & Wijaya, 2024; Edu & Nelwan, 2021; Sapitri et al., 2022). In some cases, older siblings can be role models for younger siblings. If they exhibit positive behaviours, such as respecting others and being responsible, then the younger siblings are likely to emulate these behaviours (Musmualim & Miftah, 2016; Raihanah, 2022). However, if siblings engage in negative behaviours, such as drug use or criminal behaviour, then younger siblings may also be affected and follow in their footsteps (Miftahul Jannah, 2023). The importance of the family's role in students' moral formation suggests that interventions involving parents are necessary. Schools can conduct programmes that involve parents in children's character education, such as seminars or workshops on how to educate children well (Dewi & Wijaya, 2024). By involving parents, it is hoped that they can better understand their role in shaping children's morals and can provide the necessary support to help their children grow into moral individuals (Education, D. et al., 2024).

b.   Peer Influence

Peer influence is an important factor that can affect students' behavior and morals. In the context of SDN Galang Bulan, an interview with one AAK student revealed that students tend to imitate the behavior of their friends, both positive and negative. For example, students who hang out with groups that have good behavior tend to show politeness and respect for others. Conversely, students who hang out with groups that engage in negative behaviors, such as bullying or dishonesty, are more likely to be influenced and follow these behaviors (Miftahul Jannah, 2023). Students who are in a positive friendship environment usually get good moral support, which helps them to develop a strong character. They learn to respect, cooperate, and support each other in achieving good goals. However, when students are exposed to groups with negative norms, they may feel pressured to conform and adopt behaviors that do not match the values taught at home. This can lead to moral decline and deviant behavior among students (Revalina et al., 2023).

The importance of peer influence is also seen in the way students interact with each other at school. It is evident from our observations that when students are involved in group activities, they learn to communicate and collaborate. However, if the group has bad norms, such as putting down friends or committing acts of bullying, then the students involved can be influenced to do the same. Therefore, it is important for schools to create an environment that supports positive interactions among students (Ilham, 2023). Overall, peer influence has a significant impact on student morale at SDN Galang Bulan. Therefore, it is important for parents and teachers to pay attention to students' friendship environment and provide the necessary support to help them choose friends who can exert a positive influence. In this way, it is expected that students can grow into individuals who have good morals and are responsible (Miftahul Jannah, 2023).

c. Support from the school environment

Support from the school environment is very important in shaping students' morals. Observations at Galang Bulan primary school showed that support from the school in shaping students' morals is still lacking. For example, there is a lack of conveying moral values through posters, motivational sentences, or programs that emphasize the importance of morality. Schools should be more active in creating an environment that supports students' character building. Extracurricular activities that focus on character development and morality also need to be improved (Ilham, 2023).

Schools have the responsibility to teach moral values to students through the curriculum and daily activities (Fajri et al., 2021; Netri & Mursid, 2024). However, if schools do not have a clear program to support character education, students may not gain sufficient understanding of moral values. This can lead to students feeling confused about what is considered right and wrong, which in turn can contribute to deviant behavior (Education, D. et al., 2024). The importance of school environment support is also seen in the interaction between teachers and students. Teachers act as role models and have a great influence on student behavior. When teachers demonstrate good attitudes and respect for students, they create a positive and supportive environment for moral formation. Conversely, if teachers are inconsistent in applying moral values, students may feel confused and not get clear direction (Revalina et al., 2023).

Schools can also conduct programs that involve parents in children's character education (Rejeki & Wilhem, 2021; Sutisna et al., 2020). By involving parents, it is hoped that they can better understand their role in shaping children's morals and can provide the necessary support to help their children grow into moral individuals. Programs such as seminars or workshops on how to educate children well can provide valuable insights for parents (Miftahul Jannah, 2023). Overall, support from the school environment has a significant impact on students' moral development at SDN Galang Bulan. By creating a supportive environment and providing clear character education, schools can help students develop strong moral values. This effort will not only help reduce moral degradation among students, but will also contribute to the formation of a better and more responsible next generation (Ilham, 2023).

d. Age and Technology

The rapid development of technology and outside culture is also a factor that affects students' morals. Easy access to information through the internet and social media can bring positive influences, but can also introduce values that contradict the moral norms taught at home and school. Students are often exposed to inappropriate content, which can affect their way of thinking and behavior (Reginasari & Annisa, 2019; Restendy, 2019). Therefore, it is important for parents and teachers to provide proper education on the use of technology and its impact on morals (Abadi, 2021). Students who are exposed to negative content, such as violence, pornography, or other deviant behaviors, may internalize these values and consider them as normal. This can lead to moral decline and deviant behavior among students. Therefore, it is important for parents to supervise their children's use of technology and provide guidance on how to use technology wisely (Miftahul Jannah, 2023).

Schools also have an important role to play in educating students about the responsible use of technology. Programs that teach students about digital ethics and the impact of online behavior can help them understand the consequences of their actions (Fahrudin & Arif, 2024). By providing proper education, schools can help students avoid negative influences from technology and outside cultures (Ilham, 2023). In addition, the development of the times also brings new challenges in the formation of students' morals. The values developed in society are often different from the values taught at home and school. Therefore, it is important for parents and teachers to communicate openly with students about important values and how they can be applied in daily life (Education, D. et al., 2024).

Overall, the development of the times and technology has a significant impact on the morals of students at SDN Galang Bulan. By providing proper education on the use of technology and moral values, it is hoped that students can grow into individuals who have good morals and are responsible. This effort requires cooperation between parents, schools and communities to create an environment that supports positive character building (Revalina et al., 2023).

e. Lack of Character Education Program

The lack of a character education program at Galang Bulan primary school is one of the factors contributing to the moral degradation of students. Research shows that the character education program at the school is not optimal. This can be seen from the lack of activities that emphasize moral values and the lack of training for teachers to implement character education effectively. Without a clear program, students may not gain sufficient understanding of the moral values needed to form good character (Miftahul Jannah, 2023). Schools need to develop a more structured curriculum and programs that can teach students about the importance of morals and ethics in everyday life (Efendi et al., 2022; Hermawan et al., 2020; Khumaini et al., 2022). Extracurricular activities that focus on character development, such as leadership training, social activities, and community service programs, can help students understand and apply moral values in a broader context. By providing opportunities for students to engage in positive activities, schools can help them develop strong characters (Ilham, 2023).

Table 1 the results of the interviews conducted

No	Indicator	Question	Answer
1	Attitude towards parents	What are the students' attitudes when they meet or talk to elders?	Students' attitudes vary depending on their mood. Sometimes, they show obedience and respect to the teacher, but at other times, they can be indifferent to the teacher's orders and talk as if with peers.
2	Use of language	Do students use disrespectful language when talking to friends or teachers?	With friends, they sometimes use harsh language and inappropriate words. Meanwhile, with teachers, they speak with kind and polite language.
3	Hygiene ethics	What are the students' attitudes when they want to spit in a random place?	All students did not spit in any place. However, they did so politely in quiet locations and closed their mouths when they wanted to spit.
4	Listening attitude	What are the students' attitudes when their friends are talking? Do they often interrupt?	They listened to their friends' conversations, but there were a few students who sometimes liked to interrupt if they felt their friends' statements were inaccurate.
5	Ethics of entering someone else's room	What is the student's attitude when they enter someone else's space or when using items?	When entering the office, children are generally used to saying greetings, but sometimes they forget to do so and just walk in.
6	Hang out	What is the student's attitude when hanging out with friends?	They play together normally, but sometimes some play a little selfishly, and sometimes some make fun of their friends to keep them away from them.

The importance of character education programs is also seen in the way teachers teach moral values (Astuti & Anwar, 2024; Julius et al., 2024). Teachers need to be trained to integrate character education into their teaching, so that students can understand and apply these values in their daily lives. Training for teachers on how to teach moral and ethical values can increase the effectiveness of character education programs in schools (Education, D. et al., 2024). In addition, schools can also involve parents in character education programs. By involving parents, it is hoped that they can better understand their role in shaping children's morals and can provide the necessary support to help their children grow into moral individuals. Programs such as seminars or workshops on how to educate children well can provide valuable insights for parents (Revalina et al., 2023).

Overall, the lack of a character education program at Galang Bulan primary school is a challenge that needs to be overcome to reduce moral degradation among students. By developing a better character education program that involves all parties, it is hoped that students can grow into morally sound and responsible individuals. This effort will not only help reduce deviant behavior, but will also contribute to the formation of a better and ethical next generation (Miftahul Jannah, 2023). The results of the observation on May 10, 2025 related to the indicator of wanting to treat others as oneself wants to be treated or the morals of fellow human beings. The researchers observed that a number of students felt superior to their friends, and they performed various actions, such as pushing friends while challenging to fight, and others. Overall, the results of the interviews conducted can be seen in the following observation table 1.

CONCLUSION

This research shows that the moral degradation of grade VI students at Galang Bulan primary school is influenced by various factors, including a less supportive family environment, negative peer influences, and a lack of support and character education programs at school. To overcome this problem, close collaboration between schools, parents and communities is needed to create an environment conducive to the formation of strong morals. By involving all parties in character education, it is hoped that students can grow into individuals who have good morals and are responsible, so as to reduce deviant behavior among the younger generation.

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