Analysis Degradasi Moral Sopan Santun Siswa di Sekolah Dasar

Analysis of Moral Degradation of Student Manners in Elementary Schools

Sherly Nadia

Muhammadiyah University of North Sumatra

Email: serlinadia65@gmail.com [1] , forstudentirfan@gmail.com [2]

Article Info	Abstract
	This study aims to analyze the phenomenon of moral degradation of manners among elementary school students based on a systematic review of scientific literature published in the range of 2015-2025. The research method uses a systematic literature review. Article searches were conducted on the Google Scholar database, and Garuda Portal used relevant keywords. Of the 56 identified articles, 2 articles met the inclusion criteria and were analyzed in-depth. The results of the analysis identified five main dimensions of manners moral degradation: (1) the dominant form of degradation of manners, (2) causal factors, (3) impacts on the educational environment, (4) the role of family and school, and (5) handling and intervention strategies. The findings show an increase in impolite behavior such as the use of harsh language, lack of respect for teachers, and disruptive behavior in the classroom. Contributing factors include the influence of digital media, changes in parenting patterns, lack of positive role models, and shifts in socio-cultural values. The impact of the degradation of moral manners is identified at the individual level, class, and school climate as a whole. This research underscores the importance of multidimensional collaboration between schools, families, and communities in rebuilding a culture of manners through an integrated and sustainable character education approach. The implications of this study highlight the urgency of developing a curriculum that places moral and ethical values as the foundation of basic education in the face of the challenges of the digital era. *Keywords: moral degradation, manners, elementary school students*

Abstrak

Penelitian ini bertujuan untuk menganalisis fenomena degradasi moral sopan santun di kalangan siswa sekolah dasar berdasarkan tinjauan sistematis terhadap literatur ilmiah yang diterbitkan dalam rentang tahun 2015-2025. Metode penelitian menggunakan systematic literature review. Pencarian artikel dilakukan pada database Google Scholar, dan Portal Garuda menggunakan kata kunci yang relevan. Dari 56 artikel yang diidentifikasi, 2 artikel memenuhi kriteria inklusi dan dianalisis secara mendalam. Hasil analisis mengidentifikasi lima dimensi utama degradasi moral sopan santun: (1) bentuk degradasi sopan santun yang dominan, (2) faktor penyebab, (3) dampak terhadap lingkungan pendidikan, (4) peran keluarga dan sekolah, serta (5) strategi penanganan dan intervensi. Temuan menunjukkan adanya peningkatan perilaku tidak sopan seperti penggunaan bahasa kasar, kurangnya penghormatan terhadap guru, dan perilaku disruptif di kelas. Faktor-faktor yang berkontribusi meliputi pengaruh media digital, perubahan pola asuh, kurangnya role model positif, serta pergeseran nilai sosial-budaya. Dampak degradasi moral sopan santun teridentifikasi pada tingkat individu, kelas, dan iklim sekolah secara keseluruhan. Penelitian ini menggarisbawahi pentingnya kolaborasi multidimensional antara sekolah, keluarga, dan masyarakat dalam membangun kembali budaya sopan santun melalui pendekatan pendidikan karakter yang terintegrasi dan

berkesinambungan. Implikasi dari studi ini menyoroti urgensi pengembangan kurikulum yang menempatkan nilai-nilai moral dan etika sebagai fondasi pendidikan dasar dalam menghadapi tantangan era digital.

Kata Kunci: Degradasi Moral, Sopan Santun, Siswa Sekolah Dasar

INTRODUCTION

Moral education is a crucial aspect in shaping the character and personality of elementary school-aged children. The decline in morality and manners among elementary school students is becoming an increasingly concerning phenomenon in the contemporary education system. Manners, which are a manifestation of the values of kindness, respect, and ethics in social interactions (Lickona, 2009), in Indonesia, moral education in elementary schools is considered one of the main pillars in instilling moral values and manners in students. However, in reality, various problems still arise in the moral learning process, such as low internalization of moral values and negative influences from the surrounding environment, including social media and less supportive social environments. According to Farida and Fathur, moral education must be carried out comprehensively through instilling values, providing role models, and developing responsible life skills. Meanwhile, research at SD Negeri 3 Kesu shows that internal factors such as bad habits and repeated impolite behavior are the main causes of moral degradation in upper-grade students, despite the instillation of values by teachers and parents. Pestalozzi emphasized that education should focus on developing children's natural abilities and instilling compassion in the learning process, enabling children to develop in a balanced intellectual, emotional, and moral manner. This approach emphasizes that moral education is not merely the transfer of knowledge, but also about building the character and personality of students so they can face the challenges of the times with responsibility and high morality. Therefore, efforts to instill moral education in elementary schools must be carried out systematically and sustainably, involving all elements of society, including families, schools, and the social environment. The application of humanistic, compassionate methods based on real-world experiences is key to successfully developing a young generation with morals and noble character.

METHOD

The research method used in this study is a systematic and comprehensive literature review method, aimed at collecting, reviewing, and analyzing various literature sources related to the factors causing moral degradation and student manners in elementary schools, specifically at SD Negeri 3 Kesu. The data collection process was carried out through an in-depth review of relevant documents, including journals, scientific articles, research reports, and other academic documents related to moral education, character, and the influence of the environment on student morals. The first step in this method is identifying credible and relevant literature sources. The researcher searched through academic databases and digital libraries, and collected previously published documents that align with the research focus. Source selection criteria included topic relevance, data accuracy, depth of analysis, and the credibility of the author or publishing institution. Next,

the data from these sources were analyzed qualitatively using a descriptive and interpretative approach. This analysis aims to identify internal and external factors that influence student moral degradation, including school, social, and family environments, as well as the influence of social media and inappropriate social circles. In this process, the researcher categorized and synthesized the findings from various literatures to obtain a complete picture of the conditions and their causal factors. Furthermore, the researcher conducted data reduction to filter the most relevant and significant information, and interpreted the data to understand the causal relationships and emerging patterns. This technique enabled the researcher to formulate comprehensive and in-depth conclusions regarding the factors causing the moral and ethical degradation of elementary school students. With this approach, it is hoped that the research results will provide a complete and accurate picture of students' moral condition and effective strategies for improving moral and ethical behavior through the development of character education programs based on literature and empirical experience. Furthermore, this method also allows for the identification of practical solutions that can be implemented by educators, parents, and the community in creating a conducive school environment with a high moral culture.

RESULTS AND DISCUSSION

The results and discussion of this study indicate that the degradation of students' morals and manners in elementary schools, particularly at SD Negeri 3 Kesu, is influenced by various interrelated internal and external factors. Based on data from the two sources uploaded, these factors can be explained in detail as follows:

1. Internal Factors Internal factors that influence students' moral degradation include bad habits and a lack of self-awareness in instilling moral values. Research shows that bad habits formed early on, such as laziness in studying, disrespecting teachers and friends, and following deviant social circles, are the main causes of the decline in students' manners. These habits are often triggered by a lack of supervision from parents and a family environment that does not consistently instill moral values. In addition, a lack of awareness of the importance of morals and character in everyday life causes students to be unable to distinguish between good and bad, so their behavior tends to deviate from applicable norms.

2. External Factors External factors are divided into two main categories: the school environment and the social environment outside of school. School Environment The school environment plays a crucial role in shaping students' character and morals. Research shows that teachers' indecisiveness in educating and enforcing discipline is one of the main causes of moral degradation. Teachers who are less than firm in sanctioning deviant behavior, such as being rude or engaging in actions that violate norms, cause students to feel there are no consequences for their behavior. In addition, the lack of consistent application of moral values in the school environment, as well as minimal character building through learning and extracurricular activities, also worsen students' moral condition.

3. Social Environment and Relationships Wrong relationships and an unfavorable social environment are significant external factors. Students often associate with peers who exhibit deviant behavior, such as lying, being rude, and disrespecting others. This deviant relationship influences students' social behavior outside the school environment and even within it, so they tend to imitate and follow these behaviors. Research also confirms that peer influence and a social environment that does not support moral values can accelerate students' moral degradation.

4. Media Factors and Other Influences In addition to the factors mentioned above, the influence of social media and non-educational viewing also contributes to the moral degradation of students. Students who frequently access negative content on social media tend to imitate impolite behavior and deviate from moral norms. Lack of supervision from parents and the surrounding community regarding the use of this media exacerbates this situation. The discussion of these results suggests that efforts to prevent and improve student morale must be carried out in an integrated and sustainable manner. The role of teachers as primary educators must be strengthened through training and competency development in character education and discipline. Furthermore, the family and community environment need to play an active role in instilling moral values from an early age.

5. Holistic Moral Education Efforts According to Farida and Fathur, moral education must be carried out comprehensively and continuously, not only in the classroom but also through extracurricular activities, mentoring, and community life. This approach includes instilling values, providing role models, and developing responsible moral decision-making skills. Effective moral education must involve all elements of society, including the family, school, and social environment, so that moral values can be instilled consistently and sustainably.

6. The Role of Teachers and Parents: Teachers, as the primary agents of education, must be role models and implement firm and consistent discipline in upholding norms of good manners. Furthermore, parents need to actively instill moral values at home from an early age and monitor external influences, including social media and their children's social circles. Active involvement from both parties is crucial for shaping students' character and morals, preventing them from being easily influenced by negative external factors.

7. The Influence of Curriculum and School Policies: Implementing a curriculum that emphasizes integrative character and moral education is also a crucial factor. Schools must consistently integrate moral values into all learning processes and extracurricular activities. Firm and consistent school policies that enforce norms of etiquette will help create an environment conducive to students' moral development.

Overall, the results of this study confirm that the degradation of students' morals and manners is a complex problem influenced by various internal and external factors. Therefore, effective solutions must involve all elements of society, including parents, teachers, and the social environment, to create an environment conducive to students' moral and character development.

This effort is expected to restore and improve students' morals, enabling them to become cultured and noble individuals in the future.

CONCLUSION

Based on the reviewed documents, several key findings emerged regarding moral education and the factors influencing students' moral degradation. First, moral degradation among elementary school students is influenced by internal factors such as bad habits and personality traits, as well as external factors such as a less assertive school environment, inappropriate social interactions, and the influence of social media. Second, the success of moral education depends heavily on a warm and caring classroom atmosphere, as well as the active role of teachers and parents in instilling moral values through direct experience and role models. Third, social media and other external influences are key challenges that must be addressed through effective supervision and character education.

Theoretically, this study emphasizes the importance of a holistic approach to moral education that encompasses environmental aspects, individual character, and social media. Pestalozzi and Lickona's approach demonstrates that direct experiences and a positive environment are highly effective in shaping students' character and morals. Practically, these findings emphasize the need for increased monitoring of social media use, the creation of a warm and responsive classroom climate, and the active involvement of parents and teachers in the moral education process to prevent moral degradation and strengthen students' character.

Future research is recommended to further explore effective strategies for integrating character education with the safe and positive use of social media. Furthermore, intervention models that can be broadly applied across various school settings are needed to improve classroom climates and strengthen the roles of parents and teachers. Research could also examine the impact of teacher training programs on fostering a warm and nurturing classroom climate and addressing the challenges of social media in children's moral education.

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