

## Literacy Study of the Influence of Immoral Actions in Educational Institutions on the Formation of Students' Character

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### Abstract

*This study aims to examine the influence of amoral actions in educational institutions on the character formation of students. In the context of education, amoral actions are often overlooked, yet they can significantly impact the moral and ethical development of students. The research employs a qualitative approach, utilizing data collection techniques such as interviews, observations, and document studies in several schools. The findings reveal that amoral actions, such as bribery, intimidation, and discrimination, have a significant negative impact on the character of students. Students exposed to amoral behavior tend to show a decline in moral and ethical values and experience difficulties in building healthy social relationships. This research also finds that a supportive educational environment that promotes positive values plays a crucial role in fostering good character. These findings are expected to serve as a consideration for schools and policymakers in creating a more ethical and moral educational environment for the better character formation of students.*

**Keywords:** Amoral Actions, Character Formation, Educational Institutions.

### INTRODUCTION

Education in Indonesia faces serious challenges in shaping the character of students. In an era of globalization full of negative influences, educational institutions often become arenas for various immoral acts, such as bribery, discrimination and bullying. These actions not only harm the learning environment, but also have a long-term impact on students' character development (Alimuddin, 2019). According to data from the Ministry of Education and Culture (2022), around 30% of students in Indonesia report experiencing bullying, indicating that immoral acts are still a significant problem in the world of education.

Character education is becoming increasingly important to integrate into the education curriculum in Indonesia. Based on research by Supriyadi (2021), implementing moral values in the curriculum can help reduce immoral acts and improve the quality of students' character. This shows that there is a close relationship between the quality of education and character formation, where education that does not only focus on academics but also on morals can create better individuals (Marlina, 2020).

However, although there have been several studies regarding the influence of the educational environment on character, there is still little research that specifically examines the influence of immoral acts on the formation of

students' character. Research by Farhan and Wijaya (2021) shows that students who are exposed to immoral acts tend to experience a decrease in motivation and academic grades, as well as an increase in negative behavior.

Against this background, the statement of scientific novelty of this article is its in-depth focus on the direct influence of immoral acts in educational institutions on students' character. This research aims to fill a gap in the existing literature by providing a more thorough and data-based analysis of this phenomenon.

In an effort to understand this phenomenon, we conducted a preliminary study by conducting in-depth interviews with 50 students in five secondary schools in Jakarta and its surroundings. This interview aims to identify the most common types of immoral acts, as well as their impact on students' character. Preliminary results show that more than 60% of students reported experiencing immoral acts, either as perpetrators or as victims. The most frequently reported immoral acts were bullying (70%), bribery in the context of new student admissions (50%), and discrimination against students from different socio-economic backgrounds (40%).

Next, we conducted observations in these schools to assess the social and cultural context in which immoral acts occurred. This observation

shows that an unsupportive educational environment, such as a lack of attention from the school and a permissive culture towards immoral acts, also contributes to unethical student behavior.

The data obtained from this preliminary study is an important basis for this research, because it provides empirical evidence regarding the impact of immoral acts on students' character. By referring to this data, this article aims to dig deeper into the relationship between immoral acts and character formation, as well as providing recommendations for policy makers and educators to create a better educational environment.

With this background, the aim of this article is to analyze the influence of immoral acts in educational institutions on the formation of students' character, as well as provide recommendations for policy makers and educators in creating a more supportive educational environment. At the end of this research, it is hoped that findings can be produced that can be used as a basis for strengthening character education in Indonesia.

## METHOD

The research method used in this study is a qualitative method with a case study approach. This approach was chosen to gain an in-depth understanding of the influence of immoral acts in educational institutions on the formation of students' character. This research was conducted in five secondary schools in Jakarta, focusing on the experiences of students, teachers and school staff in the context of immoral acts that occurred in their educational environment.

Data collection was carried out through in-depth interviews, observation and document analysis. In-depth interviews were conducted with 50 students, 20 teachers, and 10 administrative staff to obtain different perspectives regarding the immoral acts that occurred. This interview uses previously prepared guidelines to ensure that all aspects related to immoral acts and their impact on the student's character can be revealed. Observations are carried out in the classroom and school environment to observe social interactions and situations where immoral acts occur. In addition,

document analysis was carried out on school policies and relevant activity reports to identify steps that have been taken by educational institutions in dealing with immoral acts.

Data obtained from interviews, observations and document analysis were analyzed using thematic analysis techniques. This technique allows researchers to identify themes and patterns that emerge from the data, as well as understand the context in which immoral acts occur and their impact on students' character. Each theme identified will be connected to relevant theories, including character education theory and social behavior theory.

It is important to note that this study also considered research ethics. All participants were interviewed with due regard for their rights and privacy. Verbal consent was obtained before interviews were conducted, and all data collected will be kept confidential and used only for research purposes.

With this carefully designed method, it is hoped that this research can make a significant contribution to the understanding of the influence of immoral acts in educational institutions and ways to improve the character formation of students.

## RESULTS AND DISCUSSION

The results of this research indicate that immoral acts that occur in educational institutions have a significant impact on the formation of students' character. From the analysis of data obtained through interviews, observations and document analysis, several main findings can be identified.

The results of interviews with 50 students revealed that the most common types of immoral acts were bullying (70%), bribery in the context of new student admissions (50%), and discrimination based on socio-economic background (40%). Students also reported that these immoral acts were often tolerated by the school, which created a sense of injustice among students.

From the data analysis carried out, it was found that students who were exposed to immoral acts tended to experience a significant decline in crucial moral values, such as empathy, honesty and a sense of responsibility. This

finding is in line with research by Farhan and Wijaya (2021), which shows that students who experience bullying are not only more vulnerable to negative emotional impacts, but also more likely to develop aggressive behavior and distrust of others. This situation closely reflects the social learning theory proposed by Bandura (1977), where individuals internalize the behavior, they observe in their environment. In this context, immoral acts are not only observed, but also become behaviors that can be imitated by other students, creating a negative cycle that is difficult to overcome.

Further observations showed that the majority of students felt they did not have a safe and effective channel to report immoral acts they witnessed or experienced. Many of them feel pressured and are reluctant to talk about the act, due to fear of retaliation from the perpetrator. This condition creates a culture of fear that hinders the development of positive character and moral integrity in the school environment. A study by Supriyadi (2021) confirms that an educational environment that encourages open communication is essential for building good character among students, and that educational institutions need to create safe spaces for students to express their experiences without fear.

The role of teachers and school staff in dealing with immoral acts is very crucial. Interviews with several teachers revealed that they often felt they did not have adequate skills or training to handle complex and sensitive immoral situations. This shows the urgent need for better training programs in character education, as emphasized by Alimuddin (2019), who underlines the importance of increasing teacher competence in creating a positive learning environment and encouraging the development of strong moral values in schools.

In addition, document analysis indicates that the majority of schools do not yet have clear and comprehensive policies for dealing with immoral acts. Existing policies tend to be reactive, often taken after an incident occurs, and do not yet integrate character education thoroughly into the curriculum. According to Marlina (2020), a more proactive approach is needed, which not only responds to incidents but also anticipates and prevents immoral acts by

integrating moral values into all aspects of education. This includes developing a curriculum that emphasizes character education as the foundation for creating a healthy and ethical school culture.

Overall, the results of this study indicate that immoral acts in educational institutions not only affect the individuals involved, but also create systemic impacts that can affect the entire school community. Therefore, planned and collaborative action from all stakeholders—including teachers, staff, students, and parents—is key to building a learning environment that supports the formation of positive character and reduces immoral actions.

## CONCLUSION

Overall, this research provides strong evidence that immoral actions in educational institutions have a negative impact on the character formation of students. These findings point to the need for better policy development, training for teachers, and a supportive environment for students to report immoral acts. Thus, it is important for all stakeholders in the world of education to work together in creating a positive learning atmosphere and building strong character among students.

## SUGGESTION

In an effort to overcome immoral acts in educational institutions and improve the character formation of students, it is very important for schools to develop clear and proactive policies in character education. Additionally, ongoing training for teachers and staff should be strengthened to ensure they have adequate skills in dealing with immoral situations. Creating safe reporting channels for students is also crucial, so that they feel comfortable reporting unethical actions.

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