

Establishing a Halal Ecosystem to Eradicate Moral Degradation in Indonesian Education

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Abstract

Moral degradation refers to a decline in a person's adherence to the social norms and ethical standards of society. This decline can be influenced by various factors, such as a child's environment and exposure to social media, which can lead to changes in behavior. As a result, this can disrupt the social order and contribute to feelings of social insecurity. In response to this issue, a research study was conducted to develop a halal ecosystem aimed at addressing moral degradation. The research employed qualitative exploratory methods, including in-depth interviews with teachers, students, child psychologists, and representatives of the Indonesian Child Protection Commission '*Komisi Perlindungan Anak Indonesia*' (KPAI) in Yogyakarta. The data collected was then analyzed through several stages, including data reduction, content analysis, validation, and drawing conclusions. The outcome of the research is the development of a system called *Vedha Paho* or Moral Science based on the Theory of Planned Behavior. This system comprises various elements designed to establish a halal ecosystem and create an optimal moral environment for child development.

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INTRODUCTION

Moral deviation behavior is becoming increasingly common in the present generation. Morality, which should be an integral part of life, is often seen as just a superficial addition. Adolescents are particularly vulnerable to the negative effects of this moral decline (Revalina, 2023). According to data from the Indonesian Child Protection Commission '*Komisi Perlindungan Anak Indonesia*' (KPAI), the number of cases of child abuse has been recorded by the law as a total of 2,883 cases in the period 2016-2022. Some of the most common forms of sexual abuse today are negotiation or bullying, harassment of fellow students, and even extra-marital sex. In addition, some teenagers form anarchist or gangster groups that worry the public for committing robbery to murder, as is currently happening in the area of Yogyakarta, known as the term '*klitih*'. It is very ironic considering that young people are the successor generation of the nation who will continue the staff of the country's leadership. If youth behavior is not formed and controlled at an early stage, it will lead to the destruction of a nation and hurt the development of the nation (Suaidi, 2023).

These cases of juvenile abuse can be caused by free association, the negative impact of social media, and the lack of attention from the family to the moral care of the child (Murtadho et al., 2024). Many teenagers behave like adults, engaging in risky behaviors that disrupt social order and raise concerns (Rukiyati, 2019). It is crucial to reintegrate moral teachings into today's educational system, as they provide a strong foundation for individuals to resist negative influences. Morality and education are inherently linked in the social order. Morality acts as a capital for students, enabling them to maximize their acquired knowledge and apply it within the social environment (Prihatmojo & Badawi, 2020).

The Theory of Planned Behavior (TPB) explains that a person's behavior is shaped by beliefs, subjective norms, and control over behaviour (Bosnjak et al., 2020). The more a man is convinced of something, and no one can stop it, the greater his will to do it (Jadmiko, 2021). The concept of a halal ecosystem is linked to the formation of a person's behavior. Establishing a halal ecosystem through the education system is expected to positively influence a person's decision-making and self-control. This concept fosters social interactions that promote mutual harmony and can guide one's motivation and intentions through social influence..

The Ministry of State for Women's Empowerment and Child Protection of the Republic of Indonesia issued Number 8 of 2014, which outlines the Child-Friendly School Policy. This policy was developed in collaboration with KPAI and is designed to be implemented in the field of education. It sets out six indicators that must be met in order to establish a Child Friendly Schools 'Sekolah Ramah Anak' (SRA), including: SRA policy, curriculum implementation, child rights-trained educators and staff, SRA facilities and infrastructure, child engagement, and parent, community institution, corporate, stakeholder, and alumni participation. Achieving SRA status requires meeting these six indicators. (Peraturan Menteri Negara Pemberdayaan Perempuan Dan Perlindungan Anak Nomor 8 Tahun 2014 Tentang Kebijakan Sekolah Ramah Anak, 2014). The establishment of Child Friendly Schools aims to indirectly motivate educators to provide higher-quality instruction, increase awareness of the importance of child protection in schools, and empower parents to set a positive example for their children at home (Wuryandani et al., 2018). But essentially, child-friendly schools focus on early childhood education, from preschool to elementary school, by taking into account the age factor—that is, using the age range of 0 to 8 as a reference—because formation needs to begin at a young age (Nuraeni et al., 2019). The inability of Child Friendly Schools to fully meet the six metrics required for direct SRA successes is also explained in research by (Wuryandani et al., 2018)

The halal ecosystem is expected to help address educational inequality, which is anticipated to persist not only in early childhood but also throughout high school, as children transition from childhood to adolescence. Halal rules encompass not only what Muslims eat and drink, but also trade, money, and other aspects of daily life. The goal of halal practices in this context is to achieve spiritual and moral obedience as well as to maintain physical health. This involves adhering to Islamic laws and principles outlined in their religious teachings (Hasan, 2021). The halal ecosystem does not only cover children's lives at school but comprehensively, but the author in this study only discusses one perspective, namely in the school environment.

In addition, the halal ecosystem aims to provide quality education that aligns with one of the Sustainable Development Goals (SDGs), specifically goal four. This goal aims to empower every child with access to adequate and secure educational facilities, free from all forms of crime (Raharjo, 2023). This can be achieved by designing educational methods that utilize the halal ecosystem. This means shaping the personality and morality of the student by creating an environment that is conducive to positive behavior and free from immoral acts. In the field of education, the halal ecosystem teaches that every child should embody values such as decency, tolerance, honesty, and dignity in order to distinguish between right and wrong. This is essential for the creation of an outstanding future generation that will be valuable for Indonesia.

When adolescents reach puberty, a balance between moral values and education is crucial, according to several previous studies (Listari, 2021). Adolescence is a period when individuals are frequently exposed to temptation and negative influences from their surroundings, especially from peers. Intensive interactions with peers can impact teenagers' cognitive processes and behavior (Nuraeni et al., 2019). In this study, the author aims to address the shortcomings of the existing Child-Friendly School System. However, the implementation of the SRA program is currently limited to preschool and elementary school levels and has yet to be extended to higher levels. According to a study by Na & Widyasari (2020), there was no explicit commitment from Child-Friendly Schools, and the investigation revealed that the school lacked a dedicated program to address children's issues. The most crucial aspect of Child-Friendly Schools is providing support for

children's academic and non-academic concerns. Therefore, the six characteristics of a Child-Friendly School cannot be fully achieved due to the lack of attention from teachers. Quality educators are indispensable for ensuring the well-being of children at school, as well as for promoting the development of children's values and character (Kamila, 2023). In a study conducted by Na & Widyasari (2020), the implementation of child-friendly school systems in the education sector was explored. The study focused on the effects of the system and its impact on various aspects such as family and community education, which contribute to shaping a child's character. The findings revealed that cases originating from the family environment were ranked as the most common, indirectly impacting children. Additionally, there were numerous complaints directly or indirectly related to these cases (Komisi Perlindungan Anak Indonesia, 2022).

Dorit Kerret and Alon Tal conducted research to create an ecosystem that raises awareness among students about the importance of environmental conservation. This ecosystem involves various activities designed to encourage environmental consciousness. The initiative was developed in response to the environmental issues caused by the tradition of lighting bonfires during the religious holiday of L'ag B'omer in Israel, which leads to air pollution. Through environmental activities, children demonstrate greater support for environmental causes and exhibit higher levels of environmental behavior and expectations compared to those who partake in bonfire celebrations. Additionally, children participating in the environmental activities showed higher levels of self-control skills (Kerret & Tal, 2018). Carrien Lubbe and Ruth Mampane analyzed initial data and potential strategies for implementing a long-term program in Limpopo that focuses on creating child-friendly schools and making schools centers of care and support within the community. They also examined environmental (school, family, and community) and individual risk factors that may hinder healthy development, as well as protective factors that are crucial for promoting resilience. The analysis revealed that a large percentage of the respondents felt safe at home (87%), at school (86%), and in the classroom (85%). However, fewer children felt safe on the playground (66%) and on their way to school (61%). The main safety concerns identified by the respondents were related to crime. Interestingly, children, both boys and girls, rarely mentioned HIV/AIDS and sexual behavior as safety concerns (Lubbe & Mampane, 2008). Serefete M. Molosiwa and Jabulani Mpofu explore inclusive education practices and opportunities in Botswana, focusing on how inclusive practices are developed under different education policies. International policies that apply to various countries, such as child-friendly schools and pastoral care, have significantly influenced the development of inclusive education practices in most African countries. The findings indicate that while special education approaches can be justified, they may conflict with inclusive education. Additionally, inclusive education emphasizes three theories—social constructivism, socio-cultural theory, and learning communities—that are important in helping readers understand the authors' perspectives on this concept. These theories all relate to diversity and how learners support each other when they learn together in inclusive classrooms (Molosiwa & Mpofu, 2017).

After reviewing numerous previous studies, it is evident that no research resembling this paper has been conducted. Therefore, this paper remains pertinent and worthy of exploration. The aim of this research is to create a learning environment that promotes children's moral development, allowing them to enjoy a safe environment free from crime. Multiple stakeholders, such as families, educational institutions, and the government, are involved in establishing this supportive ecosystem.

METHODS

The research conducted is qualitative explorative research (Cohen, L.; Manion, 2007). In this study, in-depth interviews were carried out with 23 informants. These informants comprised of 1 representative from Indonesian Child Protection Commission' *Komisi Perlindungan Anak Indonesia*' (KPAI) of Yogyakarta, 1 child psychologist, 5 Guidance and Counseling teachers, 3 classmates from different schools, and 13 students from diverse backgrounds. To maintain confidentiality, the origin and identity of the informants are not specifically mentioned due to sensitive information related to the research subject. Therefore, author only refer to the profession

of the informant and assign an anonymous name from the first informant to the twenty-third informant. The interviews took place from July 2023 to October 2023 at the office of KPAI of Yogyakarta, a child psychologist's office, and several schools that met the criteria for our research, including public schools, religious-based public schools, and schools with a hostel/children's system. Author conducted Forum Group Discussions to conduct in-depth interviews on various subjects. In addition, author distributed questionnaires to students from different schools to gather more data and understand their habits from different perspectives. Author ensured the accuracy of the data by using triangulation methods. Once author obtained the accurate data, author analyzed it in several stages: data reduction, data presentation, and drawing conclusions (Creswell, 2014). Author selected relevant field data to present in a descriptive form for better understanding by the readers. This presented data was used to draw conclusions about the research findings gathered from the interviewed research informants.

RESULTS AND DISCUSSION

Understanding Moral Degradation in Adolescents and Identifying its Contributing Factors

Moral degradation is the shift in social norms or cultural values within a society, caused by new values replacing traditional ones and resulting in social change (Muthohar, 2016). The data collected by KPAI indicates that every year, there is a trend of increasing juvenile abuse and crime. According to the data provided, the economy and family environment are the top factors influencing moral degradation in children. This data is also supported by research (Ishak, 2024). Economic issues are often at the root of moral decline. Adolescents from economically disadvantaged backgrounds typically struggle to access high-quality education, mental health services, and character-building extracurricular opportunities. In addition to the lack of quality education, children facing economic hardship also experience mental stress as they have to deal with daily financial pressures (Arliman S Laurensius, 2022). The family environment is also affected by moral degradation, which can impact children. A home that fosters open communication and offers strong emotional support helps to build the moral values of teenagers. Conversely, a family environment with little communication or scant support can lead teenagers to feel isolated and less engaged with moral principles (Ishak, 2024). In addressing moral degradation, it is essential to recognize that education within the school environment, while important, is not enough on its own. The involvement of families and the wider community is crucial in mitigating this negative impact and shaping a more positive social environment. According to Ishak (2024), the prevalence of premarital sex among teenagers can be diminished by increasing the involvement of educational institutions, families, and communities. The research also advocates for more comprehensive measures to tackle the issue of moral degeneration among teenagers.



Figur 1. KPAI Data on Adolescent Behavior Rates

Anak Berhubungan Hukum (ABH) refers to various juvenile crimes that violate the law and cause harm to others. Examples of ABH cases involving children include persecution, rape, murder,

theft, abduction, possession of sharp weapons, and more. Not only do these ABH cases disrupt the social community environment, but they also affect the educational environment, with students committing various crimes such as bullying, bribery, expulsion due to extramarital pregnancy, and more. The data shows a significant increase in cases in 2020, coinciding with the pandemic and the shift to online learning. This shift has indirectly impacted students' learning and behavior. Online learning makes it challenging for teachers to monitor student behavior and deliver lessons effectively. Additionally, during the pandemic, children spent more time in front of screens, increasing their exposure to negative information (Kusuma & Sutapa, 2020). Some parents are not even aware of monitoring their child's moral development so that they do not get a good support to grow their moral and moral development (Puji Asmaul Chusna & Ana Dwi Muji Utami, 2020). As by some informants who saw a significant change in student behavior in the post-pandemic school:

I'm sure that as a teacher, he felt the impact of the pandemic. Why? Because during the pandemic, all teaching activities were online, and the students' behavior was uncontrolled. However, if it's true that we couldn't do much during the pandemic, we were fully dedicated to teaching (X, 2023).

We have been very nervous after the pandemic. Our students have experienced a drastic change in behavior. When they are in contact with the average teacher, they just clam up. Now, most of them are more relaxed when alone (Y, 2023).

Online learning is not ideal, and I believe that two years is a relatively short time. However, it turns out that the impact is long-term. The social fabric that has been woven appears to have started to unravel during the pandemic. Ultimately, people are preoccupied with their own concerns, and as a result, their interactions with others are dwindling. Consequently, when faced with a social situation that would normally arise from meeting someone, they become awkward. This is the impact (Z, 2023).

Adolescence is not only influenced by the pandemic, but also by the adolescent's idealistic instincts (Amita Diananda, 2018). It is a phase in life marked by significant physical, mental, and emotional changes. Experts suggest that adolescence typically begins between the ages of 14 and 21. The human brain undergoes majority of its development from birth to age 11, with the remaining 30 percent occurring between the ages of 11 and 20 (Amita Diananda, 2018). This phase of brain development plays a crucial role in shaping an individual's character, thought processes, and habits. The adolescent stage presents a challenging and stressful period for character formation in children (Amita Diananda, 2018). During this time, children require guidance from their environment to ensure the development of a well-directed and positive character (Idi & Sahrodi, 2017). Notably, in the current era of rapidly evolving technology and social media, controlling children's exposure has become increasingly difficult. Survey data collected from students revealed that 50.9% of the respondents admitted that their parents did not monitor their gadget usage (Anggraini & Maulidya, 2020). Lack of supervision can lead children to be exposed to negative content on social media and follow influencers who may not exhibit desirable behavior. Furthermore, without proper guidance, children may adopt these behaviors as normal in their daily lives.

Moreover, 80.3% of all respondents admitted to using the gadget for more than three hours. Based on our interviews with some students, it is evident that a significant number of students use their gadgets primarily for social media. This indicates that students spend a considerable amount of time on social media without parental supervision. Additionally, data collected from further distribution of questionnaires revealed that 45% of the total respondents admitted to accessing prohibited websites while browsing the internet. This is a consequence of inadequate supervision over children's usage of healthy and intelligent gadgets. But on the other hand, the differences of the present age also change the paradigm and way of teaching parents to raise their children (Knijn &

Hopman, 2015). Today's children are growing up in a world dominated by technology, which can make it difficult for parents to control their children. The children may start ignoring their parents' advice and instead rely on information from social media (Knijn & Hopman, 2015). This is consistent with the findings of an interview with a child psychologist who stated:

His parents were unfair people, and he believed in doing what is right and avoiding what is wrong. Google is much smarter than his parents. A good parent is someone who knows what to do. Ultimately, regardless of what the parents may say, the child stays and this can contribute to moral degradation (B, 2023).

Parents often struggle to have full control over their children's use of technology due to age differences, making it difficult for them to effectively demonstrate the right and wrong attitudes to their children. According to Hadi Prabowo et. al. (2020), this can lead to the loss of parental influence in shaping their children's character. Dobbert and Winkler suggest that the values instilled by parents play a crucial role in helping children understand and internalize those values, which they will then naturally apply in their actions (Severin-Barboutie, 2021). It is important to recognize the significant role of parents in shaping children's morality as a protective measure against the potential for adolescent sexual abuse.

Parents may struggle to control their children's technology use due to age differences, making it difficult for them to effectively demonstrate the right attitudes to their children (Themane, 2017). As a result, children may not view their parents as role models in the development of their character. According to Dobbert and Winkler, the values instilled by parents will help children understand and assess those values, eventually internalizing them and applying them naturally in their actions (Hesjedal, 2021). Therefore, it is important to recognize the significant role parents play in shaping children's morality to safeguard against the potential for adolescent sexual abuse (Aminpour, 2023).

Based on the research findings, there are several key factors that families and teachers need to focus on as parents of school-going children. It is important to enhance moral education both at home and in school, and to provide increased supervision during the child's developmental phase. Additionally, improving communication between parents and teachers is crucial, especially for addressing any mental stress or issues that may arise. The research also revealed signs of moral decline attributed to exposure to social media. In light of this, parents should be more mindful of rapidly advancing technology to prevent children from encountering harmful content online (Ding et al., 2023). Lastly, parents and teachers serve as significant role models for children, as kids often emulate the behaviors of those they are close to.

The Significance of Halal Ecosystems and Their Functions

The ecosystem in social science is defined as the presence of social relationships or interactions created between individuals or groups and adaptation to values that apply in society (Noviansah & Maemunah, 2020). "Halal" in language refers to something that has a good and pure meaning and carries an enrichment (Fawa'id, 2022). In this interpretation, halal ecosystems can be seen as a comprehensive order involving human and environmental elements in which inter-ethnic interaction occurs, leading to social interactions that contribute to the common wealth. The halal ecosystems aim to guide their elements in a positive way and bring about social change without causing harm to those involved. To achieve this, researchers have developed a system known as *Vedha Paho*, or Moral Science, as part of the halal ecosystem approach. The *Vedha Paho* system initiated by the researchers is based on the Theory of Planned Behavior. According to the Theory of Planned Behavior (TPB), a person's behavior is influenced by their attitude, beliefs, subjective norms, and control over their behavior (Bosnjak et al., 2020).

The stronger one's conviction about an action, and the fewer obstacles there are, the greater the intention to carry it out. This system is based on research results and in-depth interviews with

teachers and students to address challenges in the education field. Focusing on morals, sex education for children, and parenting for parents, this system aims to shape the attitudes and beliefs of both children and parents. Additionally, the child's environment and social interactions are influential factors in shaping their behavior, as children tend to imitate the values present in their surroundings (Suaidi, 2023). The school should also help students develop their self-esteem and teach them to use technology and social media wisely. This will help children exercise control and make informed decisions about their actions (Godfrey et al., 2012). By promoting positive attitudes, norms, and boundaries, the school can help children avoid negative behaviors and instead engage in actions that benefit others and lead to significant achievements. The *Vedha Paho* system diagram can be seen in Figure 2.

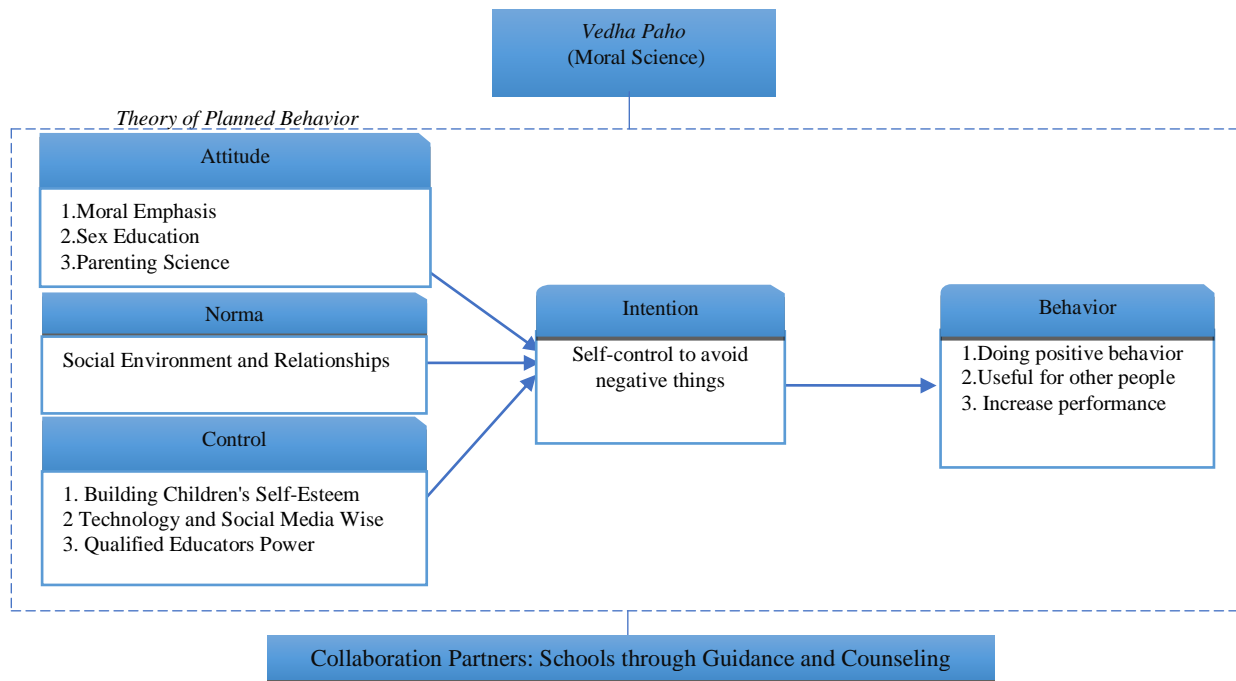


Figure 2. The *Vedha Paho* System

Moral Emphasis

From a macro perspective, education is the key to the progress of the nation. The better the education services provided to students, the better the output of the education unit (Noviansah & Maemunah, 2020). An ideal education should transform students into more self-reliant, competitive, and socially beneficial individuals (Listari, 2021). To achieve this goal, schools should emphasize moral education by integrating it into all subjects and throughout school activities (Sudarsono et al., 2021). One way to do this is through the *Masa Pengenalan Lingkungan Sekolah* (MPLS) activities, which aim to strengthen the school culture and ethics of new students in order to avoid negative behavior. As stated by one of the informants:

It is also influenced by the community. For instance, if someone from the community feels that a particular culture is prevalent there, they may eventually embrace that culture themselves. Therefore, it's not just the fear of external pressure, such as harassment from a teacher, but also the individual's self-awareness as a student (Z, 2023).

Before formal education begins, several important components of MPLS activities need to be established. These components include: the teacher planning activities to familiarize students with the school setting, conducting activities on-site (if space allows), ensuring that activities are fun, creative, and educational, and requiring students to wear official uniforms. When it comes to

extracurricular activities, the school asks for written parental consent and assigns at least two instructors to supervise them (Ulfah, 2022). According to a study, MPLS activities can create an inclusive environment, fostering collaboration between teachers and students (Fitrah et al., 2023). The potential for educational reform will be enhanced when all parties collaborate to achieve common objectives. This collaboration will have a significant positive impact on students' overall development. The transition to high school is a crucial stage for students, presenting new challenges (Chu et al., 2024). To navigate this transition successfully, students need to exhibit strong behavioral adaptation, particularly in dealing with social and emotional challenges at school (Rademacher et al., 2022). For new students to succeed in the classroom, they must possess the capacity to adjust both socially and emotionally. This will foster an inclusive learning atmosphere and lessen disruptive behavior (Green et al., 2019).

The MPLS activities at our school are intended to instill moral values in students and address any early signs of deviant behavior. Instead of lasting just a week, these activities are held for 2-3 months and involve group formation and Forum Group Discussions (FGD) after school. The goal is to deeply embed the school's values and culture in the students and make them a habit in their daily lives. The longer duration of MPLS also allows students to evaluate and reflect on their moral behavior (Waty et al., 2022). Researchers noted that schools implementing this system tended to have better behavior, such as students dressing neatly, following school hours, and showing politeness and courtesy in interactions. Furthermore, schools can emphasize moral values through religious and spiritual activities, providing a way to strengthen students' morality through their spirituality and build a defense against negative behavior (Purnama, 2020).

Sex Education

It is crucial to recognize that in today's fast-paced, technology-driven world, children are increasingly at risk of being exposed to unfiltered and unguided information about sexuality (Rohanachandra et al., 2023). With the prevalence of easily accessible sexual content, even underage children can become inadvertently involved in sexual activities (Nurmadiyah, 2016). In light of this, it is essential to prioritize comprehensive sex education for children as a means of empowering them to make well-informed decisions and protect themselves from engaging in inappropriate sexual behavior (Riad & Forden, 2021). This underscores the significance of providing children with the necessary knowledge and guidance to navigate their understanding of sexuality responsibly. As stated by one of the informants:

Basic knowledge needs to be taught, for example, using the term KAP (Knowledge, Attitude, Practice), so that individuals understand the risks associated with each action and can then choose and adjust their behavior accordingly, which eventually becomes their attitude. These two aspects will become firmly established and ingrained as a permanent practice (A, 2023).

When it comes to sex education, there are key points to focus on. Firstly, it's important to closely monitor children, and help them avoid sexual stimulation, especially during puberty. Secondly, children should be given legal awareness from a young age (Wang et al., 2024). Thirdly, it's crucial to provide information about marriage and sexual relationships, including understanding sexual instincts, the consequences of extramarital affairs, and the significance of marriage itself (Anwar & Alfina, 2021). If there is a case of an out-of-marriage relationship, one of the steps the school can take is to rehabilitate the child to get support against the impact of the act (Salmiah Harahap & Karneli, 2022). During this phase of rehabilitation, the school collaborates with the psychiatrist to help the child recover psychologically from the incident. Additionally, the school offers support and understanding to the child's family and their social environment (Apaydin Cirik et al., 2023), aiming to facilitate the child's reintegration into their environment after the event (Sari, 2022). This is because children still have an inherent right to be protected and to receive a good education regardless of the form of deviation they make.

In general, the introduction of sex education to children is carried out in stages, taking into account the child's growth phase according to age category. According to earlier research by Suhasmi & Ismet (2021) a child goes through a stage of growing older. Between the ages of 5 and 6, children start to recognize their gender identity, which helps them understand their bodies better. From ages 6 to 9, children are taught about which parts of their bodies are safe to touch and that they can report any uncomfortable experiences to their parents or teachers. The adolescent phase, which lasts from 13 to 20 years of age, involves the development of rising hormones and physical changes such as the growth of Adam's apple and body hair in boys, and menstruation in girls and nocturnal emission in boys (Kusumawati et al., 2018). Apart from imparting knowledge, educational institutions also play a crucial role in addressing issues related to sexual behavior. Schools are not only a place of learning, but also a platform for teenagers to develop their identities within the environments and relationships they are part of (Ishak, 2024). Educational institutions can help reduce premarital sexual behavior in adolescents by providing support for positive sexual behavior. This can be achieved through the implementation of regulations, education, and counseling programs focused on adolescent sexual behavior. Previous studies have demonstrated that sex education programs can effectively lower adolescent involvement in premarital sexual behavior (Mbachu et al., 2020).

Parenting and School: Building Relationships with Students' Parents

The purpose of parenting is to raise parents' awareness about the importance of paying attention to their growing children. This is because parents' role shapes the child's beliefs about the world and the truth. Education merely accelerates what parents teach at home (Noviansah & Maemunah, 2020). As stated by one of informants:

Parents have a significant impact on a child's education. If parents do not provide effective education at home, it is highly likely that the child will struggle to understand the material taught at school and may have a narrow perspective (Z, 2023).

When a parent bonds with a good child, the child who commits an offense will realize that he is guilty and is observed by his parents. Meanwhile, unconscious children, his usual who will be away from the parents (E, 2023).

In this case, schools should be able to maintain their communication and involve parents in every policy that is made to encourage the growth of children in schools (Amrina et al., 2022). The school will be organizing a parenting science socialization program for students' parents. These activities can be conducted by a psychologist to provide information on parenting science. The program will focus on enhancing the role of fathers in children's lives, educating parents on adolescent psychology, providing information on good nutrition for growing children, and organizing counseling sessions for parents and children (Putri Amalia, 2019).

Parents usually don't allow me to be active unless I'm responsible. In the past, my parents would set certain time limits, like not allowing me to watch TV between 6 and 8 o'clock. As a result, during that time, I developed the habit of using that time to study instead of playing. Parents also have a say in choosing my major and give me instructions (D, 2023).

According to the results of researchers' observations, students who receive attention and supervision from their parents, while also being given the freedom to make choices and not being overly restricted, tend to perform better academically and exhibit good behavior at school. This conclusion is based on interviews with the students

Building a Child's Self-Esteem

Self-esteem can be defined as a person's understanding of himself, whether positive or negative, which will affect one's beliefs, abilities, and behavior (Amin, 2020). If the individual has a high self-esteem, then it will lead to a positive self-assessment. Mistrust or low self-esteem in a child can be caused by several factors, such as being a victim of bullying or experiencing unhealthy parenting patterns during childhood (Murat et al., 2023). This will affect the mentality of the child as they grow up (Kamaruddin et al., 2022).

Hence, it is crucial to nurture a child's self-esteem, which can be accomplished through educational institutions. One of the measures that educational institutions can take to boost children's self-esteem is to offer platforms for them to express their voices and opinions (Amrina et al., 2022). This is because one of the things that should be instilled in the moral development of the child is a sense of confidence, including the child's self-assurance and trust in the surrounding environment where the child is raised (Elmanora et al., 2023). The school environment should be able to provide opportunities and respond to the child's aspirations in order to create openness between the child and the school staff. This is done to prevent the child from making deviations, as the school and the educators should serve as a supportive and non-judgmental space for the child to voice their aspirations (Rachmawati & Eryani, 2017). After conducting the following interviews with some of the informants:

Their aspirations have been fulfilled in a positive way because they have the right to vote. If their voting rights were extended to address all the development needs, it would eventually be beneficial. It's almost as if we feared that by keeping them at bay, we wouldn't be able to identify all the signs that lead to misconduct because they sought to instill fear. There's no avenue to channel it (Z, 2023).

I believe that children should have support until they finish high school. This is because during high school, they may face challenges and need strong support from their school in order to succeed (Y, 2023).

As for, one way to raise a child's self-esteem is with a psycho-educational approach (Amin, 2020). This approach can be implemented through seminars and forum discussions focused on topics such as self-esteem, psychology, bullying, and its impact. Students can be divided into smaller groups for more intensive discussions and to express their concerns, facilitated by a designated initiator. Additionally, the school should provide facilities and resources for students to explore and develop their talents, helping them find purpose and stay engaged in positive activities. This approach aims to deter deviant behavior in children.

Smart Use of Social Media and Technology

Nowadays, the use of electronic devices has become a daily necessity due to rapid advances in technology and information. With the rapid development of digital devices, these devices have become like two-eyed knives, with good and bad effects (Anjarwani et al., 2022). Technology has also contributed to the changes in attitudes and behavior of children today (Cahyono, 2022). Therefore, there is a need for preventive efforts through the school as a supply for students to be able to filter any information they receive from the Internet and smart in the use of social media. As for the preventive charge that can be given to the student as described by Waty et al. (2022), That is to give the child an understanding of ethics in the internet world such as not involving sensitive elements, descriptive, and pornography in doing activities on social media. Then, be careful with the use of personal accounts on social media, especially in its security as it can easily be hacked by irresponsible parties. Besides, it is also important to give examples to students to be selective in receiving and giving information on the Internet (Cahyono, 2022). There needs to be a validation or factual verification of the information received. In order to the purpose of this program, the school

can work with other parties, such as the Communications and Informatics Service or with the police to provide comprehensive understanding to students on this issue.

The Power of Qualified Educators

Teachers are the edge of the Indonesian education system (Shiddiq, 2020). Teachers play a crucial role in shaping students' character as they act as substitute parents in the school environment. However, with the integration of technology into our lives, the role of teachers has become more challenging (Sakti, 2020). Teachers should empathize with students, particularly teens, to guide them on right and wrong actions. As stated by informant:

Equalizing the atmosphere means creating an environment where others can relate to the experiences of a teenager. By understanding the dynamics of being a teenager, one can develop new methods to communicate with them effectively. Just as every individual is unique, it's essential to recognize the differences in teenagers and approach them accordingly. This approach ensures that directives and orders given to teenagers are appropriate and effective (B, 2023).

Teachers are expected to provide students with moral and spiritual motivation in order to build confidence and form an emotional connection with the child. Children still require emotional support that cannot be replaced by technology (Lailatussaadah, 2015). The orientation of teachers in teaching must begin to change, from the orientation on how students succeed in gaining good grades to how student behavior can change for the better (Sakti, 2020). It is important to implement a system that influences teachers' behavior in school, encouraging them to serve as positive role models for their students and to uphold ethical standards. This is necessary because, unfortunately, some teachers behave unethically, setting a bad example for their students by being late, engaging in discrimination, or even committing immoral acts. The character of the teacher can greatly influence the character of the student, as students tend to emulate the behavior of those around them, especially their teachers. Therefore, it's crucial to create a wholesome educational environment where both the teacher and student's characters are developed. The government also plays a vital role in fostering a moral education setting, including incorporating character assessment for teachers to ensure they contribute to the positive development of their students. This approach should be considered when evaluating schools for excellence.

The key to shaping morally upright children, especially in an educational setting, lies in providing resources for qualified educators. While changes to the curriculum are aimed at enhancing and advancing the field of education, without a corresponding increase in the capacity of educators, any increase in student capacity is merely superficial. Teacher competence must be bolstered and aligned with curriculum benchmarks to enhance educators' ability to teach students effectively and address student issues. The curriculum serves as a tool to expedite improvements in education quality, but educators are the primary drivers of its direction.

Halal Ecosystems: A Form of Sustainable Development Goals (SDGs) Existence

The aim of establishing a halal ecosystem within the education system is to create a high-quality learning environment conducive to the transfer of knowledge without the presence of violence or unethical behavior. This objective aligns with the fourth point of the Sustainable Development Goals (SDGs) (Wang et al., 2024). The education sector is a key part of the SDGs because education is essential for enhancing human resources and maximizing human productivity (Durrotunnisa & Nur, 2020). The foundation of the education system will establish a sustainable way of life and bring happiness to all its aspects. By incorporating ethical principles into the education system, we can reduce all types of immorality and selfishness, allowing each individual to realize their full potential and enabling society as a whole to experience the benefits (Gennitsaris & Sofianopoulou, 2024).

In this research, the author aims to apply moral science, or using the Indonesian regional language, a combination of Balinese and Medan regional languages, emphasizing moral science. The *Vedha Paho* system includes various elements such as an emphasis on morality, sexual education, parenting knowledge, developing children's self-esteem, wise use of technology, and the quality of teaching staff. It is hoped that this research can serve as a reference and recommendation for stakeholders to form policies that focus on children's moral development.

The implementation of the *Vedha Paho* system aims to promote the moral development of children by creating a positive environment. It also seeks to enhance the quality of education in Indonesia in alignment with the Sustainable Development Goals (SDGs) (Nakhle et al., 2024). Additionally, the system aims to prioritize the mental well-being of children and ensure their right to education without any acts of violence, creating a comfortable and conducive learning environment. The ultimate goal is for students to be able to apply their knowledge in the community and cultivate self-discipline. This, in turn, will motivate children to strive for a brighter future.

The application of moral science or by another name *Vedha Paho* cannot be separated from ontology, epistemology and axiology in the world of education. Ontology directly explores the nature of education. Meanwhile, educational axiology discusses the value of the benefits of education (Rahmadani et al., 2021). Basically, these values are existing philosophical values. In the realm of moral education research, ontology pertains to the essential nature of existence, specifically focusing on the moral education system. It seeks to delve into the fundamental aspects of moral science education, including attitudes, norms, and control, within the framework of moral education. According to this perspective, human interaction with their environment plays a crucial role in education, or educational ontology. It is essential for individuals to distinguish between right and wrong. Recognizing the positive involves learning to simplify or determine the appropriate course of action in a favorable situation and then taking action. Ontology, the central concern of philosophy, examines reality, from which truth emanates.

The study of values such as truth, beauty, goodness, and religiosity is called axiology in philosophy. The axiological basis of moral education aims to help students set goals, manage and avoid harmful information, and develop critical thinking skills. This enables educators to provide guidance for maintaining control and avoiding inappropriate behavior outside of the classroom.

The aim of moral education at the school or educational unit level is to establish a culture within the institution that encompasses essential principles serving as the foundation for the attitudes, customs, and rules adhered to by everyone associated with the school and the wider community. The specific goals of moral education as outlined in school regulations are: (1) to reinforce and nurture important and necessary life values; and (2) to address student behavior that goes against the principles upheld by the school, (3) Improving student achievements: Once the first two objectives are met, students' thought processes may become more focused on academic subjects in the classroom.

CONCLUSION

Moral degradation can impact various aspects of life, including individual behavior and social interaction. Addressing moral degradation requires a comprehensive approach and involves various parties, such as individuals, families, schools, and communities. Education should encompass not only scientific knowledge but also character development and ethics. Additionally, monitoring social media, providing sexual education, defining family and community roles serve as protective measures for individuals to navigate social interactions. Self-care initiatives are integrated into a system that aims to reduce social disparities, particularly among adolescents. This system emphasizes the balance between parental roles, children's mental health, responsible use of technology, and a scientific focus on morality. It is essential for these efforts to be continuous in order to cultivate an environment conducive to children's growth, thereby facilitating their educational journey. Moreover, moral education is expected to be a solution for the Indonesian

nation in achieving the goals of the Sustainable Development Goals (SDGs), particularly in the realm of quality education.

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