

The Relevance of Adolescent Affective Development Characteristics to Moral Decadence in Schools

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ARTICLE INFO	ABSTRACT
Article history: Received, October 13th, 2025 Revised, November 03rd, 2025 Accepted, November 20th, 2025 Keywords: Affective Relevance and Juvenile Delinquency, Moral Decadence, Formal School, Adolescent Affectiveness. Conflict of Interest: None Funding: None	<i>The academic problems in this research are in the form of moral problems in the world of education that have not been resolved properly, so there needs to be a review related to affective in adolescence to morals in schools because the better the affective aspect among adolescent students, the better the morals. This research is included in qualitative-library research with a descriptive causal analysis method to explore and identify the relationship between adolescent affective aspects such as emotions, attitudes, values, and feelings with symptoms of moral decadence that occur among them. The results of the study show that juvenile delinquency in the school environment is a manifestation of moral decadence that correlates with the characteristics of the development of the affective domain of adolescents, where changes in the domain that are not handled appropriately contribute to deviant behavior that violates social norms.</i>
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1. Introduction

Adolescence is a period of transition and change from children to adulthood in terms of moral, physical, intellectual, and emotional aspects (Mayasari, et al. 2021:25). Nowadays, the morality of adolescents is still faced with the problem of juvenile delinquency both in the community and in the education environment. Juvenile delinquency is essentially just a designation for attitudes and behaviors that deviate from the good norms that apply in society.

Nowadays, educational institutions are faced with declining adolescent morale such as skipping school, sitting in the canteen while studying, fights, fights between students, trying to drink alcohol, fights between schools, and even stages of immoral behavior (Umar, 2023:23). This is because educational institutions or schools have students whose age ranges from 12-21 years old (Nurhidayati, Purwanto, Atmojo, & Nasyikin,

2021, p. 81) which is included in the category of adolescents both at the junior high school and university levels.

This is a note for schools considering that school is a forum for students to develop affective aspects. The affective aspect of Hasugian can improve students' morale to be better than before. This is also in line with the perspective of Sijabat quoted by Sarma S Hasugian who stated that affective learning in schools is related to faith, morals, and values developed by educators in the school environment. This is evidence that there is an affective relationship to morals for students who are categorized as adolescents (Hasugian, 2020, p. 28). The affective aspects related to morals and behaviors taught by educators in schools, especially adolescent students, are still experiencing unresolved problems, so that ideally, schools produce good students, uphold high morals, be responsible, foster brotherhood, and act according to applicable norms, even though there are still students who deviate from morals and norms.

This reality is a moral problem in the world of education that has not been resolved properly, so there needs to be a review related to affective in adolescence to morals in school because the better the affective aspect among adolescent students, the better the morals. Therefore, the formulation of the problem in this study is how is relevant of the characteristics of adolescent affective development to moral decadence in school?

This study aims to evaluate the degree to which the moral decadence of adolescent students is associated with the developmental characteristics of their affective aspects. The objective of this investigation is to elucidate the correlation between the affective development characteristics of adolescent students and morals and norm values through the application of a descriptive qualitative methodology (Viktor Deni Siregar, 2021). It is anticipated that this research will be able to investigate the relationship between the affective aspect of adolescents and moral decadence, thereby facilitating the development of adolescent morality in a more positive orientation by demonstrating the absence of juvenile delinquency in the school environment.

Previous research has investigated the moral development of adolescents from a variety of perspectives, including the impact of family environment, peer interaction, and digital media exposure (Rahmawati & Lestari, 2020; Prasetyo, 2022). Nevertheless, the majority of these studies tend to concentrate on the external factors that regulate adolescent behaviour, rather than the internal psychological dimensions, particularly the affective aspect that influences moral sensitivity and emotional regulation. For example, Rahmawati and Lestari (2020) conducted research that emphasises the family's influence on moral discipline, while Prasetyo (2022) emphasises the influence of peer groups on moral reasoning. However, there is still a research vacuum in the examination of the direct correlation between moral degradation and the affective developmental characteristics of adolescents, despite the value of these insights. Consequently, the originality of this investigation is its emphasis on the intrinsic affective development of adolescents as a determinant factor in the comprehension of

moral decadence, thereby providing a more comprehensive psychological and educational perspective on moral formation.

2. Literature Review

A. Affective and Moral Definitions of Educational Perspectives

From an etymological perspective, the term “affective” encompasses all aspects of human behaviour and social interaction that are influenced by emotions, feelings, and attitudes (Oxford English Dictionary, 2024). It incorporates the emotional aspect of human experience, which includes the development of empathy, the formation of attachments, and the response to stimuli, all of which are critical components of moral and social development. In the interim, “morality” is generally regarded as a collection of principles or standards that delineate between right and wrong and direct human behaviour in accordance with ethical and cultural principles (Cambridge Dictionary, 2024). The internalisation of norms, beliefs, and virtues that influence an individual's decisions and actions within a social context is reflected in morality. Consequently, the affective aspect and moral dimension are interrelated constructs within the context of adolescent development, as emotional maturation plays a substantial role in the development of ethical behaviour and moral reasoning.

In fact, affective greatly emphasizes adolescent students in being positive about the practice of good ethics, enthusiasm to advance, the ability to learn continuously, and various experiences of positive values of conscience that are deliberately carried out by lecturers in the context of learning (Suganda, 2022, pp. 37–38). According to Kunandar quoted by Aniza O Wulandari, et al. said that the affective realm includes attitudes and values and knowledge has a great impact on attitude so that knowledge and attitude have a close relationship (Wulandari, Utomo, & Suryadi, 2019, p. 11). Affective is broadly interpreted as everything related to attitudes, dispositions, behaviors, interests, emotions and values that exist in each individual (Nurdin, 2019, p. 1907).

There are five affective levels initiated by Karthowi in learning, namely (Suganda, 2022, p. 38):

1. Recognition (wanting to receive, being aware of something).
2. Responding (actively participating).
3. Reward (accepting values, being faithful to certain values).
4. Organizing (connecting the values that he believes in)
5. Practice (making values part of the lifestyle).

Moral terminology is the teaching about behaving well and distancing oneself from despicable behavior based on the norms that apply in the local environment. As for morals for society, it can be a reference to judge someone regarding their actions, whether they are good or bad. Morality is also closely related to spontaneous actions that originate from the soul itself (Abidin, 2021, p. 59). The broad definition of morality is not only related to good or bad, but also right or wrong, right or wrong when human beings behave in the community environment (Listari, 2021, p. 9). The

above is certainly very closely related to the affective realm because attitudes are included in the affective realm. The moral urgency in social life is for the sake of creating harmonious, peaceful, orderly, and orderly relationships (Rubini, 2019).

Morals in relation to the world of education is a procedure for educating students so that students not only have intelligence and cognition, but also have morals and good behavior so that morals and good behavior can become a tradition for their students. Morality-oriented education programs are called moral education, which aims to optimize morals so that a person can behave well and distinguish good and bad deeds, so that with this moral education, a person can live in society (Abidin, 2021, p. 60).

According to the author, affective and moral are very closely related because the object of study is human attitudes and behaviors, so this encourages interconnectedness with each other, seeing that affective aspects must exist in humans and can be developed through knowledge of applicable norms, attitudes, and behaviors. This is also emphasized by Suyadi, who was quoted by that affective learning can improve the mental quality, attitude, and character of students (Hasugian, 2020, p. 30).

B. Characteristics of Affective Development at the Adolescent Age Level

In fact, humans continue to grow and develop in quantity and quality. Human growth from infants, toddlers, children, adolescents and adults, as well as their development. Development in humans is also closely related to psychomotor, affective, and cognitive aspects (Izzaty, Suardiman, Ayryza, Hiryanto, & Kusmaryani, 2007, p. 116). This certainly also applies to a teenager whose age range ranges from 12-21 years old who in the world of Education enters the junior high school to university level (Nurhidayati et al., 2021, p. 81).

Y. Nurfia, et al. quoted Purwoko as saying that several signs improve psychological development in adolescents, namely: (1) self-identity, (2) genital phase, (3) peak cognitive development, and (4) morality (Nurfia et al., 2022, p. 74). The author in this case focuses on the affective aspects of adolescents and moral development. In general, the affective realm is divided into attitudes, interests, self-concept, values, and morals (Haryati 2007:38). The changes and developments that occur in adolescents are as follows:

1. Starting to be attracted to the opposite sex, here teenagers have gotten to know sex and relationships between the opposite sex can be in the form of friend relationships and even more distant relationships. For example, teenagers who have childhood friends and a school with whom they end up having a dating relationship.
2. Have knowledge and belief in religion. At this time, teenagers are trying to find the truth about the religion they adhere to, teenagers who manage to find it will have an impact on their good deeds such as practicing what their religion commands and staying away from what is forbidden.

3. Adolescents begin to be independent in their attitudes and decision-making, such as teenagers who are asked about their impolite attitude and he must answer them with norms, here it seems that adolescents have begun to decide to follow the norms that apply in society.
4. Teenagers go through a transition period so that teenagers are confused in their attitude and this is also the influence of the people around them who sometimes treat them like adults and sometimes think they are still children. For example, adolescents who are considered by society to be mature and want to behave according to norms, but the community also understands that adolescents are still labile so that their behavior is good and bad if it can be tolerated.
5. Adolescents are still in the process of finding their identity (identity). At this time, teenagers have the desire to live a good and happy life, but on the other hand they are still emotionally unstable and cannot be controlled so that their attitudes and personalities are immature (Sarwono, 2019, pp. 3–4).

T. Nurhidayati added that in general, changes in attitudes and behaviors of adolescents have several points that must be considered in the world of adolescents, namely:

1. The peak of emotions, the increase in the intensity of emotions, makes adolescents more influenced by emotions and unable to control them, which results in their behavior.
2. Changes in interests and roles expected by the social community. At this stage, adolescents' interest in something is very high but on the one hand, the expected role exceeds what they can so that adolescents at this time are haunted by expectations in society that they perceive as a problem. This problem is hoarded until he solves it with self-satisfaction. As expected by his parents to get 1st place at school but his interest in learning still could not get 1st place which finally expressed it by going against the words of his parents in learning, the desire of the community so that teenagers in his village can behave well according to the norm, but teenagers who are not able to express it by making trouble are still considered to be included in juvenile delinquency, such as speaking badly.
3. A change in perspective on values. Teens at this stage experience a shift in perspective regarding what makes them happy, what makes them a priority, what makes them sad, what makes brands care, etc. For example, in childhood, the value that makes them happy is that they are bought candy by their parents, but the value that makes teenagers happy is playing and gathering with friends, sometimes teenagers prioritize what their friends or group say rather than the opinions of their parents.
4. Teens begin to take an interest in *Fashion*, vehicles, and other items in order to highlight their existence in the social community. For example, buying fashionable clothes so that they can be seen well by their friends, buying *Mobile* so that his friends always pay attention to the cellphone, etc. (Nurhidayati et al., 2021, pp. 84–85).

3. Method

This research uses a type of qualitative research, namely with a library research approach that seeks to collect information from various readings (Hanif, & Ali, 2023). The source of data obtained by the researcher is from a book that contains a study on the Relevance of Adolescent Affective Development Characteristics to Moral Decedency in School, and also several articles adopted through Google Scholar. The method used in this research analysis is the descriptive causal analysis method (Hafizh, & Cholid, 2023), useful in knowing affective and moral concepts, the reality of moral decadence in schools, and the relevance between the two (Sugiyono, 2013; Joseph, 2017).

The data and methods used by the researchers are expected to be able to deeply explore and identify the relationship between adolescents' affective aspects—such as emotions, attitudes, values, and feelings—and the symptoms of moral decadence that occur among them. With a comprehensive understanding of these relationships, it is hoped that effective strategies or interventions can be formulated to encourage adolescent moral development in a more positive direction. This is characterized by a decrease in deviant behavior and delinquency among adolescents, especially in the school environment, as well as an increase in awareness of moral and ethical values in daily life.

4. Result and Discussion

A. *The Reality of Adolescent Moral Decadence in School*

Nowadays, teenagers are faced with the issue of juvenile delinquency related to morals and behavior. The juvenile delinquency in question refers to behaviors and attitudes that are outside of the values and morals that apply to the society in which he lives. R. Hidayah stated that Juvenile Delinquency can be categorized as *juvenile delinquency*. Even though this term has shifted its meaning from crime to mischief (Jatmiko, 2021, p. 131)(Hidayah 2009:249).

Juvenile delinquency is very closely related to moral decadence or reduced morality because good morals certainly play an important role in reducing juvenile delinquency that occurs. Juvenile delinquency can be seen from several cases that are rampant and have not been resolved, namely addiction *Online Games* which causes their learning to decrease, the existence of drug cases that result in the mental damage of teenagers and their lives are no longer in order so that education is no longer considered, many cases in educational institutions that are still involved with deviant actions related to sexuality, low concern and good manners towards teachers or classmates. More specifically, many teenagers still skip school because of subjects they don't like or are purely because of their laziness by climbing fences, violating norms at school such as carrying *Mobile* If the regulations do not allow it, lack of honesty, damage school facilities, and even a decrease in the quality of learning that leads to cheating during exams (Realita et al., 2021, p. 207).

D. Mande quoted Lickona that the deterioration of adolescent morality can be characterized by juvenile delinquency and according to him there are several

indications, namely: violence and anarchist acts, theft, fraudulent acts, behavior that ignores rules and norms, brawls between students both in one school or another, not respecting diversity (intolerance), use of language that is not good and tends to mock and insult, sexual and its deviations, self-destructive attitudes, and the consumption of illicit drugs (Hidayat, 2022, p. 22).

The above problems indicate that the character and morals of adolescents are in a bad situation, but it does not mean that it applies to all adolescents. Juvenile delinquency when it occurs in the school area proves that the affective aspects taught at school have not been properly distributed to their students. This makes schools have to pay attention to the symptoms of changes that occur in adolescents, both in terms of morals and deviant behavior.

B. The Relevance of Adolescent Affective Characteristics to Morals in School

Adolescent morality can be said to be in decline, or it can also be called moral decadence. Moral decadence is a situation in the community where adolescent morale declines, and this is interpreted as the disobedience of a person or group of adolescents to the norms that apply in society (Listari, 2021, p. 9). This moral deterioration has been seen in many issues of juvenile delinquency in schools as educational institutions (Jatmiko, 2021, p. 131).

The manifestation of affective developmental characteristics that are not optimally formed during adolescence can be interpreted as juvenile delinquency that occurs within the school environment. Adolescents' moral behaviour and social interactions are significantly influenced by the affective domain, which encompasses emotions, interests, values, and attitudes. Various forms of moral decline and social deviance may manifest when these affective elements develop in a less balanced manner.

The affective characteristic of interest, notably attraction to the opposite sex, is closely associated with promiscuity, a form of delinquency that frequently occurs among adolescents. This attraction is a natural aspect of human development; however, if adolescents are unable to regulate this impulse through the acquisition of appropriate knowledge of gender and sexuality, it may result in behaviours that violate social and moral norms. Adolescents may engage in relationships that violate established cultural norms due to their inadequate comprehension of ethical principles and their lack of emotional regulation. Therefore, the problem of promiscuity is not merely a behavioural issue; it also indicates a deficiency in affective development, particularly in the responsible management of values and attitudes.

The act of stealing friends' belongings is another common manifestation of moral decline, which affectively pertains to values and interests. Adolescents frequently exhibit this behaviour when they develop an inordinate desire for material possessions that their peers possess, but they lack the resources to acquire them. In such instances, the affective dimension specifically the value of honesty and respect

for the property of others is compromised. This suggests that the school environment must be fortified to prevent deviant behaviours by promoting affective education that emphasises moral values and self-control.

Acts of violence and brawls among peers are also indicative of affective instability. Adolescents who experience emotional difficulties frequently react to conflict with aggression, which is indicative of a lack of empathy and affection for their peers. It is challenging for them to resolve disagreements constructively due to their emotional immaturity. As a result, violence serves as a means of expressing frustration and rage, thereby exposing the underdeveloped affective component of social empathy and emotional regulation.

Additionally, the utilisation of derogatory or demeaning language is indicative of the decline in affective attitudes during interactions with adolescents. The tendency to employ abrasive or inappropriate language, which is frequently disguised as humour, suggests a decrease in communication sensitivity and respect. This phenomenon demonstrates that adolescents' affective awareness in selecting words and comprehending the emotional implications of their speech necessitates guidance and development through moral and character education.

Another example of affective disruption is disrespect for teachers, which is notably associated with attitudes and values in social interactions. Teachers, as educators and figures of authority, should be held in high regard. Nevertheless, adolescents may exhibit emotional responses when they are subjected to feedback or correction when they are unable to internalise values such as reverence for elders and discipline. The necessity of enhancing the affective domain, particularly in the areas of self-regulation, contrition, and empathy, is exemplified by this disrespectful behaviour.

Similarly, truancy or avoiding classes suggests a decrease in academic motivation, particularly in terms of affective interest. Weak affective engagement is indicative of a lack of enthusiasm for learning, which, if disregarded, can result in subpar learning outcomes and a diminished literacy culture. Consequently, schools are essential in the development of emotional engagement and intrinsic motivation to learn as part of the affective developmental process.

Finally, the emotional stability and moral reasoning of adolescents are significantly impacted by substance abuse. The initial cause is frequently the result of deviant social interactions and peer influence, which erode the affective aspects of self-control and attitude regulation. Destructive behaviour is the result of the emotional and psychological imbalance that adolescents experience when they engage in substance use. This underscores the significance of affective development, which prioritises the capacity to make responsible social decisions, emotional awareness, and moral resilience.

5. Conclusion

The characteristics of affective development among adolescents are closely associated with juvenile delinquency that occurs in schools, which is a form of moral decadence. Adolescents' attitudes and behaviours within the social order, particularly in the school environment, are significantly influenced by changes in the affective domain. If these affective changes are not appropriately directed and nurtured, they may result in moral degradation and behaviour that defies societal norms. The necessity for educators, parents, and the broader community to collectively focus on the development of adolescents' affective domain in order to enhance their emotional maturity, moral awareness, and social responsibility is illustrated by this condition.

This study serves to bolster the notion that affective development is a fundamental component of moral formation during adolescence from a theoretical perspective. It offers an integrative framework that establishes a connection between emotional regulation, value internalisation, and behavioural manifestation as interdependent constructs that influence moral outcomes. This discovery theoretically contributes to the conversation in developmental psychology and moral education by emphasising that moral decadence is not solely a behavioural issue, but rather a consequence of inadequate affective development. Consequently, the investigation provides a conceptual framework for future research that concentrates on affective dimensions as predictors of moral behaviour in adolescents.

The findings of this study emphasise the necessity of developing educational interventions and school-based programs that prioritise affective learning in addition to cognitive achievement from a ****practical perspective****. In order to enhance students' moral resilience, educators and counsellors should encourage activities that cultivate emotional regulation, self-awareness, and empathy. Additionally, parents are encouraged to engage in an active role in the guidance of adolescents by providing emotional support, value modelling, and open communication within the family. Additionally, schools have the opportunity to work in conjunction with communities to establish a supportive environment that fosters positive affective development. It is anticipated that these practical endeavours will reduce juvenile delinquency and foster the development of adolescents who are morally virtuous, emotionally balanced, and socially responsible.

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