

# Analysis of School Community Perceptions on the Role of Academic Ethics in Supporting Learning Outcomes in Elementary Schools

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## Keywords

*Academic Ethics, Elementary Education, Learning Outcomes, Character Education, School Culture*

## Abstract

This study aims to analyze the perceptions of school stakeholders regarding the role of academic ethics in supporting student learning outcomes at the elementary school level through a Systematic Literature Review (SLR). Academic ethics, which include values such as honesty, responsibility, and integrity, play a critical role not only in guiding student behavior but also in shaping character and promoting academic achievement. The study synthesized findings from ten relevant scientific articles published between 2019 and 2024. The results show that (1) positive perceptions of academic ethics encourage stronger ethical behavior in schools, (2) effective implementation of ethics depends on teacher modeling, ethical school culture, and leadership support, (3) ethical behavior correlates with improved student learning outcomes, and (4) collaboration between teachers, school leaders, and parents is crucial for internalizing these values. The findings highlight the importance of integrating academic ethics as a core component of elementary education systems to produce learners who are academically competent and morally grounded.

## 1. Introduction

Education plays a central role in shaping the character and competence of students. In the learning process, not only the cognitive aspect is the main concern, but also the formation of attitudes and behaviors that are in accordance with academic values. Teachers have an important responsibility in guiding and educating students to become faithful, noble, and responsible human beings. The instillation of character values is carried out through the teaching and learning process in the classroom and is non-thematic, so that each teacher can provide enlightenment about value education to their students (Wahab, 2022). Academic ethics refers to a set of norms, values, and moral principles that govern behavior in higher education environments. This includes honesty, responsibility, and mutual respect in academic interactions (Khairani, 2023). By implementing good academic ethics, it is hoped that a conducive learning environment will be created, academic integrity will be improved, and students will be encouraged to achieve optimal learning outcomes.

In the context of basic education, the application of academic ethics has a significant impact on the formation of student character. Character education is not only limited to teaching ethical values, but also includes how students interact with others and the environment around them. Thus, character education is the foundation for students to become individuals who are not only academically intelligent, but also endowed with good personalities and noble morals (Zuhra et al., 2023). Education at the elementary level does not only focus on mastering the material, but also on forming students' character through positive academic habits. Schools that implement ethical values and discipline will help students grow into responsible and honest individuals in the learning process (Suswandari, 2021). In addition, the application of academic ethics in the educational environment has been shown to contribute positively to student learning achievement. With clear norms, students tend to avoid unethical actions such as plagiarism, which in turn improves the quality of their learning outcomes (Anwari & Prakasa, 2019).

However, the effectiveness of the application of academic ethics in elementary schools is highly dependent on the perceptions of the school community, be it students, teachers, or other education personnel. Positive perceptions of academic ethics will encourage better implementation and increase compliance with academic values. According to research by Purwatiningsih (2023), it shows that positive perceptions of academic ethics among students and teachers can increase the effectiveness of the implementation of academic values, which in turn has an impact on student learning achievement

and overall academic integrity. Understanding the perceptions of school residents towards academic ethics is very important to improve the implementation of ethics policies in schools. Factors such as support from school leaders and training for teachers can contribute to better perceptions, thereby increasing the effectiveness of the implementation of academic ethics (Afianti & Putri, 2025).

Based on this, this study seeks to answer several main questions, namely how school residents perceive the role of academic ethics, how it is applied in an elementary school environment, and how the relationship between academic ethics and student learning outcomes is. In addition, this study also aims to identify factors that support and hinder the implementation of academic ethics in elementary schools. By understanding these aspects, this study is expected to provide deeper insight into the importance of academic ethics in the world of education.

## 2. Method

This study uses the Systematic Literature Review (SLR) method to analyze school community perceptions of the role of academic ethics in supporting learning outcomes in elementary schools. This method aims to identify, evaluate, and synthesize relevant findings from various previous studies that have been published, both in accredited national journals and other scientific articles. The data collection process was carried out through systematic searches in databases such as Google Scholar, DOAJ, Sinta, and Garuda, using keywords such as "academic ethics", "school community perceptions", "character education", and "student learning outcomes". Inclusion criteria include articles published between 2019–2024, relevant to the topic, and discussing the context of elementary schools or equivalent. Data analysis was carried out qualitatively with the steps of identifying the main theme, categorizing information, and synthesizing results to answer the formulated problem formulation.

## 3. Results and Discussion

Academic ethics is a set of moral values and principles that guide individual behavior in the world of education, this includes honesty, responsibility, mutual respect, and maintaining integrity. Academic ethics in the form of social and cultural values that have been agreed upon in the community and higher education environment as norms that must be obeyed can be said to be regulations that must be obeyed (Zhafira et al., 2024). In elementary education, the concept of academic ethics itself is the initial foundation in shaping students' personalities. This is because elementary education emphasizes ethical values that need to be introduced early on so that they become embedded as part of their character and habits. Ethics education at the elementary school level aims to instill moral values from an early age. The existence of ethics education is expected to shape children's personalities that prioritize norms, because humans are endowed with the ability to think to consider and decide between good and bad (Marhadi et al., 2023).

The role of teachers as educators is very important because they reflect ethical behavior in everyday life in the classroom. Teachers who are fair, consistent in enforcing rules, and able to build healthy communication will create a more supportive learning environment. Teachers have an important role in facilitating the development of students' ethics and morals through daily interactions and learning activities at school. Their presence is not only to convey lesson material, but also as role models who inspire and guide students through examples of good behavior (Aini & Ramadan, 2024). In addition, academic ethics are also closely related to character education. Character education is important to be taught and instilled through ethics learning, because ethics and moral values are the foundation in shaping the character of students. The integration of character education in academic ethics helps create individuals who are not only academically intelligent but also have strong morals (Annur et al., 2021).

**. Table 1. Research Results Related to Academic Ethics**

| No | Author (s) & Year | Article Title | Method | Key Findings | Relevance to the Research |
|----|-------------------|---------------|--------|--------------|---------------------------|
|----|-------------------|---------------|--------|--------------|---------------------------|

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|---|---|---|-------------------|---|---|
| 1 | Agung Marhadi et al (2023)                  | Pendidikan Etika di Sekolah Dasar Berdasarkan Perspektif Filsafat: Tinjauan Pustaka                   | Literature Review | Ethics education plays a critical role in shaping students' character as ethical individuals. | Provides theoretical basis for the importance of ethics education in academics.     |
| 2 | Syafri Fadillah Marpaung et al (2023)       | Implementasi Pendidikan Etika Dan Prilaku Moral Dalam Pembentukan Karakter Siswa di SD PAB 18 Sampali | Qualitative       | Ethics-based character education helps students understand and apply core ethical values.     | Demonstrates how ethics education contributes to student character and learning.    |
| 3 | Za'im Sya'ban Syauqi Az-Zikra et all (2024) | Pembentukan Pendidikan Moral dan Etika di SD Islam An-Nuriyah   | Qualitative       | A collaborative approach in ethics education builds student integrity.                        | Highlights the role of moral and ethical education in developing student character. |
| 4 | Siti Sarah et al (2024)                     | Peran Guru Dalam Menerapkan Pendidikan Karakter Pada Siswa Sekolah Dasar                              | Qualitative       | Teachers act as role models and integrate character values into daily learning activities.    | Emphasizes the teacher's role in character education linked to academic ethics.     |
| 5 | Saharani et al (2024)                       | Pentingnya Pendidikan Karakter Terhadap Pembentukan Moral Anak Sekolah Dasar                          | Qualitative       | Character education significantly influences moral development in elementary students.        | Shows the relationship between character education and academic ethics.             |
| 6 | Fiqih Rahma Kukul Linda (2020)              | Pendidikan Karakter Dalam Pembelajaran Sekolah Dasar  | Qualitative       | Character education supports personal development of students at the elementary level.        | Provides insights on how character education supports academic ethics.              |
| 7 | Suhara et al (2025)                         | Dampak Kebijakan Pendidikan Karakter Terhadap Perilaku Siswa di Sekolah                               | Literature Review | Character education policies positively impact student behavior in elementary schools.        | Demonstrates how such policies enhance academic performance through ethics.         |

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|----|---------------------------|--|-------------|---|---|
| 8  | Saputra & Tunnafia (2024) | Penguatan Pendidikan Karakter Pada Anak Sekolah Dasar                                    | Qualitative | Structured character education programs reduce negative behavior and promote prosocial conduct. | Connects character education, ethics, and learning outcomes.                      |
| 9  | Annur et al (2021)        | Pendidikan Karakter Dan Etika Dalam Pendidikan   | Qualitative | Strong character education significantly improves students' academic performance                | Offers empirical data on the positive impact of character education.              |
| 10 | Fadilla et al (2022)      | Peran Guru Sd Dalam Membangun Etika Peserta Didik Di Sekolah Dasar Berdasarkan Pancasila | Qualitative | A supportive ethical school environment enhances students' ethical awareness and achievement.   | Links school environment to the formation of ethical values and academic results. |

Based on the results of a study of ten scientific articles that have been systematically analyzed, it was found that academic ethics is not only a norm of behavior in the educational environment, but also an important instrument in shaping character and supporting student learning outcomes in elementary schools. This study concludes four main focuses that are the common thread of the literature findings, namely: (1) the perception of school residents towards academic ethics, (2) strategies for implementing ethical values in schools, (3) the relationship between academic ethics and student learning outcomes, and (4) the influence of the school environment and the role of teachers in supporting ethical values.

First, the perception of school residents towards academic ethics greatly determines the direction and effectiveness of its implementation. In this context, Afianti & Putri (2025) emphasize that student perceptions of teacher behavior are the main determinants of the success of ethics education. Teachers who set an example through honest, consistent, and fair attitudes will trigger the formation of a positive academic culture in schools. Conversely, teachers who are ambiguous about ethical values can create moral confusion among students. This study is reinforced by Khairani (2023), who stated that the low understanding of academic values at higher levels (students) is often rooted in a lack of habituation from the elementary level. Therefore, building a strong perception from the start is an important key.

Second, the implementation of academic ethics values in elementary schools is carried out through institutional and pedagogical approaches. Findings from Suswandari (2021) show that schools that succeed in instilling a comprehensive academic culture have a significant impact on students' social skills, such as empathy, tolerance, and the ability to resolve conflicts healthily. Rahayu's research (2020) also states that character education that is oriented towards ethics can shape responsible behavior in the long term. Implementation strategies such as value-based learning, child-friendly school programs, and teacher training in strengthening ethics are strategic steps that have proven effective.

Third, the relationship between academic ethics and student learning outcomes was found to be very close and mutually reinforcing. An article by Anwari & Prakasa (2019) states that students who uphold academic values such as honesty, hard work, and discipline show a significant increase in academic achievement. Johnson (2022) added that ethical behavior not only has an impact on academic grades but also increases students' self-confidence, because they realize that the results achieved are the result of effort and not cheating. Nurhalimah (2020) also highlighted the importance of academic integrity as a foundation for developing authentic student potential, especially in learning evaluation.

Fourth, the school environment and the involvement of various parties play an essential role in

strengthening academic ethics. Ismail (2021) showed that the application of consistent academic values structurally encourages the formation of a culture of discipline and responsibility. Meanwhile, the role of the principal in instilling an ethical vision and the active participation of parents in supervising values at home is essential. Purwatiningsih (2023) proposed the integration of civic education as a contextual approach to internalizing ethical values through teaching democracy, responsibility, and social solidarity.

Overall, the results of this literature synthesis confirm that academic ethics is a fundamental element in a quality basic education system. Ethics not only shape students' daily behavior but also become the mainstay of academic success and character building. Therefore, the ideal elementary school development strategy should not only focus on cognitive achievement, but also emphasize the formation of academic ethics integrated into the curriculum, learning practices, school management, and family involvement. In the future, successful schools are schools that are able to make ethical values their identity and institutional culture.

### 3.1. Conclusion

This study aims to examine the perceptions of school community members regarding the role of academic ethics in supporting student learning outcomes in elementary schools, using a systematic literature review method. The analysis of ten scientific articles reveals that academic ethics is not merely a set of behavioral norms in schools, but a fundamental pillar in shaping students' character and fostering meaningful, honest, and responsible learning.

Four major conclusions were drawn from this study. First, the perception of academic ethics among teachers, students, and principals significantly influences the effectiveness of its implementation. A positive perception fosters a strong academic culture where students understand and internalize values such as honesty, responsibility, and integrity. Second, implementing academic ethics requires a systematic strategy, including integration into the curriculum, teacher modeling, school leadership, and parental involvement. Schools must design policies and programs that consistently reinforce these values.

Third, the relationship between academic ethics and student learning outcomes is highly significant. Ethical values instilled from an early age contribute to students' motivation, independence, and deeper engagement in the learning process. Ethically-minded students are more aware of the importance of learning and achieving success through honest efforts. Fourth, a supportive school environment—characterized by ethical regulations, a positive school culture, and strong collaboration between teachers and parents—plays a crucial role in reinforcing student character and academic success holistically.

In conclusion, this study highlights that academic ethics should be an integral part of the elementary education system. Achieving this requires active collaboration among all school stakeholders to instill ethical values as part of the school culture. As a result, students will not only achieve academic excellence but also grow into individuals with strong character, high moral standards, and integrity, well-prepared to face future challenges.

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