

Challenging Ethics and Moral Education in The Age of Technology Among Student in Bandung

Sarbini

UIN Sunan Gunung Djati Bandung
E-mail: sarbini1@uinsgd.ac.id

ABSTRACT

This study aims to examine the challenges of ethical and moral education in the technological age among students. The study was conducted in Cipadung Village, Ujung Berung District, Bandung City by applying a qualitative approach and descriptive method. Data collection was carried out on 28 (twenty-eight) selected informants, 22 (twenty-two) students, 3 (three) teachers, and 3 (three) parents of students. Research finds that ethical and moral education among students in the technological age has great challenges. In addition to technology providing benefits for easy access to sources of information and learning, technology has many negative impacts. Students who are able to apply ethical and moral education in this technological age will be able to control technology as a learning medium. On the other hand, students who do not have sufficient ethical and moral education will be controlled by technology. This study concludes that educational and moral challenges relate to students' ability to apply them in the realities of life, especially in the technological age.

Keywords: Ethics, Moral Education, Age of Technology, Student

A. INTRODUCTION

One potential topic to apply ethics in the education of Senior High School (SHS) is challenging ethics and moral education in the age of technology. The topic could explore how to teach students to use technology ethically, how to avoid cyberbullying and online harassment, and how to promote empathy and kindness in digital interactions.

Several previous studies related to ethics and moral education have been carried out by many researchers. Ahmad, M (2021) is an article published in the *Journal of Education and Learning* that explores the challenges and possibilities of teaching ethics in the era of technology. The author argues that while technology has provided many benefits to education, it has also created a range of ethical challenges that need to be addressed in the classroom. The article begins with a review of the literature on ethics education and the impact of technology on ethical behavior. The author then identifies several key challenges to teaching ethics in the era of technology, including the lack of clear guidelines for ethical behavior in digital contexts, the rapid pace of technological change, and the potential for digital technologies to desensitize students to ethical concerns. To address these challenges, the author recommends several strategies for teaching ethics in the age of technology, including incorporating real-world ethical dilemmas into the curriculum, encouraging critical thinking and reflection, and promoting digital citizenship and responsibility. The article concludes with a discussion of the potential benefits of teaching ethics in the era of technology, including the development of responsible and empathetic citizens who are better equipped to navigate the ethical challenges of the digital age. The article is based on a thorough review of the literature and provides practical recommendations for educators seeking to integrate ethics education into their curriculum.

Dizon, J. M. (2020) is an article published in the *International Journal of Humanities and Social Science Research* that explores the importance of promoting ethical behavior in the age of technology. The author argues that while technology has revolutionized the way we communicate and interact, it has also created new ethical challenges that need to be addressed in order to promote responsible and ethical behavior in society. The article begins with a discussion of the impact of technology on ethical behavior, including the potential for technology to enable unethical behavior such as cyberbullying, online harassment, and identity theft. The author then reviews the literature on ethics education and argues that teaching ethics is more important than ever in the digital age. The article then proposes several strategies for promoting ethical behavior in the age of technology, including creating

clear guidelines for ethical behavior in digital contexts, providing training for students and educators on digital citizenship and responsibility, and integrating ethics education into the curriculum. The article concludes by emphasizing the importance of promoting ethical behavior in the age of technology and argues that educators have an important role to play in ensuring that students develop the skills and values needed to navigate the ethical challenges of the digital age. The article is based on a review of the literature and provides practical recommendations for educators seeking to promote ethical behavior in their schools and communities.

Rokhman, F., & Subanji. (2021) is an article published in the *Journal of Social Studies Education Research* that focuses on the importance of ethical education in the digital era. The authors explore the concept of ethics in technology and argue that ethical education is essential to ensure that students develop the skills and values needed to navigate the complex ethical issues that arise in the use of technology. The article begins with a review of the literature on ethics education and the impact of technology on ethical behavior. The authors then propose a conceptual framework for ethics in technology that includes four dimensions: ethical awareness, ethical decision-making, ethical judgment, and ethical action. The article then discusses the role of educators in promoting ethical education in the digital era and provides several recommendations for integrating ethics education into the curriculum. These recommendations include incorporating ethical issues related to technology into classroom discussions, providing opportunities for students to reflect on their own ethical values and beliefs, and promoting critical thinking and ethical reasoning skills.

Shaw, T. (2021) is an article published in *Ethics and Education* that explores the importance of promoting ethical literacy in a technology-rich world. The author argues that while technology has provided many benefits to education, it has also created new ethical challenges that need to be addressed through moral education. The article begins with a discussion of the impact of technology on ethical behavior and the need for students to develop ethical literacy skills. The author then proposes a framework for moral education that includes four key elements: ethical awareness, ethical reasoning, ethical decision-making, and ethical action. The article then provides several practical strategies for promoting ethical literacy in the classroom, including incorporating real-world ethical dilemmas into the curriculum, providing opportunities for students to engage in ethical reflection and discussion, and promoting a culture of ethical responsibility and accountability.

Zainuddin, A., & Liu, Y. (2018) is an article published in the *International Journal of Emerging Technologies in Learning* that explores the effectiveness of ICT integration in schools. The authors argue that while technology has the potential to enhance learning outcomes, its effectiveness is dependent on the quality of pedagogical practices used in the classroom. The article begins with a review of the literature on ICT integration in schools and the factors that influence its effectiveness. The authors then propose a conceptual framework for effective ICT integration that includes three key elements: pedagogy, technology, and context. The article then provides several practical strategies for effective ICT integration, including using technology to support student-centered learning, providing opportunities for students to collaborate and communicate using technology, and ensuring that teachers have the necessary skills and training to effectively integrate technology into their teaching practices.

Kirschner and De Bruyckere's (2017) article challenges the commonly held beliefs that young people are "digital natives" and that they can effectively multitask. The authors argue that these myths are not supported by empirical evidence and that educators should not assume that students have innate digital skills. Rosen et al. (2013) developed a scale to measure individuals' media and technology usage and attitudes. Their study found that frequent technology use was associated with higher levels of distraction and lower levels of academic performance. Ophir, Nass, and Wagner (2009) conducted an experiment to investigate the cognitive control abilities of media multitaskers. They found that these individuals showed reduced ability to filter out irrelevant information and switch between tasks, indicating that frequent multitasking may negatively affect cognitive control.

Subrahmanyam and Šmahel's (2011) book examines the role of media in the development of young people, focusing on how technology affects their social, cognitive, and emotional development. Twenge, Campbell, and Freeman's (2012) study compares the life goals, concern for others, and civic orientation of different generations of young adults. They found that recent generations showed a greater focus on individualism and materialism and lower levels of civic engagement.

Of the many writings above, it examines aspects of challenges and education that are structured. However, those who examine it from the aspect of the challenges of ethical and moral education in the digital age, in particular, in the locations that the researchers studied have not yet done anything. It is important to examine this issue of ethical and moral

education. The research aims to examine the challenges of ethical and moral education in the technological age among students.

Literature about this topic has been explained by Lickona. Lickona (1991) in his book *Educating for character: How our schools can teach respect and responsibility* discusses character education which aims to develop positive attitudes in students such as respect and responsibility. Lickona criticized the education curriculum which only focuses on academics without paying attention to character education. This book proposes ideas on how character education can be integrated into the curriculum and implemented in the classroom. Lickona also presents a case study that illustrates how character education has been successfully implemented in several schools. Thomas Lickona is an educator and author known for his work on character and morals in education.

Lickona also identified 11 important character principles in moral education, including honesty, cooperation, responsibility and respect. He argued that character education should become an integral part of the school curriculum, and that teachers should play an active role in teaching moral values.

Martin Seligman (2011), a positive psychologist emphasizes the importance of character education which focuses on developing students' happiness, optimism, and well-being. Meanwhile, James Davison Hunter, a sociologist, introduced the concept of "habitus" to explain cultural influences in shaping individual values and moral principles. He emphasizes the importance of moral education which focuses on building strong character through experiences in everyday life.

Velazquez, M. (2018) explain ethics is a branch of philosophy that deals with moral principles and values that govern individual behavior and decision-making in society. It is concerned with examining and understanding what is right or wrong, good or bad, just or unjust, and fair or unfair. Ethics involves critical thinking and reasoning, as well as an understanding of social norms, cultural beliefs, and legal regulations. Beauchamp, T. L., & Bowie, N. E. (2004) says that ethics is the branch of philosophy that deals with moral principles, values, and standards of conduct that govern individual and group behavior, and involves critical examination of these concepts to evaluate their meaning, justification, and application in personal and social life.

B. RESEACH METHOD

This research was conducted in an area in Bandung which is considered representative of the student's school environment in the city. The method used is descriptive qualitative using descriptive data in the form of narrative, words, expressions, opinions and ideas collected from various sources using predetermined data collection techniques. This method describes the conditions, events, objects, and factors related to the variables studied. Therefore, this study aims to describe the phenomenon of student ethics in the digital era.

Data sources consist of primary sources such as the results of interviews with 22 (twenty-two) students (11 (eleven) boys and 11 (eleven) girls), 3 (three) teachers and school administrators, and 3 (three) parents. The process of selecting informants was carried out purposively and then conducting interviews with selected students. In addition, documentation studies are used to collect written sources such as journals, books, newspapers, websites, and holograms related to the phenomenon under study. Data analysis was carried out using analytic descriptive method, which aims to describe the ethics and morals of student education in urban areas.

C. RESULT AND DISCUSSION

One of the ethical problems that often occurs is bullying or bullying among students. This act of bullying can be done verbally, physically, or through social media. Bullying can cause very dangerous psychological effects for victims, such as depression, anxiety, and can even lead to suicide. In addition, there is also the problem of plagiarism or plagiarism of works. This is especially the case in academia, where students often plagiarize assignments or work from unauthorized sources, such as the internet or their friends. This act of plagiarism can damage the academic and moral integrity of students, as well as reduce the quality of education received.

Another ethical issue is the excessive use of gadgets and technology, which can affect the quality of students' social interactions and their mental and physical health. Many students spend too long in front of gadget screens, which results in eyestrain, lack of sleep, and can even lead to addiction. One of the ethical problems that often occurs is bullying or bullying among students. This act of bullying can be done verbally, physically, or through social media. Bullying can cause very dangerous psychological effects for victims, such as depression, anxiety, and can even lead to suicide.

In addition, there is also the problem of plagiarism or plagiarism of works. This is especially the case in academia, where students often plagiarize assignments or work from unauthorized sources, such as the internet or their friends. This act of plagiarism can damage the academic and moral integrity of students, as well as reduce the quality of education received. Another ethical issue is the excessive use of gadgets and technology, which can affect the quality of students' social interactions and their mental and physical health. Many students spend too long in front of gadget screens, which results in eyestrain, lack of sleep, and can even lead to addiction.

Free association among SHS students in Bandung is a social phenomenon that often becomes a concern and becomes a problem in the context of education. Free association can be defined as social behavior in which students carry out social interactions freely and are not bound by social norms that apply in society. Free association has a considerable impact on the social and psychological development of students. Promiscuous association can affect students' physical and mental health, and can interfere with their academic performance. In addition, promiscuity can also lead to deviant behavior such as drugs, free sex, and other criminal acts. Addiction to gadgets and social media is a challenge where SHS students often spend too much time using gadgets and social media such as smartphones, tablets or laptops. This can make students less focused on learning and make them lose a lot of time that should be used for other productive activities.

Students can be addicted to gadgets and social media because of several influencing factors, including: (1) ease of access where gadgets and social media are now very easily accessible to anyone, including SHS students. With this easy access, students can get information or connect with other people in just seconds (2) Gadgets and social media provide their own sensations and pleasures for their users. For example, playing games or watching videos on social media can make students feel entertained and satisfied (3) social media provides a means to interact and socialize with friends, both known and unknown (4) peer pressure can also influence gadget and social media addiction, for example, if friends also often use gadgets and social media in their daily activities, students tend to follow them. However, addiction to gadgets and social media can also have a negative impact on students' physical and mental health.

The next impact is bullying or humiliation online. The easier access to social media, students can easily attack or bully their friends online. This can cause serious psychological impact on the victim. Online bullying or humiliation is a negative behavioral phenomenon

in which someone insults or bullies another person through social media or other online platforms. Factors that influence the occurrence of online bullying or humiliation include: First, Anonymity. Most social media and online platforms allow their users to remain anonymous when interacting with others. This can trigger bullying because the perpetrator feels he can hide his identity and is free to issue inappropriate words. Second, deviant behavior or online bullying is often carried out by people who have deviant or violent behavior in the real world. This can be caused by emotional imbalances and psychological problems. Third, online bullying or humiliation is just to feel happy or get a sensation from their actions. This can cause serious psychological impact on the victim. In addition, online bullying or humiliation because they feel unsupervised. This happens because of the lack of supervision from parents, teachers and law enforcers. Online bullying or humiliation can have a negative impact on the mental and physical health of victims, such as emotional disturbances, depression, and even suicide.

The challenge of developing the technological age is in the form of plagiarism. SHS students can easily copy and paste assignments or work from online sources without giving credit to the original source. This can result in work that is not authentic and can harm the integrity of students. Plagiarism is the act of taking and using another person's work or ideas without giving credit or permission to the owner. The dangers of plagiarism include: First, loss of trust where plagiarism can cause other people to lose confidence in the ability and integrity of the author or user of the information. People who know that the work or idea used is the result of plagiarism will no longer trust the author or user. Plagiarism is also a violation of ethics. Plagiarism is an act that violates ethics in the academic or professional world. Using someone else's work or idea without giving credit or permission is considered unfair and does not respect copyright. Plagiarism can pose legal risks if the owner of the original work decides to sue or report the plagiarism to the authorities. Plagiarism can have a negative impact on a person's career, especially in an academic or professional field. Using someone else's work or ideas without giving credit or permission can cause a person to lose their chances of being accepted at a university or company, and can even lead to dismissal from a job.

Another challenge of the technological age is pornography and game addiction. SHS students are often exposed to risky internet access such as pornography and online games. This can interfere with their academic and social development. The phenomenon of pornography among SHS students is a serious problem and needs serious attention from all

parties. The following are some of the factors that can lead to the phenomenon of pornography among SHS students. Students easily access the internet, especially via smartphones and tablets. SHS students can easily access porn sites and other adult content without supervision from parents or teachers. While students have a lack of education. Lack of adequate sex education can cause students to seek information about sexuality from wrong sources, such as pornographic sites. While at this age there is a tendency to increase curiosity. SHS students who are still in puberty usually have great curiosity about sexuality. This can lead them to look for information from the wrong sources, such as porn sites. Some SHS students may engage in pornographic behavior due to pressure from their peers. They may feel the need to imitate their friends' sexual behavior in order to be accepted in their group. The impact of pornographic phenomena among SHS students can be very detrimental, such as pornography addiction, unhealthy sexual behavior, decreased academic achievement, and mental health problems such as depression and anxiety.

Another challenge from the development of the technological age to the ethics and morals of student education is the lack of direct communication skills. In the technological era, students often rely on digital communication and lack direct communication skills. This can make students less able to interact and communicate effectively in real life. Today's students tend to lack direct communication skills due to the influence of technology, especially social media and digital communication. Several factors can contribute to this, including the use of digital technologies, such as chat applications or social media, which have replaced traditional forms of direct communication. This makes students less accustomed and less experienced in direct communication. Students also tend to get used to communicating in a short format.

The weaker religious education in SHS can be caused. Religious education at SHS can be weak if the teachers who teach do not have sufficient qualifications in the field of religion. Teachers who are less qualified may not be able to convey material well and provide useful teaching. Some schools may no longer give religious education a high priority, due to a focus on developing technology, science, and math skills. The SHS curriculum can become overcrowded, with less time devoted to religious subjects, reducing the time available for teachers to teach material in depth. The increasing influence of secularization in society can make some students and even some schools lose interest in religious education.

The consequence of weak religious education at SHS is students' lack of understanding of their religion and beliefs, which can result in a lack of tolerance and understanding

between religions. This can affect students' ability to understand the moral and ethical values that underlie religion, and in turn, can affect their life choices in the future.

The psychological development of students in the digital era can be influenced by the influence of technology which is growing rapidly. Dependence on technology and social media can cause stress in students. Students can feel pressured by the pressure to stay connected with others and increase anxiety from interacting with others online. Excessive use of digital technology can cause distraction in students' attention. Students who frequently use technology may have difficulty focusing on academic tasks and daily activities. In addition, there is social isolation. While technology allows students to connect with others virtually, overuse of technology can lead to social isolation. Students can lose social skills and the ability to interact directly with others.

Technology use can also affect the development of students' emotional skills, such as the ability to recognize and manage their own emotions and those of others. Excessive use of technology can hinder the development of students' social and emotional skills. The use of technology at night can cause students to experience sleep pattern disturbances. Lack of sleep can cause cognitive, emotional, and physical disturbances in students.

From some of the challenges, impacts and problems above, the role of teachers, parents and the community is very important in teaching students about the good and responsible use of technology, as well as providing proper direction in dealing with the phenomenon of negative behavior in the technological era. In addition, it is important to provide correct and adequate sex education to SHS students as well as good supervision from parents and teachers to prevent pornography from occurring among SHS students, Dulkiah, Moh (2023). It is also necessary to carry out campaigns to raise awareness about the dangers of pornography and provide healthy alternatives for students to satisfy their curiosity about sexuality. It is important to improve the quality of religious education at SHS through improving teacher qualifications, developing a comprehensive curriculum, and raising awareness about the importance of religious education. In addition, it is important to build a better understanding of different religions and beliefs to promote tolerance, dialogue and interfaith understanding.

Thus, efforts that can be made are through education and teaching ethics and morals in the school environment. Ethics and morals that are taught can help students understand social norms that apply in society, develop the ability to make the right decisions, and develop positive attitudes towards themselves and others. In addition, the role of parents,

teachers and caregivers is also needed in guiding and supervising students in carrying out social interactions with their friends. In this case, it is necessary to improve communication and collaboration between schools and families in an effort to overcome promiscuity. In addition, it is also necessary to enforce clear rules and sanctions for students who violate social norms and rules that apply in the school environment. This can help students realize the consequences of their actions and form more responsible behavior. In this case, the role of schools is very important in creating an educational environment that is conducive and supportive for students to develop their potential optimally, as well as preparing them to become responsible and highly ethical generations.

This study has limitations in the method aspect in the form of a data base related to ethical and moral problems and solutions among students from a quantitative study approach. Other researchers can do it in the next opportunity.

D. CONCLUSION

The age of technology has brought about many changes in the way we live and interact with the world around us. It also influences the way students perceive ethics and morals and challenges in ethical and moral education. Some of these challenges include: Information that is easily accessible via the internet. However, much of the information circulating on the internet is not always accurate or of good ethical and moral value. Students need to be trained to be able to sort and select information that is useful and in accordance with good ethical and moral values.

Dependence on technology is also a challenge in ethics and moral education. Violence in the media often occurs. Digital media also shows a lot of content that contains violence. Students need to be trained to be able to avoid inappropriate or immoral content, as well as how to respond to this content in an ethical and moral way. The age of technology has also made privacy even more difficult to maintain. Students need to be trained to be able to maintain the privacy of themselves and others when using technology. The use of technology sometimes makes students less sensitive to other people's feelings and less tolerant of differences. Therefore, students need to be trained to cultivate empathy and tolerance in the use of technology.

Challenge in ethical and moral education in the age of technology requires an approach that different and broader in integrating deep ethical and moral values education curriculum.

In addition, ethics and moral education must also be continued grow and adapt to technological developments to be able to have a positive impact on students' lives.

REFERENCES

- Ahmad, M. 2021. *Teaching ethics in the era of technology : Exploring the possibilities and challenges*. *Journal of education and Learning*. 10(2), 143-150. doi: 10.5539/jel.v10n2p143.f.
- Beauchamp, T. L., & Bowie, N. E. 2004. *Ethical theory and business (6th ed)*. Upper Saddle River, NJ: Prentice Hall.
- Dizon, J.M. 2020. *Promoting ethical behavior in the age of technology*. . *International Journal of Humanities and Social Science research*, 8(1), 1-9.
- Dulkiah, Moh. 2023. *Cader Phenomena as a Determing Group for the Success of sustainable Developement in Rural Areas*. *Khazanah Sosial*. <https://journal.uinsgd.ac.id/index.php/ks/article/view/24092>.
- Kirschner, P. A., & De Bruyckere, P. 2017. *The myths of the digital native and the multitasker*. doi: 10.1016/j.tate.2017.06.001.: *Teaching and Teacher Education*, 67, 135-142. .
- Lickona, T. 1991. *Educating for character: How Our Schools can teach respect and responsibility*. New York: Bantam Books.
- Ophir, E., Nass, C., & Wagner, A. D. 2009. *Cognitive control in media multitaskers*. *Proceedings of the National Academy of Sciences of the United States of America*, 106(37), 15583 - 15587. doi: 10.1073/pnas.0903620106.
- Rokhman, F., & Subanji. 2021. *Ethical education in digital era: Conceptualizing ethnics in technology*. doi: 10.17499/jsser.05387: *Journal of Social Studies Education Research*, 12(1), 141-156.
- Rosen, L. D., Whaling, K., Carrier, L. M., Cheever, N. A., & Rökkum, J. 2013. *The media and technology usage and attitudes scale: An empirical investigation*. *Computers in Human Behavior*, 29(6), 2501-2511. doi: 10.1016/j.chb.2013.06.006.
- Seligman, M. E. 2011. *Flourish: A visionary new understanding of happiness and well-being* . Free Press.
- Shaw, T. 2021. *Promoting ethical literacy in a technology-rich world: A case for moral education*. *Ethics and Education*, 16(1), 86-102. doi: 10.1080/17449642.2021.1872670.
- Subrahmanyam, K., & Smahel, D. 2011. *Digital youth: The role of media in development*. New York: Springer.
- Twenge, J. M., Campbell, W. K., & Freeman, E. C. 2012. *Generational differences in young adults' life goals, concern for others, and civic orientation, 1966-2009*. doi: 10.1037/a0027408: *Journal of personality and Social Psychology*, 102(5), 1045-1062.
- Velazquez, M. 2018. *Ethics*. In L., G. Rubin (Ed), *The Palgrave Handbook of Philosophy and Public Policy (pp. 401-410)*. Palgrave Macmillan. https://doi.org/10.1007/978-3-319-90306-4_31.
- Zainuddin, A., & Liu, Y. 2018. *Teaching and learning with technology: Effectiveness of ICT integration in schools*. doi: 10.3991/ijet.v13i10.9115: *International Journal of Emerging Technologies in Learning (iJET)*. 13(10), 188-209.

