



## CONTRIBUTION OF LECTURERS IN IMPROVING STUDENT ETHICS AND MORALS IN THE DIGITAL AGE ACCORDING TO AN AXIOLOGICAL PERSPECTIVE

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### ABSTRACT

The development of science and technology as a digital world provides opportunities and challenges, one of which is the moral crisis for the younger generation, especially students who are agents of change, which means changing from bad things to good. This, of course, cannot be separated from the role and contribution of lecturers in instilling character in their students. So the purpose of this study is to describe the Contribution of Lecturers in Improving Student Ethics and Morals in the Digital Age According to an Axiological Perspective. The method used was a literature review, while the data was collected using careful observation techniques and then the contents were analyzed and finally concluded. The results of the study show that the Contribution of Lecturers in Improving Student Ethics and Morale in the Digital Age According to an Axiological Perspective includes instilling ethical and moral values, providing good examples and role models, implementing an integrated curriculum, wise use of technology, providing opportunities for discussion and reflection, providing feedback behind that builds, becomes a place for stories for students, and finally supports social activities.

**Keywords:** Axiology, Ethics, Morals, Lecturers, Students

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## INTRODUCTION

In the digital age or commonly referred to as the digital era, the development of science and technology (IPTEK) is increasingly advanced and has a big impact on life. Information can be accessed quickly and easily, communication can be done anywhere and anytime, provides many opportunities in various fields, and all activities can be carried out effectively and efficiently. Of course, this is very useful in life, both in the cultural, economic, government, and education sectors. Science and technology (IPTEK) can have a positive impact on its users if used wisely and with full moral considerations (Astuti & Dewi, 2021 ). However, many people and the younger generation are lulled by digitalization.

The phenomenon that is now happening a lot in Indonesia is a moral crisis, especially in the younger generation, such as speaking dirty, disrespecting the elderly, taking other people's things, rape, and many more (Wijayanti, 2021). The younger generation is the next generation or heir to the nation, if the younger generation is good then the nation will also be good. In this case, educational staff such as teachers and lecturers have an important role to instill moral values in the younger generation, especially students. Students are one of the important elements in the progress of a country. Students who have morals and integrity are intellectual candidates or young intellectuals who will bring about major changes in the life of the nation's civilization to become stronger and stronger.

Students are agents of change in life. The formation of ethics and morals in students is very important to have a noble character and superior character (Angkawijaya, 2017). One of the environments that can be a place for the formation of these characters is universities and the role of lecturers. When lecturers convey knowledge either face-to-face or using technology, that knowledge becomes a product of thinking activities. The more they think and hone in, the more students will find their identity so that they can live their lives. Although this thought looks plural, basically efforts to acquire knowledge consist of three main issues, namely curiosity (what knowledge do you want to know?), how to obtain it (what is the process or method of obtaining this knowledge?), and benefits or impacts (what implications of the value of knowledge for oneself and others?). Lecturers play a very important role in giving directions to students so that they can flow in the right direction and the thoughts don't branch out, and focus on one goal, namely seeking knowledge and practicing it (Pandaleke, Koagouw, & Weleleng, 2020).

Based on the foundation of understanding axiology in the philosophy of science, namely through science it is hoped that students will be able to show values worth fighting for, science does not burden human thinking but rather sharpens human thinking in dealing with various life problems so that they can find solutions or solutions that are beneficial to life (Wahana, 2016). Quality students have a critical mindset and high curiosity and are balanced with good moral ethics. In the digital era, student ethics and morals begin to fade little by little, and the role of lecturers is needed so that these values can be embedded in young people (Setiyaningsih, 2020).

Ethics is a matter of good and bad. While axiology in the philosophy of science is a branch of science that discusses ethics and morals. Ethics has three meanings, namely (1) moral values guide a person in regulating his behavior, (2) investigation of moral behavior is based on three approaches, namely descriptive ethics, normative ethics, and meta-ethics, (3) ethics is

not only theoretical, but also concrete to life, therefore several benefits need to be considered in reality such as not being hasty in accepting or rejecting new views, broadening insights into changes in the dimensions of people's lives, and responding to modernization waves (Putri & Nurhuda, 2023). Ethics has a close relationship with morals, which means the basis or pillar for a person to act for the better. Moral teachings can come from several things, including religious teachings, parents, lecturers, teachers, advice from wise men, and others. In essence, the sources of moral teachings are religion, customs, ideology, and traditions (Surawati, Winarti, & Dwipayana, 2019).

Lecturers have the responsibility to cultivate the character of students so that they are more qualified and lecturers must have strong initiatives towards changes in moral ethics that occur in universities. If students begin to show bad ethics and morals, then the lecturer can provide input and suggestions without having to embarrass or offend, but instead inform in a wise way such as explaining the value of right and wrong. This also agrees with ethics in the axiology of science which are grouped into three types, namely logical values (true-false), ethical values (values about good and bad), and aesthetic values (values about beautiful and ugly). This must be taught by lecturers to students so they can make the right decisions before acting, especially in this digital era (Hamdani, 2021).

The function of the lecturer to build a code of ethics and morals for students is so that it can be carried out properly and maximally the tri dharma activities of higher education, especially those related to research independently and responsibly by taking into account human norms, scientific dignity, and applicable rules so that the honor of the nation and country must be upheld. As a lecturer, there are several codes of ethics must be fulfilled with the aim of one of them implementing moral and scientific principles. The process and experience in his struggle can be a role model for both his students and others. Especially with the existence of increasingly sophisticated technology where it can be managed and used as a medium for learning activities for lecturers and students.

## **MATERIAL AND METHODS**

The research method in writing this article is a qualitative method using a literature review in the form of library research or literature. Library research means browsing resources related to the topics discussed. The process of collecting data through internet searches, such as e-books, e-journals, and several research results related to the studies discussed (Karuru, 2013). Meanwhile, the data collection uses documentation techniques both from primary sources and secondary sources related to the research theme, especially matters related to ethical and moral changes in the younger generation, especially students, since the Covid-19 outbreak and in the digital era (Mewar, 2021). In essence, this research activity is carried out by analyzing, reading, and searching for various information and other supporting sources. Then analyzed the relevant contents and finally concluded with full responsibility.

## RESULTS AND DISCUSSION

### The First Aspect of the Discussion

Several axiological theories in the philosophy of science have explained the concept of ethics and morals in life through science. Etymologically, the word axiology comes from the Greek words *axios* which means proper or proper, and *logos* which means knowledge. Meanwhile, in terms, it is a study related to values or anything that has an impact or benefit. The intended value is a logical and reasonable essence. Through this axiological theory, it can be concluded that lecturers have an important role in improving the ethics and morals of students, especially in the digital era which is full of progress (Rokhmah, 2021). Based on the research results, ethics are grouped into three types, namely logical values (values regarding right or wrong), ethical values (values regarding good or bad), and aesthetic values (values regarding beautiful or ugly).

#### 1. Logic value

Value logic is a type of ethics in axiology that investigates the soundness of ways of thinking and the rules used. Logical value is a value about the right or wrong actions that have been done by someone. In this case, lecturers have an important role in maintaining the healthy thinking of their students, so that they are not afraid to make decisions and dare to have opinions (Susanto, 2021). For example, when learning takes place, the lecturer asks several questions regarding the material being discussed, then there is a student who answers them and manages to answer them correctly. This means, logically the student's answer will be considered correct not good, conversely if the answer is wrong it will be considered wrong not bad. So it can be said that from a philosophical perspective, good and bad are relative and conditional, it could be considered good for person A but not for person B, and vice versa, it could be considered bad for person A, but not for person B.

Sometimes, what the lecturer says during learning becomes a scourge in itself for students, those who answer correctly will be considered smart people and those who are unable to answer are stupid people. This results in the emergence of a sense of inadequacy or insecurity in some parties so that more and more lazy to attend these courses. In addition, there is a compulsion in following the lesson because they are afraid of being considered stupid, so when explained they become unfocused and play more on cellphones. Once you hold a cell phone, it can affect the human heart and mind, because it is addictive. Things like this must be controlled by a lecturer, how to create and build a pleasant atmosphere in learning,

Lecturers must be able to distinguish between right and wrong and good or bad, the two things are almost similar but have different meanings. Each lecturer does have his way of teaching students (Vera, 2020). But the value of logic which is part of axiology in philosophy must be applied properly. In the digital era, many lecturers use technology such as cell phones as a medium for distance learning or often referred to as online. Even though it is carried out online, lecturers must maintain logical values for students. Based on logical values, lecturers must be able to maintain their speech acts, so that they can become role models for their students. Good lecturers will produce good students too.

## 2. Ethical Values

Ethical values are values that discuss the good and bad of an action that has been taken by someone. Ethical values are also closely related to morals, the intended moral is moral which is part of the values. For example, if there are students who play on mobile phones more than pay attention to the lecturer, these students will be assessed as having bad ethics. This is because one of the obligations of a student is to pay attention to the lecturer when explaining (Abdullah, 2020). Bad in question does not mean his face is bad, but his behavior. Lecturers can change student ethics through firmness and discretion by making several rules, such as not using cell phones while studying.

In addition, if there is one student who cheats using a mobile phone during a test, it will be considered as having bad ethics. In the digital era, various information can be accessed easily, especially science, but some students misuse these facilities to act fraudulently. In this case, the lecturer can reprimand him without embarrassing him. The lecturer doesn't have to scold him, but instead asks the reason for the act of cheating and what impact it has. Lecturers must also be able to provide positive encouragement and motivation to other students, to be honest in doing anything. It's better to get bad grades than to have bad ethics for acting dishonestly for the sake of a grade. Good grades can be cultivated through serious study, Paying attention to what the lecturer teaches, and actively asking questions when you don't understand. However, in contrast to honesty, honesty is one of the principles that must be instilled by lecturers so that students have a noble character, courage and responsibility, and quality character (Iqbal & Prawning, 2018).

## 3. Aesthetic value

Aesthetic value is a value related to beauty or ugliness, aesthetic value is different from ethical value. Aesthetic values are values that pay attention to appearance, while ethical values are values that pay attention to human behavior. It is in this aesthetic value that humans can recognize moral beauty and create a balance for a more harmonious life. The aesthetic value in philosophy is essentially what is sought for beauty such as physical beauty, spiritual beauty, the beauty of a work of art, and the beauty of nature. In addition, there is also an investigation into a person's emotions as a form of reaction to something that happened, such as the great, the good, the beautiful, the touching, the tragic, and others (Saebani, 2013).

In the digital era, everyone has the freedom to comment, especially on social media. Not a few of the younger generation, such as university students, give comments that fall not to praise or criticize, but to insult. For example, there is a work of art uploaded on Instagram, some people praise the work as beautiful and aesthetic, some people praise the work as good, some people give constructive criticism, and there are also some people who criticize but insult. What is the benchmark of the beauty of a thing? What is the role of beauty in human life? What is the relationship between truth and beauty? This relates to critical reflection in assessing something, namely whether it is beautiful or not (Iryanti, 2016).

In the opinion of Edmund Burke and David stated that aesthetics is something related to empirical or objective. Meanwhile, in the opinion of Marcia Eaton that aesthetics is something related to the description, and evaluation of objects, as well as artistic and aesthetic events. The views of these figures indicate that aesthetic judgments are based on observations of two responses, namely physical and psychological which differ from one individual's opinion to another in assessing different objects and events (Ecosiwi, 2017). This

is what causes a person to judge someone's work with praise and criticism. Every work that is owned by someone has its own aesthetic value and moral message. This beauty and moral message must convey its meaning to others and again that everyone's perspective is different. Lecturers have an important role in providing encouragement and direction to students so they can be good role models for others, both in life and on social media. In addition, it provides an understanding that each person's work must have its aesthetic value. Provides an understanding that everyone is free to voice their opinion, but with one note, namely building up, not dropping (Kiftiyah, 2019). From the point of view of the person commenting, it's easy, while if observed from the point of view of the person being commented on it could be offensive. Lecturers cannot supervise what their students are doing all the time, but lecturers can provide various motivations for their students to have good manners and superior character so that the beauty of morality is formed in life.

## **Second Discussion**

Based on the ethical values in the axiology of science, it shows that there is a connection between logical values, ethical values, and aesthetic values with the moral development of students, especially in the digital era. This is because it is very important to maintain student ethics and morals so that they are not eroded by technological advances. These values have briefly explained the role of lecturers in improving student ethics and morals to create a quality generation, including:

### **1. Instill ethical and moral values in students**

A lecturer can teach students about the basic principles of ethics and morals, both inside and outside the classroom. This will help students understand the importance of ethics and morals during an increasingly complex digitalization era and be able to practice them in everyday life (Febriani, 2018). such as instilling a strong attitude of integrity, maintaining privacy, avoiding plagiarism, and respecting the copyrights of others. In addition, lecturers can do this by showing real case examples related to ethics and morals to students. For example, in Sharia accounting courses, lecturers can explain cases of bribery in taxation, data falsification, collusion and corruption, and other actions that harm many people.

### **2. Be a good example & Model**

Within the scope of higher education, lecturers become figures who are respected by students (Nurhuda & Putri, 2023). Therefore, lecturers can set a good example for students by showing a responsible attitude both ethically and morally to maintain integrity in various situations and other contexts, especially in the increasingly advanced digital era (Sagoro, 2013). Apart from being responsible, lecturers can set an example through small things such as arriving on time, preparing and explaining material well, giving equal treatment to students regardless of background (fair), showing honesty in acting, and so on.

### **3. Implementing a curriculum that integrates ethics and morals**

Lecturers can apply a curriculum that has integrity with ethics and morals to students (Kurniawan, 2021). This can be realized by giving assignments that include case studies that emphasize ethical and moral values so that they can be useful in student work in the future. In addition, lecturers can provide professional training to students, including communication or

public speaking skills, cooperation, critical thinking, negotiation, and steps to make the right decisions.

#### 4. Use technology ethically

The development of digitalization is getting more and more advanced day by day, lecturers have a role in teaching students to make good use of technology (Suzanne, 2019). For example, taking advantage of technological sophistication to carry out distance learning through Google Meet, zoom, video calls, and other media. In addition, using technological sophistication to search for knowledge information can add new knowledge and broaden insights. Students must be wise in using social media by protecting copyright and privacy and avoiding cyberbullying and other crimes.

#### 5. Provide opportunities for discussion and reflection

During learning activities, lecturers can encourage students to discuss and reflect on ongoing issues related to ethics and morals. Students can search for these issues through social media, such as Google, Instagram, Tiktok, Twitter, and others (Kabanga & Lolotandung, 2018). This can help students understand the current environmental conditions by looking at different points of view, thus encouraging students to think critically in dealing with ethical and moral problems.

#### 6. Provide constructive feedback

Within the scope of lectures, not a few students commit ethical and moral violations, such as lying, cheating, plagiarism, and others. Lecturers have an important role in providing feedback to students who commit ethical and moral violations (Prasetio, 2022). The feedback aims to provide awareness to students that the action taken is wrong thing. Like the concept in logical values what is wrong is not necessarily bad. Therefore, so as not to harm other people, lecturers must provide feedback that builds students to be better.

#### 7. Become a place for stories for students

Every student must have their problems, some students can tell stories to their friends, and some students can tell stories to their parents, but some don't have a place to tell stories at all. Lecturers can be a place for stories and provide personal guidance to students who need support in overcoming various issues related to ethics and morals (Wulandari, 2010). This helps students get out of moral dilemmas because they feel that the burden they are carrying is reduced and find solutions to act according to prevailing values.

#### 8. Doing social activities

Lecturers can encourage students to join various organizations that exist within the campus and outside the campus (Sulistyo, 2019). Usually, in an organization, there are social activities such as fundraising, social service activities, and others that aim to help people in need. Not only through organizations, but students can also do it anywhere and anytime, such as by giving alms to beggars on the roadside. This can give students an understanding of the importance of helping others and building the surrounding environment.

By carrying out the several methods above, lecturers can help improve the ethics and morals of students in the digital era to form a generation of noble characters and superior characters.

## CONCLUSION

The axiological perspective on lecturer contributions to improving student ethics and morals in the digital era can be classified into three forms, namely logical values, ethical values, and aesthetic values. Based on these values, the role of the lecturer in improving student ethics and morals includes instilling student ethical and moral values as shown by an attitude of strong integrity, setting a good example and role model which is illustrated by an attitude of responsibility and discipline towards time, implementing an ethically integrated curriculum. and morals which are illustrated by the provision of communication skills, the ethical use of technology which is shown by protecting the copyrights and privacy of others, providing opportunities for discussion and reflection, which is illustrated by discussing and conversing about ethical and moral issues, giving constructive feedback, which is shown by reprimanding wrong students so that students become aware of their actions, becoming a place for stories for students, which is illustrated by giving guidance, motivation, and support to those who need help. And finally, carrying out social activities, which is shown by encouraging students to actively participate in organizations with fundraising and social services.

It is hoped that all lecturers will play a role in instilling ethical and moral values in students by adhering to applicable rules, human norms, and scientific dignity so that what is the goal of education can be achieved to the fullest. In subsequent research, it is recommended to go directly into the field at certain tertiary institutions by conducting observations, interviews, or documentation to find novelty in the role of lecturers towards students in instilling ethics and morals in the digital era.

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