

Analysis of Factors Causing Moral Degradation in the Era of Technological Development in Class X Students of SMA Negeri 17 Tebo

Yuni Anggaini¹ Heri Usmanto² Muhammad Ichsan³

Pancasila and Citizenship Education Study Program, Department of Social Science Education,
Faculty of Teacher Training and Education, Jambi University, Jambi City, Jambi Province,
Indonesia^{1,2,3}

Email: yunianggaini0@gmail.com¹ heri.usmanto@unja.ac.id² m.ichsan@unja.ac.id³

Abstract

This research is motivated by the problems of students where in the current digital era the development of information and communication technology has a significant impact on student morality, especially among students. Easy access to various information via the internet and social media often exposes them to negative content that can affect behavior and moral values. Moral degradation among students characterized by deviant behavior is a major concern with factors such as lack of parental supervision, peer influence and community environment contributing to this phenomenon. Therefore, this study aims to analyze the causes of moral degradation in Class X Students of SMA Negeri 17 Tebo in order to find solutions that can support the development of character and ethics in the era of ever-growing technology. This study uses a qualitative method using a descriptive approach. This research was conducted at SMA Negeri 17 and focused on teachers and students. Data collection in this study through observation, interviews and documentation with primary data obtained from direct interviews and secondary data from related documents. The results of this study indicate that the occurrence of moral degradation in students at SMA Negeri 17 Tebo in the era of technological development has both positive and negative impacts. This is evidenced by the fact that there are still students who misuse technological developments, causing a decline in moral values including a sense of responsibility, mutual respect, and the ability to make wise decisions. From the results of this study, it is recommended that schools carry out good cooperation between teachers, parents and the community to guide, supervise and educate students and the need for efforts to ensure the proper use of technology so that moral values are maintained.

Keywords: Moral Degradation, Technological Development



This work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).

INTRODUCTION

The rapid development of technology in the modern era has brought many changes in various aspects of life, including in the world of education. Increasingly sophisticated technology provides easy access to unlimited information and communication. In the world of education, technology provides various benefits, such as easy access to information, faster interaction, and more interesting and interactive learning methods. However, behind the benefits provided, technological developments can also have negative impacts, especially on adolescent morality. The transition period for students or the transition to adulthood which usually experiences the formation of student identity which takes place in the age range of 12-21 years. Students still really need guidance and supervision from teachers, parents and the community to have polite morals and ethics in interacting and socializing. Yulianti and Rahmalina (2022:80) state that technological developments will continue to develop at all times, technological tools are now very sophisticated and make human work easier or can do human work. The development of technology that is increasingly advanced and sophisticated at all times ensures that technology has advantages and disadvantages. In the current era of technological development, students seem to lose their direction and goals.

Easy access to the internet and digital devices, although helpful in learning, also opens up opportunities for students to engage in negative behavior. In the context of education, technology can help accelerate the spread of knowledge, but at the same time, without proper supervision, students can fall into the misuse of technology. This is in line with the opinion of Wijayanti (2020:3) that in general the development of increasingly sophisticated technology will make it easier for students to access things that support the creation of a free atmosphere. Moreover, the lack of supervision from parents is because their parents are too busy working so they forget to control their children, for example, students today easily access pornographic sites on cyberspace or the internet, in this case students are often indifferent in applying a lifestyle that is actually not in accordance with the rules that apply in society. Rusli (2021:69) stated that the decline in students' moral attitudes needs more attention and supervision from teachers and parents of students themselves, especially education teachers. This is a hard blow for an education teacher to instill, grow and develop moral intelligence in each student. Moral issues are issues that are currently receiving great attention, especially from teachers, community elements and families.

The existence of technology that is increasingly integrated into students' daily lives makes them more dependent on devices such as smartphones and computers. This can reduce direct interaction with teachers and peers, as well as reduce respect and courtesy in the school environment. This is in line with Miftahul Jannah (2023:51) who stated that the low morals that are currently affecting students are indeed very difficult to control, this is caused by various factors, namely internal factors and external factors. In general, the decline in student morals that occurs in schools is in cases such as students who disrupt the learning process, lie to teachers, use harsh, dirty and impolite words, damage school property, do not enter without permission, read comics during lessons, eat during class hours, make noise, fights, and so on. However, along with global developments in all fields and becoming an era of information that is developing rapidly at this time with all its positive and negative impacts, it has encouraged a shift in values among students. The advancement of culture through the development of science and technology by humans that is not balanced with moral progress, has given rise to new symptoms in the form of a moral crisis, especially among students in general.

This is in line with the opinion of Pratiwi and Trisiana (2021:166) who said that children can be said to have morals if they understand and know the meaning of morals, namely being able to distinguish between bad and good, dignified and undignified things. In essence, to get good and correct etiquette, it is not perfect just by doing good and correct deeds. However, a person can be said to be truly ethical if his actions and understanding of morals are embedded in acts of goodness that are seen from the actions he does every day. Abadi (2016:198) said that morals are something that is always discussed, especially in educational environments. Morals in each individual's personality are often associated with the personality of the individual himself, where morals are a crucial aspect that must be inherent in each person in order to have good character. Febrianti and Dewi (2021:477) explain that morals are a measure of a person's good and bad, both as an individual and as a member of society, and a citizen. Morals are teachings about the good and bad of actions and behavior, which are possessed by everyone. A person can be considered moral if they have the awareness to accept and carry out applicable regulations and behave or have behavior that is in accordance with the moral values that are upheld in their environment. Morals are also interpreted as the principles of good and bad, which exist in individuals and are inherent in humans. Even if morals exist in individuals, morals remain in the system of rules.

It can be seen through various news media, so many students in Indonesia commit social deviations, from small scale such as arriving late, inappropriate clothing for students, promiscuity, consuming drugs, drinking alcohol, brawls, even murder occurs in the world of Indonesian education today. In this case we can see that education in Indonesia has currently experienced a decline in morals, moral education is no longer prioritized and put forward. Moral degradation has become a serious problem in the world of education in Indonesia, day by day the level of violations committed by students is increasing. Violations on a small scale to a large scale and phenomena like this are very common in educational institutions in Indonesia. They are trapped in a circle that prioritizes an attitude of not caring but rather leads to anarchism, even many people consider the current young generation to not provide a positive influence as an educated person. Our education system so far still places more emphasis on academic cognitive mastery while affective and psychomotor are no longer a priority, even though these values are very important in shaping human personality, so that in the end they become individuals who are poor in manners and politeness, which includes everything related to moral ethics.

Based on the results of observations conducted on February 13, 2024 at SMA Negeri 17 Tebo, it shows a phenomenon that occurs in class X students at SMA Negeri 17 Tebo, there is a decrease in honesty and polite behavior among class X students. One of the most prominent forms of decline in honesty is academic cheating. During the exam, several students were seen cheating using gadgets, sharing answers with friends via instant messages, or searching for answers on the internet. According to Mr. EH as the student representative, "Many students now tend to use technology to find shortcuts during exams, some have even been caught opening their cellphones during exams even though it violates the rules." Students' polite attitudes also showed a significant decline. In interactions between students and teachers, many students no longer greet or greet teachers when they enter the classroom. They also often use an impolite tone of voice when communicating with teachers. There are students who, when reprimanded, speak in a high tone, and not infrequently they do not greet when they meet.

This is supported by the results of an interview conducted on February 13, 2024 with the student representative of SMA Negeri 17 Tebo regarding the moral condition of students at school, that student morals have declined in recent years. In addition, there are also many cases of disciplinary violations, such as cheating during exams, fights, and disrespectful behavior towards teachers and peers. The author also conducted an interview with the Pancasila and Citizenship Education teacher of SMA Negeri 17 Tebo on February 15, 2024. Based on the results of the interview regarding the moral condition of students at school, many students were seen busy playing with *their cellphones* both during school hours secretly or during recess, where there was a lack of interaction between students, self-exclusion, and low self-esteem or envy of friends who had the latest *cellphones*, many students forced their parents to fulfill a lifestyle that was beyond their means so that they could compete or compete with their friends at school.

The author also conducted an interview with the guidance and counseling teacher of SMA Negeri 17 Tebo on February 16, 2024. Based on the results of the interview regarding the moral condition of students at school, many students are involved in excessive and inappropriate romantic relationships in the school environment. They are often seen as couples in public places at school, violating norms and regulations. This diverts focus from academic activities, damages discipline, and creates an uncondusive learning atmosphere and has a negative impact on student morals. Oktaviani, et al. (2022:33) said that online game addiction is becoming an increasingly serious problem among students. Many students are

seen playing games in class, either secretly using cellphones or even openly with other devices. This dependence interferes with their focus on lessons, reduces learning motivation, and makes them often ignore schoolwork. Some students also show changes in behavior to become more aggressive and less tolerant, which may be related to the content and interactions in the game. Overall, technological developments present new challenges for student morals. Technology that should be used as a learning aid is often misused for things that damage morals and behavior. Therefore, strict supervision and guidance from parents, teachers, and schools are needed to ensure that students can use technology wisely and maintain moral values in their lives.

Based on the explanation of the problems above, the researcher is interested in conducting research entitled "Analysis of Factors Causing Moral Degradation in the Era of Technological Development in Grade X Students of SMA Negeri 17 Tebo". Based on the background above, the researcher focuses the problem on the factors causing the decline in morale of grade X students of SMA Negeri 17 Tebo in the era of technological development. Based on the research focus above, the researcher formulated the following problem: What are the factors causing moral degradation in the era of technological development? in class X students of SMA Negeri 17 Tebo? How are efforts to overcome moral degradation factors in the era of technological development? in class X students of SMA Negeri 17 Tebo? According to the formulation of the problem above, the objectives of this study are as follows: To determine the factors causing moral degradation in the era of technological development in class X students of SMA Negeri 17 Tebo. To determine efforts to overcome factors of moral degradation in the era of technological development in class X students of SMA Negeri 17 Tebo.

Relevant Research

Based on the author's research, specifically until now there has been no research that specifically discusses the Analysis of Factors Causing Moral Degradation in the Era of Technological Development in Class X Students of State Senior High School 17 Tebo Regency, but as a reference the researcher uses relevant previous research, including:

Table 1. Similarities and Differences

No	Researcher Name	Research Title	Equality	Difference
1	The Wandistra (2018)	The Impact of Communication Technology on Morality of Teenagers	Both discussed technology and morals	The difference lies in the research object, namely that previous research focused on villages, while the current research focuses on students.
2	Amin Widyarningsih (2023)	The Impact of Gadget Use on the Moral Development of Elementary School Children in Tulung Village, Sampung District, Ponorogo Regency	Both researched morals and technology	The difference lies in the research object, namely that previous research focused on gadgets and early childhood, while the current research focuses on high school students.

3	Listianti (2022)	Analysis of the Impact of Gadget Technology Usage on Student Morality at SDN 36 Suka Sari Lebong	Together we research the use of technology and student morals	The difference lies in the previous research which focused on the impact of the use of gadget technology on the morality of elementary school students, while the current research focuses on high school students.
---	------------------	--	---	---

RESEARCH METHODS

The researcher chose the research location because there were problems that were relevant to the research topic, and to answer the formulation of the problem that had been formulated. The location was chosen based on the suitability of the context and conditions that allowed for obtaining supporting data. The selection of this location is important so that the research results can provide applicable solutions to the problems in the location. This research was conducted at SMA Negeri 17 Tebo, Class X, located on Jalan Jayapura, Sumber Sari, Rimbo Ulu District, Tebo Regency, when the research was conducted in the even semester of the 2023/2024 academic year. In early January, the researcher looked for problems to be studied until February the researcher conducted observations, in March the researcher submitted the title that had been found from the problem, in April to August the researcher compiled a proposal, in September the researcher conducted a proposal and revision seminar. After the revision was complete, the next activity was to carry out research which took place from October to December. In this phase, the researcher collected and analyzed data according to the researcher's needs. After the researcher is finished, the researcher compiles a thesis report accompanied by guidance to the supervisor. After getting approval from the supervisor, the next activity is to prepare for the thesis defense, which is scheduled for January. This defense is the final stage where the researcher defends the results of his research in front of the examining team.

Approaches and Types

The method used in this study is a descriptive qualitative approach, this method is used to describe phenomena, events or certain conditions in a comprehensive manner. According to Sugiyono (2022:7) explains that the data produced will later be in the form of descriptions in the form of words or pictures and does not emphasize numbers. The data that has been obtained and collected will later be analyzed and described so that it is easier for others to understand it. Qualitative descriptive research aims to understand how research participants explain their experiences of actions, thoughts, drives and other events using words according to the facts in the field.

Data and data sources

1. Data . Qualitative research data is generally descriptive and not in the form of numbers or statistics as in quantitative research. According to (Farida 2014) this data usually consists of words, phrases, sentences, and actions that reflect the experiences or perspectives of the people or subjects being studied. Qualitative data recording methods include the use of

sketches, audio recordings with cassettes or recording devices, taking photographs, or recording videos.

- a. **Primary Data.** Primary data is data obtained directly by researchers. Primary data according to Sugiyono (2022:225) is data that is directly obtained from the source and given to researchers. In this study, the primary data used includes several aspects related to the moral behavior of class X students at SMA Negeri 17 Tebo. The primary data collected consists of: Interviews with Guidance and Counseling Teachers, Interviews with the Deputy for Student Affairs, Interviews with Pancasila Education Subject Teachers, Interviews with 6 Students regarding moral behavior students of class X SMA N 17 Tebo . Through interviews with various parties above, it is expected that the data obtained can provide a clear and comprehensive picture of the factors that influence the morals of class X students at SMA Negeri 17 Tebo, especially in the context of current technological developments.
 - b. **Secondary Data .** Sugiyono (2022:225) explains that secondary data is data obtained from previously existing sources, where this data is obtained indirectly, documents and images that are appropriate to the problem being taken. The secondary data in this study are records of cases of declining morale from Guidance and Counseling Teachers at SMA Negeri 17 Tebo, documentation photos during interviews , and recordings.
2. **Data source .** Data sources are everything that is the origin of information collected and used in a study or analysis. According to Nugrahani (2014:99) states that in determining data sources, researchers must decide who, what, and how many informants will be used, as well as how, where, and when the event or activity occurs. In addition, researchers also need to determine which documents will be used as the main source of information in the study. The informants in this study are: The main informants are Class X students of SMA Negeri 17 Tebo, Key informants are the Vice Principal for Student Affairs of SMA Negeri 17 Tebo and the Guidance and Counseling Teacher of SMA Negeri 17 Tebo. Additional informants are Pancasila Education Teachers at State Senior High School 17 Tebo.

Sampling Techniques

In sampling techniques *This researcher uses the Purposive sampling* technique. According to Sugiyono (2022:218), *purposive sampling* involves selecting data sources by considering certain factors. To make it easier for researchers to research the objects or social situations being studied, several factors are taken into account, such as the person who is considered to know the most about what we expect, or maybe he is the ruler.

Data collection technique

According to Kusumastuti & Khoiron (2019:98) stated that data collection techniques are steps taken before the research begins. Choosing the right method to collect data is very important because the data collected will be the basis for the success of the research. Therefore, in choosing data collection techniques, researchers must carefully consider various aspects such as observation, interviews, and documentation in the form of photos or archives.

1. **Observation .** Data collection in this way the author conducts direct observation to the research location to see the conditions as they are, the author can complete and compare the knowledge obtained from the theories contained in the library sources.
2. **Interview .** The author uses interviews as the second step in his data collection techniques. In this study, the researcher conducted interviews with informants who were considered to have knowledge related to the focus of the study, namely the vice principal of student

affairs, guidance and counseling teachers, and problematic students . The researcher conducted interviews to obtain data from the questions asked in the interview, namely about the Factors Causing Moral Degradation in the Era of Technological Development at Class X Students of SMA Negeri 17 Tebo.

3. Documentation . This study also uses documentation methods in data collection, collecting information about the required data such as data document archives. In this study, documentation is also in the form of audio recordings of interviews conducted by researchers and informants/resource persons, then documentation in this study is also in the form of photos of interviews between researchers and resource persons, graphic documents in the form of absence data from class X teachers and records of moral development data of students of SMA Negeri 17 Tebo from 2021-2024.

RESEARCH RESULTS AND DISCUSSION

This study uses qualitative research by presenting the results of data reduction that the researcher conveys with a brief description. This discussion of course refers to the formulation of the problem that the researcher has made previously which will be used as a reference in this study, namely what are the factors that cause moral degradation in the era of technological development in class X students of SMA Negeri 17 Tebo and how to overcome the factors of moral degradation in the era of technological development in class X students of SMA Negeri 17 Tebo. In this study, the researcher describes the data reduction presented through a brief description.

Factors Causing Moral Degradation in the Era of Technological Development in Class X Students of SMA Negeri 17 Tebo

Based on the results of the data reduction carried out by the researcher, the results of the interviews and documentation of the research results related to moral degradation can be described. Based on the results of the study, this discussion will discuss the factors causing moral degradation in the era of technological development. The indicators used by the researcher in the description of the analysis of this study, namely according to (Hudi et al. 2024) explain about morals, namely: Justice, Honesty, Politeness, Patience, Generosity, Respect and appreciation, Keeping promises and mandates, Keeping promises.

Justice

Justice is a fundamental concept that demands equal treatment without discrimination against individuals. Based on interviews with grade X students of SMA Negeri 17 Tebo, the majority felt that justice had been implemented well in social interactions in the classroom, especially in the division of tasks and groups. However, some students acknowledged that the use of technology, such as social media and online games, could affect the sense of justice, especially in social aspects such as exclusivity in group play activities (mabar) or lack of direct interaction. Meanwhile, interviews with teachers showed that social media and technology have an impact on the sense of fairness in interactions. Technology is needed to support learning, but if misused, such as playing games or social media during class hours, it can have a negative impact. Therefore, the use of technology must be adjusted to positive needs and goals so as not to interfere with social relationships or learning activities. This is in line with the opinion of Miswardi, et al. (2021:94) where the theory states that the word moral comes from the Latin word *mores* with the origin of the word *mos* which means morality, character and behavior, thus the word moral can be given the meaning of morality, while moral means everything related to morality, in accordance with what was conveyed by Muchtar Samad

moral, namely the soul that underlies the behavior of a person or society which is more emphasized on provisions of a social nature.

Honesty

Honesty is an important moral value in human life and is the main foundation in building personal integrity, especially for students. In the context of education, honesty involves openness, avoiding cheating behavior, and being responsible for one's own actions. However, based on interviews with grade X students of SMA Negeri 17 Tebo, it was found that honesty in the school environment has not been fully implemented properly. Several students admitted to having witnessed or even been involved in dishonest behavior, such as cheating, which is considered normal as long as the teacher does not know. Interviews with teachers showed that technological developments, such as the internet and social media, have a significant influence on students' honest behavior. Easy access to information on the internet is often used by students to find instant answers, even during exams. In addition, social media such as TikTok can provide examples of cheating behavior followed by students. Although technology has benefits, if not used wisely, it can damage students' honesty values. Therefore, the role of parents, teachers, and the surrounding environment is needed to provide better education in building awareness of the importance of honesty. This is in line with Awaliah and Dewi, (2021:25) who stated that morals include all norms, values, and attitudes held by individuals or society. Morals exist when someone behaves well because they are aware of their obligations and responsibilities, not for profit.

Courtesy

Politeness is behavior that reflects respect and ethics in social interactions, which is very important in the formation of students' morals. Based on interviews with students of class X SMA Negeri 17 Tebo, it is known that technological developments, such as the use of social media and digital devices, have an impact on students' politeness. Examples include ignoring friends who greet you because you are too busy playing on your cellphone or using inappropriate stickers on messaging applications. Interviews with teachers revealed that moral degradation due to the influence of technology can be prevented through various efforts, such as socialization about the ethics of using technology, integration of morality material in learning, and digital literacy activities. Teachers also provide counseling for students who exhibit impolite behavior, both in the real world and digitally. Overall, although technology has positive impacts, its negative effects on student politeness require more attention. Supervision, coaching, and education on digital ethics are needed to form students who are not only technologically proficient, but also have good manners in social interactions. This is in accordance with the opinion of Sofyana and Haryanto (2023:232) who stated that moral degradation is a decline in human behavior resulting from a lack of self-awareness regarding socializing with the community environment.

Patience

Patience is an important part of self-control and emotional intelligence, which involves the ability to recognize and manage one's own and others' emotions. Students who are patient demonstrate good levels of self-control, which is one of the pillars of morality. However, in the age of technology, students' patience faces major challenges. Instant access to information and entertainment often makes it difficult for students to wait or deal with processes that require time and effort. The results of interviews with grade X students of SMA Negeri 17 Tebo showed that most students find it more difficult to be patient when dealing with technology,

especially when facing obstacles such as weak signals or difficulty operating devices during exams. Students also tend to want instant results, which can affect their responsibility in appreciating the process. Interviews with teachers confirmed that technological developments affect students' patience. The habit of relying on instant things makes students easily frustrated when faced with situations that require more effort or waiting time. In addition, habits such as playing games until late at night or using technology without control can interfere with students' emotions and health, which contributes to an impatient attitude. Overall, technological developments pose a major challenge to students' patience. Therefore, coaching and education are needed to help students manage emotions and appreciate the process, as well as supervision from teachers and parents in limiting the negative impacts of technology. This is in line with Borba in (Apriani, 2019:22) who stated that moral intelligence is built from four main virtues: self-control, respect, kindness, tolerance which help children face the challenges and ethical pressures that are inevitable in his life later. These virtues are what will protect him to stay on the right path and help him to always be moral in acting.

Generosity

Generosity is a moral virtue that teaches balance in giving wisely and according to need. A generous person is able to give sincerely and feel satisfaction from his actions. In the context of students, technological developments have had a positive impact on the practice of generosity. Based on interviews with grade X students of SMA Negeri 17 Tebo, the majority of students agreed that technology supports generosity. They highlighted how technological advances, such as social media and digital applications, facilitate donation activities, provide remote support, and strengthen solidarity among friends. Interviews with teachers also confirmed that technology positively influences students' generosity. Through social media, students can more easily gain sympathy and coordinate to collect aid, such as fundraising for disaster victims or friends in need. Overall, technology plays a significant role in encouraging philanthropy among students by making it easier to share and support each other. However, mentoring is needed to ensure that the use of technology in philanthropy is done wisely and on target. This is in accordance with the opinion of Awaliah & Dewi, (2021:25) who stated that morals include all norms, values, and attitudes held by individuals or society. Morals exist when someone behaves well because they are aware of their obligations and responsibilities, not for profit.

Respect and appreciate

Respect and appreciation are important attitudes that reflect students' awareness to respect the rights, existence, and opinions of others. However, technological developments provide new challenges in implementing these values. Social media and excessive use of gadgets can have positive or negative impacts on attitudes of mutual respect and appreciation. Based on interviews with grade X students of SMA Negeri 17 Tebo, most students realize that technology affects the way they behave. The positive impact is that technology makes it easier to communicate with teachers or friends. However, the negative impact is that students tend to focus more on their phones than their surroundings, greet teachers or friends less, and are influenced by negative comments on social media that can trigger impolite behavior. Interviews with teachers also revealed that technology has a variety of effects. On the one hand, technology can be an educational tool that broadens students' horizons about diversity and appreciates differences. However, on the other hand, unwise use, such as negative comments or excessive virtual interactions, can reduce empathy and respect among students. Overall, technology can be a tool that supports the values of respect and appreciation, but guidance and understanding are needed so that students can use it wisely and avoid negative

impacts. This is in line with the opinion of Karima & Gusmaneli (2024:20) who said that values are something that is appreciated, always upheld, and always pursued by humans to obtain happiness in life. Humans can feel satisfaction with values. Values can be useful to state useful or useless, right or wrong, good and bad, beautiful or not beautiful.

Keeping Promises and Trust

Keeping promises and trust is an important part of morality that reflects integrity, responsibility, and the ability to build trust. In student life, keeping promises means fulfilling commitments that have been made, such as completing assignments on time or carrying out group responsibilities well. However, technological developments provide new challenges in keeping promises and trust. Based on interviews with grade X students of SMA Negeri 17 Tebo, the use of social media can have both positive and negative impacts. Some students feel that social media makes communication easier, helping them keep promises, while others feel distracted by notifications, information, and the habit of spending too much time on social media, so they forget promises and neglect responsibilities. Interview results with teachers show that technology can affect student commitment, depending on how it is used. When used wisely, technology can help students become more organized. However, when used excessively, students tend to focus more on gadgets than on their tasks or obligations, which can weaken the value of integrity. Overall, technology has the potential to support or hinder the attitude of keeping promises and trustworthiness depending on the pattern of use and discipline of students. Therefore, guidance and learning about the wise use of technology is needed to help students maintain integrity and responsibility. This is relevant to Rifa (2017:118) who stated that instilling moral values in schools can be done not only through academic learning in class, but also in activities outside the classroom, such as extracurricular activities and other routine school activities. Through participation in extracurricular activities, students can learn to organize, develop leadership character, work together, coordinate between members, and learn to be responsible.

Keeping promises

Keeping promises is a form of moral responsibility that reflects integrity and can build trust in social relationships. This is important both in friendships and in school life. According to Thomas Hobbes' theory, promises are the foundation of social relationships that allow for cooperation and trust, so that keeping promises becomes a moral obligation that binds every individual. Based on interviews with grade X students of SMA Negeri 17 Tebo, most students consider keeping promises important because it can strengthen trust and maintain relationships. However, they also admit that being busy, changing plans, or other distractions, such as excessive use of technology, often become obstacles to keeping promises. Meanwhile, interviews with teachers showed that technology has a significant impact on students' ability to keep promises. The use of technology, such as social media and online games, can distract students and affect their habits, such as staying up late, thus breaking promises that have been made. However, if used wisely, technology can also be a tool that helps students keep their promises. Apps like calendars, reminders, and chat groups can help them be more organized and manage their responsibilities well. Therefore, instilling awareness about the wise use of technology is essential to help students fulfill their promises and responsibilities.

This is relevant to the opinion of Miswardi, et al. (2021:94) Which states that the word moral comes from the Latin word *mores* with the origin of the word *mos* which means morality, character and behavior, thus the word moral can be given the meaning of morality, while moral means everything related to morality, in agreement with what was conveyed by

Muchtar Samad moral, namely the soul that underlies the behavior of a person or society which is more emphasized on provisions of a social nature. Based on the research above, it shows that technological developments, although they have a positive impact in several aspects, such as facilitating access to information and supporting social activities, also have a negative influence on students' moral values. Based on interviews with students and teachers, factors such as fairness, honesty, politeness, patience, generosity, respect and appreciation, and keeping promises and mandates are often degraded due to the unwise use of technology, such as social media and online games. Technology can worsen impolite attitudes, increase the tendency to cheat, reduce patience, and weaken integrity if not used wisely. Therefore, more intensive education, coaching, and supervision from parents and teachers are needed to direct students to be able to use technology positively and maintain good moral values.

Efforts to Overcome Moral Degradation Factors in the Era of Technological Development in Class X Students of SMA Negeri 17 Tebo

The morale of students at SMA Negeri 17 Tebo in Class X students has decreased, this can be seen from the findings of the study where students experience a decline in morale due to several factors such as the influence of technology, an unsupportive environment, the influence of globalization culture, identity crises and the role of adolescents, lack of parental supervision, emotional factors, and peer influence. The findings show that moral degradation among high school students is increasingly visible in the era of technological development. Based on observations and interviews with students and teachers, some behaviors that indicate moral decline include a decline in politeness, an increased tendency to lie or cheat, a weakened sense of responsibility, and a lack of appreciation for the values of justice and honesty. The main factor influencing this moral degradation is the unwise use of technology, such as excessive time spent playing online games or social media, which reduces direct social interaction and makes students less appreciative of applicable norms. Students are also often exposed to negative content such as violence, hate speech, and hoax information, which affects their mindset and behavior. In addition, environmental influences, including negative peer pressure, also contribute to the weakening of these moral values.

Moral decline is also reflected in students' lack of awareness to keep promises, maintain trust, and manage emotions well. This is exacerbated by the lack of effective moral education in schools and the lack of parental supervision of students' activities in the digital world. Teachers and parents expressed concerns that without remedial efforts, this moral degradation could have a negative impact on students' futures, both personally and socially. Therefore, a holistic approach is needed through character education, more intensive supervision, and strengthening moral values so that students can balance the use of technology with behavior that reflects positive values. This is in line with the opinion of Frieswaty (2020:44) who said that in adolescence, moral degradation often occurs due to technological advances, fading quality of faith, environmental influences, loss of honesty, loss of sense of responsibility, not thinking far ahead and low levels of discipline. In the family, there is an attitude of rejecting family rules in order to gain freedom, also prioritizing material things just to gain recognition of social status, so that they feel they are always the most right and as a result of disobedience, this attitude leads them to a moral degradation, one of which is free association.

It can be concluded that this study shows that the morals of class X students of SMA Negeri 17 Tebo have decreased which is influenced by various factors, such as unwise use of technology, unsupportive environmental influences, globalization culture, adolescent identity crisis, lack of parental supervision, emotional pressure, and peer influence. This moral decline

can be seen from the increasingly impolite behavior of students, the increasing tendency to lie or cheat, the weakening of the sense of responsibility, and the lack of appreciation for the values of honesty and justice. The lack of effective moral education in schools and exposure to negative content through social media also exacerbate this condition. Without intensive coaching, this moral degradation has the potential to have long-term negative impacts on students' personal and social development. Therefore, strategic steps are needed, such as strengthening character education, stricter supervision, and consistent application of moral values, so that students are able to balance the use of technology with behavior that reflects positive values.

CONCLUSION

Based on the results of observations, interviews and documentation as well as discussions that have been described in the previous chapter regarding the factors causing moral degradation in the era of technological development in class X students of SMA Negeri 17 Tebo and how to overcome the factors of moral degradation in the era of technological development in class X students of SMA Negeri 17 Tebo. The author can conclude that: This study concludes that technological developments, although providing benefits such as facilitating access to information and supporting social activities, also have a negative impact on students' moral values. Factors such as honesty, politeness, patience, and integrity are often degraded due to the unwise use of technology, such as social media and online games. Technology can increase cheating behavior, impolite attitudes, and reduce patience if not directed properly. Therefore, intensive moral education, coaching, and supervision from parents and teachers are needed to ensure that students use technology positively while maintaining good moral values. This study concludes that the morals of class X students of SMA Negeri 17 Tebo have decreased due to various factors, such as unwise use of technology, an unsupportive environment, a culture of globalization, lack of parental supervision, emotional pressure, and peer influence. This decline can be seen from the behavior of students who are less polite, increasing lies, weakening responsibility, and low appreciation for honesty and justice. The lack of effective moral education and exposure to negative content from social media worsen this condition. Without intensive coaching, this moral degradation risks having a negative impact on student development. Therefore, strengthening character education, strict supervision, and consistent application of moral values are very necessary.

Implications

1. **Theoretical Implications.** This study provides theoretical contributions in understanding the relationship between technological developments and moral degradation among students. In theory, the results of this study can strengthen the view that technological advances, although they bring great benefits, also have negative impacts on moral values if not used wisely. In addition, this study adds insight into the factors that influence moral decline, such as lack of digital literacy, minimal supervision, and uncontrolled access to negative content. These findings are expected to be the basis for further research to develop theories of morality in the digital era.
2. **Implications .** The results of this study can be used as input to PPKn Subject Teachers, Grade X Students and Parents of Students. Furthermore, Subject Teachers can conduct evaluations related to students' understanding of moral values, then from the evaluation, PPKn Subject Teachers will better understand what students need and what can be done to improve students' morality.

Suggestion

In relation to the research results that have been obtained and the existing discussion, the author puts forward the following suggestions:

1. For PPKn Subject Teachers. It is expected to be more active in providing character education to students, especially by instilling moral and ethical values in every learning. Teachers also need to integrate relevant materials with the impact of technological developments so that students are wiser in using technology.
2. For Grade X Students. It is important to raise self-awareness in utilizing technology positively. Students must be able to distinguish between useful and potentially damaging content, and strengthen the values of responsibility in everyday life.
3. For Parents. Expected to play a more active role in supervising and accompanying their children when using technology. Parents also need to provide good examples and create open communication so that children feel comfortable discussing the challenges they face in this digital era.
4. Author's Suggestions. The author suggests that schools strengthen character building through digital literacy programs and supervision, parents to be more active in supervising and being role models, and students to be wise in using technology and maintaining moral values, so that moral degradation can be minimized.

BIBLIOGRAPHY

- Abadi, Totok Wahyu. 2016. "Axiology: Between Ethics, Morals, and Aesthetics." *Journal of Communication Science* 4(2):187. doi: 10.21070/kanal.v4i2.1452.
- Abdussamad, Zuchri. 2021. *Qualitative Research Methods*. Makassar: CV. Syakir Media Press.
- Apriani, Reni. 2019. "Education of Moral Intelligence in Early Childhood: The Perspective of Michele Borba's Thoughts." State Islamic Institute (IAIN) Bengkulu.
- Arifin, Firsta Putri Enjela Zainal, and Binti Maunah. 2024. "Social Studies Teachers' Efforts in Instilling Moral Values in Students of SMP Negeri 2 Sumbergempol, Tulungagung Regency." *LANCAH: Journal of Innovation and Trends* 2(2):211-21.
- Awaliah, Fadilah Putri, and Dinie Anggraeni Dewi. 2021. "Civic Education Learning as an Effort to Improve Children's Morality." *Thematic Education: Journal of Elementary School Teacher Education* 2(1):25.
- Chintya, Risma, and Masganti Sit. 2024. "Analysis of Daniel Goleman's Theory in the Development of Emotional Intelligence in Early Childhood." *ABSORBENT MIND: Journal of Psychology and Child Development* 4(1):159-68. doi: 10.37680/absorbent.
- De, Yohanes Makias, Yoga Febriano, and Yeremia Anton J. Welan. 2024. "A Comparative Study of Stephen R. Covey's Servant Leadership Concept with the Head Sister of Sang Timur Catholic Kindergarten, Malang City." *Tri Tunggal: Journal of Christian and Catholic Education* 2(1):46-70.
- Farida, Nugrahani. 2014. *Qualitative Research Methods in Language Education Research*. Solo: Cakra Books 2014.
- Febrianti, Natasya, and Dinie Anggraenie Dewi. 2021. "Development of Students' Moral Values in Civic Education Learning." *Journal of Citizenship* 5(2):476-82. doi: 10.31316/jk.v5i2.1772.
- Fricticarani, Ade, Ainatul Fitria, Indah Rahmawati, Ira Safitri, and Sri wARDATUL Janah. 2024. "Positive and Negative Impacts of 21st Century Technology Developments." *JURINOTEP: Journal of Educational Innovation and Technology* 2(3):258-63.
- Frieswaty, Tjutjun Setiawan, and Yanto Paulus Hermanto. 2020. "Overcoming the Moral Degradation of Teenagers Due to the Influence of Social Media." *KHARISMA: Journal of Scientific Technology* 1(1):39-53.

- Hamdani, Annisa Dwi, Erlinda Risa Nur Aulia, Yhesa Rooselia Listiana, and Yusuf TRI Herlambang. 2024. "Morality in the Digital Era: A Philosophical Review of Technoethics." *IMEIJ: Indo-MathEdu Intellectuals Journal* 5(1):767-77.
- Hasanah, Enung. 2019. "Moral Development of Elementary School Students Based on Kohlberg's Theory." *JIPSINDO Journal* 6(2):131-45.
2024. "Moral and Ethical Crisis in the Young Generation of Indonesia." *Journal of Educational Science and Psychology* 1(2):233-41.
- Ipda, Fatimah. 2023. "Moral Development in Lawrence Kohlberg's View." *INTELLECTUALITA: Journal Of Education Sciences and Teacher Training* 12(1):62-77.
- Karima, and Gusmaneli. 2024. "Value and Character Education Strategy." *BERSATU: Bhineka Tunggal Ika Education Journal* 2(3):17-26.
- Kusumastuti, Adhi, and Ahmad Mustamil Khoiron. 2019. *Qualitative Research Methods*. Semarang: Sukarno Pressindo Educational Institute.
- Lickona, Thomas. 2013. *Character Education: A Complete Guide to Educating Students to be Smart and Good*. Bandung: Nusa Media Publisher.
- Mahmud, Choirul, Amira Khairunisa, Andry Prasetyo, Emirsyah Bayu, and Muhammad Alfreda. 2021. "The Urgency of Building the Qur'anic Paradigm of Sepuluh Nopember Institute of Technology Students in the Digital Era." *Al-Tadzkiyyah: Journal of Islamic Education* 12(1):157-70.
- Mayasari, Iin, Chris Hanrix Haryanto, and Handi Risza. 2021. *INTEGRITY: CONCEPT AND PRACTICE IN BUSINESS*. 1st ed. Jakarta: Ranka Publishing.
- Miftahul Jannah. 2023. "Analysis of Factors Causing Moral Degradation of Politeness in Grade V Students of Sd X Guguk Malalo." *Al-Ihtirafiah: Scientific Journal of Elementary School Teacher Education* 3(01):48-55. doi: 10.47498/ihtirafiah.v3i01.1592.
- Miswardi, Nasfi, and Antoni. 2021. "Ethics, Morality and Law Enforcement." *Menara Umum Journal* 15(2):150-62.
- Nasution, Muhammad Syuukri Albani, M. Nur Husyain Dauly, Naila Susanti, and Syaifuddin Syam. 2017. *Basic Social and Cultural Sciences*. Edition 1. Jakarta: Rajawali Pers.
- Nasution, Robby Darwis. nd "Modernization and Globalization Changes on Socio-Cultural Influences in Indonesia." *Journal of Communication and Information* 1-14.
2022. "Moral Values for Young People in Using the Internet." *KAMPRET Journal* 1(2):32-40.
- Pratiwi, Ratih, and Anita Trisiana. 2021. "The Importance of the Role of Civics Teachers in Building the Morals of the Nation's Children." *Undiksha Scientific Journal of Guidance and Counseling* 11(2):165-77. doi: 10.23887/jjbk.v11i2.30775.
- Rahman, Fitri Aulia, Miftakhul Rohmah, Sentit Rustiani, Icha Yuniaris Fatmawati, Novem Alisda, and Dewi Sofianatul. 2023. "Character Education in the Digital Era: How Technology Affects the Formation of Morals and Ethics." *Journal of Creative Student Research (JCSR)* 1(6):294-304.
- Rifa, Mochamad Arinal. 2017. "Strategy for Developing Students' Moral Intelligence in Islamic Boarding Schools." *Journal of Proceedings of the III National Citizenship Conference* (November): 116-24.
2024. "Analysis of the Implementation of Honest Character from Thomas Lickona's Perspective through the Honesty PIN Program for Students of SDN Purwoyoso 03." *Madani: Multidisciplinary Scientific Journal* 2(5):381-90.
- Rusli. 2021. "The Influence of Technology on Children's Moral Decadence." *Communication Science* 3(1):63-76.
- Saffana, Nora Karima, and Muhammad Rifai Subhi. 2023. "Moral Degradation Reviewed from the Perspective of Islamic Religious Education." *Journal of Islamic Religious Education*

- Sanger, Alan Hubert Frederik, and Juwinner Dedy Kasingku. 2023. "The Influence of Character Education on Adolescent Morality in the Digital Era." *Pendas: Scientific Journal of Elementary Education* 08(02):6098–6110.
- Sofyana, Nur Laylu, and Budi Haryanto. 2023. "Questioning Moral Degradation as an Impact of the Digital Era." *Journal of Islamic Management and Education* 3(4):223–35.
- Sugiono. 2022. *Quantitative, Qualitative, and R&D Research Methods*. Bandung: Alfabeta.
- Sunaryo. 2022. "John Rawls's Concept of Fairness, Criticism and Relevance." *Consultation Journal* 19(1):1–22.
- Tranggono, Kamila jastisia Jasmin, Muhammad Rizqi Amali, Lola Nashwa Aginza, Shania Zahra Rizqitta Sulaiman, Femas Agil Ferdhina, and Daafa Abdan Maulana Effendie. 2023. "The Influence of Technological Development in the Era of Globalization and the Role of Education on Moral Degradation in Adolescents." *Bureaucracy Journal: Indonesia Journal of Law and Social-Political Governance* 3(2):1927–46.
- Wahyuni, Nurul, and Wahidah Fitriani. 2022. "The Relevance of Albert Bandura's Social Learning Theory and Family Education Methods in Islam." *Qalam: Journal of Educational Sciences* 11(2):60–66. doi: 10.33506/jq.v11i2.2060.
- Wijayanti, Indriana. 2020. "The Decline in Moral Values Occurring in the Younger Generation in the Modern Era." 7823–30.
- Yulanda, Atika. 2020. "Implementation of Aristotle's Virtue Ethics." *Al-Aqidah Journal: Journal of Philosophy of Faith and Science* Volume 12:90–104.
- Yulianti, Wita, and Widdyah Rahmalina. 2022. "The Influence of Technological Development on the Social Life of Wita Adolescents." *Journal of Pharmacy Service Partners* 1(3):80–84.