



IMPLEMENTATION OF MORAL EDUCATION IN SCHOOLS TO FACE THE DEVELOPMENT OF SCIENCE AND TECHNOLOGY AS A FORTRESS OF DEMORALIZATION

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Abstract

The phenomenon of moral decline has colored the education world. Several students and education graduates show an attitude that is not commendable. Many students and college students are involved in brawls, criminal acts, theft, muggings, sexual deviations, involved in drugs, bullying, and other criminal acts. Even among students, brawls often occur. Demonstrations that protest against policies do not only occur on campuses but also occur among high school students and even elementary school students, which sometimes end in violence. This disgraceful act has disturbed the community. study will describe how important value education is to improve the morality of students in high school, and will also discuss the causes that might trigger a moral crisis in students, as well as what steps should be taken to rebuild morale. The research is a qualitative study. It includes the process of exploring and understanding the meaning of individual and group behavior, describing social problems or humanitarian problems. The result state that moral education is something that must be given to students in schools, from elementary schools to tertiary institutions. Because moral education can shape a person's personality so that he becomes a good human being, a citizen, and a good citizen by the mandate contained in the functions and objectives of national education in the Law on the National Education System. The role of teachers and learning designers in developing moral learning strategies in schools should provide more opportunities for students to take moral roles, both within the family environment, school environment, peer environment, and the wider community environment by providing an example through the process of imitation

Keywords: Moral, Education, Demoralization

I. INTRODUCTION

Education as a part of humanity's process has been accepted as the history of mankind, regardless of its form and type. Education is a process of interaction between humans and their environment resulting in changes in behavior towards maturity with the main characteristic that is the emergence of a responsible attitude. Mature humans are those who dare to act and dare to take responsibility, are responsible for defending the truth even when they make a mistake.

Schools/colleges are part of a learning organization that has a mission to produce human learners. a human learner is a person who places the act of learning in the totality of his life, not limited to school or studying in college, let alone just to catch semester exams and final exams. Not only students and members of the school community, campus community, or other educational institutions community, but more broadly the community also takes part and must play a role in learning organizations to form human learners.

Creating and shaping human learners in a broad sense is certainly not as easy as turning the palm of the hand, but must go through a process of awareness reform. Seriousness and a long span of time are needed to achieve it. Besides that, we also have to face social orders that are almost irreversible, such as laziness, complacency, jealousy and envy, being mentally closed, accepting what is, surrendering to fate, low achievement drive, and so on. These are a number of problems that must be faced by human learners.

In the Law on the National Education System, Number 20 of 2003 Article 3 stipulates the objectives of National Education, namely: "National Education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students to become human beings of faith. and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen.

If we look at the goals of national education, of course, demoralization in the world of education will not occur, because the goals of national education are prepared based on careful and accurate planning so that any gaps that can damage Indonesian education can be minimized. However, the facts on the ground are very different. Education in Indonesia has experienced a demoralizing phase because the output produced by schools/colleges cannot overcome the moral decline that occurs in today's society.

The phenomenon of moral decline has colored the education world. Several students and education graduates show an attitude that is not commendable. Many students and college students are involved in brawls, criminal acts, theft, muggings, sexual deviations, involved in drugs, bullying, and other criminal acts. Even among students, brawls often occur. Demonstrations that protest against policies do not only occur on campuses but also occur among high school students and even elementary school students, which sometimes end in violence. This disgraceful act has disturbed the community. Even though this disgraceful behavior was only carried out by some students, inevitably it has tarnished the credibility of today's education world. The blurry portrait of education has finally reduced public confidence in the world of education. If this situation is allowed to drag on without finding a solution, it will be difficult to find the most effective alternative to fostering the morality of society in general and the morality of students in particular.

"Where there is a society there is a law". Laws are norms, or values, to regulate human social relations. Learners are community members who try to develop their potential through a learning development process that is available through certain paths, levels, and types of education (UU Sisdiknas No. 20 of 2003). Meanwhile, Prayitno (2009) suggests that students are human beings who fully have Human Dignity with all their contents. Students have the right to live according to their Human dignity which needs to be developed through education. In other words, it is education and law that will develop students to become what is called a "whole human being".

Previous research entitled Implementation of Character Education in Overcoming Moral Crisis in Schools by Saiful Bahri (2015). In his research, Saiful stated that lately, students have experienced a moral crisis. A crisis that attacks the younger generation, especially at school age. Indonesia's young people are currently experiencing a moral and intellectual crisis at an alarming level. Character education needs to be implemented more optimally to stem the various moral crises that occur. Schools are required to play their roles and responsibilities to instill and develop good values and help students shape and build

their character with good values. Character education is directed at emphasizing certain values – such as respect, responsibility, honesty, caring, and fairness – and helping students to understand, pay attention to, and practice these values in their own lives.

The integration of character education is an urgent aspect in overcoming the problem of moral crisis. So the implementation of the integration of character education in schools is carried out in three areas, namely through learning, through extra-curricular activities and through school culture. Such an effort is a school effort to overcome the moral crisis that occurs in students, which has recently been quite severe.

Character development in an education system is the relationship between character components that contain behavioral values, which can be carried out or act in stages and are interconnected between knowledge of behavioral values with strong attitudes or emotions to carry them out, both towards God Almighty. , himself, others, the environment, nation, state, and the international community.

The second research by Lya Wahyuningsih (2015) with the title Implementation of Moral Education on Low-Grade Citizenship Education Subjects at SD Sutran Sabdodadi Bantul. Lya stated, Awareness of moral values directs children to be able to make careful considerations of their behavior in everyday life both at school and in the community. Because moral awareness in education is still very little attention, there are lots of cases or problems related to moral awareness that is very concerning in the world of education. Morals that make a strong person in society even in education for the sustainability of achieving education that has strong moral and academic generations by educational goals. Citizenship Education can be expected to foster student understanding and understanding of character building and make good character growers as expected in moral education. Having character aims to educate our students to become whole individuals who are independent and based on noble character and character. Family, community, and environmental factors greatly influence moral cultivation which aims to shape the character of students without these factors the character planting is not as expected to face the times..

Based on the results of the study, it was concluded that the application of moral education to Citizenship education had been implemented, but many obstacles or obstacles were often experienced by teachers. The application of moral education can be found that each teacher has his way of applying moral education to students. The method of this research found new findings that teachers in implementing moral education experience the same obstacles, which include factors from the family.

Moral education is education that has been determined which will later make human guides to do good things or habits and will provide direction for good and bad actions, attitudes, and behavior. Moral education plays a very important role in the world of education to form character in good habits and to be able to distinguish between good and bad things, what can be done and what should not be done. Juvenile delinquency as an unpleasant situation in social life is caused by touching several things. There is the problem of juvenile delinquency that touches on material or material problems and there is also juvenile delinquency that touches on psychology, emotions that are very unstable and defective, as a result of the process of bad environmental conditioning on children's personalities carried out by young people of age, puberty, and adolescence.

According to several experts in psychology and criminology summarized in Alfin Syukriyah's research (2017) states that the characteristics of teenagers who are said to be naughty are as follows:

1. Often truant
2. Expelled or suspended from school for misbehavior.
3. Often run away from home (run away) and spend the night outside the house
4. Always lying
5. Often steals

6. Often destroys other people's belongings
7. Achievements in schools that are far below the level of intelligence ability (IQ) so that it results in not going to class
8. Often against higher authority such as against teachers or parents, against the rules at home or school and is not disciplined
9. Speeding on the road that interferes with traffic safety and endangers oneself and others.
10. Reckless, delinquent, sloppy behavior that disrupts the peace of the surrounding community.
11. Fights between gangs, between groups, between schools, between tribes, so that sometimes lead to fatalities.
12. Skipping school and then wandering along the road or hiding in remote places.
13. Juvenile and adolescent crimes such as: extortion, stealing, threatening and intimidation
14. Have free sex Addiction and addiction to narcotic substances
15. Openly sexual immoral acts.
16. Gambling and other forms of betting

This study will describe how important value education is to improve the morality of students in high school, and will also discuss the causes that might trigger a moral crisis in students, as well as what steps should be taken to rebuild morale. Students today who are increasingly being eroded by the development of science and technology.

II. RESEARCH METHODOLOGY

The research is a qualitative study. It includes the process of exploring and understanding the meaning of individual and group behavior, describing social problems or humanitarian problems (Killam & Heerschap, 2013; Conway, 2014; Moser & Korstjens, 2018). This type of research is a literature study or literature study that contains theories that are relevant to research problems. This section reviews the concepts and theories used based on the available literature, especially from articles published in various scientific journals. A literature study serves to build concepts or theories that form the basis of study in research. After all the data has been collected, the next step is to analyze the data so that a conclusion is drawn (Arikunto, 2010). Literature study or Theoretical Analysis of literature can be interpreted as a series of activities relating to the method of collecting library data, reading and recording, and processing research material (Mulyatingingsih & Nuryanto, 2014). The method of collecting data in this study is documentation, which is collecting data and information from some relevant literature. This means that the researcher examines and/or explores several journals, books, and documents (both printed and electronic) as well as other sources of data and/or information deemed relevant to research or studies.

The data analysis technique used is content analysis, which is a technique used to analyze and understand the text. The stages to be carried out in this study are the first is determining the theme. At this stage, researchers conducted more observations of data in the form of documents. Look for topics of interest and in this study topic of interest to researchers is finding a framework for a lifetime education the second is formulating the Problem. This stage is the reason why a topic is decided to be tested. This is done by researchers to formulate the problem with the chosen theme. The third is to collect data and determine research methods. Namely conducting theoretical studies related to the research topic. Literature sources can be obtained from books, journals, magazines, news, research results (thesis, thesis, and dissertation), and other relevant sources. The fourth is to Analyze and compile the data findings. The last is to draw conclusions. This stage is the answer to the research objectives which are at the conceptual/theoretical level. Researchers regularly arrange the data obtained so that they can conclude from the data that has been collected

III. RESEARCH RESULTS AND DISCUSSION

1. Character Education

Character education is anything positive that the teacher does and affects the character of the students he teaches. Character education is a conscious and earnest effort from a teacher to teach values to his students. Character education is a system of inculcating character values to school members which includes components of knowledge, awareness, willingness, and actions to implement these values, both God Almighty, oneself, others, the environment, and nationality so that they become human. Kamil people. Character education is an effort to cultivate intelligence in thinking, appreciation in the form of attitudes, and practice in the form of behavior that is by the noble values that become his identity manifested in interactions with God, oneself, others, and the environment.

According to Bahri (2015) Principles of Character Education The following principles are used in the development of national values or character education, namely:

1. Values can be taught or strengthen the noble values of the nation's culture through thought, taste, initiative, heart exercise, and sports associated with the object being studied which is integrated with the subject matter. Science is not value-free but contains intrinsic values: practical, religious, socio-political, intellectual, and educational values that can be instilled in students that can be taught to students.
2. The process of developing the values / character of the nation is carried out through every subject and in every learning activity (intracurricular and extracurricular).
3. The process of developing the values/character of the nation is a continuous process since students enter the education unit.
4. Dialogue or discussion about various examples (parables) of objects that are learned to do thinking, taste, intention exercise, qolbu exercise, and sports to meet the demands and the emergence of self-awareness as servants of Allah, members of society, and the nation as well as citizens, and as part of the environment in which they live. Thus, intellectual values, religious values, socio-political values, educational values, and practical values for students are embedded in the object being studied.
5. Self-development program through activities: routine/school culture, exemplary, spontaneous activities at the time of occurrence, conditioning, and integrating value/character education with the subject matter, as well as referring to the development of Basic Competencies for each subject through thought, exercise rasa, and sports to explore and develop their practical values to the level of intellectual values, educational values, socio-political values, and religious values as shown in the chart above. Likewise, each Basic Competence has the development of one or more values and each value has one or more indicators which are the teacher's task in making the Subject Syllabus.

2. Moral education

Paul Suparno (2012), suggests that there are four models of delivering moral learning, namely: 1) a model as a separate subject, 2) an integrated model in all fields of study, 3) a model outside of teaching, and 4) a combined model. Each model has advantages and disadvantages. If moral learning is a separate subject, then an outline of the teaching program (GBPP), lesson units/lesson plans, methodology, and separate learning evaluation is needed and must be included in the curriculum and structured schedule.

The advantage of this model is that it is more focused and has a well-thought-out plan to structure learning and measure student learning outcomes. This model will provide wider opportunities for teachers to develop their creativity. Meanwhile, the weakness is that teachers in other fields of study are not involved and responsible. With this model, there is a tendency for moral learning to be given only cognitive knowledge.

If moral learning uses an integrated model in all fields of study, then all teachers are moral teachers without exception. The advantage of this model is that all teachers are

responsible and learning is not always informative-cognitive but is applied to every field of study. While the weakness, if there is a difference in perception of moral values among teachers, it will confuse students. Moral learning with models outside of teaching can be done through activities outside of teaching. This model prioritizes the processing and cultivation of morals through an activity to discuss and explore the values of life.

Moral learning that is carried out using a combined model between an integrated model and a model outside of teaching requires good cooperation between the teacher as a teaching team and related external parties. The advantage of this model is that all teachers are involved and together can and must learn from outsiders to develop themselves and their students. The weakness is that this model requires the involvement of many parties, requires a lot of time for coordination, costs a lot, and requires deep understanding, especially if it involves parties outside the school. Whichever moral learning model will be used in schools, joint commitment is needed between teachers and school administrators as well as parents, so that learning is by the characteristics of students and school conditions.

3. Educational Demoralization

Without us realizing that education in Indonesia has experienced a phase of demoralization (degradation of morality). Hoping that every output produced by schools/colleges can answer the moral decline, instead, they become new victims with the label of modernization and globalization. Demoralization is a condition of the nation's moral decline due to the increasingly intense and uncontrolled flow of globalization as well as due to the entry of western culture that is not by the nation's personality..

The world is currently faced with enormous technological challenges or what we call the digitalization era. However, the positive values of technology often lead to negative values that are present in life. the use of technology that is not good or even wrong in its use causes moral decline.

We can interpret demoralization with moral damage/morals. If we relate it to education, this means that education that has developed in Indonesia has lost its noble goal, namely the formation of the moral/mental attitude of the students themselves. The moral is knowledge concerning civilized human character. Moral also means the teachings of good and bad deeds and behavior (morals). Moralization means a description (views, teachings) about good deeds and behavior.

Demoralization in the world of education is a very dangerous threat to the development of education in Indonesia. If left unchecked, it will cause the paralysis of the national education goals that we desire. The government through the Ministry of Education and Culture is required to be sensitive to resolve this issue.

There are 4 (four) factors that cause the emergence of demoralization in the world of education in Indonesia, among others: First, education actors are unable to become role models. There is a wise saying that Guru means to be digugu and imitated (heard and obeyed). However, over time, the phrase seems to have dried up on meaning. Teachers seem to be unable to set an example for their students. Not only teachers, but all of our education actors today are also no longer able to provide these exemplary values. Many problems that befall our education actors, ranging from corruption, immorality, violence, and abuse of authority all come and go, never stop. Teacher and Lecturer Certification is expected to be a solution to the many problems faced by teachers and lecturers. If this can be answered, at least we have solved a small part of the magnitude of the problems that beset educational institutions in Indonesia.

Second, the curriculum is not relevant to regional conditions. The issue of curriculum according to the author also contributes greatly to the emergence of demoralization in the world of education. The curriculum is a set of teaching materials that will be served to students. We can imagine, if the menu that is served is not relevant to the needs of students,

of course, it is just a waste. The government needs to review the curriculum that has been prepared, whether it is relevant to the needs of students. The curriculum for students living in urban areas is certainly different from students living in rural areas. Likewise, the curriculum for students living in coastal areas must of course be different from the curriculum for students in agricultural areas. The government must be wiser in preparing the education curriculum so that it is relevant to the needs of each region.

Third, the educational process ignores the character of students. An understanding of student characteristics aims to describe the parts of the student's personality that need to be considered for the benefit of learning design. Characteristics of students according to education experts are aspects or individual qualities of students that they have. Analyzing the characteristics of students means aimed at knowing the individual characteristics of students. From this stage, we will move to group these students according to their character so that we can determine the right learning method to achieve optimal learning outcomes. Knowing the characteristics of students where they are is necessary so that the curriculum being taught does not conflict with the existing character and culture and is inherent in the students themselves.

Fourth, education cannot answer cultural infiltration. Cultural infiltration can be interpreted as an attack/virus of external culture to erode the culture that exists in a certain place/region. Differences in believing in values, ways of thinking, ways of life, and ways of acting are inherited from the ancestors who continuously animate the whole personality of a person and his community, and will continue to color the life of the community.

Knowing the culture that has become a tradition of a person/community must be used as a guide in preparing learning plans that will be given to students. Often educators forget to link the existing culture with the foreign culture that they get through print and electronic media. The clash of local and foreign (foreign) cultures needs to be considered so that educators can sort out which cultures should be imitated and which ones are not. If educators just let this clash of cultures go, it is feared that it will add new problems in the world of education. A great nation is not only a nation that can appreciate the services of its heroes but also those who can respect their own culture.

4. The Importance of Moral Education

Education is not only a process of educating students, but education also aims to create moral students. Morality is manners, everything related to etiquette or customary manners (Big Indonesian Dictionary, 1990)

Moral education needs to be given to students in the learning process at school because students have been given a lot of knowledge that tends to be cognitive in nature as well as the lessons that have been taught in schools mostly tend to develop cognitive aspects, while other aspects (affective and psychomotor)) received less attention proportionally. According to Pestalozzi (Noddings, 1998), "the object of the lesson is usually things that do not touch on moral issues. Pestalozzi argues that attention should be paid to moral education as well as cognitive learning. In addition, not all parents teach their children about "morals" in a comprehensive manner in accordance with the moral demands of everyday life in society.

Good behavior that can be called true morality is not only in accordance with social standards but is also carried out voluntarily. It arises simultaneously from the transition from external to internal power and consists of behavior that is regulated from within, which is accompanied by personal responsibility for each individual's actions (Elizabeth B. Hurlock, 1978). Good behavior, for students, should be manifested in all patterns of life which have implications for family, teachers, and friends. These characteristics must be a trademark that becomes their identity to be used as provisions for the maturity of students. To shape and direct students to good morality or good behavior, conditions and situations are needed that are truly in harmony, calm, peaceful, without disputes, conflicts, peaceful with each other, like to work together, accept each other, in a calm and peaceful atmosphere. agreed. The situations

and conditions mentioned above are considered as the assumption that the human soul in making decisions is strongly influenced by the condition of the soul and the environment in which they live, socialize, they imitate. According to Jensen & Kingston (1986), as quoted by John W. Santrock, imitation is an important part of the process of persuading students/children to behave well to others (John W. Santrock, 2008).

5. Scope of Student Morality

Moral development is related to the rules and conventions about what humans should do in their interactions with others, which are expressed in the form of 1) Thinking, 2) Acting and 3) Feelings (Santrock, 2008).

Heteronomous morality, namely the stage of moral development that occurs in children aged 4-7 years. Justice and rules are imagined as unchanging properties of the world. Autonomous morality, namely the stage of moral development that occurs in older children (approximately the age of 10 and over), at this stage children become aware that rules and laws are created by humans and in judging an action, one must consider the intentions of the perpetrator as well as the consequences. Children aged 7-10 years are in a transition between the two stages showing some of the characteristics of both.

Heteronomous thinkers in assessing the truth or goodness of behavior are to consider the consequences of the behavior, not the intentions of the perpetrator. As an example, breaking twelve glasses by accident is worse than breaking one glass on purpose. For the autonomous thinker, the opposite is true, the intention of the actor is considered the most important. Heteronomous thinkers also believe that the rules should not be changed and overturned by all ruling authorities. They refused when proposed that new rules should be introduced. They insist that the rules should always be the same and should not be changed. Schools and relationships with teachers are structured aspects of a child's life. Children's self-understanding develops, and changes in gender and moral development mark development during the elementary school period at the level of children aged 7-12 years (Santrock, 2008).

6. Strategies for Formation of Student Morality

The best strategies and methods for teaching values, morals, and morals to students are by example. Prayitno (2009) states that "human life cannot be separated from imitation, then in the process of conformity through education, students who want/want to enter the 'education group' must imitate the example given by educators". Because the example given by the teacher is the best teacher because something that is done through example always has a wider, clearer, and more influential impact than what is said.

The following are strategies for instilling character education values:

1. Set a Good Example
Educators or teachers are parents of students in schools who must behave or act well, to set an example for their students. From this example, students can learn and follow the positive behavior of the teacher.
2. Giving Appreciation
Appreciation for students is one of the most valuable things to encourage students to make achievements again. Teachers not only give appreciation to academic achievement but also give appreciation to students who behave well, honestly and help each other.
3. Giving a Moral Message to Every Lesson
Inserting moral values in all lessons. Not only conveying learning material, but also moral cultivation that can be used as a way of life. For example, when teaching mathematics, the teacher not only gives formulas but teaches that life is like doing math problems, when there are difficult questions we have to try, think and be

- patient in solving them.
4. Be honest and open to mistakes
Every human being has made mistakes, including teachers. Eliminate the sense of prestige, because admitting mistakes is one way to instill character education in students. Students will become someone who dares to take responsibility for the mistakes they make.
 5. Teach Politeness
Courtesy is a behavior that must be instilled in students. One of them is with several schools that implement namely greetings, smiles, greetings, courtesy, and courtesy. Although it sounds trivial, manners need to be taught to students so that they can maintain mutual respect. Reprimand does not mean having to scold students but simply reminding students if the behavior is not good. Don't forget to always set an example of polite behavior.
 6. Let Students be Leaders
Leadership traits are obtained through character education, where teachers can provide opportunities for students to lead their friends. Considering the character of a leader is very important to have, and can affect social and economic life. Therefore, teachers must help students to train the spirit of leadership.
 7. Share Inspirational Experiences
By sharing experiences, students will learn from these experiences so as not to make the same mistakes. So that they do not become a generation with a cracker mentality, but dare to take steps to achieve their dreams.
 8. School Literacy
The next way to build character in students is to establish school literacy or reading corners. Motivate students that reading is very important to broaden their horizons and open a window to the world. Reading can also hone thinking, logic, and problem-solving skills.
 9. Providing Deadlines for Each Task, is very important to instill the value of responsibility and discipline. Also teach the value of honesty when doing assignments, so that children are accustomed to doing their work (independently). By getting used to this, students will grow into someone who is a character, wise, responsible, and independent.
 10. Introducing School Rules and Obeying Them
Teachers can introduce school rules to students, then ask them to follow the rules. This makes students grow up as generations who obey the rules

IV. CONCLUSIONS

Based on the explanation and analysis of the importance of moral education above, it can be concluded that moral education is something that must be given to students in schools, from elementary schools to tertiary institutions. Because moral education can shape a person's personality so that he becomes a good human being, a citizen, and a good citizen by the mandate contained in the functions and objectives of national education in the Law on the National Education System. The role of teachers and learning designers in developing moral learning strategies in schools should provide more opportunities for students to take moral roles, both within the family environment, school environment, peer environment, and the wider community environment by providing an example through the process of imitation. Where everything must start from the educators themselves. The application of proper moral education from educators or teachers greatly affects the moral quality of students.

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