TECHNOLOGY-ENHANCED LEARNING FOR MORAL AND CHARACTER EDUCATION

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ABSTRACT

The development of digital technology has provided new opportunities in education, including efforts to strengthen moral and character education. This study aims to analyze the application of technology-based learning in shaping students moral values and character in the digital era. The research method used is a library study with a descriptive qualitative approach through a review of various literature, scientific articels, and previous research results related to the integration technology in character education. The results show that the use of technology, such as online learning platfroms, interactive media, and value-based applications, can increase students engagement, expand access to learning resources, and provide contextual learning experiences. However, the use of technology also present challenges, such as the potential for value degradation, consumptive behavior, and low social control. Therefore, the role of educators is crucial in designing learning strategies that not only emphasize cognitive aspects but also internalize moral values and character through technology. In conclusion, technology-based learning can be an effective means for moral and character education if balanced with supervision, mentoring and reinforcement of local and universal values.

Keywords: Technology-based learning, moral education, character education, digital media

BACKGROUND

Technological developments have had a huge impact on humanity. provides various opportunities in the world such as working, communicating, and studying, which requires humans to use information technology. Digital technology is used in all fields human life. The digital era is an era where everyone can communicate closely with one another. each other, even though they are far apart. The digital era is also called globalization. Globalization is the process international integration resulting from the exchange of world views, products, ideas, and aspects other cultures, mainly driven by advances in infrastructure, telecommunications, transportation and Internet.

The development of information and communication technology in the current digital era has brought significant changes in various aspects of life, including education. The process Learning that was previously conventional is now starting to shift towards a more modern direction by utilizing technology as the main medium. Integration of digital technology in the process learning not only makes it easier to access information, but also provides opportunities to create a more interactive, innovative and collaborative learning experience.

In line with the opinion of Nurmadiah & Asmariani (2019), Sundahry *et al.* (2023), that Educational technology is the development of tools to make human work easier. Technology is also a tool for utilizing knowledge and science. It has entered various areas of human life to increase the effectiveness of production and activities for its users. However, behind these benefits, new challenges arise. related to the moral and character degradation of students due to the uncontrolled use of technology, for example, such as increased individualistic behavior, a tendency towards plagiarism, and low social empathy.

According to Mesra et al. (2023), educational technology is the systematic application of processes and relevant technology resources in teaching, with the aim of improving student performance. Learning media are tools and techniques that are applied to increase effectiveness.communication and interaction between teachers and students in the teaching and learning process. Media Learning plays a very essential and irreplaceable role in the educational process.Media is formed from the combined results of technology, presenting innovation by integrating various forms of media controlled by computers (Permana et al., 2024).

Education is a conscious and planned effort to create a learning atmosphere and process. learning so that students actively develop their potential to have strength religious spirituality, self-control, personality, intelligence, noble morals and skills needed by himself and society. The development of the mindset of education experts, administrators education and educational observers who produce new theories. Advances in technological tools also contribute contribute to the changing meaning and understanding of education. At the same time, the learning and education process always exists and continues.

According to Febriyanto et al. (2022), education is an action to change attitudes or individual or group behavior in order to become a complete human being. Education is very closely related in relation to character. Character is considered as a person's characteristics that can be seen from attitude, speech, body condition, way of thinking and so on.

According to Rahman *et al.* (2022), education is a conscious effort to realize something that is a cultural inheritance from one generation to another. Education makes this generation as a role model for the teachings of previous generations. In line with the opinion of Sanga, LD, & Wangdra (2023), that education is an effort in various ways so that students able to actively develop oneself which includes reasoning, intelligence in science knowledge, mental sharpening, having spiritual strength, self-control, and having other skills.

Moral and character education is very important amidst the challenges of globalization, the rapid flow of information, and the decreasing sensitivity to ethical values in everyday life. The younger generation

is exposed to various foreign cultural influences, digital content that is not always positive, as well as lifestyle changes that can shift social norms. Therefore, schools and educational institutions are required to play an active role in instilling moral values and forming students' character so that they have integrity, responsibility, empathy, and social sensitivity.

Moral and character education is an important foundation in forming a generation that not only intellectually intelligent, but also has integrity, noble morals, and is capable contribute positively to society. Moral education is defined as an educational process that aimed at developing the values, attitudes and behavior of students that radiate morals or good morals and noble character. Through moral education, students will be given application of positive values and behavior (Nurpratiwi, 2023).

According to Firdaus & Ningrum (2023), morals are very important in human life, and based on societal norms, are related to good or bad human behavior. A person is considered moral if they act according to these standards. Moral education and character are present in providing a balance between intellectual elements in the academic field with the emotional, moral and spiritual development of students. that moral and character education is very important related to the quality of a nation, character is an important aspect of the quality of human resources because the quality of a nation's character determines the progress of that nation (Faiz & Purwati, 2022).

The quality of learning is centered on the role of an educator in using methods, approaches, media and learning strategies used (Herlina *et* al., 2022). Technology-based learning is present as a relevant and adaptive solution. By utilizing digital platforms, educational applications, and social media wisely, educators can designing learning strategies that are more interactive, contextual, and instill moral values through real learning experiences.

Through planned technology-based learning strategies, teachers can utilize media digital to deliver value-based learning, such as educational games, digital storytelling, to collaborative platforms that foster a sense of responsibility, honesty, and empathy. In addition, the use of technology allows the process of internalizing character values to be carried out effectively. more creative, personal and fun according to the needs of students in the digital era.

However, the use of technology in moral and character education also facing a number of challenges, including the potential for misuse of technology, lack of literacy digital, as well as the limited competence of teachers in integrating moral values into technology-based learning. This condition requires in-depth study and innovation in designing a technology-based learning model that is not only oriented towards improving cognitive knowledge, but also strengthening the affective and psychomotor aspects of students.

Thus, a study of technology-based learning for moral education and character becomes relevant and important to develop. This is expected to provide contribution in formulating learning models that are not only adaptive to developments technology, but also oriented towards strengthening the morals and character of the younger generation.

RESEARCH METHOD

This research uses a qualitative method with a library research approach. Data were obtained through a literature review in the form of scientific articles, books, previous research results, and relevant documents that discuss technology-based learning, moral education, and character education. The data analysis process was carried out in three stages, namely: data reduction, data presentation, drawing conclusions.

RESEARCH FINDINGS

Based on a literature review obtained from scientific articles, books, previous research results, and relevant documents, it was found that technology-based learning makes an important contribution to moral and character education.

1. The use of technology in learning has been proven to increase student interactivity and motivation. Digital media such as educational videos, learning applications, and Educational games are an effective means of conveying moral values such as honesty, discipline, cooperation, and responsibility.
2. Technology supports the internalization of character values through contextual learning that is relevant to the world of students. Simulations, digital reflections, and online discussions enable Students experience directly the application of moral values in everyday life.
3. The role of the teacher is a key factor, where the teacher does not only act as a facilitator use of technology, but also moral examples. The success of integrating character values in technology-based learning is highly dependent on digital literacy competencies and teachers' ability to design character-based learning.
4. The main challenges found are limited infrastructure, gaps in internet access, and the potential distractions from gadget use. This leads to educational policies. which encourages equal access and ethical guidelines for the use of technology.

DISCUSSION

The results of this literature research show that technology-based learning has a very strategic role in supporting moral character education of students in the era digital. Technology not only functions as a medium for conveying academic material but also as a means of internalizing moral values through more contextual, interactive, and appropriate learning experiences

with the characteristics of today's digital generation.

1. Technology as a Medium for Character Building

Technology is currently developing rapidly in the era of globalization. Access to obtain a Information can be obtained quickly and easily. There are many benefits that can be taken from good use of technology. However, it can have a negative impact if it is not used properly. selective and intelligent. Of course, as a selective and intelligent society, we can determine the content which is meaningful and useful and content that deviates from social norms and values (Rahman *et* al., 2023).

As time goes by, everyday life requires the internet for makes work easier. One of the significant impacts of the rapid development of the internet is the emergence of social media. The ever-growing use of social media has had an impact directly, especially on individuals, both in behavioral patterns (culture, ethics, morals), creativity, and character formation (Amalia et al., 2024). And Agnia et al. (2021), defines character as The way of thinking and behaving that characterizes each individual for life and cooperation, whether within the family, community, nation, or state. Character development needs to be fostered from an early age to foster quality character.

According to Pandie (2022), digital literacy skills enable humans to transform activities through the use of digital technology devices. Digital literacy skills also serve as a pillar for a nation's civilization. Digital literacy equips humans with knowledge, skills and critical attitudes in accessing information through digital media. The skill of analyzing information and content aims to apply creativity that will transform human social, civil and cultural life.

In the educational process, character plays an important part. The nature formed by the educational process includes components of knowledge, attitude and awareness of the importance of practicing good values towards oneself, one's family and others. Character education is a step that can shape a personality for students who instilled with religious values, with supervision of the surrounding environment.

Utilization of educational technology, such as digital learning applications, educational games, and social media, provide great opportunities in shaping the morals and character of students. Inspirational stories from various world figures available online can serve as role models. effective, teaching perseverance, integrity, and leadership. In addition, teachers can design learning activities that instill the values of honesty, responsibility, discipline, and empathy through digital platforms.

Character building in the modern era demands more than just moral understanding, but also includes life skills. Technology-based collaborative projects, where students from different locations different people work together to complete tasks so that it can train students to work together, sharing roles, effective communication, managing time and completing tasks in full responsibility. Meanwhile, reflective applications or digital journals can be used to foster self-awareness while encouraging students to internalize moral values learned.

This is a real manifestation of an adaptive and proactive character. When students learn solve technical problems or find creative solutions with software, they are does not directly develop perseverance and independence. This is in accordance with the theory constructivism which emphasizes the importance of direct experience in building knowledge and values. Technology allows for the simulation of real situations that require students to make ethical decisions, discuss, and resolve conflicts by upholding moral valuescertain.

Technology allows students to interact with peers from diverse backgrounds. cultural backgrounds around the world through online exchange projects or discussion forums. This experience can foster empathy and tolerance. By understanding other people's perspectives, students learn to respect differences. Involvement in social media or online forums teaches students about digital responsibility. They must learn to manage their digital footprint, interact politely, and avoid spreading fake news (hoaxes).

2. The Role of Teachers in the Integration of Moral Values and Technology

The role of the teacher is to design learning experiences that consciously integrate technology and moral values. This means that teachers must act as selective curators of digital content. Teachers should select applications, platforms, and digital resources that are not only academically relevant but also have positive moral implications. For example, in science lessons, online collaborative projects on environmental issues can foster a sense of social responsibility. must transform digital tools that were initially neutral into valuable instruments.

According to Sri Nanda (2025), by utilizing technology as a learning tool, teachers can create interactive and innovative learning experiences, so that students not only gain academic understanding but also be able to internalize Islamic values in everyday life. This technological advancement has

given birth to creative innovations and changed many aspects of human life. Advances in communication and information technology provide the influence of adolescent self-identity on social development and change in social media and in real life (Septiana et al., 2025).

According to Alya Rachma *et al.* (2024), teachers, as central figures in the educational process, plays a significant role in the formation of students' ethics and morals. Not only does it function As a teacher, the teacher also plays a role as a guide and model of behavior to be followed by students. students. Daily interactions between teachers and students provide opportunities for teachers to instill moral and ethical values directly or indirectly. In the school environment, teachers often become authority figures who are respected and emulated by students, so that their actions and attitudes Teachers are very influential in shaping students' moral views.

The role of teachers in shaping students into individuals with positive character very important. Teachers are not only instructors, but also role models or examples for students. students. The success of character education depends heavily on the role of teachers in the process learning. Therefore, the figure of a teacher can be a reflection that greatly influences character formation of students. In education, because their task is to teach and In guiding students, teachers play an important role in society. Teachers can influence attitudes, behavior, and thoughts of students because they are the role models for them (Judrah *et al.,* 2024).

Teachers and parents play an important role in character education. They become role models who provide examples of moral behavior to students. They not only teach moral values, but also embody them in everyday actions. Students often observe the behavior of their teachers and parents and observing how they handle moral and ethics. In other words, teachers and parents become real examples of how moral values implemented in everyday life (Qowim *et al.,* 2024).

In this context, the role of teachers is key in the process of character formation for students. Character education is not simply an additional subject, but a comprehensive effort to explore students' moral and spiritual potential. Teachers, as leaders in the classroom, serve as mentors who direct, guide, and provide examples in the application of character education. Islamic life values. Through daily interactions, teachers have a long-term impact on shaping students' outlooks on life and attitudes (Julismawati & Eliana, 2024).

Teachers have a vital role as discussion facilitators to address these issues within the classroom. learning. Teachers must create a safe space where students can share experiences, analyze cases, and develop a critical understanding of digital ethics. This discussion does not not aimed at providing a single answer, but rather to train students to think logically and make responsible moral decisions in cyberspace.

Teachers are the primary role models for students in the digital world. Teacher behavior in the media social, how they interact with colleagues online and the ethics they demonstrate in their use. technology will be emulated by students. A teacher who openly demonstrates digital literacy good things like verifying sources of information, interacting politely and courteously, and respecting privacy, effectively teaching these values to students without the need for lectures. This role model is a strong foundation for forming a positive digital character.

The role of teachers as guides and companions is essential. Teachers must be sensitive. to the signs of digital problems faced by students and are ready to provide support. Teachers also must work together with parents to create a safe digital environment. Teachers can provide guidance on the use of technology at home, educate about the risks involved, and establish open communication so that parents and teachers can work together in guiding students. Without intensive guidance, technology can actually become a tool that damages character.

Teachers have a role to play in continuously innovating in pedagogy. They must continue to learn and looking for new ways to use technology effectively in values-based learning. This could mean designing a project that asks students to create a social awareness campaign using digital media, or using online collaboration tools to solve problems community.

The concept of education according to Ki Hajar Dewantara is known as the Ki Hajar Trilogy Dewantara highlighted the important role of teachers in shaping the character and personality of students. This trilogy consists of three main principles: 1] Ing Ngarsa Sung Tuladha (In the front gives an example): Teachers act as role models for students, not only teaching subject matter but also provide a good example so that students become noble individuals, 2] Ing Madya Mangun Karsa (In the midst of building enthusiasm): The teacher acts as a motivator who provides enthusiasm for students, teachers help students overcome difficulties in learning, such as in mathematics lessons, by providing intensive support and guidance, and 3] Tut Wuri Handayani (From behind giving encouragement): Teachers give responsible freedom to students to develop according to their potential and talents.

In addition to teachers, the school environment also plays a crucial role in supporting the integration of technology into character education. Schools need to create a culture that supports character building through the use of technology. For example, implementing a reward and punishment system based on Technology can be used to encourage students to apply character values in their daily lives. Furthermore, schools can utilize social media as a means to reinforce positive values, such as by disseminating educational content, motivating students to achieve, and promoting social activities that involve the entire school community.

3. Challenges of Using Technology in Moral Education

According to Kartika Putri Sagala et al. (2024), there are a number of challenges that need to be overcome in order to provide maximum benefits. One of the main challenges is unequal access to technology. Although digital technology offers great opportunities to enhance learning, it still many students and schools do not have equal access to hardware and internet connectivity.

According to Taliwun (2024), apart from the impact, there are challenges of digitalization for moral education. Generation Z. Digitalization brings many benefits to education, but it also brings several challenges, especially for the moral education of Generation Z. Here are some of the challenges that faced:

1. Negative content: The internet and social media are full of negative content such as pornography, violence, and hate speech. This content can have a negative impact on the development of Generation Z's morals. This content can damage moral values and hinder development. their character.
2. Cyberbullying: Cyberbullying is a form of intimidation that is carried out via the internet or social media. Cyberbullying can cause stress, anxiety, and depression in its victims. This can have a negative impact on the mental and emotional health of Generation Z.
3. Internet addiction: Internet addiction can cause Generation Z to spend too much time on their devices. spending too much time in front of the screen and neglecting other important activities such as studying, socializing, and exercising. This can have a negative impact on physical health and their mentality.
4. Loss of privacy: In the digital age, privacy is becoming increasingly important. Generation Z needs to learn how to protect their privacy online. This is due to personal data leaks. can have fatal consequences, such as identity theft and fraud. Being a teacher in the digital era is not an easy thing, challenges related to development

roles and skills, technology and access gaps, changes in curriculum and learning, digital security and ethics, and changes in review and assessment. The first impact that emerged was a shift in the learning paradigm, where teachers no longer merely provide information unilaterally but instead become facilitators who encourage students to actively participate in the learning experience. Curriculum and teaching methods must be regularly evaluated and adapted to the latest technological developments, as well as emerging new challenges and opportunities (Ma'arif & Nursikin, 2024).

The literature review also identified several challenges in implementing technology-based learning for moral education. First, limited infrastructure remains a major obstacle, particularly in rural areas with limited internet access. This digital divide means that not all students have equal opportunities to enjoy learning. benefits of technology-based learning.

Second, uncontrolled use of technology risks causing distraction. Students are more easily distracted by entertainment content, social media, or non-educational games. compared to learning materials. This

can hinder the internalization of moral values if not balanced with supervision and guidance from teachers and parents.

Third, teachers' abilities in utilizing technology still vary. Some teachers tend to only use technology as a presentation tool, without integrating other aspects character formation. This condition emphasizes the importance of increasing teacher capacity through digital literacy training and curriculum development that emphasizes the integration of moral values in technology-based learning.

To optimize the positive potential of technology and mitigate its risks, it is necessary a structured and targeted approach from schools and educators. Character is no longer a subject stand-alone lessons. Schools must integrate moral and ethical values into their curriculum. every subject that utilizes technology. For example, collaborative projects in lessons science can be used to teach cooperation, or language lessons can use blogs to teach online communication ethics.

In line with the opinion of Ihza et al. (2024), that schools play an important role in education children's character. In addition to providing formal education, schools are also responsible for shape the character of students to become individuals who have good morals and ethics. Schools are obliged to teach values that are in accordance with their duties and responsibilities, so that character education can give birth to a personality based on Pancasila and its teachings religion.

Educators must be trained to use technology not only as a teaching tool, but also as a medium for character building. This training should include digital literacy, identification risks, and strategies for supporting students in the digital world. Schools must forge strong partnerships with parents. Parents need to be given an understanding of the risks and benefits of technology, as well as strategies for monitoring and assisting with gadget use at home. Open communication between schools, students, and parents is crucial.

Schools should have clear policies regarding technology use, including social media rules, communication etiquette, and sanctions for cyberbullying. These policies should be developed with student involvement, so they feel ownership and responsibility.

4. Research Implications

Based on the findings discussed, it is clear that technology-based learning must be designed integratively and should not be positioned solely as an academic tool. Technology should be directed to become a medium that supports the strengthening of moral values, the development of attitudes, and the formation of students' personalities.

The practical implication of this finding is the need for policies that support equal access. technology across the region, improving teachers' digital literacy competencies, and learning innovations which is able to combine cognitive, affective, and psychomotor aspects in a balanced manner. With Thus, technology-based learning can function optimally in supporting moral and character education in the digital era.

CONCLUSION

Technology-based learning has great potential to support moral education and characters, especially through interactive media, collaborative platforms, and digital storytelling methods. Technology can help foster the values of responsibility, honesty, empathy, and integrity if implemented with the right pedagogical approach. However, challenges such as misuse of technology, exposure to negative content, and lack of supervision must be anticipated through synergy between teachers, parents, and educational institutions. Therefore, the integration of technology in learning it needs to be designed not only for academic achievement, but also oriented towards in the holistic formation of student character.

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