THE ROLE OF TEACHERS IN SHAPING STUDENTS' MORALS IN THE ERA OF MODERNIZATION AND DIGITALIZATION OF EDUCATION

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Abstract (In English). *Education in this modern era is not enough if it only emphasizes mastery of various scientific and technological disciplines. The formation of student character is much more important so that students can face various challenges in global life with noble moral values and strong character. Basically, a teacher has a strategic role in forming strong morals and character through role models, habits, and fostering positive values in the school environment. This study aims to describe the role of teachers in the formation of student character in modern schools oriented towards technology and creativity. The method used is descriptive qualitative through literature studies and observations at Muhammadiyyah 2 Senior High School, Jakarta, Jl. Garuda no. 33, Central Jakarta. The results show that a teacher is a central figure in instilling the values of responsibility, discipline, cooperation, and integrity. However, challenges arise from the influence of digital media and shifts in social values among students. Strengthening teachers' social-emotional competencies, collaboration with parents, and integration of character education into the curriculum are needed so that the formation of student character can take place effectively and sustainably both in school and outside of school.*

Keywords*: The Role of Teachers, Student Morals, Modern and Digital.*

Abstract (In Bahasa). *Pendidikan di zaman modern ini tidaklah cukup jika hanya menekankan pada penguasaan berbagai macam disiplin ilmu pengetahuan dan teknologi saja, tetapi pembentukan karakter siswa sebenarnya jauh lebih penting agar siswa mampu menghadapi berbagai macam tantangan dalam kehidupan global dengan nilai akhlaq yang mulia dan karakter yang kuat. Pada dasarnya seorang guru mempunyai peranan strategis dalam membentuk akhlaq dan karakter yang kuat melalui keteladanan, pembiasaan, dan pembinaan nilai-nilai positif di lingkungan sekolah. Penelitian ini bertujuan untuk menggambarkan peranan guru dalam pembentukan karakter siswa di sekolah modern yang berorientasi pada teknologi dan kreativitas. Metode yang digunakan adalah kualitatif deskriptif melalui studi literatur dan observasi pada sekolah menengah atas Muhammadiyyah 2 Jakarta Jl, Garuda no n33 Jakarta Pusat. Hasil menunjukkan bahwa seorang guru menjadi figur*

sentral dalam menanamkan nilai tanggung jawab, disiplin, kerja sama, dan integritas. Namun, tantangan muncul dari pengaruh media digital dan pergeseran nilai sosial di kalangan siswa. Diperlukan penguatan kompetensi sosial-emosional guru, kolaborasi dengan orang tua, serta integrasi pendidikan karakter dalam kurikulum agar pembentukan karakter siswa dapat berlangsung secara efektif dan berkelanjutan baik dalam sekolah maupun di luar sekolah.

Kata Kunci: *Peranan Guru, Akhlak Siswa, Modern dan Digital*

A. INTRODUCTION

The phenomenon of moral crisis among today's students has become a serious issue in the world of education. Developments marked by modernization and advances in digital technology have brought about major changes in student lifestyles, ways of thinking, and behavior. Students are not only faced with the academic demands and competencies of the 21st century, but also with the rapid flow of information, global culture, and new values that do not always align with religious norms and the nation's noble values. This situation makes the moral crisis a real challenge that requires serious attention from all educational stakeholders[1].

A moral crisis in students can be seen in various forms of behavior that deviate from moral and ethical values. Phenomena such as declining politeness toward teachers and parents, weak discipline, a low sense of responsibility, increased individualistic behavior, and a diminished sense of social awareness are indicators frequently encountered in school environments[2].

Furthermore, the emergence of dishonest behavior, such as cheating, manipulating assignments, and even misusing technology for negative purposes, indicates a degradation of moral values in students' lives. These behaviors not only impact the learning climate in schools but also reflect fundamental problems in the process of internalizing moral values in students.

The digital era has exacerbated the complexity of this moral crisis. Easy access to social media and various digital platforms makes students highly vulnerable to exposure to content containing violence, pornography, hate speech, and hedonistic and consumerist lifestyles. Without adequate guidance and moral literacy, students tend to imitate the behavior they see in digital spaces without undergoing a process of value screening[3].

The development of modernization and digitalization in education has brought significant changes to various aspects of life, including the world of education. The use of information and communication technology has become an integral part of the learning process in schools, from the use of digital devices and online learning platforms to widespread and rapid access to information. On the one hand, digitalization offers significant opportunities to improve the quality

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[1] Aldrisna Nuringtyas Yatayukti, Syahira Azzahra Putri, and Nasywa Mufidah, "KRISIS AKHLAK DAN SOSIAL PADA MANUSIA MODERN SAAT MASA REMAJA DALAM PERSPEKTIF PENDIDIKAN AGAMA ISLAM," *JURNAL AL-QAYYIMAH* 7, no. 1 (2024), https://doi.org/10.30863/aqym.v7i1.5867.

[2] Luthfiana Devi Erica Rahmasari, "Dampak Moderasi Pada Kehidupan Beragama Krisis Akhlak Remaja Di Era Modern," *Realita : Jurnal Penelitian Dan Kebudayaan Islam* 20, no. 2 (2022), https://doi.org/10.30762/realita.v20i2.131.

[3] Eddy Saputra, "Integrasi Pembelajaran Sosial Emosial Pada Pendidikan Agama Islam Dalam Pembentukan Akhlakul Karimah," *DINAMIKA : Jurnal Kajian Pendidikan Dan Keislaman* 8, no. 2 (2023), https://doi.org/10.32764/dinamika.v8i2.3973.

of learning, expand learning resources, and encourage student independence and creativity. However, on the other hand, this progress also presents serious challenges, particularly in the development of students' morals and character[4].

The era of modernization and digitalization not only influences how students learn but also shapes their mindsets, attitudes, and behaviors in their daily lives. Unlimited access to social media, digital content, and global culture often brings values that are inconsistent with the nation's religious and cultural norms[5]. Phenomena such as declining manners, weak discipline, diminished social awareness, and increased individualistic and pragmatic behavior are increasingly common among adolescents. This situation demonstrates that the challenges of education in the digital age are not solely related to cognitive aspects and 21st-century skills but also touch on the moral and spiritual dimensions of students[6].

In this context, schools play a strategic role as formal educational institutions, tasked not only with transferring knowledge but also with fostering students' morals and character. Teachers, as the primary actors in the educational process, play a central role in shaping students' personalities and morals. Teachers serve not only as instructors but also as educators, mentors, role models, and agents of value transformation. Exemplary attitudes, consistent behavior, and the ability to integrate moral values into the learning process are crucial factors in shaping students' character amidst the currents of modernization and digitalization[7].

For Islamic-based schools like Muhammadiyah 2 Senior High School in Central Jakarta, developing students' morals is an integral part of their educational vision and mission. Schools are not only oriented toward academic achievement but also toward strengthening Islamic values, such as honesty, responsibility, discipline, tolerance, and social awareness. However, the reality on the ground shows that implementing moral education in the digital age faces various challenges. The intensity of gadget use, the shift in social interactions to virtual spaces, and the influence of the external environment often impact the effectiveness of moral development carried out by teachers.

Furthermore, the shift in learning paradigms that require the use of digital technology also requires teachers to adapt pedagogically and morally. Teachers are required not only to be proficient in mastering learning technology but also to be able to filter values and guide digital ethics for students. Not all teachers are equally prepared to integrate moral values into digital-based learning, so often moral education is only delivered normatively and not fully internalized in student behavior[8].

This phenomenon can also be seen at Muhammadiyah 2 High School,

[4] Tatiana N. Kalugina and Maria V. Timchenko, "Digitalization of Higher Education in 2021 – Challenges for University Students In Russia," *Galactica Media: Journal of Media Studies* 5, no. 2 (2023), https://doi.org/10.46539/gmd.v5i2.344.

[5] Ingrid Noguera Fructuoso et al., "Digital and Methodological Transformation of Vocational Education and Training in the Post-COVID Era," *Revista de Investigacion Educativa* 42, no. 2 (2024), https://doi.org/10.6018/rie.563191.

[6] Diego Varas et al., "Teachers' Strategies and Challenges in Teaching 21st Century Skills: Little Common Understanding," *Thinking Skills and Creativity* 48 (2023), https://doi.org/10.1016/j.tsc.2023.101289.

[7] Dhiniaty Gularso and Mita Indrianawati, "KENAKALAN SISWA DI SEKOLAH DASAR," *Taman Cendekia: Jurnal Pendidikan Ke-SD-An* 6, no. 1 (2022), https://doi.org/10.30738/tc.v6i1.12205.

[8] Lukang Wang et al., "Advances and Challenges in Deep Learning-Based Change Detection for Remote Sensing Images: A Review through Various Learning Paradigms," *Remote Sensing*, 2024, https://doi.org/10.3390/rs16050804.

Central Jakarta, where the dynamics of student life are inextricably linked to the influence of modernization and digitalization. Although the school has various character and religious development programs, such as habituating worship, Islamic activities, and integrating moral values into subjects, challenges remain in consistently shaping students' morals, both within and outside the school environment. This raises questions about the extent of teachers' role in shaping students' morals in the era of modernization and digitalization of education, and what strategies are being implemented to address these challenges.

Based on this description, it is important to conduct an in-depth study of the role of teachers in shaping students' morals in the era of modernization and digitalization of education through a case study at Muhammadiyah 2 Senior High School, Central Jakarta. This research is expected to provide a comprehensive overview of the roles, strategies, and challenges faced by teachers in fostering students' morals, as well as serve as material for reflection and recommendations for developing relevant and effective moral education in the modern and digital era.

B.   METHOD

This research uses a descriptive qualitative approach with a library research method. The qualitative approach was chosen because this study aims to deeply understand the meaning, role, and dynamics of teachers' roles in shaping students' morals in the era of modernization and digitalization of education. This approach allows researchers to explore concepts, perspectives, and theoretical findings relevant to moral education without focusing on numerical measurements or statistics, but rather on the meaning and contextual analysis of the phenomena studied[9].

The literature study method used in the case study context at Muhammadiyah 2 High School, Central Jakarta, remains the focus of the analysis. As the primary source of data collection, various scientific works related to the research topic were reviewed. The literature reviewed included books on education and Islamic education, national and international scientific journals, previous research results, scientific articles, educational policy documents, and other relevant sources discussing the role of teachers, moral education, modernization, and digitalization of education. Through the literature study, the researcher seeks to build a comprehensive understanding of the concept of morality from an Islamic educational perspective, the role of teachers as educators and moral role models, and the challenges and opportunities of moral education in the digital era[10].

Data collection techniques were carried out through searching and selecting literature relevant to the research topic. Researchers identified credible sources that were directly related to the focus of the study. Next, they conducted in-depth reading, recording, and grouping of data according to the main research themes, such as the concept of student morality, the moral crisis in the digital era, the role of teachers in character education, and the integration of moral values in modern

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[9] G. M. Ageeva, "Media Analytics in Library Research," *Scientific and Technical Libraries*, no. 5 (2023), https://doi.org/10.33186/1027-3689-2023-5-58-76.
[10] Fathima Azra Fazal and Rupak Chakravarty, "Researcher Development Models and Library Research Support," *Library Hi Tech News*, 2021, https://doi.org/10.1108/LHTN-04-2021-0015.

learning. Data obtained from various sources were then compared and critically reviewed to identify patterns, similarities, and differences in expert opinion[11].

C. RESEARCH

1. Teachers as Moral Role Models and Central Figures in the Formation of Students' Morals

Teachers occupy a very strategic position as moral role models and central figures in the process of developing students' morals. In the context of education, particularly in the era of modernization and digitalization, the role of teachers is not only limited to delivering subject matter, but also encompasses the function of fostering values, character formation, and internalizing noble morals in students. The literature reviewed confirms that the success of moral education depends heavily on teachers' exemplary behavior in displaying behavior consistent with the moral and ethical values taught.

Teachers' exemplary behavior is reflected in various aspects of school life, from discipline, responsibility, and honesty to interactions with students, fellow teachers, and the school environment. Teachers who demonstrate politeness, fairness, and empathy are more likely to be accepted as role models by students.

From an Islamic educational perspective, teachers are viewed as role models, real-life examples that exert a strong influence on the development of students' personalities. Literature indicates that moral values conveyed through role models have a greater influence than those conveyed verbally or through instruction alone.

In the digital age, teacher role models are increasingly important because students live in an environment saturated with external influences, particularly from social media and digital spaces. Studies show that students often experience value confusion due to exposure to various information and behaviors that conflict with religious and moral norms.

In this situation, teachers act as reference figures, helping students sort and understand correct values. Teachers' exemplary behavior in being wise about technology use, maintaining ethical digital communication, and demonstrating responsibility in utilizing online learning media serves as a concrete example for students in facing the challenges of the digital era[12].

Furthermore, the research findings also revealed that teacher role models not only influence the development of individual student morals but also the formation of a character-based school culture. Teachers who consistently display positive behavior will contribute to creating a conducive, religious, and moral educational climate. A culture of discipline, mutual respect, and social responsibility in the school environment grows because of ongoing interactions between teachers and students. The literature confirms that a school culture strong in moral values will strengthen the process of internalizing character in students collectively.

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[11] Xiaohui Wei et al., "Reliable Data Collection Techniques in Underwater Wireless Sensor Networks: A Survey," *IEEE Communications Surveys and Tutorials*, 2022, https://doi.org/10.1109/COMST.2021.3134955.

[12] Febriyanti Ghayatul Qushwa, Dinda Febrianti Putri, and Hasan Jali, "Integration of Teacher Exemplary Behavior in Character Education to Build A Globally Perspective Madrasah Generation," *EDUCARE: Jurnal Ilmu Pendidikan* 4, no. 1 (2025), https://doi.org/10.71392/ejip.v4i1.69.

The teacher's role as a moral role model must be supported by professional awareness and a strong ethical commitment. Teachers are required to maintain personal integrity, both inside and outside the school environment, as students tend to judge and emulate their teachers' behavior in a holistic manner. In an era of open information, teachers' behavior in public spaces and on social media also attracts students' attention. Therefore, consistency between the values taught and the behavior displayed is a key requirement for teachers to function effectively as central figures in moral formation.

The research findings confirm that teachers are key actors in students' moral education. Teachers' exemplary behavior not only serves as a means of transferring values but also serves as the primary foundation for shaping students' personalities and noble morals amidst the challenges of modernization and digitalization of education. These findings reinforce the view that efforts to shape students' morals must begin with strengthening the role of teachers as authentic, consistent, and relevant moral role models in the context of today's developments.

2. The Role of Teachers in Integrating Moral Values into Digital-Based Learning

Teachers play a strategic role in integrating moral values into digital-based learning in the era of educational modernization. Digitalization of learning not only transforms media and teaching methods but also influences student interaction patterns, ways of thinking, and attitudes and behavior. In this context, teachers are required to optimally utilize educational technology without neglecting the essence of moral education as a fundamental goal of the learning process.

The integration of moral values in digital-based learning is carried out through the planning, implementation, and evaluation of learning oriented towards character building. The results of the literature review indicate that teachers play a role in designing digital learning that not only emphasizes mastery of academic material but also incorporates moral values such as honesty, discipline, responsibility, cooperation, and media ethics. The selection of educational digital content, the use of polite language in online learning platforms, and the affirmation of ethical rules in digital communication are concrete forms of the integration of moral values in the learning process[13].

Furthermore, research findings confirm that teachers play a key role as digital ethics educators for students. Amidst the widespread use of social media and various digital applications, students often lack the skills to select information and act wisely in the digital space. Teachers serve as figures who guide the ethical use of technology, such as respecting the work of others, avoiding plagiarism, maintaining good manners in communication, and being responsible for the information shared. The literature confirms that digital learning, accompanied by the instilling of ethics, will help students develop moral awareness and self-control in utilizing technology[14].

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13 Muslim Muslim, "Internalising Digital Technology in Islamic Education," *Scaffolding: Jurnal Pendidikan Islam Dan Multikulturalisme* 6, no. 3 (2024), https://doi.org/10.37680/scaffolding.v6i3.6309.
14 Mohd Salim Mohamed, "Enhancing Ethical Reasoning in Science Education: A Technology-Driven Instructional Approach," *Journal of Academic Ethics* 23, no. 4 (2025), https://doi.org/10.1007/s10805-025-09663-7.

The research also shows that integrating moral values into digital-based learning requires creativity and exemplary teacher behavior. Teachers not only convey rules or moral advice but also provide concrete examples of how technology is used. Teachers' discipline during online learning, fair assessments, and consistency in implementing digital learning rules serve as effective role models for students. This exemplary behavior strengthens the internalization of moral values, enabling students not only to understand them cognitively but also to internalize them in their daily behavior.

The study's findings indicate that digital-based learning also offers significant opportunities for strengthening moral education. Through the use of digital media such as instructional videos, reflective content, and online discussions, teachers can present moral material more contextually and engagingly. Technology enables students to actively engage in the learning process, engage in critical discussions, and reflect on moral values in various real-life situations. With teacher guidance, digital learning can be an effective tool for fostering ethical awareness and a sense of responsibility in students.

Teachers function as moral educators who oversee the direction of technology use in educational settings. In this context, teachers set an example in the wise, ethical, and responsible use of technology. Teachers' attitudes in communicating on digital platforms, punctuality, consistency of rules, and fairness in assessments serve as concrete examples observed and emulated by students. This exemplary behavior reinforces the moral message conveyed, ensuring that moral values are not only conceptually understood but also realized in practice.

Effective integration of digital learning and moral education significantly contributes to shaping a generation with a balance between technological prowess and moral integrity. Students are equipped not only with digital literacy and 21st-century skills, but also with an ethical awareness that guides them in facing the challenges of life in the digital age. The resulting generation is expected to be able to utilize technology for the greater good, not merely to satisfy immediate needs, and to possess moral resilience in addressing the various negative influences that emerge in the digital space.

The success of character education in the modern era is largely determined by the extent to which teachers can consistently and meaningfully integrate moral values into digital-based learning. The role of teachers as moral educators who are adaptive to technological developments is a crucial foundation for building a generation with noble character, digital intelligence, and readiness to face the increasingly complex dynamics of global life.

3. Teachers as Guides and Character Builders Amidst the Challenges of Modernization

In Muhammadiyah High Schools, teachers play a strategic role as mentors and strengthen students' character amidst the increasingly complex challenges of modernization. As an educational institution grounded in Islamic and Muhammadiyah values, Muhammadiyah High Schools focus not only on academic achievement but also on developing students' Islamic character and morals. In this context, teachers serve as central figures, guiding students to

critically respond to current developments without abandoning the Islamic values that define the school.

As mentors, teachers at Muhammadiyah high schools play an active role in assisting students in addressing various moral and social issues arising from modernization. Studies show that teachers function not only as instructors in the classroom but also as educators, providing personal and social guidance to students. Through a dialogical approach, role models, and religiously nuanced advice, teachers help students understand Islamic values as guidelines for attitudes and behavior. This mentoring is crucial given that students live in urban environments saturated with the influence of global culture, digital media, and changing adolescent lifestyles.

In the current era of modernization, marked by rapid social, cultural, and technological change, teachers play a crucial role as mentors and strengtheners of students' character. Modernization brings various conveniences and opportunities for student development but also presents serious challenges in shaping personality and morals. Lifestyle changes, shifting values, and the influence of global culture often led to moral confusion and a weakening of students' sense of self. In these circumstances, the presence of teachers as mentors is a fundamental necessity in guiding students' character development positively and sustainably.

As mentors, teachers play a role in helping students understand and internalize moral values relevant to modern life without losing their identity and ethical foundation. Studies show that teachers not only provide normative advice or direction but also provide guidance through a dialogical and persuasive approach. Through open and empathetic communication, teachers help students reflect on life experiences, confront moral dilemmas, and make responsible decisions. This approach is considered effective in strengthening students' self-awareness and moral maturity amidst the complex challenges of modernization[15].

In facing the challenges of modernization and digitalization, teachers at Muhammadiyah High Schools also act as mediators between Islamic values and contemporary developments. Research shows that teachers strive to instill in students the understanding that technological advances and modernity do not conflict with Islamic teachings, if they are used wisely and responsibly. Through teacher guidance, students are guided to use technology as a means of developing knowledge, preaching, and improving their personal qualities, rather than as a source of deviant behavior or moral degradation.

Teachers play a role in strengthening character by instilling positive values in school life. Research shows that student character formation cannot be achieved instantly, but rather through a consistent and continuous process. Teachers contribute to creating a conducive, disciplined, and character-based learning environment by enforcing school rules fairly and reinforcing positive student behavior. Instilling attitudes of discipline, responsibility, cooperation, and social awareness is an important part of teachers' roles in strengthening students' character amidst changing times.

In the era of modernization, teachers are also required to adapt to technological developments and changes in students' social interaction patterns.

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[15] Miri Ben-Amram and Nitza Davidovitch, "Novice Teachers and Mentor Teachers: From a Traditional Model to a Holistic Mentoring Model in the Postmodern Era," *Education Sciences* 14, no. 2 (2024), https://doi.org/10.3390/educsci14020143.

Research confirms that teachers act as mediators, bridging traditional values and the demands of modern life. Teachers help students understand that technological advances and modernity do not conflict with moral values if they are used wisely and responsibly. With teacher guidance, students are guided to utilize modern advances as a means of self-development and social contribution, rather than as a source of moral degradation.

The teacher's role as a character builder becomes more effective when supported by exemplary behavior and consistent attitudes. Teachers who demonstrate integrity, steadfast principles, and concern for student development are more likely to be trusted and respected. This exemplary behavior has a significant influence on shaping students' character, as moral values are conveyed not only through words but also through concrete attitudes and actions that can be observed in everyday life.

Through mentoring based on Islamic values, teachers at Muhammadiyah High School strive to guide students to understand and internalize religious teachings as a guide to life. This mentoring is provided not only through formal classroom instruction but also through daily interactions, personal guidance, and value reinforcement in various school activities. Teachers play a role in helping students navigate the various moral and social issues that arise from modernization, enabling them to develop critical thinking, responsibility, and adherence to Islamic principles.

In addition to mentoring, consistent character education is a crucial strategy for strengthening students' morals. Teachers instill values such as discipline, honesty, responsibility, social awareness, and work ethic through repeated and ongoing practices throughout school life. This practice allows moral values to be understood not only theoretically but also to become part of students' daily behavior and habits. Thus, character education at Muhammadiyah High School is comprehensive and sustainable.

The role of teachers at Muhammadiyah High Schools as mentors and character builders contributes significantly to shaping a young generation with noble morals and strong character. Through Islamic mentoring, consistent character development, and authentic role models, teachers help students navigate the dynamics of modern life wisely without losing their Islamic identity.

D. CONCLUSION

Teachers at Muhammadiyah 2 Senior High School, Central Jakarta, act as consistent moral role models, demonstrating Islamic and Muhammadiyah values, both in the learning process and in daily interactions within the school environment. This exemplary behavior serves as the primary foundation for internalizing moral values in students, as moral values are more effectively instilled through concrete examples than through mere theoretical delivery. The discipline, responsibility, honesty, and etiquette demonstrated by teachers positively influence the development of students' character. Through mentoring based on Islamic values, consistent character building, and the creation of a religious and character-based school culture, teachers help students build a personality that is balanced between intellectual, spiritual, and social skills. The success of student moral development in the era of modernization and digitalization of education at Muhammadiyah 2 Senior High School, Central

Jakarta, is largely determined by optimizing the role of teachers as educators, role models, mentors, and character enhancers. The harmonious integration of Islamic values and the use of educational technology is key to producing a generation with noble morals, strong character, digital literacy, and the ability to navigate the dynamics of modern life without losing their Islamic identity.

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