



The Urgency of Educational Philosophy in Addressing the Moral Crisis of Students in the Digital Era

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ABSTRACT

The moral crisis of students in the digital era is a serious challenge in the world of modern education. The rapid advancement of information and communication technology has had a major impact on the way of thinking, behaving, and forming the values of the younger generation. Open information without filters, instant culture, and the influence of social media have led to a decrease in empathy, a weakening of respect, and a strengthening of moral relativism. This study aims to examine the urgency of educational philosophy as a reflective approach in responding to the moral crisis of students. This study uses a qualitative approach through a library research method by reviewing educational philosophy literature, ethical theories, and research results related to character education and the digital era. The results of the study show that educational philosophy plays an important role in forming an ethical framework of thinking, strengthening the foundation of values, and instilling critical moral awareness in students. In addition, educational philosophy also provides a new direction for teachers and educational institutions to integrate noble values into the learning process. Thus, educational philosophy becomes a strategic foundation in building a generation that is not only intellectually intelligent but also morally mature.

1. INTRODUCTION

Various aspects of human life have been significantly changed by the advancement of digital technology, especially in the field of education. The learning process has become more interactive and flexible. As a digital generation, students live in a very open world, with easy access to various global sources.

Open learning offers many conveniences and new opportunities but also presents major problems related to the quality and depth of values absorbed by students. The imbalance between providing open information and the ability to filter it according to moral and ethical standards of education is a major problem. Much of the content contains bad things, such as violence, pornography, fake news (hoaxes), and other reprehensible behavior.

This condition causes symptoms of real moral decline in schools and society. These symptoms include excessive individualism, increased online bullying behavior (also known as cyberbullying), misuse of social media for unpleasant purposes, and decreased respect and courtesy for parents, teachers, and other authorities.

In addition, popular culture that has developed in the computer and internet era usually displays a simple and valueless lifestyle. Local and traditional values, which have been the moral and spiritual foundation of the country, are increasingly marginalized. As a result, we see a young generation that is technologically savvy and proficient in using various digital devices, but on the other hand, they are impoverished morally and spiritually. They learn quickly but do not understand and live deep human values.

This situation requires a more fundamental educational method that reaches the root of the problem. The philosophy of education becomes relevant here. Educational philosophers not only offer solutions but also educate students to think critically and deeply. Philosophers encourage them to question, evaluate, and deeply understand the values they want to receive rather than accepting them instantly.

Therefore, philosophy helps change the true purpose and direction of education and incorporate true human values into daily learning. Educational philosophy provides a clear normative framework as well as a critical perspective in understanding the purpose of education, fundamental values, and the essence of human beings. If education is based on philosophy, learning turns into a strong humanizing process and is no longer just a cognitive activity.

Education aims to instill a strong moral awareness, build a strong character, and develop wisdom to deal with the various complexities that arise from life. This is very important to ensure that learners grow into individuals who are not only intelligent but also moral and socially responsible.

Philosophy of education serves as a tool to slow down and balance the fast and reactive way of thinking in the fast-paced, instant, and visual digital era. Philosophers teach students to think critically and be responsible for distinguishing moral norms. It provides a foundation for them to build solid moral resilience amidst the flood of information and popular culture that is increasingly destroying the nation's noble values.

The philosophy of education serves as a shield that protects students from negative influences and becomes a foundation that guides them toward a meaningful and ethical life.

As a result, it is imperative for the world of education to reaffirm the position of educational philosophy as the basis for thinking and acting in educating future generations. It is hoped that transformative solutions that address the moral challenges that arise in the computer and internet era will be generated through the use of philosophy. Philosophy-based education produces a generation that is morally and ethically resilient and skilled in digital technology. This generation is expected to use technology to advance while upholding the nation's moral and humanitarian values.

2. THEORETICAL BASIS

a. Philosophy of Education as a Foundation of Values

Philosophy of education is a special branch of philosophy that deeply discusses and formulates the basics of thinking about education. Philosophy of education not only studies technical and methodological aspects, but also investigates the nature of humans as subjects of education, how the learning process should take place, and especially the fundamental values that must be instilled during the education process itself. The three main dimensions that are the subject of study of philosophy of education are ontology, epistemology, and axiology. ([Dwi Septiwiharti, 2024](#))

Ontology in the philosophy of education discusses the nature of students as whole human beings with physical, intellectual, emotional, and spiritual potential. Students are not merely objects that passively receive knowledge, but rather active subjects in building experiences and meanings. With this ontological understanding, education is directed to respect the existence and dignity of each individual student, providing space for holistic self-development. ([Asrori & Rusman, 2020](#))

Epistemology is concerned with how to acquire and develop knowledge. The philosophy of education emphasizes that knowledge is not just a collection of facts to be memorized, but rather the result of active interaction between students and the learning environment. The ideal

learning process is one that encourages curiosity, critical engagement, and deep reflection. In this way, students are able to internalize knowledge and apply it in real life. ([Khuzaini, 2023](#))

Axiology is the study of values, especially values that are the goal of education. Values such as honesty, responsibility, empathy, justice, and solidarity should not be seen as mere additions or complements, but should be the core of the educational process. Through axiology, education is directed to shape the character and morals of students, equipping them with a strong ethical foundation so that they can face the complexities of life wisely and responsibly. ([Mufid, 2021](#))

As a foundation of values, the philosophy of education plays a role not only as a theoretical basis or abstract concept, but also as a practical guide in curriculum development, teaching method design, and interaction patterns between teachers and students. For example, the value of honesty is not enough to be taught through theory alone, but must be realized in daily learning practices, in the attitudes and actions of teachers, and in the overall school culture. This makes education a process of forming a complete and integrative character. ([Waruwu & Sibarani, 2023](#))

Several great thinkers have made important contributions to the development of educational philosophy that emphasizes the dimensions of values and character. John Dewey emphasized education as a process of character formation through meaningful experiences. Dewey views that learning must be relevant to the real life of students, and that experience becomes a medium for building positive habits and values. Meanwhile, Paulo Freire sees education as a liberating practice that fosters critical awareness, empowers students to recognize injustice and take a stance in favor of universal human values. In the Islamic tradition, Al-Ghazali places education as a path to the formation of noble morals and strengthening spiritual relationships with God, emphasizing that the main goal of education is the transformation of the soul towards goodness and holiness. ([Widodo, 2024](#))

Philosophy of education provides great transformative power. It allows education to not only be a mechanical or rote information transfer process, but also a space for deep moral reflection. Through value-based learning, students are formed not only to be intellectually intelligent, but also emotionally and morally mature. This awareness of values becomes the main capital for them to face various life challenges with integrity and wisdom. ([Gusty et al., 2023](#))

Thus, it can be concluded that the philosophy of education is the heart of meaningful education. It provides clear direction, deep meaning, and a solid framework of values for the entire educational process. Both teachers and students receive guidelines to carry out their functions and roles optimally in building whole people and knowledgeable, moral, and characterful people. Without a strong foundation of educational philosophy, education will lose its meaning and direction, thus failing to form a generation that is not only smart, but also has noble character and is responsible for themselves, others, and their social environment. ([Nursikin, 2016](#))

b. Moral Crisis in the Digital Age

The digital era has brought major changes to the daily lives and ways of thinking of today's young generation. The internet, social media, and various digital platforms have revolutionized communication patterns, ways of seeking entertainment, and the process of forming self-identity. However, although digital technology should be a means to facilitate access to information and support learning, in reality it often has negative impacts. Many students are lost in a virtual world full of vague, ambiguous, and even contradictory values. ([Lestari et al., 2023](#))

One of the real manifestations of the moral crisis in this digital era is the increasing number of cyberbullying cases. This online verbal violence shows how technology can be used to hurt others without empathy and responsibility. In addition, the spread of unverified hoaxes or fake news is increasingly easy, causing confusion and triggering social conflict. Consumption of

indecent content, such as inappropriate videos and images, is also increasingly rampant among teenagers, potentially damaging their moral and psychological development. ([Gobang & Fil, 2024](#))

Another emerging phenomenon is the culture of “cancel culture” and digital intolerance, where a person or group is quickly brought down and ostracized simply because of a difference of opinion or a small mistake. This culture often does not provide space for dialogue and understanding, but rather fosters hatred and division. All of this is a sign that students are not yet equipped with adequate ethical skills to respond to the various challenges of the digital world wisely and responsibly. ([Harahap et al., 2021](#))

In the context of morals, the digital era also triggers the emergence of increasingly strong moral relativism. The rapid flow of information and easy access make the standards of truth and goodness increasingly blurred. Many students tend to judge right or wrong based on majority opinion or someone's popularity in cyberspace, rather than based on solid ethical principles. As a result, their value orientation becomes weak and easily changes following trends or social pressures. This condition is very dangerous because it forms inconsistent behavior and is often detrimental to oneself and others in everyday life, both at school and in society. ([Sanusi, 2023](#))

In addition, the moral crisis of the digital era has also had an impact on the decline in respect and respect for educational authorities, such as teachers and parents. Many students today consider influencers on social media as role models and primary sources of information, rather than educational figures or authoritative figures in the real world. This shift in moral authority shows that the values taught at home and school are starting to lose their place. In fact, teachers and parents are important pillars in shaping the character and morals of students. ([Salahuddin, 2024](#))

Without a strong and stable value framework, students are easily swayed by various momentary trends and digital information flows that are not always correct or moral. Therefore, education must return to its philosophical roots as the main foundation in instilling moral values that are deeply rooted in the identity and inner consciousness of students. Education that integrates philosophical values can equip them with reflective, critical, and ethical abilities so that they are able to respond to the digital era wisely, responsibly, and with dignity. ([Wedi et al., 2020](#))

c. The Relevance of Educational Philosophy in the Midst of Moral Disruption

Philosophy of education has a vital role in reframing the direction of education amidst the moral disruption that is occurring. It is not only a theoretical foundation, but also a critical tool for understanding reality more deeply. Through philosophical reflection, education can be designed as a process that not only transfers knowledge, but also shapes the personality and character of students. Amidst the challenges of a complex era, philosophy enables the world of education to formulate appropriate and sustainable responses to increasingly complex moral issues. ([Murtiningsih, 2021](#))

The philosophical approach encourages students to think critically, not just passively receiving information, but also evaluating and processing information ethically and rationally. This attitude is crucial in the digital era full of hoaxes, information manipulation, and the influence of social media. With critical thinking skills rooted in philosophy, students will have the moral sensitivity and reasoning power to distinguish between true and misleading information, and be able to form a wise stance in responding to social phenomena. ([Halawa et al., 2024](#))

In a pragmatic and fast-paced educational environment, the philosophy of education teaches the importance of patience in thinking, perseverance in contemplation, and depth in understanding the realities of life. These values are essential to face the instant and superficial culture that dominates the digital era, where everything is judged based on speed, popularity, and external appearance. Through philosophy, students are invited to return to the depths of

meaning, find intrinsic values, and build a personality that is not easily tempted by momentary sensations. ([Rusli et al., 2024](#))

Philosophy of education also helps students to build a strong and autonomous moral identity. When external values and norms change with the times and public opinion, philosophy provides ethical principles that come from self-reflection and inner awareness. Philosophy-based education helps students become active subjects in the learning and character-building process, not just objects formed by the system or media. They are invited to understand who they are, what their purpose in life is, and how they should live morally. ([Anwar, 2021](#))

Furthermore, the philosophy of education equips teachers and educators with a solid framework for guiding students to navigate an increasingly complex world. Teachers who have a philosophical foundation not only act as conveyors of material, but also as moral leaders, value facilitators, and spiritual mentors. They are able to design learning that not only hones intellectual intelligence, but also forms social sensitivity, empathy, and moral integrity in students. ([Silvester et al., 2024](#))

Thus, the relevance of educational philosophy becomes increasingly apparent and undeniable amidst the moral crisis that is currently hitting the world of education. It is not only a complement to the curriculum, but an urgent need that must be integrated in its entirety into the educational process. Through educational philosophy, we can build a new paradigm that places humans as the center and goal of education, namely humans who are intellectually, emotionally, and spiritually whole. ([Wulandari, 2020](#))

3. RESEARCH METHODS

This study uses a qualitative approach with a library research method. This method was chosen because it is appropriate for exploring theoretical concepts and critical thinking related to the philosophy of education and the moral crisis of students in the digital era. We obtained data sources from books on the philosophy of education, scientific journal articles, and relevant educational policy documents. The first step in this study is to identify the main literature that discusses the concept of educational philosophy, moral crisis, and the challenges of the digital era. We then conduct a thematic analysis on the literature's contents to uncover the connection between philosophical values and students' moral issues. The author also uses a reflective approach in interpreting the meaning of the texts and ideas found. In addition, the author uses hermeneutic interpretation techniques to understand the meaning of philosophical texts and how these concepts can be applied in the context of contemporary education. The main emphasis is not on collecting field data but on exploring philosophical thoughts as the basis for theoretical arguments. The validity of the data in this study is strengthened through theoretical triangulation, namely comparing the views of various educational philosophy figures such as John Dewey, Paulo Freire, Immanuel Kant, Al-Ghazali, and other contemporary educational thinkers. In this way, the analysis is not only monoperspective but holistic and in-depth. This method aims to produce a study of educational philosophy that is both conceptual and applicable to the moral crisis students face in the digital age.

4. RESULTS AND DISCUSSION

a. Research result

Integration of Philosophical Values in the Educational Curriculum: Modern educational curricula often focus too much on academic abilities and technical skills, thus neglecting the moral, spiritual, and humanistic aspects of education. However, proper education does not only aim to improve cognitive abilities but also to produce individuals who are morally and socially strong. This is where philosophical values must be incorporated into the curriculum to prevent a worsening moral crisis amidst the rapid flow of information and global cultural transformation.

This integration is not intended to make philosophy a separate subject. Rather, philosophical principles such as honesty, responsibility, empathy, justice, and critical reflection are incorporated into the educational process. Cross-subject values, problem-based learning, integration of project activities, and reflective forums, which encourage students to think critically and act wisely, are some of the ways in which this approach can be implemented.

For example, in language lessons, students can be invited to analyze the moral meaning in folk tales or novels, then reflect on it in real life. In science lessons, students can be invited to study moral issues in scientific experiments and how technology affects human life. Thus, learning fosters both concrete and contextual moral awareness, in addition to cognitive understanding.

In addition, the philosophy of education emphasizes the importance of the thinking process, not just memorization. The curriculum philosophically allows students to question, doubt, analyze, and draw their own conclusions. This process enhances critical and ethical thinking skills, which are essential in the era of digital disinformation.

In addition, character education based on philosophical principles relies on students' inner awareness, not just norms. Moralistic methods that are merely instructive do not produce lasting internal transformation. Therefore, the curriculum is not just a tool for providing education; it also helps people become more intelligent, critical thinkers, and responsible for themselves, others, and their environment.

The Role of Teachers as Value Facilitators: In the philosophy of education, teachers are not just teachers; they are value facilitators and moral guides. They are figures who bring meaning to the classroom and become practical examples of how life values are applied in everyday life. The role of teachers is very important in the midst of the value crisis affecting the younger generation, especially in today's digital era, which is full of distractions, information polarization, and a flood of meaningless content.

Teachers must have philosophical skills, such as critical thinking, moral behavior, and understanding the problem thoroughly. They must teach students to think critically, understand reality, and have an attitude to life. Teachers provide explanations and encourage discussion, encourage reflection, and help students find values that are important to them.

Moreover, teachers must act as guardians of values in the digital era. They must teach their students how to use technology wisely, avoid hoaxes, avoid consumer culture, and use digital media as a moral learning tool. Teachers can function as agents of values in virtual spaces through activities such as creating reflective content, talking about digital ethics, or practicing critical digital literacy.

The classroom must be transformed into a place where students can talk, raise doubts, and search for meaning together safely. Building a moral awareness within students, rather than imposing it from the outside, requires this atmosphere.

Challenges of Implementing Philosophical Values in Schools: Although the application of philosophical values in education is essential, teachers also function as moral architects who build the foundation of students' characters amidst the rapidly changing times.

The educational paradigm that remains cognitively and quantitatively oriented is the first obstacle. Philosophical and ethical factors are considered unimportant because of the focus on exam results, accreditation, and ranking. As a result, moral principles are not the core of education but merely slogans.

Second, many teachers do not understand the philosophy of education well. They lack the habit of reflecting deeply or discussing the essence of education. If there is no philosophical education, instruction on values becomes rigid, normative, even dogmatic, and cannot touch the consciousness of students.

Third, teachers lose energy because of the complicated and administrative curriculum. In such a situation, teachers tend to prioritize the completion of material goals rather than creating space for character formation. Additionally, teachers often communicate moral principles either symbolically or formally.

Fourth, many different values have emerged from the global and digital culture, which confuses students. They are more involved in popular stories on social media, which do not always correspond to national education standards. It is easy for students to lose their moral orientation if they do not have reflective skills instilled through philosophy.

Therefore, systemic reform is needed that includes paradigms, teacher training, curriculum design, and school culture if philosophical principles are to truly enter the world of education.

Strategy for Strengthening Philosophical Values in Education: Strengthening philosophical values in education requires a strategic and sustainable approach to address the problem. Educational philosophy training is the first strategy to improve teacher skills. Critical and ethical thinking skills and the opportunity to discuss the nature of education are essential for teachers. It is highly recommended that this training not only be theoretical but also practical by linking philosophy to real-world situations and learning that occurs.

Taking into account transcendental and humanistic values, the second approach is to revise the curriculum. The curriculum should include learning experiences that involve affective and moral aspects rather than just information. These goals can be achieved by using models such as project-based learning, service-based learning, and reflective learning.

Thirdly, we must establish a school culture that is based on values. Schools must be places that foster trust, fairness, and empathy. School governance, interactions between residents, and internal policies must all reflect these values.

Fourth, parents and society play a role in building character. In schools, value education cannot stand alone. Collaboration with families and the social environment will create consistent values and a healthy educational ecosystem.

Fifth, we can utilize digital technology to disseminate philosophical values. Media such as inspirational videos, popular philosophical podcasts, or online discussion forums can be effective ways to spread values to the younger generation. This method allows values to be present and inspiring where they live, no longer separated from the digital world.

These strategies will make philosophy a key part of education, creating a generation that is both smart and wise.

b. Discussion

Modern education curricula often emphasize academic and technical skills, so that moral, spiritual, and humanistic aspects are less considered. However, the main goal of proper education is not only to improve students' abilities but also to build strong moral and social characters. In a systemic effort to face the increasingly complex moral crisis in the era of globalization and digitalization, the inclusion of philosophical values in the curriculum is very important.

During the educational process, students must combine philosophical principles such as honesty, responsibility, empathy, justice, and critical reflection. Thus, learning covers cognitive aspects and fosters real moral awareness that is relevant to students' lives. For example, students in Indonesian language classes can gain insights into the meaning of life and moral principles by reflecting on moral values through the analysis of folklore or novels. Scientific ethics and the consequences of technology teach students to think critically and be responsible for what they learn.

The philosophy of education emphasizes the importance of the thinking process, not just memorizing facts. Philosophical chairs allow students to consider, question, and analyze information independently so that they can draw conclusions based on critical and moral thinking. In the midst of a rapid and often inaccurate flow of information, this ability is crucial. A moralistic approach that is both instructive and ceremonial cannot achieve the inner transformation of students, like education that prioritizes philosophical values. This approach is also more effective and successful.

Therefore, the curriculum is no longer considered merely a tool for learning but as a tool for developing individuals who think critically and are responsible for themselves, others, and the environment.

In the philosophy of education, teachers are not only tasked with delivering lessons; they also act as advocates of values and moral guides. In their daily lives in the classroom, teachers demonstrate these values. This role is especially important given the moral dilemmas facing the younger generation, especially in the digital age filled with distractions and differences of opinion about information.

Teachers must have philosophical skills, such as critical thinking, moral behavior, and understanding problems holistically. Teachers have a responsibility to teach students to understand the real world, ask critical questions, and develop the right attitude to life. Teachers can help students find personally relevant values and encourage discussion and reflection.

Teachers must also protect values in the digital era by teaching students to use technology wisely, avoid hoaxes, and oppose consumer culture. Creating reflective content and talking about digital ethics are some real examples of how educators can be agents of values in the virtual space. Furthermore, we must transform the classroom into a secure and interactive environment where students can freely express their ideas and uncertainties. Such an environment will ensure that moral awareness arises from within the students themselves, not from external pressure.

Although the integration of high philosophical values is essential, there are many challenges that hinder its implementation. First, many teachers lack a solid foundation in educational philosophy because the current educational paradigm places too much emphasis on cognitive and quantitative aspects, resulting in values being reduced to mere slogans without practical application.

Third, the tight curriculum and administrative responsibilities make it more difficult for teachers to create significant character-building space. Fourth, the influence of cultures spread throughout the world and digital technology causes a plurality of values that confuse students. A lack of strong critical thinking can erode students' moral orientation.

5. CONCLUSION AND SUGGESTIONS

a. Conclusion

The moral crisis that has hit students in the digital era is a major challenge for the world of education. Unstoppable information, instant culture, and loss of moral authority have caused students to become weaker. In such circumstances, the philosophy of education emerges as an important solution that is not only theoretical but also useful for building value awareness through critical and ethical thinking processes.

The philosophy of education has the ability to shape moral orientation through the thinking process. This method teaches students not only to be academically intelligent but also wise in acting. The values that are instilled are not only remembered but also understood and actively practiced.

The teacher's work of creating values is crucial in this process. Teachers must be moral role models and reflective companions, as well as subject matter experts. However, many structural, cultural, and technological problems continue to prevent philosophy from playing an optimal role in education.

Therefore, we need systemic changes that bolster value-based curricula, train teachers in philosophical thinking, foster an ethical school culture, and involve the wider community. Additionally, we must use digital technology as a medium that communicates values, not just for entertainment.

By incorporating educational philosophy into the education system as a whole, we can prepare a generation that is not only intellectually superior but also morally strong. This generation will be ready to face the challenges of the times honestly and wisely.

b. Suggestion

1. For Teachers

As educators, teachers have a central role in shaping the character of students amidst the rapid flow of digital technology. Therefore, teachers need to integrate philosophical values such as honesty, empathy, responsibility, and justice into every learning activity. Not only focusing on academic material, but also creating a space for reflection that allows students to understand and internalize these values in depth. In addition, teachers must actively teach digital literacy and media ethics so that students are able to filter information critically and be responsible in using technology. Being a moral and spiritual role model is also very important, because the behavior and attitude of teachers will be real examples that students can follow, strengthening their moral foundations in everyday life.

2. For Students

Students as a digital generation must increase their self-awareness by routinely reflecting on their behavior and values, especially in the use of technology. With strong moral awareness, students can build a strong character in facing various negative influences in cyberspace. In addition, it is important for students to develop critical thinking skills so that they are not easily influenced by hoaxes, shallow popular culture, and destructive digital trends. Critical thinking also helps students make responsible and ethical decisions. In addition, maintaining harmonious and respectful relationships with teachers and parents is an important part of a strong moral support network, so that students can be more stable in terms of values in facing the challenges of the times.

3. For Further Research

For researchers, moral challenges in the digital era open up many important research opportunities. Researchers can examine the effectiveness of implementing educational philosophy in a digital-based curriculum, to see to what extent this approach is able to increase students' moral awareness. In addition, research that focuses on the development and evaluation of digital moral literacy programs for adolescents is urgently needed, especially in utilizing social media as a means of positive moral education. Comparative studies between traditional moral education models and those integrated with digital technology can also provide the best picture in the development of future character education. Finally, exploration of the role of teachers as moral agents in the digital era can reveal the supporting factors and obstacles faced in carrying out this noble task, so that practical solutions can be formulated to strengthen this role.

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