Reducing Moral Value in Online Learning System; Literature Review

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Concepts of self, community, and "what is right and wrong" are continually evolving in our education, but online learning system changed all the concept. This makes it particularly difficult for young people to develop a sense of who they are and to pinpoint their most important values but now the students felt freer when online meeting applications included restrictions. Because of this, they behaved improperly and rudely in front of professors and in online classrooms. The flexibility of online learning changed that since in traditional face-to-face classroom settings, students are under more ethical strain and consequently hesitate before engaging in inappropriate behaviours. What are the behavioural implications of online learning on students? is the issue. Authors seek to ascertain the link between online education and students' conduct, particularly morality and ethics. So, in an effort to lessen the impact and even prevent unforeseen events in the future, consider a potential remedy. Data were collected by the authors using a literature review and a survey, and were then analysed using descriptive and qualitative research. many data collected and described detailed by

the researcher. The result is Students' moral values reduced in the process of online learning.

INTRODUCTION

Today Education has been reduced to a nine-letter word in the dictionary as a better term. More info the system of education has transformed into a business where it is handled like any other profession. We are also part of the issue. We are the ones who create society. We can improve society if we first improve ourselves.

Nobody is born a criminal or spoiled individual. The environment is what keeps the youngster from following the proper path. A decent education given to the pupils by skilled instructors may effect change. Education is the fusion of moral principles with literacy. Students are our country's future. At home and at school, we are taught moral values like how to respect elders and love our fellow humans but online learning system changed all the concept. It makes the students face the gap between the reality and the cyberspace. online learning is different from emergency remote teaching, online learning will be more sustainable while instructional activities will become more hybrid provided the challenges experienced during this pandemic are well explored and transformed to opportunities (Adedoyin, O. B., & Soykan, E, 2020).

The ethical value is another aspect of society that is impacted by this online learning approach. Students interact with the teacher and the school's social environment, including the classroom, in face-to-face or offline learning. In general, the school environment contains a set of laws and moral principles that govern students' conduct and attitudes there. One of them is having good manners when speaking with a teacher and sitting in class. These guidelines, however, are virtually ever applicable to online learning. This is due to the fact that online learning forbids confrontation between students and teachers, and online learning differs from offline learning in the classroom. This indicates that ethical norms are ineffectual since they cannot be actually followed. Students thus seldom become

used to using proper behaviours and abiding by social norms. One of the results was that pupils slept off while learning online (Ernyta et al., 2020).

Online learning tools like Zoom and Google Meet have the drawback of having a restricted capacity to see student footage, which makes it impossible to observe what the students are actually seeing. When taking classes online, this independence becomes a drawback. Students took advantage of the shortcomings of online learning by engaging in behaviors that are inappropriate for offline learning as a result. If this continues, students' moral and ethical standards will eventually fall so low that they won't be able to adapt to healthy moral and ethical standards. Although the impacts may not be seen right away, pupils' lower application of good ethics and moral ideals will be felt in the long run.

Based on the journal which has the title Strategies For Implementing Islamic Moral Values To Islamic Education Students At Stai Al-Ishlahiyah Binjai Through Online Learning During Covid-19 is a proof of how the lecturers implement Islamic moral values to students of Islamic education at STAI Al-Ishlahiyah Islamic College Binjai during Covid-19 through online lectures. The data were obtained through in-depth interviews with 10 Islamic education lecturers. The findings in the field reveal the fact that there are many strategies used by the lecturers to implement Islamic moral values to the students in online classes. The obligation to use live online media such as Zoom and Google meet is one of the strategies most often required by lecturers to the students in online classroom learning activities. Some moral values such as the value of discipline, the value of mutual respect and respect among others, and the value of politeness are some of the values that are most often taught and applied by lecturers in online classes. The synergy among parents, lecturers, and the environment where the students live are the main and the most important factors in shaping the morals of the students (Darmaida Sari, Junaidi Junaidi, Visca Handayani,2022).

Research on the connection between online learning and students' eroding morals and ethics is scarce. This encourages writers to do more study regarding potential future impacts. As a result, we chose this subject for our investigation.

The goal of this study is to determine the link between online learning and students' level of manners as well as any potential impacts that can arise from their lack of adherence to moral principles. Additionally, they make recommendations based on the current circumstance and feasible fixes that may be applied to aid and minimize potential difficulties in the future. The authors attempt to determine the link reducing moral value in online learning system will explore online learning and ethics and moral principles based on the justifications provided above. The question of the students' ethical behaviours in society in online learning system is one that the research is supposed to address.

METHOD

This study employs a qualitative methodology, namely a deductive-inductive technique using library research tools in the form of literature reviews from journals and relevant publications about the issues under discussion. Another quantitative approach used in this study is an online survey created with Google Forms. In order to explain different features of the population afterwards, survey research involves gathering data from the sample by asking questions through questionnaires or interviews. (Ahyar and others, 2020)

Research methods consist of collecting, classifying and analysing the information obtained and drawing conclusions from the information. If the methods used are appropriate and accurate, research will lead to valid conclusions and provide new knowledge. This survey was conducted to determine the level of implementation of local cultural values in online learning settings during several years ago.

Literature review is a research method that surveys and collects literature from a variety of sources, from articles to journals (Rahmi et al., 2021). A literature search was performed by analysing research-related journals published between

2019 and 2022 on the Garuda Ristekdikti website and Airlangga University official website. The purpose of literature research is to obtain pre-prepared written evidence and opinions through research and analysis of literature and information that are positively relevant to the question under study (Wira Agung Abrar, 2020).

Data collection by qualitative methods in the form of a literature survey is carried out as follows.

1. Enter keywords to search for journals related to your research topic.

2. Download and read journals tailored to your research topic

3. Organize journals into folders for easier data analysis

Four. Re-reading magazines as materials for writing a thesis

5. Paraphrase or quote articles from magazines

This quantitative method was distributed through the WhatsApp platform from November 29th to December 5th, 2021 in the form of an online survey using Google Forms. The survey was completed by her 30 respondents of a specific age group from different cities in Indonesia. Data acquisition time used Cross-sectional data, ie data acquisition for an instant or a single exposure. (Ahyar et al., 2020). Data collection is done by

1. Create a list of questions related to your research topic

2. Create a Google Form with Questions

3. Prevalence of Google Forms on Social Media Platforms

4. Collect data from respondents' responses

Five. Editing of data and presentation in works

Researchers need to collect, record, interpret and present information in order to analyse data. Researchers need to realize that data analysis cannot be separated from data collection and archival sources in qualitative research (Fadli, 2021). The data analysis technique used is the Miles and Huberman model. The model reduces or simplifies the data to suit the needs of the research, presents the

data in graphical and tabular form for easy comprehension by the reader, and provides conclusions. Extracted from research done.

FINDINGS AND DISCUSSIONS

FINDINGS

Learning online or over a network is a translation of the term "online" and means connected to a computer network. (Santika, 2020). It is one of Technology which is considered as material culture. Culture is produced based on the producers' values, ideas, interests and knowledge in social processes in a particular institutional environment. (Sampurno et al., 2020) Computer-mediated communication (CMC) is an aspect that has emerged from the development of new media that virtually connect individuals or groups in computer-mediated communication. Some years ago, people have created new cultures by communicating and interacting with others virtually to ensure mutual safety. (Putri, 2021)

The term value comes from the English "value". In philosophy, value refers to an abstract noun meaning "worth" or "goodness," while local culture is the synthesis of the development of traditional cultural values and the remnants of global culture. (Sudarsih, 2019). Each region's cultural values are creations of the human spirit, full of social and life values that need to be preserved, and thus have their own characteristics. (Revelation, 2020) Values and norms in culture are a set of ideals and aspirations expected in a community. Good and bad values and what is prohibited and ordered affect their attitudes and behavior (Hidayat, 2020). Since the emergence of the COVID-19 pandemic, there have been linguistic and cultural anomalies that have emerged as new phenomena in the study of the Indonesian language. Deviations in people's habits that are not in harmony with daily behavior and actions often occur as a result of the COVID-19 pandemic both in the educational and social spheres. (Mancar & Nurfani, 2020)

The impact felt by students during online learning is that students do not have enough distance learning culture before because the learning system is carried

out face-to-face, students are accustomed to interacting with friends and teachers directly so that local cultural values continue to go hand in hand with face-to-face learning. (Goddess, 2020). if our society is wrong in formulating a strategy in maintaining the existence of local culture, it can result in local culture being increasingly abandoned by people who are more inclined to foreign cultures brought about by globalization. (Marhito & Junior Rudi, 2021). He has two basic processes in preserving local culture. One is cultural experience, a way of preserving culture by perceiving it directly as a cultural experience, exploring it, and becoming familiar with it. The other is cultural knowledge, a way of preserving culture by establishing cultural knowledge. An information center aimed at the development of education and culture itself. (Budyart, 2020)

Data obtained from 30 respondents, including 86.7% of students and 13.3% of high school students with an average age of 19 to 20 years old in each city, was quantitatively obtained using questionnaire equipment, and 53.3 people responded. is shown. % agree with respondents' willingness to participate in online learning during the COVID-19 pandemic, 36.7% agree completely, 6.7% say neither, and the rest agree did not do it. Figures 1 and 3: Consent Use Levels:

1. strongly disagree; 2. disagree; 3. Neither, 4. Agree, 5. Completely agree. Furthermore, 53.3% of respondents are accustomed to practicing local cultural values such as polite dress, polite language, and shaking hands with their parents, while 46.7% choose to do so for various reasons. Unfamiliar. Because virtual learning only shows your face and not your overall appearance, because you and those around you feel lazy and free to participate in online learning during the pandemic. This can lead to an increasing abandonment of local cultures by those who have an affinity for foreign cultures as a result of globalization. (Marhito & Junior Rudi, 2021). He has two basic processes in preserving local culture. One is cultural experience, a way of preserving culture by perceiving it directly as a cultural experience, exploring it, and becoming familiar with it. The other is cultural knowledge, a way of preserving culture by establishing cultural knowledge. An

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1. I strongly disagree, 2. Disagree, 3. Neutral, 4. Agree, 5. Strongly agree. Furthermore, 53.3% of respondents are accustomed to practicing local cultural values such as polite dress, polite language, and shaking hands with their parents, while 46.7% choose to do so for various reasons. Unfamiliar. Because virtual learning only shows your face and not your overall appearance, because you and those around you feel lazy and free to participate in online learning during the pandemic. In a survey of respondents' opinions on the need to adapt to cultural values when studying online during the COVID-19 pandemic, 43.8% of respondents fully agreed, while 37.5% agreed. , indicated that 18.8% disagreed.

DISCUSSIONS

Online Learning System

Online learning requires basic knowledge of technology, independence from others, and the ability to think critically and creatively (Imam, 2020). The students must have good mood and more knowledge in connecting internet. They must know more about technology. They must be up to date always if they are out of date, they will feel difficult to foloow the online learning class which has been conducted by their teachers. However, one study found that online learning reduces student productivity and creativity (Robandi and Mudjiran, 2020). Online learning applications require students to learn too much at once, and repetitive learning makes them stressed and bored. Approximately 82% of students become bored during online learning, which can impair their learning effectiveness (Bambang et

al., 2020). Finally, they often do not come in online learning class. They prefer playing social media to come in the online class. This will be one of big problem in online learning system. Moreover, they will get bad mood and they will have bad attitude because they seldom face-to -face with their friends and their teachers.

Additionally, approximately 41% of college students reported being less active (Rahmawati & Putri, 2020). With the above in mind, online learning demands student creativity. This means that students are expected to think actively and creatively. This also proves that there are even more conflicting conditions and requirements when it comes to online learning. Online learning also has limitations in determining whether students are actually following the course (Firman & Rahayu, 2020). For example, when a student opens a camera, the teacher can see it. However, the teacher cannot see what is happening on the monitor. Students may open another. They may look the social media, they are chatting with their friends or they may take a picture or selfie y theirselves.

The fact that students get bored while learning online, which is also one of its drawbacks, lends support to this condition (Fauzan, 2021). The monotonous material distribution may be the root of the boredom. Learning situations should be full of motivation and character building that can be useful for students in order to prevent students from feeling bored (Sister et al., 2020). Long-term concentration declines in students were also observed (Lina, 2020). Therefore, the ideal format for minimizing the issues is quick, creative learning.

Style

Clothing can tell something about a person's lifestyle and personality. How a person's clothes determine their mood, personality, personality, and even who they are as an individual. Fashion has greatly influenced people's dressing habits, while fashion weeks are feasts of fashion and gather the world's top designers and brands together. We never stop studying fashion styles. However, there are two shortcomings when we want to analyse clothing style: first, they ignore the fine-grained design attributes of clothing, and second, they need a large amount of expert

knowledge to annotate the dataset. We collect clothing images from fashion shows and propose a method for modelling the popular clothing style by combining fine-grained clothing attributes and using embedded topic model. We use the Resnet-50 neural network to identify the color and shape attributes of clothing, use the embedded topic model to explore the relationship between clothing styles and fashion elements, and finally use it to analyse fashion trends and calculate clothing similarity Zhu, M., Jiang, N., Feng, X., & Zhan, S, 2022).. Clothing is also the easiest way to indicate your level of financial status (Lestari, 2020). However, under study conditions, both schools and colleges have some dress codes. Rules are in place to manage the population with certain limits. Ulva et al. (2020) stated that school uniforms are part of a discipline tool. The school's dress code helped discipline the students. For example, students are required to wear clean and neat uniforms. Some schools require students to wear black shoes, while others require girls to wear long hijabs that cover their breasts.

Colleges no longer have uniforms for students, other than compulsory attire and wearing black shoes. However, some colleges still have their own dress codes. A general dress code known to all students is to dress politely and smartly on campus. College students are usually expected to wear collared shirts. However, many students still wear T-shirts, which of course violates the dress code.

One of the nations affected by the global pandemic is Indonesia, which has implemented a social distance policy to reduce both social and physical distance (Mansyur 2020). Campus and school buildings will have to close as a result of the global pandemic in 2020. This significant shift in the educational system occurred overnight (Maulyda et al., 2021). Regarding this global pandemic issue, the government has released new regulations, some of which include online education. Since March 2020, online learning has been in operation. Hanifah and Yunitasari (2020) The government said it issued the directive to prevent the spread of the new coronavirus infection. This policy is a step in support of the government's policy of breaking the chain of COVID-19 by staying at home (Rahman, 2020). Online

learning is an innovative educational approach that uses electronic media to deliver information (Budhianto, 2020). This learning model uses various platforms such as:

Zoom, Google Meet, Ms. Teams, WhatsApp Group, Google Classroom, etc. (Afiani et al., 2021). In addition to the aforementioned tools, good connectivity is also required to enable interaction and learning activities. The current pandemic situation calls for innovative efforts from educators to transform face-to-face classes into non-face-to-face classes (Anugrahana, 2020). These new regulations have made it impossible for teachers and students to meet in person. Many students prefer turning the camera off rather than on (Rachmaniar et al. 2021). As a result, in online learning situations, instructors cannot see how their students are dressed. Many students feel more comfortable not being seen. As a result, students no longer dress appropriately when learning online.

language

Language plays an important role in human life. Speech is a means of communication produced by human spoken or written language and used to interact with other parties (Kartikasari et al., 2021). Humans use language as an important means of communication in social life. Communicating through language allows people to adapt to the customs of the place where they live. In social life, language plays an important role as a form of ethics and as a determinant of social class. Let's take Javanese as an example. Javanese culture has her four levels of language.

Ngoko Lug, Ngoko Ars, Kurama Madhya, Kurama Inggil. The use of Javanese is influenced by many factors, including: Age, class and social status (Chotimah et al., 2019).

Students should respect teachers and lecturers. Speaking politely is one of her things students can do to show respect to their teachers. During this pandemic, learning is happening online through digital platforms. Most students turn off their cameras when studying online (Sa'diyah, 2021). As a result, teachers could no longer see the positions and activities of their students. If the teacher is blind, the only option for the student is to speak politely. According to a study by Rachmania

et al. (2021), most students know when to mute and unmute in online learning situations.

emotional experiences of learners learning languages in the emergency remote learning context has found a variety of emotions associated with online learning, of which boredom seems to be the most examined in both cross-sectional and longitudinal studies. Studies analyse sources of boredom and language learners' coping strategies) or track the causal mechanisms of boredom and its impact on language learners. Students and teachers reveals that both groups consider online classes more boring than offline classes, and that students found content-based courses more boredom-inducing than skills-based courses. Students report having limited strategies to cope with boredom in online learning, with some simply resorting to debilitative strategies such as skipping classes. study uses a process-tracing approach to analyse a semester-long account of one L3 learner's experiences. The analysis reveals changing levels of boredom across the semester, with the peak occurring in the initial stage. The researchers further note that the L3 learner's boredom may be primarily explained by under-stimulation, low perceived control over tasks, insufficient attention, and user-unfriendly technology. This study helps us understand what makes online language learning boring, and thus invites us to explore how language learners can overcome boredom.

Despite their potential to induce boredom, online classes were also shown to benefit learners' emotional states by reducing the negative emotions common in offline classrooms. learners indicates that they experienced more language learning enjoyment and lower anxiety in online classes. Moreover, those who enjoy language classes, regardless of the learning modality, are more likely to be learners with higher levels of learner autonomy and emotional intelligence.

Given that teaching fully online is new to the majority of language teachers, research has investigated language teachers' use of technology as a crucial component of their first-time online teaching experiences. Studies in this area often start with general questions regarding language teachers' perceptions of the advantages and disadvantages of online teaching . The most frequently highlighted

disadvantages include limited student engagement, uncertainty about students' understanding of the learning content, technical problems, and a lack of technological skills. case study of a secondary ESL teacher in Hong Kong reveals that language teachers' use of technology is mediated not only by their technological competence but also by their pedagogical beliefs (i.e., form-focused and exam-oriented). large-scale survey of Chinese as foreign language (CFL) teachers in the United States explores the important role of self-confidence and the perceived value of online teaching in language teachers' use of technology. While teachers take primary responsibility for adapting to online instruction, external support is crucial and thus studies such as these argue for the need to provide hands-on and language-specific professional support through language teachers' professional communities. online teaching has a significant impact on language teachers' emotional experience, identity change, and pedagogical competence. For example, when language teachers do not find their imagined identity (e.g., an entertaining, interesting, and uplifting teacher) to be feasible in the virtual space, they necessarily take on a pragmatic identity, shifting attention to examinations and course quality. In a similar argue that teachers' pedagogical beliefs about teacher roles (i.e. a coach, a guide, or a caring example) have a long-lasting impact on their agentive adoption of online teaching activities, which is sustained in offline class when they resume. While language teachers feel obliged to facilitate student engagement and channel positive emotions through building teacher-student connections, the newly built connections may oblige language teachers to take on unwanted emotional labour and prompt them to seek collegial support in the negotiation of emotional rules. Even with this support, class interaction emerges as a highly demanding task that requires language teachers to enhance their pedagogical competence in multiple aspects, including technological competencies, online environment management competencies, and online teacher interactional competencies

Given the fact that online teaching creates an additional workload for language teachers, a few studies have examined language teacher retention, exploring why

language teachers have left or stayed in the profession after experiencing the emergence of online teaching during the pandemic. For example, profile three types of teachers – stayers, leavers, and conditional stayers – characterizing each group in terms of their differing levels of human, social, structural, and psychological capital. Language teachers felt untrained, marginalized, and emotionally overworked. in their online teaching during the pandemic; thus, it is necessary to include online teaching pedagogy in language teacher education and build professional networks to support language teachers' ongoing professional development. teachers' perceptions of the factors that have made online teaching more or less stressful during the crisis, including health, freedom, work/life balance, job security, and uncertainty about the future. The findings suggest that language teachers should not only address student wellbeing, especially their socio-emotional needs, but should also attend to their own wellbeing strategically to remain resilient for online teaching. It is noteworthy that these studies move beyond the scope of online teaching and take a whole-person view of language teachers(Jian Tao, Andy Gao, 2022)

online language learning experiences have focused on their perceptions and practices, especially in the context of online pedagogical innovations such as task-based design or authentic language learning. Although learners perceive online language classes as less effective concludes that purposefully designing online courses can enhance learner satisfaction, and that students particularly appreciate prompt feedback from instructors, peer interaction, and effective task design. Meanwhile the experience of authentic language learning opportunities in online classes has a positive impact on students' self-efficacy, particularly through collaborative task design. students doing a group presentation and project were found to have created and sustained a virtual communicative space in which they could articulate and negotiate meanings

In addition to being polite when studying online, certain ethical principles are also required when communicating with teachers and faculty through messages. According to Wartoyo (2019), student-teacher communication requires proper

word placement to establish effective communication. The value of politeness is very necessary for building relationships between people and respecting each other (Faiz et al., 2020). Using the right language greatly improves communication between faculty and students. Things that are often overlooked, such as self-introductions, are very important for instructors to recognize students who contact them.

Attitude

Vandana Singh & Alexander Thurman (2019) states that teachers usually do not consider how students behave when learning online. These sets of rules are usually presented at the beginning of the course. We may also provide instructions on how to contact and respond to teachers. But thanks to the freedom of online learning applications, students have more freedom to act when faced with unexpected behaviours. Some students were rude to their teachers (Fauziyyah, 2019). Some dared to avoid classes and write letters of apology (Sabilla, 2021).

Online learning can cause students to be more defiant and ruder to teachers (Harri, 2021). Our research shows that students who don't wear polite jackets are more cumbersome to wear polite clothes, see only their faces and heads on camera, and generally feel freer and He said he didn't even turn it on (Bers 2001) . This indicates that students feel freer due to the online learning situation.

Students should dress carefully when studying online so that moral ethics can be built (Nurul, 2021). However, due to the loose state during online learning, the students felt they could ignore it. Based on this, online learning can potentially lead to students' inability to understand the value of social life in society (Rizka, 2021). Ethics play an important role in our daily lives and help us understand others better. A study found that students scored poorly on responsibility and scored 'fairly' (2.74 out of 5) on self-control (Dede et al., 2020). This is further evidence that students are likely to resist online learning because of the high degree of freedom.

CONCLUSIONS AND SUGGESTIONS

In the context of this global era, governments have taken several steps to increase national education. One of the measures implemented by the government is online learning. Online learning is education that takes place without face-to-face communication to increase timing for studying. Effective from March 2020, the policy will have a major impact on reducing the use of cultural values in formal learning. From the research conducted, it can be concluded that many students are no longer following cultural values and rules when studying online. For example: dress politely, sit politely, speak politely, etc. Many participants felt unsupervised and felt they could do whatever they wanted.

Based on the above research, the authors suggest that educators continue to provide moral education to their students through online learning system. This can be achieved, for example, by giving children tasks related to moral values through various social media applications. Children were asked to pray and report on video. The video was then shared with teachers. Encourage students to dress modestly when attending Zoom meetings during the online learning process, use polite language when communicating with teachers and friends in online class forums, and pray for online classes first. Students were encouraged to start with and not use mobile phones during class.

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