

THE EROSION OF ETHICAL AND MORAL VALUES AMONG ELEMENTARY SCHOOL STUDENTS: THE NEGATIVE IMPACT OF GLOBALIZATION

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ABSTRACT

This article discusses negative impact globalization on the ethical and moral values of elementary school children. Lack of moral and ethical education, well as the negative influence of social media and foreign culture brought by globalization, are factors that cause a decline understanding of ethical and moral values. Parents, teachers and the community are expected to work together to provide appropriate supervision and guidance so that children can grow good individuals and maintain the values of diversity. research uses a descriptive method, relevant data is collected in various ways, namely by literature study, internet search. Obtained from books, journals and articles. Findings show globalization has introduced different norms and values, which sometimes conflict with local and traditional values. a result, there is shift in the moral and ethical paradigm of elementary school students, where values such as hard work, honesty and social concern become marginalized. The implications of the long-term erosion of ethical and moral values in elementary school students include a decline in character quality, an increase in negative behavior, and an inability to adapt to diverse social environments. this context, the role of teachers and educational institutions becomes very important in reinforcing ethical and moral values which are essential for the formation of students' personalities. Through a greater understanding of the impact of globalization on education, it is hoped that appropriate efforts can be made to mitigate its negative impacts and ensure that education remains the main pillar in forming the character of future generations.

Keywords: *Impact of globalization, ethical values, elementary school children*

A. INTRODUCTION

The overarching objective of globalization, which is characterized as an intricate process that is advancing at an unprecedented pace and has deeply infiltrated all dimensions of our existence, encompasses not only economic and political realms but also extends into the socio-cultural and educational spheres of our lives. The primary indicative manifestations of this globalization phenomenon are the remarkable advancements observed in the fields of science, information dissemination, communication technologies, and transportation systems, which collectively contribute to the shaping of a more interconnected world. It is evident that the rapid progression of technological innovations exerts a profound influence on various spheres such as the economy, political frameworks, socio-cultural dynamics, and the educational infrastructure, thereby rendering globalization an inescapable reality that presents both challenges and opportunities. On one side of the spectrum, globalization is heralded for its potential to facilitate significant human development through the swift evolution of scientific inquiry and technological prowess, while conversely, the current trajectory of modern civilization, which increasingly appears to be dominated by the pervasive culture of science and technology, seems to be encroaching upon societal norms and values in a manner that is increasingly concerning. Globalization, in its essence, appears

to have effectively dismantled the traditional moral frameworks that once provided a foundation for noble customs and age-old traditions that have long been cherished by humanity. Consequently, the embodiment of moral principles such as respect for others, a sense of responsibility, honesty, social harmony, and unwavering loyalty to the community is progressively being supplanted by a burgeoning ethos of human autonomy that venerates individual freedom above communal values.

In the context of contemporary social reality, instances of deviant behavior within society are frequently observed, often on a daily basis, illustrating a concerning trend that merits significant attention. For instance, the noticeable decline in moral and social ethics, particularly in lifestyles observed within educational institutions and broader societal contexts, fundamentally stands in stark contrast to the religious and cultural values that are traditionally upheld by the community at large. The pervasive adoption of a pragmatic approach to life, the alarming rise of a culture steeped in violence, and the degradation of economic and political discourse, whether acknowledged or not, ultimately threaten the moral fabric and character development of the youth within this nation, thereby eroding the once-cherished noble values. One of the primary contributors to this alarming trend is the evident neglect of moral education, which has become overshadowed by a disproportionate emphasis on materialistic education alone. In this regard, although "moral education" is ostensibly integrated into the curriculum of every educational institution, there remains a pressing need for the establishment of a specialized and well-conceptualized moral education system that serves to provide necessary orientation and guidance to students. The individual in question is a seasoned education practitioner and moral philosopher whose insights regarding moral education resonate profoundly within society. The sweeping tides of globalization that have significantly impacted the world, particularly in Indonesia, have ushered in a multitude of changes that have transformed the everyday lives of individuals. Globalization can be articulated as a process that facilitates the dissemination of new elements—predominantly those pertaining to information—across the globe via various forms of print and electronic media. It is crucial to recognize that globalization embodies a duality, presenting both advantageous and detrimental facets, which concurrently elucidates the ongoing cultural permeation that is observable in contemporary society. The fluidity with which cultures exchange and influence one another is striking, exemplified by the infiltration of liberal and libertine Western lifestyles into Eastern cultures that have historically upheld a more orderly and religiously observant existence.

Among the myriad of adverse consequences attributed to globalization within the educational landscape, one particularly concerning outcome is the notable decline in the moral quality of students, which has become a prevalent issue warranting critical examination. The moral integrity of students is increasingly compromised, as the vast reservoir of information readily available on the Internet poses a significant risk to the moral development of young individuals. For instance, the unfettered access to pornographic websites, in addition to the widespread dissemination of inappropriate images and videos across social media platforms without any form of filtration or regulation, constitutes a pressing moral dilemma that educators, parents, and society at

large must confront and address with urgency and diligence. The existence of detrimental content, which can manifest in both overt and subtle forms, has the potential to significantly influence the behavioral patterns exhibited by students in a variety of educational settings. Consequently, in order to avert any potential moral degradation among the youth, it is imperative that a concerted effort is made to establish robust oversight and proactive engagement from key stakeholders, which include but are not limited to parents, educators, and governmental authorities. Furthermore, the escalating disparity in social stratification within contemporary society poses a substantial challenge that must be addressed. While the implementation of technology-driven educational methodologies may present a viable pathway for a nation to enhance its instructional practices, it is essential to recognize that the rapid evolution of technological resources and access to educational information on a global scale necessitates not only a comprehensive mental readiness among educators and students but also the allocation of considerable financial investments.

In numerous nations across the globe, particularly those identified as developing countries, it has been observed that advancements in technology primarily serve to benefit educational institutions located in urban environments, while their rural counterparts, as articulated by scholars Saodah, Qonita Amini, Khofifah Rizkyah, Siti Nuralviah, and Nurvia Urfany in their publication within 380 Pandawa: Jurnal Pendidikan dan Dakwah, continue to experience a significant lag in progress, a situation that can largely be attributed to both limited access to technological resources and a pervasive lack of financial capital available for investment in such educational improvements. Consequently, this disparity has led to an exacerbation of the social divide manifesting within the realm of education, a divide that has become increasingly difficult to bridge and mitigate. Furthermore, the gradual erosion of local cultural identities, which is significantly influenced by the overwhelming force of globalization, poses a serious threat to the preservation of a nation's unique cultural heritage. The rapid development of technology has facilitated unprecedented cultural exchanges through the medium of mass media, thus creating avenues for foreign cultural influences to penetrate national borders with relative ease and unimpeded access. The pervasive influence of globalization within the educational sector, which is predominantly driven and promoted by developed nations, presents a multitude of challenges for developing countries, particularly in the case of Indonesia, which comprises a vast archipelago that ranks among the largest in the world. This process of globalization has instigated widespread concerns regarding the potential disappearance of Indonesian cultural identity, primarily due to a noticeable decline in nationalist sentiments, the erosion of traditional family values, and the pervasive adoption of Western lifestyle practices by members of society.

For instance, the observable trends in daily life reveal that a substantial number of Indonesian adolescents have adopted fashion styles reminiscent of popular Korean and American celebrities, a phenomenon that reflects a divergence from traditional Indonesian cultural attire. This trend is particularly concerning as it highlights a departure from culturally appropriate clothing choices that resonate with the nation's heritage. Additionally, there has been a notable rise in the prevalence of rapid and transient cultural practices, which can be seen as a direct consequence of globalization's influence on societal

norms. The detrimental effects of globalization on the educational landscape are further exemplified by the emergence of a culture that prioritizes immediate gratification and superficial outcomes over substantive learning experiences. The original intent of education, which once emphasized the importance of the learning process itself, has undergone a transformation that increasingly prioritizes measurable results and achievements. Consequently, there exists a troubling tendency among individuals to concentrate exclusively on the outcomes of their educational pursuits rather than the intrinsic value of the learning journey. In this context, the alarming trend of illicit practices, such as the buying and selling of counterfeit diplomas, has become increasingly commonplace, driven by the desire for quick and effortless financial gain, a situation that poses significant risks and challenges for the integrity of the educational system and the nation as a whole.

Thus, it becomes imperative that the phenomenon of globalization within the educational sector is approached with a degree of prudence and discernment, ensuring that it does not deviate into detrimental pathways that could undermine foundational educational principles. The negative ramifications of globalization, which are currently manifesting in a rather disheartening manner, encompass shifts that tend to precipitate a crisis of morals and ethics, thereby giving rise to a host of complex societal issues that we are compelled to confront. For example, even seemingly minor occurrences, such as students engaging in truancy or involvement in corrupt practices, exemplify the broader moral crisis that appears to be permeating our nation. Moreover, it is essential to acknowledge the prevalence of criminal activities that are regularly reported in the media, underscoring the urgent reality that a moral crisis is indeed sweeping through the fabric of our society. In order to navigate the challenges posed by globalization, it is crucial that we cultivate an understanding of the transformative effects it has on our lives. In the scholarly work titled *Aspek Pendidikan Moral*, authored by Cheppy Haricahyono, the concept of morality is delineated as being inherently tied to the capacity to discern the ethical implications of actions, thus underscoring the critical significance of morality in guiding human conduct as it fundamentally shapes our understanding of what constitutes good or bad behavior in our daily interactions.

The primary objective of this scholarly journal article is to significantly augment the existing body of knowledge, as it is of paramount importance for both educators and parents to effectively guide students in the pursuit of upholding commendable ethical and moral values throughout their developmental journey. In light of the swiftly evolving landscape characterized by globalization, the pressing issues surrounding ethical and moral values within the realm of education have emerged as prominent and pivotal topics of discussion within academic circles. The phenomenon of globalization has exerted a profound influence on an array of dimensions of human existence, particularly impacting the formative years of elementary school students, who are at a crucial stage of cognitive and social development. The alarming decline in ethical and moral values among elementary school students has become a matter of serious concern, as this erosion can lead to detrimental ramifications not only for their individual growth and identity formation but also for the broader societal fabric in which they reside. Within the context of globalization, the

pervasive influence of mass media and the rapid advancement of information technology have significantly broadened the spectrum of information that is readily available to elementary school students, thereby exposing them to a plethora of content that frequently fails to adhere to established moral and ethical standards. For instance, the ease of access to the internet allows students to encounter a wide range of materials that may include violent imagery, pornographic content, or even insidious propaganda that could ultimately shape their perceptions and behaviors in negative ways. Furthermore, the forces of globalization have ushered in profound social and cultural transformations, which can lead to the dilution or complete erosion of traditional values that were once held in high esteem within local cultures and communities.

Such changes can result in elementary school students becoming increasingly disconnected from the noble values and ethical teachings that have been passed down through generations by their forebears, contributing to a loss of cultural identity and moral grounding. The detrimental effects stemming from the erosion of ethical and moral values among elementary school students inevitably extend beyond their individual experiences, permeating the very fabric of society at large. When students become disengaged from the principles of ethics and morality, they are more likely to exhibit behaviors that are deemed inappropriate, such as engaging in acts of violence, participating in bullying, or committing various forms of irresponsible actions that disrupt the educational environment. This, in turn, creates a school atmosphere that is not only unsafe but also counterproductive to the learning process, undermining the foundational objectives of education itself. Moreover, the manifestation of unethical and immoral behaviors in elementary school students can have far-reaching consequences that extend into the societal realm beyond the immediate educational environment. These students may grow into adults who are indifferent to their responsibilities as members of society, exhibiting apathy towards the common good, or, in more extreme cases, becoming entangled in criminal activities that further erode societal norms. In essence, the decline of ethical and moral values among elementary school students can precipitate a broader deterioration of morality within the societal framework, posing significant challenges for future generations.

In order to effectively confront and mitigate the negative repercussions of globalization on the moral and ethical values of elementary school students, it is essential that educators and parents assume a proactive and collaborative role in this endeavor. Educators must actively engage in the development and implementation of educational programs designed to foster a comprehensive understanding of, and a commitment to, moral and ethical values among their students. They serve not only as facilitators of knowledge but also as role models who exemplify the importance of integrity, accountability, empathy, and mutual respect in their daily interactions with students. Conversely, parents must also take an active interest in establishing a solid moral foundation for their children, as their involvement is crucial in reinforcing these values at home. They should strive to set exemplary standards of behavior and demonstrate a unified approach in the practice of moral and ethical values in their daily lives. Additionally, parents have a responsibility to closely monitor and guide their children's engagement with media and information technology, making informed choices about the content that aligns with the values they wish

to instill in their children. This collaborative effort between educators and parents is imperative for fostering a generation of students who not only understand the importance of ethical and moral principles but are also equipped to navigate the complexities of a globalized world with integrity and responsibility.

B. RESEARCH METHOD

The research methodology employed in the present study predominantly encompasses a descriptive approach, specifically characterized by a comprehensive literature review or an exhaustive literature survey, which systematically integrates and examines the pertinent theoretical frameworks that are intrinsically linked to the research inquiries posed by the investigator. In the course of this scholarly inquiry, a plethora of relevant data has been meticulously amassed through a variety of methodological strategies, including but not limited to an extensive literature study as well as methodical searches conducted via the internet to gather contemporary and historical information. The data that has been diligently procured for this analysis has been sourced from a diverse array of materials, which includes academic books, peer-reviewed journals, reputable magazines, informative articles, and trustworthy news outlets, all of which contribute to a comprehensive understanding of the subject matter in relation to the specific research topic that has been methodically selected by the researcher. Through this rigorous process of data collection and analysis, the study aims to synthesize the existing knowledge and theoretical perspectives, thereby providing a well-rounded examination of the chosen research theme and its associated challenges within the broader academic discourse.

C. RESULTS AND DISCUSSION

According to the scholarly contributions of Hafid Anwar and colleagues, published in the year 2013, it has become increasingly evident that a multitude of complex issues has emerged as a direct consequence of the detrimental effects associated with the phenomenon of globalization. One particularly pressing category of these issues is rooted in the pervasive influence of negative content that proliferates across various social media platforms. Globalization, while undeniably fostering remarkable technological progress, has simultaneously facilitated unprecedented access to social media channels, thereby exposing individuals, particularly the impressionable young minds of elementary school children, to a plethora of adverse content that includes but is not limited to depictions of violence, pornographic material, and various forms of unethical behavior.

In light of this exposure, it is imperative to acknowledge that such interactions can significantly undermine their comprehension of the ethical and moral principles that ought to be instilled at such a formative stage in their lives. Notably, platforms like TikTok, akin to other social media outlets, possess the potential to exert a profoundly negative influence on the ethical and moral fabric of elementary school students if they are not utilized with prudence and discernment. The following delineates several conceivable adverse effects that may arise from this situation:

1. Inappropriate content: It has been observed that TikTok frequently features content that is not only inappropriate but also wholly unsuitable for the developmental stage

of children. When elementary school students are subjected to such material, their foundational understanding of right and wrong may become distorted, leading to a misguided interpretation of societal values.

2. **Dangerous imitation:** A particularly alarming trend has emerged wherein certain TikTok challenges or trends pose significant risks when imitated without adequate forethought. For instance, there was a shocking incident involving eleven elementary school students from Situbondo who, in a misguided attempt to emulate a viral trend, resorted to inflicting harm upon themselves by using a medical tool known as a GDA stick, which had been procured from a street vendor located in proximity to their educational institution. This disturbing event came to public attention when a vigilant teacher discovered a student whose arm bore unusual and concerning scratches.

Upon inquiry, the student candidly revealed that they were merely attempting to replicate a trend that was circulating on TikTok, specifically one that originated from a Korean barcode challenge. Furthermore, a recent viral video has surfaced, which depicts a seven-year-old child engaging in inappropriate and lewd behavior within a graveyard in the city of Makassar. Upon conducting interviews, it was revealed that this child had a history of consuming pornographic content, which subsequently led to a desire to mimic such actions. This situation underscores the unfortunate reality that the ease with which the younger generation can access videos through social media platforms poses a significant risk by exposing them to harmful content, particularly given that the widespread dissemination of such videos can ultimately culminate in adverse consequences that jeopardize the mental well-being of children.

1. **Dependency:** It is crucial to recognize that children may develop an excessive dependence on social media platforms such as TikTok, which can lead to detrimental disruptions in their academic pursuits, outdoor recreational activities, or even their ability to engage in meaningful face-to-face interactions with peers.
2. **Bullying and cyberbullying:** TikTok, much like its contemporaries, has also emerged as a breeding ground for bullying and cyberbullying behaviors. Elementary school students who find themselves either on the receiving end of such online harassment or who partake in the role of aggressors can encounter profound psychological repercussions that may linger well into their future development.
3. **Time loss:** Spending too much time on TikTok can cause students to experience a decrease in productivity, lose focus on school assignments, or other positive activities. It is important for parents and educators to provide proper supervision and guidance in the use of social media like TikTok to minimize these negative impacts and ensure that students continue to understand the correct ethical and moral values. Open communication about social media use and proper teaching about understanding values can help combat these negative impacts.

The excessive allocation of time to the utilization of TikTok as a social media platform can significantly result in a detrimental decline in students' overall productivity levels, which may subsequently lead to a notable reduction in their ability to concentrate effectively on academic assignments, as well as a forfeiture of engagement in other

constructive and enriching activities that contribute positively to their personal development and well-being. In light of these potential negative consequences, it becomes imperative for both parents and educators to actively engage in providing appropriate oversight and thoughtful guidance concerning the engagement with social media platforms such as TikTok, thereby working to mitigate these adverse effects and ensuring that students remain cognizant of the fundamental ethical and moral principles that are essential to their growth and understanding of societal norms. Furthermore, fostering an environment characterized by open dialogue and communication regarding the use of social media, in conjunction with the implementation of comprehensive educational programs aimed at instilling a robust understanding of ethical values, can serve as an effective strategy in counteracting the aforementioned negative repercussions. Ultimately, the collaborative efforts of parents, educators, and students themselves are crucial in navigating the complexities of social media engagement, ensuring that it does not impede their academic pursuits and personal development.

The comprehensive examination of various foreign cultures and the subsequent impact that these cultures exert on the contemporary Indonesian youth represents a significant asset to the nation, which is the home of the successors of the valiant fighters who liberated it from colonial rule. Consequently, it has become an imperative responsibility for these successors of the nation—most notably, the younger generation—to engage in the ongoing effort to liberate Indonesia from any lingering influences of colonization, and they must thoroughly equip themselves with the necessary knowledge and skills to ensure that they can effectively fulfill their roles as future leaders of the nation while continuing the march toward national progress and development. In the current educational landscape, Indonesian adolescents are actively competing and striving to excel in various academic arenas in order to adequately prepare for their futures, which are fraught with challenges and opportunities alike. Nevertheless, it is troubling to observe that many of today's Indonesian youth seem increasingly oblivious to their obligations and responsibilities as citizens of this great nation. For instance, the swift advancement in technology and the burgeoning accessibility it affords have created unprecedented opportunities for these young individuals to easily immerse themselves in Western culture, which is gradually instigating a transformation in the behaviors and attitudes of Indonesia's younger generation, particularly among elementary school students who are still in formative stages of their development.

This profound influence has, unfortunately, manifested itself in a variety of negative consequences; one particularly concerning example is the alarming trend of exploitation whereby these impressionable youths become overly engaged in viewing pornographic content or partake in malicious activities such as hacking into someone else's digital accounts. Additionally, the creation of digital content that is harmful to others, as well as the adoption of fashionable styles that starkly deviate from established societal norms and values—despite being explicitly prohibited by religious teachings and widely recognized as impolite or contrary to traditional customs—has become increasingly prevalent among the youth. The younger generation has, rather disconcertingly, begun to regard their own cultural heritage as antiquated, mundane, and out of touch with the trends of

modernization. As a result, these teenagers often experience feelings of embarrassment or inadequacy if they do not conform to contemporary societal trends, even when such trends directly contradict the values espoused by their religious beliefs or the customs upheld by their communities. The phenomenon of globalization has ushered in a plethora of foreign cultural influences that starkly contrast with local values and principles. Elementary school children, who are unwittingly exposed to foreign cultural paradigms that may not prioritize or uphold local ethical and moral standards, frequently find themselves grappling with confusion regarding the delineation between right and wrong. This state of confusion can inadvertently precipitate a decline in their comprehension and appreciation of those vital values. The overwhelming presence of foreign cultural influences in this era of globalization has the potential to severely undermine the ethical and moral foundations that are essential to the development of elementary school children and, consequently, to the broader societal fabric. Here are some examples of negative impacts that can occur:

1. There has been a noticeable and concerning decline in the intrinsic value associated with mutual cooperation and a profound concern for the environment, which are foundational aspects of community life. The influx of foreign cultures into the nation has the potential to engender a sense of reluctance among children when it comes to participating in activities that are oriented towards the common good and societal welfare. As a consequence of these cultural influences, children are increasingly adopting a more individualistic mindset, leading them to prioritize their personal interests and desires over the needs and well-being of others within their community.
2. Furthermore, there is an alarming erosion of respect and politeness that was traditionally afforded to elders, which has become increasingly evident in contemporary society. The exposure to foreign cultures can inadvertently acclimatize children to engage in communication that is characterized by a lack of politeness and a certain degree of disrespect towards their elders. In various foreign cultures, there exists a prevailing ethos of free speech that often lacks the decorum and civility associated with respectful discourse, which can significantly alter the manner in which children express themselves and conduct their interactions with their elders.
3. Additionally, the decline of social feelings and tolerance among individuals is becoming increasingly pronounced, as the influence of foreign cultures has the capacity to transform local or traditional values that have historically taught children the importance of coexisting harmoniously with others. Consequently, children may gravitate towards a preference for living in an individualistic culture similar to that which is practiced in the foreign country from which these influences arise. This shift in preference can effectively diminish the cultivation of social feelings and tolerance among individuals, thereby adversely impacting their relationships with their environment and the surrounding community, which is essential for fostering a cohesive society.
4. The phenomenon of increasing consumerism presents yet another challenge, as Western cultural influences that have permeated Indonesia have ushered in an era of modernity and contemporary materialism. This cultural shift has led to the emergence of new lifestyles and consumption patterns among children, which can result in a lifestyle that is severely imbalanced. As a result, children find themselves in a position where their ability to make informed choices that align with ethical and

moral values, as well as their actual needs, is significantly diminished and often rendered minimal.

5. Moreover, the detrimental impact on the values of diversity is particularly concerning, as Indonesia is renowned for its rich tapestry of diverse cultures, where the emphasis has been placed on the necessity of mutual respect and understanding among individuals. However, the pervasive influence of foreign cultures has the potential to alter a child's perspective regarding the existing cultural diversity that is intrinsic to their heritage. Children may develop a tendency to judge and favor foreign cultures at the expense of understanding, appreciating, and valuing their own local cultural practices and traditions. Of course, it is imperative to recognize that the aforementioned negative impacts can manifest if the influence of foreign cultures is not adequately managed and mediated by the adults who are responsible for raising these children. Thus, it becomes essential to consistently strike a balance between the influence of foreign cultures and the impartation of ethical and moral values through appropriate parenting practices.
6. Finally, the lack of moral and ethical education within the educational system cannot be overlooked, as the relentless pursuit of academic progress often leads to the unfortunate neglect of moral and ethical instruction in schools. The curriculum's predominant focus on academic subjects frequently prevents elementary school students from acquiring a comprehensive understanding of ethical and moral values that are crucial for their development. As a result, these children may find themselves ill-equipped with a robust foundation to navigate moral dilemmas and make judicious decisions when confronted with challenging situations. The repercussions of this educational shortfall can have far-reaching implications for both the individual and society as a whole, thereby underscoring the urgent need for a more holistic approach to education that encompasses moral and ethical dimensions alongside academic achievement.
7. The phenomenon of losing a sense of direction in life, as well as developing a broad understanding of existence, can be significantly exacerbated by a deficiency in moral and ethical education, which ultimately fosters a profound sense of alienation from both one's immediate environment and the larger societal context in which one resides. In particular, when we examine the experiences of elementary school children, it becomes evident that these young individuals frequently struggle to grasp the crucial significance of environmental ethics and the established social norms that govern behavior within their communities, thereby further complicating their ability to integrate harmoniously into the social fabric.
8. The detriment of losing empathy and concern for the welfare of others is another critical issue arising from the absence of comprehensive moral and ethical education in a child's formative years, which can lead to a diminished capacity for empathy and sensitivity toward the emotional states and needs of others. This profound deficiency in empathy and sensitivity not only reduces the levels of affection and mutual respect that typically characterize social and familial dynamics but also has the potential to propel children into a cycle of negative behaviors and frequent conflicts. The absence of a robust moral foundation can render it exceedingly challenging for children to discern appropriate from inappropriate behaviors, consequently heightening the probability that they will engage in actions that may incite discord within their immediate environment and society at large.
9. Furthermore, the loss of awareness and a sense of responsibility towards the environment constitutes another alarming consequence of inadequate moral and

ethical education, particularly in children who have not been exposed to these values consistently. Children who lack exposure to moral teachings may exhibit a pronounced negligence towards environmental stewardship, leading to significant repercussions such as increased instances of environmental degradation, improper waste disposal practices, and the construction of facilities that often fail to adhere to established regulations and standards. This neglect not only threatens the integrity of the environment but also undermines the collective responsibility that individuals hold towards the preservation of natural resources and ecological balance.

10. In addition, the pronounced lack of parental involvement in the lives of children today, particularly within the context of the fast-paced, demanding era of globalization, has resulted in an alarming scarcity of time for parents to adequately provide the necessary guidance and moral education that is vital for their children's development. This deficit of attention and guidance from parents inevitably leads to a diminished understanding among children regarding the ethical and moral values that are essential for navigating the complexities of social interactions. It is crucial to recognize that morality does not inherently manifest itself within every individual at birth; rather, the deliberate instillation of moral values is paramount, especially for young children, as it equips them with the behavioral frameworks necessary to align with the rules and social norms inherent within their communities. The process of instilling these moral values can be effectively achieved through various educational avenues, including formal instruction within schools as well as informal education facilitated through family and community interactions. Each of these educational contexts plays a pivotal role in shaping the moral compass of children, with the family environment emerging as the most significant setting, as it is within the family unit that children first encounter the foundational principles of behavior and morality. The lack of active parental involvement in a child's upbringing can have far-reaching implications on their moral and ethical development, resulting in numerous adverse effects that can hinder their capacity to engage constructively with the world around them.
 - a. It has been observed through various psychological studies that children frequently experience feelings of loneliness and often perceive themselves as emotionally undervalued within their social contexts, a situation that can significantly heighten their susceptibility to a range of emotional disturbances, including but not limited to stress, anxiety, and depression, thereby affecting their overall mental health and well-being in profound ways.
 - b. Furthermore, children may find themselves grappling with feelings of insecurity and a profound sense of being lost in the absence of adequate guidance and support from their parents, who play a pivotal role in providing the emotional scaffolding necessary for healthy psychological development and the cultivation of self-esteem.
 - c. Additionally, it is important to recognize that children are profoundly influenced by the multifaceted environment in which they are raised, including the online landscape that, regrettably, can sometimes expose them to inappropriate values, norms, and moral frameworks that are not conducive to their healthy development as responsible and ethical individuals in society.
 - d. Moreover, due to the insufficient moral and ethical guidance provided by their parents, children often encounter significant difficulties in comprehending the complex moral and ethical values that they are expected to adhere to, which can lead to confusion and misinterpretation of acceptable behaviors within their

social interactions and relationships.

- e. In light of this lack of direction and positive modeling from their parents, children may inadvertently engage in wrongful or perilous behaviors, as they often lack the necessary tools and frameworks to navigate the complexities of social conduct and personal responsibility, ultimately jeopardizing their safety and well-being.
- f. Furthermore, it has been noted that children may develop a tendency to be insensitive to the feelings and perspectives of others, as they often become ensnared in their own egocentric viewpoints, which can hinder their ability to empathize with those around them and cultivate meaningful relationships that are essential for their social development.

Consequently, it becomes exceedingly imperative for parents to meticulously consider the profound impact of their roles in the intricate process of shaping their children's moral and ethical frameworks, particularly in the contemporary context characterized by globalization and its far-reaching influences. It is essential that parents engage actively and consistently in the various aspects of their children's lives, providing guidance and support that enables them to grasp the fundamental principles of kindness, honesty, and authentic morality; additionally, parents should strive to foster the development of constructive and positive habits, which include acts of altruism, as well as instilling a deep respect for the time and availability of others.

The process of instilling moral values within educational institutions is of paramount significance. The role of educators, particularly teachers, is undeniably critical within the educational landscape, as their responsibilities encompass not only the transmission of academic content but also the vital task of enhancing and nurturing the character and ethical dispositions of their students. It is incumbent upon teachers to devise and implement effective pedagogical strategies that ensure the values they seek to impart to their students are comprehensively understood in a theoretical sense, as well as practically applicable as guiding principles in the students' everyday lives and interactions within their broader social environments (Subiyakto & Abbas, 2020). The integration of moral values through educational practices can be approached in a multitude of ways by dedicated teachers, who possess the agency to choose the most effective methods for their student populations. One particularly impactful approach involves the utilization of local wisdom as a valuable resource for student learning, as local wisdom serves as a fundamental expression of the unique identity and character of the nation as a whole (Susanto, 2019).

Tabel

No.	The Role of Parents	The Role of the Teacher
1.	Parents should take the time to pay attention to their children both at home and outside.	As a role model, teachers have the ability to act as educators, role models, or examples for students in the teaching and learning process. This is in accordance with personal competence, which is one of the four competencies that teachers must possess. A role model teacher is someone who must be

	trustworthy and behave politely. In the teaching and learning process, a teacher has the ability to act as an educator, role model, or example for their students. Little do we realize that for small children, it is actually very easy to imitate everything they see or pay attention to. (tahap imitasi).
2. Parents need to know what activities their children are doing at home and outside.	As a guideline, the development of moral and religious values in preschool/early childhood children requires programs that are viable and not pretentious or excessive.
3. Parents need to reprimand and advise their children when they make mistakes and understand that they should not do what they did.	As a coach, young children are individuals who still require a lot of practice, repetition, and improvement in various behaviors and actions. Everything taught, done, and said by a teacher has an educational tone that can inspire deep conviction in students.
4. Children should be more obedient to their parents so that they do not engage in actions that contradict moral teachings.	As motivators, we need to understand that students are also human beings, even though they are very different from us adults. To maintain that psychological condition, the teacher in that position must act as a motivator. The stability of student motivation must be maintained well and consistently. As a motivator, teachers should encourage students' enthusiasm for the activity.
5. Providing children with religious education about interacting with others.	Teachers must treat their students with love and respect.
6. Guiding and motivating children to follow societal rules and customs through commendable behavior, such as respecting elders, greeting others, helping others, and mutual assistance.	Training individuals to behave according to societal values. One way to do this is by getting students accustomed to following school regulations.
7. Be a good example to your children, especially morally.	By giving rewards and punishments, we create conditions suitable for the application of those social values.
8. Involve the child in discussions about moral dilemmas.	Moral dilemmas may involve honesty, loyalty, obedience, cleanliness, and various other moral rules. Individuals and groups are accustomed to applying values spontaneously or programmatically in their daily lives.
9. Parents should really pay attention to their child's behavior in daily life so they don't get involved in the wrong things.	The achievement of instilling values in school life among all members of the social community. (seluruh warga sekolah).
10. Parents should educate and instill the right moral values from an early age.	The introduction of social values to individuals is usually carried out by teachers

Education, as a multifaceted process, serves not only as a conduit for the transfer of cultural knowledge but also stands as a profound reflection of the entrenched cultural values that permeate society; consequently, it is imperative that education remains both reflective of these values and progressive in its approach to fostering knowledge. The dynamism of education necessitates that it continually evolves in accordance with the shifting goals and the diverse demands posed by the overarching frameworks of development and cultural paradigms. In the contemporary context, globalization has emerged as an undeniable imperative for societies across the globe, encompassing even the youngest learners such as elementary school students. It is noteworthy that many of these young scholars have already mastered the use of sophisticated technological devices, including cell phones, computers, and a plethora of other advanced technologies, thereby indicating the rapid pace at which societal advancements are transforming the educational landscape. This swift progression is poised to exert significant influence on the daily behaviors and learning patterns of students, compelling educators to adapt accordingly. In this regard, it is critical for teachers to equip students with the necessary tools and guidance to cultivate their character in alignment with the cultural heritage and noble values that have been meticulously passed down through generations. Furthermore, the phenomenon of globalization has precipitated considerable transformations in the lifestyle choices and behavioral norms of students, necessitating an adaptive pedagogical response from elementary school educators. These educators bear the responsibility of devising effective strategies and solutions that will mitigate the adverse effects associated with the globalization era, ensuring that students remain unscathed by its potentially negative influences. On a more optimistic note, it is essential to recognize that globalization also presents a myriad of positive opportunities that students can leverage to enhance their understanding and knowledge, particularly in the realms of scientific and technological advancements. Therefore, teachers must strive to prepare their students not only to navigate these complexities but also to emerge as exemplary individuals who embody the noble cultural values that are deeply ingrained in the fabric of Indonesian society.

Looking ahead, the future trajectory of Indonesia's educational framework necessitates concerted efforts that extend beyond mere enhancements to the quality and efficiency of educational practices within the nation; it also requires an increased emphasis on ensuring the relevance of education to the multifaceted and increasingly intricate spheres of life that individuals encounter. To this end, it is of utmost importance to meticulously develop the educational workforce system in a manner that is both detailed and precise, thereby fostering an environment conducive to effective teaching and learning. In this context, it is imperative to design educational programs that are intentionally structured to produce human resources that resonate harmoniously with the rapid advancements in technology and the prevailing cultural norms of society. Given that education fundamentally serves as a mechanism for achieving the overarching objectives of national development, the specific goals pertaining to educational advancement are

explicitly articulated in the Republic of Indonesia Law Number 20 of 2003 on the National Education System. This law articulates the vision of fostering a wise national life, with the overarching aim of nurturing the potential of students; it emphasizes the importance of instilling faith and devotion to God Almighty, cultivating noble character, promoting health, and equipping students with knowledge, skills, creativity, independence, democratic values, and a robust sense of responsibility, as delineated in Article 3 of Law Number 20 of the Republic of Indonesia of 2003.

In order to effectively realize the ambitious goals that have been established, it is essential that individuals operating within educational organizations possess the requisite skills and competencies that are aligned with these objectives. Within the context of a school organization, teachers are invariably tasked with a multitude of responsibilities that vary according to the specific roles they occupy within the educational ecosystem. As educators, we are bound by a profound obligation to our students, one that compels us to strive diligently towards achieving positive educational outcomes, particularly in the context of our instructional activities conducted within the classroom setting.

It is fundamentally unfeasible for educators to attain the pinnacle of educational excellence without a comprehensive mastery of the subject matter they are teaching, coupled with an in-depth understanding of various learning strategies, as well as the essential capability to effectively guide and motivate students toward achieving their utmost potential in their academic pursuits. The United Nations Educational, Scientific and Cultural Organization (UNESCO) has meticulously established a robust foundational framework that must be diligently developed and embraced by all nations around the world in their quest for educational success in this increasingly interconnected global era. Indonesia, in this context, is no exception to this imperative, as it is crucial for our nation, along with others, to rigorously adhere to and actively implement the educational principles and foundations that have been so thoughtfully articulated by UNESCO.

In the influential document titled "Learning: Treasure Within," published in 1996 and spanning pages 85 to 89, UNESCO delineates the four essential pillars of education that serve as the bedrock for educational development in the contemporary global landscape, illustrating the significance of these concepts for all member states. These four pillars, which include learning to know, learning to do, learning to live together, and learning to be, are designed to equip individuals not only with knowledge but also with the skills necessary for effective participation in society and the cultivation of harmonious relationships among diverse populations. Furthermore, it is imperative for educational stakeholders in Indonesia to internalize these pillars and integrate them into their pedagogical practices to foster an environment conducive to holistic development and lifelong learning. By embracing the principles outlined by UNESCO, we can ensure that our educational systems are not only relevant but also transformative, ultimately leading to the empowerment of individuals and the advancement of society as a whole.

1. Engaging in the rigorous pursuit of scientific study entails not only the comprehensive examination of the relevant material and empirical evidence, but perhaps even more critically, it necessitates the development of a profound ability to interpret, analyze, and effectively communicate the intricate concepts and findings inherent within this vast

field of knowledge.

2. The process of acquiring new skills and competencies is fundamentally about cultivating a robust spirit of creativity and innovation, alongside fostering a high level of productivity and resilience, which are essential traits that empower individuals to navigate and adapt to the ever-evolving and dynamic nature of contemporary challenges and circumstances that they may encounter throughout their professional journeys.
3. The endeavor of studying and nurturing one's inherent potential encompasses the promotion of various facets of personal development, which include the cultivation of independence, the enhancement of critical thinking capabilities, the stimulation of imaginative faculties, the fostering of aesthetic appreciation, as well as instilling a strong sense of discipline and a commitment to personal and social responsibility in all aspects of life.
4. The educational journey towards understanding and coexisting in a harmonious and balanced manner within the complexities of life, both on a domestic scale and within the broader international community, requires a deep-seated respect for spiritual values and an appreciation for the rich tapestry of traditions and diverse cultures that contribute to the human experience.

Character education is a critical component that should ideally commence during the formative years of childhood, as this period lays the groundwork for future moral and ethical development. Research indicates that at around the age of eight, there is a notable increase in cognitive abilities, with intelligence reportedly augmenting by a substantial 30 percent, while further enhancements of approximately 20 percent are observed by the mid to late twenties. Consequently, elementary school students occupy a pivotal position in the overall enhancement and maturation of children's intellectual capabilities. In light of these findings, it is imperative that educators seize this crucial opportunity to impart essential character values to their students, thereby fostering both intellectual and moral growth. The influence of teachers and parents is undeniably significant in shaping both the academic and non-academic dimensions of a child's development, particularly through the demonstration of exemplary behavior that serves as a model for children to emulate.

The primary determinant for the efficacy of character education within the home environment is the presence of parents as role models who exemplify the values they wish to instill in their children. It follows that parents must be adequately prepared to embody and lead a life characterized by positive values and behaviors within the household. To achieve successful educational outcomes that align with the aspirations of the child, the teacher, and the parents, it is essential that these three parties work in a synergistic and collaborative manner to promote and reinforce good behavior. According to the research conducted by Wibowo (2012), it is imperative for educators to possess strong personalities and to remain abreast of the rapid advancements in science and technology that characterize the contemporary global landscape, which necessitates an ongoing commitment to lifelong learning and professional development. In response to this need, the Ministry of Education and Culture has taken significant steps to enhance the teaching profession through comprehensive professional training programs designed to elevate the skills and professionalism of educators. Teachers are equipped with an academic foundation that empowers them to carry out all responsibilities associated with student training in a manner that is both effective and professional. Helwina Baharumi (2016) emphasizes that the role of teachers is not only to impart knowledge but also to cultivate a supportive environment that nurtures the holistic development of students, thereby underscoring the multifaceted nature of education in contemporary society.

D. CONCLUSION

The phenomenon of globalization exerts a detrimental influence on the ethical and moral frameworks that govern the behavior of children, particularly those enrolled in elementary educational institutions, primarily through the pervasive exposure to detrimental content circulated via social media platforms and the encroachment of foreign cultural paradigms, coupled with a conspicuous deficiency in both moral and ethical instruction within educational settings. It is imperative that parents, educators, and the broader community collaborate harmoniously to establish an environment characterized by vigilant oversight and constructive guidance, thereby enabling children to mature into virtuous, accountable individuals who not only appreciate but also actively promote the principles of diversity and inclusivity. The ramifications of exposure to adverse content disseminated through social media, the compelling influence of foreign cultural narratives, the stark absence of moral and ethical education, alongside insufficient parental engagement, collectively contribute to the gradual erosion of the moral compass and ethical standards among elementary school-aged children.

The exposure to harmful media content, which may include themes of violence and sexually explicit material, has the potential to significantly alter the cognitive frameworks, attitudes, and behavioral patterns of these impressionable young minds. Furthermore, the infusion of foreign cultural elements may engender a sense of disorientation in children as they grapple with the complexities of self-identity and the reconciliation of values that may stand in stark contrast to those inherent in their native cultural contexts. A tangible lack of moral and ethical education, whether within the confines of the home or the schooling system, exacerbates this troubling scenario, leading to an alarming state of ambiguity surrounding the ethical beliefs and moral conduct of children. While it is universally acknowledged that parents play an instrumental role in the cultivation and direction of their children's moral and ethical sensibilities, a failure to execute this responsibility with diligence and effectiveness can significantly compound the existing challenges. Consequently, it becomes essential for the active involvement of parents, educators, and the community at large to be galvanized around the critical necessity of safeguarding and reinforcing these fundamental values, ensuring that children receive the appropriate knowledge and guidance that will equip them to flourish as principled and responsible members of society.

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