AN EXHAUSTIVE EXAMINATION OF THE INFLUENCE OF THE INTERNET ON STUDENTS' MORAL, SOCIAL, AND SPIRITUAL VALUES FROM THE EDUCATORS' VIEWPOINT.

Li Jun, Emmanuel Hans

[1] Lincoln University College, Petaling Jaya, Malaysia.

ABSTRACT

The internet has both positive and negative impacts on those who utilise it. The risks of internet addiction have been well-documented. One negative outcome of addiction is the effect it has on people's ability to communicate, collaborate, and manage their anxieties. Studies have shown that spending too much time online might have negative effects on mental and physical health. As if that weren't bad enough, those who spend all day or even five hours online also waste a lot of time. As a result, students become more reliant on technology and realistic in their approach to completing homework. A person's health, relationships, and employment prospects are just a few areas that suffer as a result of excessive internet use. Negative effects on one's physical, mental, psychological, and social health may result from unrestricted internet use. An example of inappropriate internet usage would be any of the negative consequences listed above. Internet use in the classroom becomes problematic when students find it difficult to complete their assignments without it. They are not developing morally or intellectually because they are too glued to the internet. Considering the above, it's not hard to see how people might be impacted positively or negatively by the internet. It all comes down to mindset and goals when it comes to internet use—whether for good or harm. Because it is merely a medium for people to communicate and share information, the Internet's use is totally discretionary. The results will be assessed by people who are part of the intended audience.

Keywords: Internet, Students, Influence, Moral-Value Disarray.

INTRODUCTION

The internet is so integral to modern life that not even college students can imagine life without it. Their reliance on the internet extends even to the most routine of activities. In 2017, almost half of Indonesia's 250 million people were online, with 143.26 million users. From one year to the next, the amount has increased significantly. The percentage of Americans who use the internet is disproportionately high among college students. The study found that almost all students utilise the internet every day for school-related tasks. The ubiquitous use

of the internet has had a profound impact on the lives of many individuals, particularly those of the millennial generation (Athota et al., 2020).

Access to the internet is generally beneficial for individuals. The results suggest that individuals may be able to get more done with less effort by making use of various types of information technology, such as the internet. A person's knowledge, skills, and creative potential may be enhanced by having access to a plethora of information from different sources. The Internet has made many things simpler and more difficult for humans to do in their interactions with information technology. Various studies have shown both beneficial and bad outcomes linked to internet use. New research suggests that one advantage of the internet is that it encourages users to see projects through to completion. The wealth of information accessible online makes it easy to find solutions to people's present problems. By providing the necessary structure, direction, and data, studies imply that the Internet may enhance results. While there may be some benefits to spending time online, the risks outweigh them. "Problematic internet usage" refers to the negative outcomes that might occur as a result of internet use. Researchers have found that there are harmful consequences of the internet on several aspects of thinking, feeling, and action. Internet usage and academic achievement in children may affect their cognitive development. The amount of time students spend online has made them more realistic, timid, and less capable of working well in groups. Numerous research examining the impacts of internet usage on individuals have been conducted in various parts of the globe, including Indonesia. Most studies conducted in Indonesia have looked at how people's knowledge and relationships have changed as a result of internet usage. Research on how internet use affects people's moral convictions is far less common in the academic literature. Researching how students' moral ideas are affected by the internet should be a top priority. People may be able to make more educated decisions and mitigate the effects of online hazards if they have access to this data (Baker et al., 2021).

BACKGROUND OF THE STUDY

Everyone, no matter where they live, has access to the internet, which is a crucial tool. Students in the US must have internet connectivity in order to pursue their academic goals. For assigned readings in particular, students in Malaysia rely heavily on online resources. India, Indonesia, and many other nations have reaped the benefits of the internet's information accessibility and ability to provide solutions to their problems. Study after study and expert argument after expert dispute has shown that the internet's good and harmful effects are mutually reinforcing, functioning as mirror images of one another. Students' academic performance improved as internet access expanded, according to a 2007 study by the National School Boards Association (Patrick et al., 2020).

Possible benefits include the ease and speed with which one may access massive quantities of data for use in communication, sharing, and entertainment. The internet will only ever bring good things to humans, according to an industry expert. It would be much easier to learn new things, do everyday tasks, and solve big issues if everyone had access to the internet (M., & Davis, 2020).

PURPOSE OF THE RESEARCH

From the perspective of the participating educators, this research seeks to investigate how the internet shapes the moral, social, and spiritual beliefs of today's kids. The study's overarching goal is to determine if and to what extent the increasing number of students' online interactions influence their moral behaviour, interpersonal skills, and spiritual development. Teachers are usually the first people children interact with in school; thus, this research will ask them about their thoughts on the benefits and drawbacks of students' character development and the internet. To help lawmakers, parents, and educators understand the long-term consequences of internet use on young people, this study will also examine teachers' views on how the internet affects students' social, spiritual, and moral growth.

LITERATURE REVIEW

People might benefit or suffer by using the internet. If researchers use the internet too often, researchers run the risk of experiencing certain issues. One of the many bad aspects is addiction, which has a chilling effect on the anxiety levels linked to teamwork and conversation. A person's character and mental health could take a hit if they are addicted to the internet. Another drawback that individuals have while spending more than five hours per day online is the potential for time loss. Students' reliance on it lowers their academic performance, which in turn lowers their creative output. Many parts of a person's life, including their health, relationships, and employment efficiency, may be negatively impacted by excessive internet usage (Parker et al., 2021).

The phrase "problematic internet usage" describes how people's everyday activities, including their mental, physical, and social health, are negatively affected by their unchecked use of the internet. There are the same problems with using the internet here as there are anywhere else. The most basic kind of problematic internet usage that may happen in a school setting is when students lack self-control and do not utilise the internet to complete their assignments. They are retarding themselves intellectually and morally due to their excessive internet use. The preceding reasoning highlights both the beneficial and bad effects of the internet on society. The main elements that determine the extent to which the internet is used for good or bad reasons are the aspirations and worldviews of internet users. The internet is only a tool, and how individuals choose to use it is

totally up to them. Whether the outcomes are good or bad, it's up to the users to determine (Saunders et al., 2018).

RESEARCH QUESTION

What is the impact of internet on student's moral value through teacher's perspective?

RESEARCH METHODOLOGY

Quantitative research involves the analysis of numerical data related to variables using one or more statistical models. The social environment may be better understood via quantitative research. Researchers often use quantitative methods to examine problems impacting particular individuals. Graphically shown objective data results from quantitative study. Numerical data is crucial for quantitative research and must be collected and analysed methodically. Their support facilitates the computation of averages, the development of predictions, the identification of connections, and the extrapolation of findings to larger populations.

RESEARCH DESIGN

The quantitative data analysis used SPSS version 25. The odds ratio and 95% confidence interval were used to determine the direction and size of the statistical association. The researchers established a statistically significant criteria at $p < 0.05$. Critical elements of the data were gathered by descriptive analysis. Quantitative methods are often used to assess data analysed by statistical computing tools or collected by surveys, polls, or questionnaires.

SAMPLING

Research participants filled out questionnaires to provide data for the research. Using the Rao-soft program, researchers identified a study population of 763 people, leading to the distribution of 898 questionnaires. The researchers obtained 888 replies and excluded 18 due to incompleteness, yielding a final sample size of 870.

DATA AND MEASUREMENT

The study primarily used a questionnaire survey as its source of information, using either one-to-one communication or a Google Form survey. The questionnaire had two distinct sections: (A) demographic data obtained from online and offline sources, and (B) answers to attributes assessed using a 5-point Likert scale. Secondary data was obtained from many sources, mostly online.
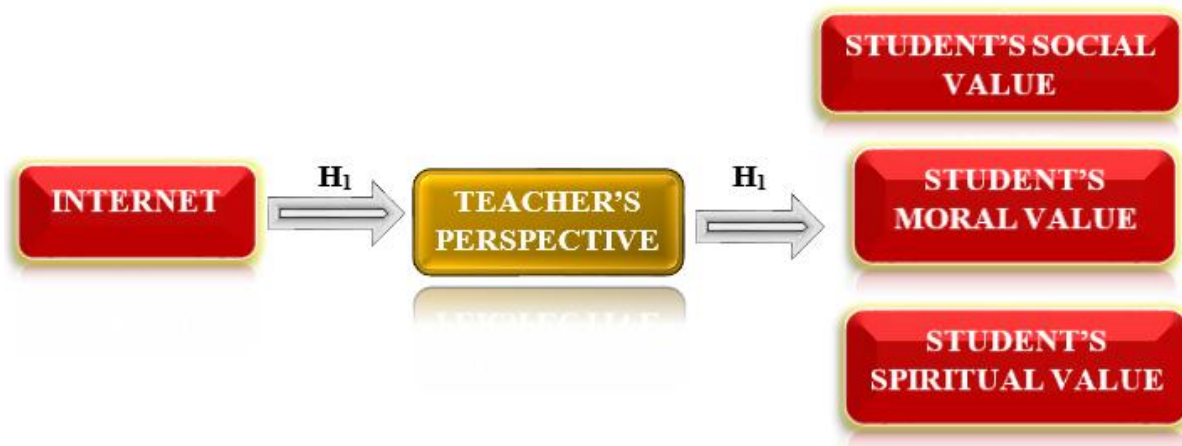
STATISTICAL SOFTWARE

The statistical analysis was conducted using SPSS 25 and MS-Excel.

STATISTICAL TOOLS

Descriptive analysis was used to understand the fundamental characteristics of the data. The researcher must analyse the data using ANOVA.

CONCEPTUAL FRAMEWORK

RESULT

Factor Analysis: A prevalent use of factor analysis is to validate the latent component structure of a set of measurement items. Latent factors, or unseen factors, are thought to be responsible for the scores on observable variables, often referred to as measured variables. Accuracy analysis, referred to as FA, is a model-based methodology. This research technique primarily focusses on simulating causal pathways among observable events, unseen factors, and measurement error.

The Kaiser-Meyer-Olkin Method (KMO Method) assesses the appropriateness of data for factor analysis. Each model variable and the whole model are assessed to see whether they were sufficiently sampled. The statistic quantifies the possible shared variance across many variables. Generally, a lower proportion indicates greater suitability of the data for factor analysis.

KMO gives back numbers between 0 & 1. If the KMO value is between 0.8 and 1, then the sampling is considered to be sufficient.

If the KMO is below 0.6, the sampling is inadequate and remedial measures are necessary. Certain authors use a value of 0.5 for this purpose; hence, between 0.5 and 0.6, one must exercise the researchers' best discretion.

A KMO value of 0 indicates that the aggregate of correlations is minimal in comparison to the magnitude of the component correlations. Extensive correlations provide a significant difficulty to component analysis.

• Kaiser's thresholds for acceptability are delineated as follows:

Kaiser's thresholds for acceptance are as follows:

• A bleak range of 0.050 to 0.059.

• 0.60 - 0.69 subpar

The standard range for a medium grade is 0.70–0.79.

• Possessing a quality point value ranging from 0.80 to 0.89.

The interval from 0.90 to 1.00 is quite impressive.

Table 1: KMO and Bartlett's Test.

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.838
Bartlett's Test of Sphericity	Approx. Chi-Square	3252.968
	df	190
	Sig.	.000

This illustrates that assertions are legitimate when used for sampling purposes. Bartlett's Test of Sphericity was conducted to determine the overall significance of the correlation matrix. The Kaiser-Meyer-Olkin Sampling Adequacy Value is 0.838. The Bartlett's sphericity test produced a p-value of 0.00. Bartlett's test of sphericity produced a significant result, demonstrating that the correlation matrix is not an identity matrix.

INDEPENDENT VARIABLE

Internet: The term "internet" describes a system of interconnected computer networks. Thanks to the internet, people from all walks of life may now easily communicate and exchange information. Although it began in the 1960s as a military research project, it became public infrastructure in the 1980s as a result of financing from universities and businesses. The groups in charge of it establish criteria that everyone can agree on. A few of the various services it can manage include the web, social media, email, chat rooms, and audio/video transmission. Utilised by about half of the global population for various information-dependent endeavours (Styck et al., 2021).

DEPENDENT VARIABLE

Student's Moral Value: The moral values of a student are the guiding principles and standards by which they conduct themselves, make decisions, and relate to others.

Students' ability to discern right from wrong is greatly impacted by these values, which are in turn moulded by educational, social, and cultural factors. Honesty, fairness, compassion, accountability, respect, and integrity are all parts of what researchers mean when researchers talk about moral ideals. Students' views of justice, equality, and their place in society are shaped by these principles, which in turn impact their own behaviour. It is crucial for kids to develop strong moral beliefs because it equips them to handle challenging social circumstances, form meaningful connections, and have a good impact on their communities (Smith & Brown, 2020).

MEDIATING VARIABLE

Teacher's Perspective: Teachers' views, or mental impressions of their students, are shaped by their background knowledge and life experiences. The word "teaching perspective" refers to a person's outlook on the classroom as a whole, including their emotions, actions, and aspirations. In addition, researchers teaching viewpoint is the sum of researcher's professional behaviour as educators and the justifications researchers provide for this belief. A crucial aspect of perspective-taking is the ability to comprehend and identify with the experiences of others. A vital social skill to educate children is to put themselves in another person's shoes, as this is an essential part of all human relationships and communication (Williams, 2019).

Relationship between Internet and Student's Moral Value through Teacher's Perspective: When seen from the point of view of a teacher, the connection between the internet and the moral beliefs their pupils have is one that is both influential and complicated. Students may learn about ethical concepts, promote beneficial behaviours, and encourage reflective thinking by using the internet, which provides them with a broad variety of material and tools that can help them learn about these topics. Teachers have observed that children may be exposed to a variety of ideas via the use of internet platforms, which can help pupils develop empathy and a knowledge of other moral positions. The internet, on the other hand, poses substantial problems to the moral growth of kids. The exposure of kids to potentially harmful material, such as cyberbullying, disinformation, and unethical behaviour online, may have a detrimental impact on the students' ability to make ethical decisions. Teaching professionals often voice their worries over this issue. Additionally, because of the anonymity that the internet provides, students may feel less accountable for their behaviour online, which may sometimes lead to dishonesty or a lack of responsibility. Consequently, the internet, despite the fact that it has the potential to be an effective instrument for the dissemination of moral principles, need the cautious direction of educators in order to guarantee that students navigate it in a responsible and ethical manner (Ishaq et al., 2022).

On the basis of the above discussion, the researcher formulated the following hypothesis, which was to analyse the relationship between Internet and Student's Moral Value through Teacher's Perspective.

H_{01}: There is no significant relationship between Internet and Student's Moral Value through Teacher's Perspective.

H_1: There is a significant relationship between Internet and Student's Moral Value through Teacher's Perspective.

Table 2: H_1 ANOVA Test.

ANOVA					
Sum					
	Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
Between Groups	39588.620	211	9836.956	1236.419	.000
Within Groups	492.770	658	7.956		
Total	40081.390	869			

This investigation yields remarkable results. The F value is 1236.419, achieving significance with a p-value of .000, which is below the .05 alpha threshold. The hypothesis "**H_1: There is a significant relationship between the Internet and students' moral values from the teacher's perspective**" is accepted, whereas the null hypothesis is rejected.

DISCUSSION

Educators have seen the many ways in which students' moral, social, and spiritual values are impacted by the internet. From a moral perspective, there are pros and cons to utilising the internet. A positive aspect is that it provides children with opportunities to learn about values such as empathy, responsibility, and compassion. According to Henderson et al., through online interactions and resources, teachers have seen that students may reflect on their moral choices and engage in constructive behaviours (Henderson et al., 2019). However, students' exposure to harmful influences, such as cyberbullying, inappropriate content, and immoral activity on social media, may have a significant effect on their moral development. Despite the abundance of information accessible online, some teachers are concerned that students may be exposed to harmful or misleading material, which might impair their judgement and make it difficult for them to form strong moral convictions.

CONCLUSION

The evidence suggests that internet usage has a negative effect on people's moral values, particularly their integrity, accountability, and work ethic. People who rely too much on the internet are more likely to participate in unethical and dishonourable conduct. When people don't internalise life's key values, the consequences of internet addiction are more apparent. The pervasive detrimental impact of the internet on moral standards may be especially hard on one specific moral virtue. Without a doubt, much more thorough research is required to confirm

the concept. More comprehensive study is required before researchers can grasp the full extent to which the internet has impacted moral standards. As a result of the internet's potentially detrimental impact on the decline of moral principles, it is critical to implement preventive measures to slow the fast decline of moral standards. Protecting subsequent generations against threats that go against ethical standards is everyone's responsibility.

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