

The Impact of the Internet on Students' Moral, Social, and Spiritual Values, As Seen Through the Eyes of their Educators

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The internet has both positive and negative consequences on those who utilise it. Excessive internet usage is problematic, as shown by research by Griffiths (2013) and Rispawati, Sumardi, and Dahlan (2020). One of the negative outcomes is addiction, which not only affects people's ability to communicate and work together but also their general level of worry. In addition, research suggests that excessive internet usage might have negative effects on one's character and well-being. Another bad consequence of the internet is time wasted by those who spend at least five hours a day online, or even the whole day. It also has an impact on students' academic processes, making them more realistic and reliant on such systems. Internet use is detrimental to people's health, relationships, and employment prospects, among other areas of their life. Negative effects on one's mental, physical, psychological, and social health might result from using the internet for various unchecked purposes. All of the negative repercussions of the internet that have been detailed above are regarded to be instances of problematic internet usage. The most obvious illustration of an issue with internet use in schools is the difficulties pupils have while trying to do their homework without resorting to online sources. Their mental and moral development is being stunted as a result of their addiction to the internet. The explanation offered above makes it quite obvious that people may be impacted in both positive and harmful ways by the internet. It is ultimately the mindset and goals of internet users that determine whether or not they will benefit from using the internet. The Internet is only a medium via which people may communicate and share information; how it is used is ultimately up to them. The results, positive or unfavourable, will be judged by the users.

Keywords: Internet, students, impact, moral-value disorder.

1. Introduction

Technology, mainly the internet, has become a necessity for everyone in our digital era, including university students. They cannot operate without the internet while accomplishing routine duties. More than half of Indonesia's population of 250 million used the internet at least once in 2017, with a user count of 143.26 million. The number has increased dramatically from one year to the next. One of the largest demographics of American internet users is comprised of college students. Researchers Reinaldi and Sokang (2016) found that almost all students regularly use the internet for academic purposes. As a consequence of its extensive use, the internet has entered many people's lives and has had a profound impact on the millennial generation in particular.

The presence of the internet is, generally speaking, beneficial to humankind. The research suggests that individuals may utilise the internet and other types of IT as resources to speed up their work. It's a way to expand one's knowledge, skillset, and imaginative capacities by obtaining access to a wide variety of sources of data. In instance, Internet use has both simplified and complicated people's interactions with IT. Multiple studies have shown that the internet has both good and bad outcomes. Recent research found that one advantage of the internet is that it encourages individuals to see their tasks through to completion. Because of the wealth of information accessible online, people would have little trouble finding solutions to their existing problems. According to research, the Internet may help enhance results by providing the necessary structure, direction, and knowledge. However, the risks associated with online activity much outweigh the benefits. In this context, "problematic internet usage" refers to the negative consequences of internet use. Researchers say that the internet adversely impacts portions of cognition, attitude, and behaviour. The internet may affect youngsters' academic progress in a cognitive sense. Students' outlooks and actions have been modified by their time spent online; they are now more realistic, reserved, and incapable of working together effectively. There have been many studies conducted all across the globe, including in Indonesia, on the impact of the internet on individuals. Knowledge and interpersonal ties have been the primary foci of research into the impact of the internet in Indonesia. Even less research have been undertaken in an academic setting on how the internet influences people's moral convictions. The importance of studying how students' moral convictions have been influenced by the internet cannot be overstated. This would allow everyone to make an educated decision and mitigate the potential risks posed by the internet (Abousaber, 2018).

2. BACKGROUND OF THE STUDY:

In every country on globe, internet has become a necessary for everyone. For their studies, students in the United States desperately need connection to the internet. Malaysian students rely heavily on the internet for research, especially when it comes to required readings. The internet has helped numerous countries around the world, including India, Indonesia, and many more, access information and discover answers to their difficulties. The positive and negative consequences of the internet are like two sides of the same coin, as shown by studies and discussions among experts. According to 2007 research by the National School Boards Association, internet access had a positive effect on students' grades.

One advantage is that everyone may quickly and easily have access to vast amounts of information that can be used for entertainment, education, and communication purposes. An academic has said that people may expect nothing but positive results thanks to the internet. In conclusion, having access to the internet would make it less difficult to learn new things, handle routine activities, and solve pressing problems (Alahmar, 2015).

3. LITERATURE REVIEW:

The internet may do good and damage its users. The authors Rispawati, Sumardi, and Dahlan (2020) and Griffiths (2013) agree that excessive internet usage might cause problems. One of the drawbacks is addiction, and it also affects collaboration and communication anxiety

negatively. Addiction to the internet may have negative effects on a person's personality and mental health. Another negative aspect is time loss, which happens when someone spends more than five hours online every day. It has a negative impact on students' academic achievement since they become dependent on it and more practical as a result. Internet use has detrimental effects on many areas of life, including health, relationships, and productivity at work and in the workplace. The term "problematic internet usage" refers to the unchecked use of the internet for a variety of daily activities that has a negative impact on a person's emotional, physical, and social health. All the aforementioned drawbacks of internet use also apply here. When students have difficulty exercising self-control and refrain from using the internet to do their schoolwork, this is the simplest form of problematic internet use in a school context (Edem, 2010).

They are stunted in their intellectual and moral development due to their overuse of the internet. The above justification exemplifies the internet's impact on society, both positively and negatively. Whether the internet is used for good, or evil depends on the users' motivations and worldviews. The internet is only a tool, and how people choose to utilise it is entirely up to them. Users will assess if the outputs have good or bad impacts (Farhan, 2000).

4. METHODOLOGY:

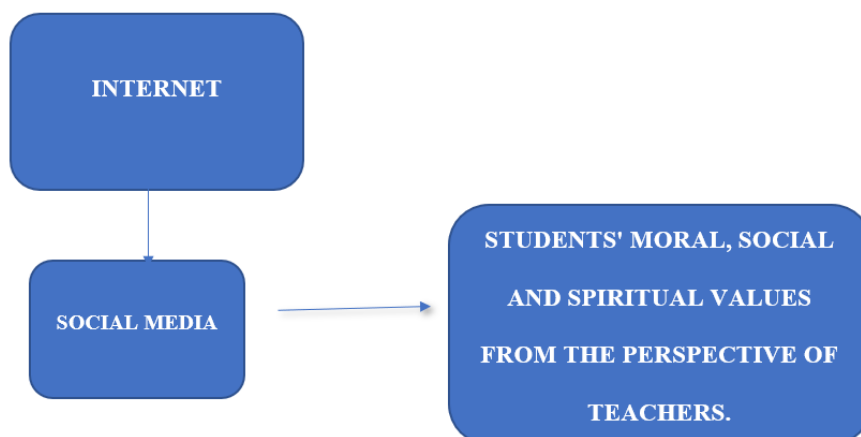
Sampling: A survey questionnaire will be prepared with questions tailored to test the components needed by the model. Twenty high-level executives from the organisation will serve as beta testers for the questionnaire. Teachers' perceptions of their students' moral, social, and spiritual qualities will be reflected in 870 online surveys. Marketers chosen at random will get their share of the dependent variable. The researcher will only evaluate questionnaires that have been fully filled out and will discard those that are missing information.

Data and Measurement: Primary data for the research study will be collected through questionnaire survey (one-to-one correspondence or google-form survey). The questionnaire will be divided into two parts – (A) Demographic information (B) Factor responses in 5-point Likert Scale for both the online and non-online channels. Secondary data will be collected from multiple sources, primarily internet resources.

Statistical Software: MS-Excel and SPSS 25 will be used for Statistical analysis.

Statistical tools: Descriptive analysis will be applied to understand the basic nature of the data. Validity and reliability of the data will be tested through Cronbach alpha.

5. THEORETICAL FRAMEWORK:



6. RESULT:

Factor Analysis:

A common application of factor analysis (FA) is verifying the latent component structure of a grouping of measurement items. It is believed that latent factors, also known as unobserved factors, are the ones responsible for the scores on the observable variables (also known as measured variables). Accuracy analysis, also known as FA, is a method that is model based. The modelling of causal pathways between observed phenomena, unobserved causes, and measurement error is the primary focus of this research approach.

Using the Kaiser-Meyer-Olkin Method (KMO Method), one can determine whether or not the data are suitable for factor analysis. Each model variable and the whole model are evaluated to see whether they were adequately sampled. The statistics measure the potential shared variation among many variables. In general, the smaller the percentage, the better the data will be suitable 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 less than 0.6, then the sampling is insufficient and corrective action is required. Some writers use a number of 0.5 for this, thus between 0.5 and 0.6, you'll have to apply your best judgement.

- KMO Near 0 indicates that the total of correlations is small relative to the size of the partial correlations. To rephrase, extensive correlations pose a serious challenge to component analysis.
- Kaiser's cutoffs for acceptability are as follows:
- Kaiser's cutoffs for acceptability are as follows:
- A dismal 0.050 to 0.059.

- 0.60 - 0.69 below-average
- Typical range for a middle grade: 0.70–0.79.
- Having a quality point value between 0.80 and 0.89.
- The range from 0.90 to 1.00 is really stunning.

Table 1: KMO and Bartlett's

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.910
Bartlett's Test of Sphericity	Approx. Chi-Square	3161.262
	df	210
	Sig.	.000

EFA begins with a validation of the data's appropriateness for factor analysis. Regarding this, Kaiser suggested that factor analysis only be conducted if the KMO (Kaiser-Meyer-Olkin) indicator of sample adequacy coefficient value was larger than 0.5. It has been determined that the KMO value for the data used in this investigation is .910. Additionally, a significance level of 0.00 was found using Bartlett's test of sphericity.

6.1 TEST FOR HYPOTHESIS

- STUDENTS' MORAL, SOCIAL AND SPIRITUAL VALUES

Most people think of maths, science, and social studies when they consider what should be taught in a school, followed by language arts. I seldom see reports or articles on contemporary educational programmes that include discussions of moral or ethical ideas in their curricula. That's a problem nobody else has to deal with. The inability of our educational system to instill moral standards with academic understanding is having negative consequences for students and societal problems. If a person does not develop moral principles as they go through education, it is difficult to anticipate that they will be able to discriminate between good and evil. Furthermore, if pupils don't learn excellent ethics and have no moral beliefs, they might pose a threat to society. Students should not only graduate with the information and skills required to work and be successful, but also with the compassion and emotional capacity to be a part of a community that is secure, peaceful, and cooperative. This is the intended result of teaching moral principles in the classroom, and it is one of the many arguments in favour of doing so.

- INTERNET

The internet is a system of interconnected computer networks. It opens up channels of communication and information exchange amongst individuals all over the world. In the 1960s, it was a military research project, but by the 1980s, with the support of academic institutions and private companies, it had become a public network. It's overseen by groups responsible for developing globally relevant norms¹. It may accommodate a broad range of applications, such as the Internet, social media, email, instant messaging, and the transmission of audio and video. More than half of all humans now regularly utilise it for a wide range of information-based pursuits.

• SOCIAL MEDIA

Social media refers to the digital tools and platforms that facilitate the exchange and dissemination of thoughts and knowledge, including various forms of media such as text and pictures, inside communities and online networks. Social media platforms often showcase material that is created by users and encourages interaction via actions such as like, sharing, commenting, and engaging in discussions.

• THE EFFECT OF THE SOCIAL MEDIA ON STUDENTS' MORAL, SOCIAL AND SPIRITUAL VALUES

Historically, interpersonal communication among individuals relied heavily on in-person interactions. The advancement of the sciences and culture has led to an increase in human communication capacities, reducing the need for direct, in-person interactions. Irrespective of the specific modalities used in interactions, it is crucial to emphasise the significance of communication procedures as an essential endeavour in affirming the social presence of individuals. However, divergent views and ideas collided, leading to disagreements and conflicts within the formation of human civilization. These conflicts evolved into cultural hostilities rooted in the clash of ideas. Hence, the advent of scientific discipline investigates the intricacies of interpersonal relations.

H01: “There is no significant relationship between social media and students' moral, social and spiritual values from the perspective of teachers.”

H1: “There is a significant relationship between social media and students' moral, social and spiritual values from the perspective of teachers.”

Table 2: ANOVA Sum

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	34588.650	409	5433.517	1153.216	.000
Within Groups	498.370	501	5.346		
Total	35087.020	910			

In this study, the result is significant. The value of F is 1153.216, which reaches significance with a p-value of .000 (which is less than the .05 alpha level). This means the “H₁: There is a significant relationship between social media and students' moral, social and spiritual values from the perspective of teachers.” is accepted and the null hypothesis is rejected.

7. CONCLUSION:

Given the findings, it's reasonable to infer that internet usage has a negative impact on people's moral values, such as their honesty, responsibility, and work ethic. It's possible that someone who is too reliant on the internet may start acting dishonourably. These findings are consistent with those found by Young (1998), Kuss and Griffiths (2012), and Dewi and Trikusumaadi (2016), who all found that internet addiction negatively affects the personalities and

characteristics of its users. The negative impacts of internet addiction will worsen as people become less value internalised. The potential for the internet's detrimental impacts on moral standards to expand to other moral ideals is a real concern. Certainly, further research is needed to confirm the notion. Because of this, broader and deeper studies are needed to fully understand the effects of the internet on moral standards. Reducing the harmful impact of the internet on the erosion of moral standards requires taking proactive measures to avert serious moral deterioration. It is everyone's responsibility to protect future generations from moral harm.

8. LIMITATIONS:

A quantitative strategy is unable to present an in-depth picture of exactly what consumers need as it involves a lot of time, money, and effort, not to mention the fact that each of these items is very pricey. In contrast to the more persuasive conclusions that may be drawn from the results of quantitative research, qualitative research tends to provide fewer convincing results since all qualitative information is based on human experience.

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