Students Moral Education as *'Moral Force'* in Social Life

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Abstract *- The purpose of this paper is to create a young generation, especially students who have good morals, as their role as a 'moral force' in social life. The method of delivering material in this activity is a zoom meeting through lectures and discussions. The definition of a learning contract in this case is an agreement between lecturers and students about various things in lecture activities that will be carried out in one semester. This learning contract includes outward rules, rules of conduct, and rules of order that contain obligations, prohibitions, and sanctions for violations committed by students. Through the implementation of learning contracts in this lecture, students can also increase the moral foundation in their role as a 'moral force' in social life. Where the purpose of these activities is that students must provide the best moral example according to their intellectual level so that the people who follow are also able to become moral people.*

Keywords*: Moral force, implementation of learning contracts, student roles, student moral development*

I. INTRODUCTION

Humans are social creatures who live with the surrounding community. Social life exists because every human being needs or needs help from other humans. This is what causes dynamic social interactions between humans. However, not a few of the community members are still low in morals with other residents, especially students. In fact, students are one of the nation's next-generation who are expected to be a 'moral force' for society. In this paper, we will explain a little about the role of students as a 'moral force' in social life.

The development of information and communication technology has changed all arrangements in people's lives. The many lifestyle changes evidence this. In addition, the development of information and communication technology is also able to make activities or activities carried out by every human being more effective. It is not surprising that advances like this can reduce the morale of students in public life.

Students are a part of society. Students have their own place in society, but that does not mean separating themselves from society. One of the important roles of students is as a moral force in people's lives. 'Moral force' is a movement that relies on a noble conscience in upholding justice and truth. Students are expected to be able to act as a 'moral force' in people's lives so that people can become moral people.

Students are a generation that is prepared as a moral force in social life. However, the current problem is the low morality experienced by students. Forms of low student morality are cheating, lack of ethical manners, and not being on time when starting lectures. In addition, another form of moral decline is drug cases as a result of low morale. Based on data released by the Indonesian National Police in 2013, the National Police have handled 32,470 drug cases in Indonesia (Angga Tri Wahyudi, 2017). Users under the age of 30 are 3 percent (National Narcotics Agency, 2017). In addition, the most basic thing of moral decline is forgetting the precepts of Pancasila. Based on a survey conducted by the author, out of 10 students, 5 or 50 percent were less able to

memorize the precepts of Pancasila well. The error usually occurs because of the wrong mention of the order of the precepts of Pancasila.

The low morale of students is caused by factors such as problematic families, mass media, and selfish attitudes. These forms of low morale are a result of the low quality of the student's resources. In fact, students are the next generation of the nation who are expected to be a 'moral force' in people's lives. Therefore, there is a need for moral development for students.

Based on the description above, the development of Information and Communication Technology (ICT) has grown rapidly and has influenced the order of people's lives. Students as agents of change must be able to become a moral force in people's lives. However, several cases prove that the level of student morality is still questionable. Therefore, there needs to be an effort in fostering the moral character of students so that they can become good role models as a 'moral force' in people's lives.

II. RESULT AND DISCUSSION

The importance of moral development for students
A student is an individual who is still in moral development towards maturity. This means that students must develop into human beings who can live to adapt to the wider community, which is full of good moral and ethical rules and norms. Students need to be given guidance in the direction that they can and can comply with these moral rules and norms, namely by providing moral and ethical guidance to the behavior of the students themselves.

    a) Moral Development and Its Effect on Behavior
Moral development is very important in the lives of young people today. Moral guidance is teachings about good and bad deeds and behavior, morals, obligations, and so on, while morals are defined as follows: (1) certain teachings about good and bad that are generally accepted regarding actions, attitudes, obligations, and so on, morals, character, morality, (2) a mental condition that keeps people brave and enthusiastic, passionate, disciplined, content or feelings as expressed in their actions, (3) moral teachings that can be drawn from a story. Based on some of the descriptions above, it can be concluded that morals regulate all actions that are considered good and need to be carried out and actions that are considered bad and need to be avoided. The moral is related to the ability to distinguish between right and wrong actions. Therefore, morality is a means of controlling or controlling behavior.

Concerning the practice of life values, morality is control in behaving and behaving by life values. The values of life as norms in society are always related to the issue between good and bad. So it has something to do with morality. The values of life that need to be informed and then must be lived by students (students) are not limited to customs and manners, but also a set of values contained in moral development, for example religious values, human values and justice and ethical values. and intellectual values in a form appropriate to their development. One of the tasks in development that must be mastered by students (students) is to learn what the group expects from them and then to be willing to shape their behavior to suit the social expectations of the community without being constantly guided, supervised, encouraged and threatened with punishment as experienced when they were children. Students are expected to be able to replace moral concepts that apply in general and be able to formulate them into a moral code that will function as a guide for ethical behavior.

    b) Moral Development in the Implementation of Education
Efforts in moral development, of course, must have dignity in moral education for each student, and each student must always be reminded of the procedures for behaving between lecturers and students. Moral development is educating children to be personable and has good character. To carry out moral

coaching for students, it is necessary to know the basics of good morality, moral development will not work if you only lecture about good and bad, or tell stories in front of the class about good and bad things, but we can give examples directly. in every learning process that takes place and also when guiding students. The formation of human character has three important elements, namely (1) the will that arises in self-initiative that can be developed by the child or student, (2) the clarity of decisions that can be formed by investigations and actions carried out by the child, (3) subtlety of feelings that can be planted and developed by working together and in everyday interactions with other children.

Moral development or forming moral human beings is very important and prioritized, which must be carried out by educators as community builders or generations of the nation and state. There are several efforts that can be made in developing the values, morals and attitudes of students, namely:

1) Creating communication
    The communication process needs to be preceded by the provision of information about values and moral guidance to students. Students are not only passively listening to information on how to behave by moral norms and values. However, it must also be given the motivation to be more active. In this case, students can be included in discussions about moral issues and decision-making in the classroom regarding the application of class rules (learning contracts).

2) Creating a conducive environmental-climate
    In moral development and norm values, if they are in an environment that is positive, honest and consistent, they always support the formation of good behavior or morality and by applicable value norms. Where in an effort to develop behavior that is in accordance with norms and values in moral development, it is not only prioritizing an intellectual approach but also prioritizing a conducive environment. The environment is a factor that is quite broad and varied, therefore what needs to be considered in the environment must have awareness of good moral development to students which is the closest social environment, especially consisting of those who function as coaches and educators, namely parents and teachers (lecturer). Lecturers in lectures always create situations and conditions that support the creation of moral instillation for students by constantly monitoring (controlling) student behavior in accordance with the mutually agreed learning contract.

Student moral development by implementing the implementation of learning contracts in lectures
Students are a very important element to be empowered so that they are able to develop in accordance with the vision of the university institution, namely to become human beings with good morals, independence, and intellectuals. Therefore, student empowerment is carried out continuously and systematically so that students have great opportunities to develop themselves into campus citizens who are responsible for their future.

The task of the lecturer or teacher in this case is to help foster the potential of students, both academic and non-academic so that they can be achieved optimally. Besides that, lecturers must also guide the concept of science and must at the same time instill moral values to students as a guide in behaving. The task of a lecturer is indeed not easy in fostering knowledge and fostering morals for students. As educators, lecturers must really know the moral norms that apply now, it is not even enough just to know but also to have them, which means that the teacher himself must live by the norms that are enforced.

An educator is someone who is always seen as an example or example by his students and also the surrounding community. A teacher (lecturer) cannot educate his students to act or behave well if he has not been able to embody these moral values in his behavior.

The application of learning contracts in lectures is one alternative that can be applied by lecturers in the context of fostering and inculcating moral values in students. The definition of a learning contract in this case is an agreement between lecturers and students about various things in lecture activities that will be carried out for one semester. The learning contract also has the same meaning as class rules which contain rules that must be obeyed by both lecturers and students during lectures. This learning contract includes outward rules, rules of conduct, and rules of order. Outward rules that can be in the form of class cleanliness and neatness of clothes (no skimpy or tight clothes for female students, no tight-fitting clothes, jeans, and so on) make-up should not be excessive, hairstyle and style, and shoes must be worn (not allowed). wearing sandals) and bring the lecture equipment that has been determined together in the lecture process. Rules of behavior in the form of student attitudes to lecturers (formal and informal communication, in SMS / WA). Activeness in lectures (how to discuss, answer questions, interrupt conversations, and so on), and maintain class calm. Rules of order can be in the form of attendance (presence), the time limit for late entry to the classroom (both for lecturers and students) procedures for entering class if late. Procedures for leaving class (permission) during lectures, procedures for not attending lectures, procedures for taking exams, and procedures for collecting assignments.

The learning contract in addition to containing obligations and prohibitions as mentioned above, also contains sanctions for each point of violation committed by students. For example, in attendance that does not reach 75%, students are asked to make a paper or a certain assignment as a substitute. For students who are late in submitting assignments, minus the value of -5 and students who are caught cheating on books or the same answer as other friends, the value of each is reduced by ten and many other examples can be applied.

To be able to implement this learning contract effectively and efficiently, it is necessary to have the following steps in the learning contract:

a) Planning/preparation stage

This stage is carried out at the beginning of the lecture and arranged jointly between lecturers and students. Students have been involved in the preparation of this learning contract with the intention that students feel valued and have a sense of belonging so that they have a high awareness of being obeyed. In the first step, the lecturer explains the importance of drafting and implementing a learning contract during one semester of lectures. In the next step, the lecturer asks for input from students about the points that have been explained. Based on the results of these inputs or suggestions, the lecturer and students prepare a learning contract in a simple and easy-to-understand format together.

b) Implementation stage

After the learning contract format is structured, the task of the lecturer is to socialize with all students in the class about the mutually agreed learning contract. In this stage, both lecturers and students together comply with the agreements that have been made with full awareness during the lecture. Lecturers should be able to be role models and role models for their students, so that students can sincerely try not to violate the rules that have been made. Students who violate this regulation will receive sanctions according to the type of violation.

c) Evaluation stage

Evaluations carried out by lecturers are not only at the end of the lecture, but are carried out at every meeting of the lecture process. In every lecture, the lecturer always monitors or supervises all matters relating to the learning contract, by reminding students of important points that need to be obeyed by students. For example, when there are lecture assignments that need to be collected, there are students who skip class up to 25% and the results are the same, when asking permission via SMS and WhatsApp with words/sentences that don't fit, dress too tight, wear sandals, and so on. This evaluation and supervision is carried out continuously and continuously with the intention that students get used to discipline and behave by mutually agreed moral values.

Based on the steps above, we can conclude that the implementation of lectures will produce significant results. This is based on experience where if we apply learning contracts in lectures for several years of teaching both at the faculty and outside the faculty, we can improve discipline and behavior in accordance with these moral values in lectures in particular and their expectations also in their daily lives. Indeed, the application of this learning contract requires the willingness, activeness of students and creativity of lecturers in carrying out lectures. Because not all lecturers have a high awareness to always foster and instill moral values in their students. Most lecturers are concerned with the intellectual aspect of students' moral values and morality in lectures. And many also think that students are adult humans who are independent and able to distinguish between good and bad behavior.

The Role of Students as a Moral Force in social life

Through the implementation of learning contracts in lectures as previously explained, it is considered to be able to increase the moral foundation for students in their role as a 'moral force' in social life. Moral Force is one of the student's functions in carrying out the life of the nation and state. In social life, students must be examples and role models for the whole community. This is because students are part of a society that has the good fortune to be able to pursue higher education. Therefore, students as educated people must be able to become role models for other communities.

III. CONCLUSION

Students are a generation that is prepared as a moral force in social life. However, the current problem is the low morality experienced by students. Students as agents of change must be able to become a moral force in people's lives. However, several cases prove that the level of student morality is still questionable. Therefore, there needs to be an effort in fostering the moral character of students so that they can become good role models as a 'moral force' in people's lives. This became the basis for us to choose our material topic, namely "*Students Moral Education as 'Moral Force' in Social Life*". The target is for the younger generation and students to be more motivated and aware of how important their role is as a moral reinforcement for the community as well as problem solvers faced by society by producing knowledge that is ready to use in the sense of problem finder, able to internalize moral norms in everyday life, and know the importance of learning morals and how good and bad morals they have on society.

For the success of character/moral education in higher education, one alternative that can be applied by lecturers in lectures is the application/implementation of learning contracts. With this learning contract, it is expected to be able to raise self-awareness of students to be able to behave in accordance with moral norms that apply in society in general and the campus environment in particular. The inculcation of moral values will be effective in achieving its goals, if it is designed jointly between lecturers and students, socialized to all students in the class, there is an example from lecturers as educators, especially in implementation, and is always monitored and evaluated continuously during lectures.

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