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Moral and Ethical Education for Students at the University of Quality Medan

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Abstract. Moral and ethical education is one of the keys to the progress of the Indonesian nation through young people who have good morals and ethics. The purpose of this study was to find out how the role of dormitory administrators socialize Moral and Ethical Education to female students who live in the Girls Dormitory of Quality University Medan. The analytical method uses qualitative research methods with triangulation data collection techniques. The results of this study indicate that dormitory administrators consistently socialize moral and ethical education through training with various sets of dormitory rules and regulations, examples of good behavior, advice, motivation, and self-development of female students. The habit of living in the girls' dormitory at Quality Medan University makes female students accustomed to living with discipline, honesty, responsibility, wisdom, mutual respect, confidence, having a good mentality, and being able to lead and always have sound life principles. They can form a young generation that is disciplined, has reasonable responsibilities, and is ready to face increasingly advanced times. Future research is important to see the differences in moral and ethical behavior of female students who live in dormitories and those who do not live in dormitories.

Keywords. Moral, Ethical, Education, Student, University

1. Introduction

A nation's progress and development cannot be separated from its young generation's morals and ethics and human resources, namely the educated. Because education is one of the supporting factors for a nation's development so that it can produce quality human resources in the future and compete not only in the world of work but also in social life that respects each other [1]. If a country has young people who are intellectually robust and have strong morals and ethics, that country will progress and develop into a safe and prosperous one. However, there are young generations who have good intellectuals but lack morals and ethics. As a result, it creates a very chaotic nation in which various things are harmful to oneself, others, and the environment, such as corruption, stealing, drinking alcohol to get drunk, consuming drugs, and so on [2].

Talking about morals and ethics is something that everyone should do. Moral and ethical behavior is fundamentally linked to the nature of human dignity as a noble creature on this

planet [3]. This nature and dignity manifest in many aspects of life, including developing harmonious interpersonal relationships and establishing an orderly and civilized society. Moral and ethical education for the younger generation is first guided by both parents or family as well as the surrounding environment, specifically by providing examples of good deeds, courtesy, social care, establishing good communication between parents and children, training children to have a sense of responsibility, and adhering to the traditions or culture that apply in the family and community environment [4]. In reality, not all Indonesian young people receive moral and ethical education in the family and community environment, so moral deviations in the younger generation frequently occur, as seen in Indonesia, with harassment, bullying, illegal drug use, and so on [5].

The young generation in question is written in Law No. 40 Article 1 of 2009, which states that "Youth are Indonesian citizens who are entering a significant period of growth and development aged 16 (sixteen) to 30 (thirty) years. In this age of globalization, highly sophisticated technological developments have resulted in a decline in the moral values of Indonesia's younger generation, particularly in the city of Medan. Some of the issues caused by the impact of this technology include first, a decline in the manners of the younger generation; second, a lack of respect between people, particularly those who are older than us regardless of status; third, a lack of social interaction; and fourth, a decrease in cultural values toward how today's young generation appears. Fifth, there is an increase in promiscuity in society, particularly among the younger generation [6].

According to the findings of Anggraini's study, the teacher's role in implementing ethics and morals has a positive influence [7]. Furthermore, Asmariani's research demonstrates that education can enrich moral and ethical education in society [8]. Furthermore, Bullough emphasizes every aspect of the school's scope to provide moral and ethical reflection [9]. Thus, in the formation of a moral and ethical personality, an effective combination of honest conversation and value-oriented situations is required [10]. As a result, moral and ethical values have become essential components of 21st-century learning [11].

An ethical and moral stream, in essence, improves the mental and human spirit [12]. Thus, the Indonesian national education system, which is governed by laws, emphasizes the importance of instilling moral and ethical values in students [13]. As a result, it is critical to encourage educators to teach ethics and morals to design educational approaches that can be taught and practiced [14]. Furthermore, the forms of ethical teaching in schools and the conditions that must be met for students to meet the teacher's expected outcomes [15]. As a result, providing a citizen-based civic education project is critical to shaping students' morals and ethics [16].

Previous research has found that teacher involvement, educational facilities, and a combination of value-oriented honest conversations influence students' moral and ethical problems. Furthermore, ethics and morals can improve students' mental health; however, approaches in practice must be designed, as well as rules and programs for students to apply morals and ethics. This situation demonstrates the importance of moral and ethical education in molding students' personalities into better individuals. This article differs or is novel in comparison to previous studies. The author investigates how high-quality, ethical education can be delivered to female students at Quality University Medan.

Parents desire several University of Quality Medan students to live in the Girl's Dormitory because the distance from the campus residence is very close compared to renting a house that costs more money, such as for transportation to campus, as demonstrated by social

facts. Aside from that, the parents hope that their children, who have been spoiled, challenging to advise, and irresponsible, will become disciplined and responsible adults because of the coaching and training provided by the hostel administrators. Furthermore, as technology becomes more sophisticated, female students are increasingly at risk of engaging in harmful activities such as promiscuity, drug use, smoking, etc. Furthermore, living in a dormitory is perceived to be more comfortable than living off campus. About these social facts, female students who only live in dorms are more undisciplined, do not know how to look polite, are difficult to direct, and do not care about themselves or those around them, in the sense that they generally have poor morals and ethical qualities that necessitate severe treatment from hostel administrators. Aside from that, some female students had recently joined the dormitory and were unable to accept the rules and regulations that were in place. However, thanks to the role of the dormitory administrators who worked together to form a pattern of behavior for female students who were responsible, disciplined, had faith, and had the will to progress and think positively, the female student was able to adjust to herself in the end.

In this case, the hostel serves a unique function in that it not only provides a place to live but also serves as a vehicle for personal development in the development of discipline, social sense, responsibility, independence, and leadership, as well as the formation of good morals and ethics. Aside from that, the hostel serves three primary functions: first, to support academic success for hostel residents in both curricular and non-curricular fields; second, as a place to develop student character traits such as ethics, discipline, honesty, responsibility, commitment, toughness, and caring for others; and third, as a place to practice social life. So, the purpose of this study is to explain how "The Role of Dormitory Managers Socialize Moral and Ethical Education to Female Students who live in the Girls' Dormitory at Quality University Medan."

2. Method

A qualitative research method with a descriptive approach was used in this study. Inductive qualitative research begins with the field, namely empirical facts, rather than theoretical deduction. Researchers enter the field, study a natural process or discovery, and record, analyze, interpret, report, and draw conclusions [17]. This study focuses on Moral and Ethical Education for Medan Quality University Students. The writer employs Robert Linton's role theory and Emile Durkheim's Theory of Functionalism in the research analysis (Functional Structure) [18-19].

Data collection methods include observation and in-depth interviews. Primary data through in-depth interviews were conducted with informants from all residents of the Medan Quality University Girls Dormitory. Citing books, journals, and online media sources generates secondary data. Data reduction, data presentation, and drawing conclusions are used as data analysis techniques [20].

3. Results

University Quality Medan, formerly known as Karo University, is located in Kabanjahe, Karo Regency, North Sumatra. The name change and location change were approved based on the Decree of the Minister of National Education of the Republic of Indonesia. The female dormitory at the University of Mutu Medan first started operating/accepting registration in August 2015. The female dormitory is intended for female students who live outside the city of

Medan. During active lectures (face-to-face lectures) for the 2021/2022 academic year, the number of students living in the dormitories is 40 people.

Educated people are expected or required to have good moral and ethical values in social situations. When a person has good morals, other people perceive him to have a good personality. Morals can be acquired through the study or deepening of the religion to which each individual adheres. Dormitories at universities are a place or a requirement for female students to receive moral and ethical education. Female students can learn to respect one another, take responsibility for one another, be more mature, disciplined, and independent, and have good morals and ethics.

Coaching is provided regularly to students living in the University Quality Medan Girls Dormitory. The hostel supervisor was in charge of the socialization process at first. All dormitory students are then given regular moral and ethical education about dormitory rules. The dormitory administrators conduct the coaching process in groups or individually to develop an emotional bond with the female students. This is consistent with the findings of an interview with one of the dormitory administrators, namely the Student Affairs Coordinator (Mr. Dr. Frikson Jony Purba, S.Sc., M.Pd), who stated: "The role of the dormitory administrator (dormitory supervisor) is to routinely carry out/socialize moral and ethical education to female students living in the dormitory.

This was done to foster close relationships between seniors and juniors, as well as between female students and dormitory supervisors. The dormitory supervisor divides the students into groups and assigns one leader to each group. The supervisor reminds and motivates female students to always study in order to become disciplined and responsible individuals. If students are sent home three times for breaking the rules, parents will be invited to discuss the student's coaching efforts. Several dorm students became pregnant out of wedlock as a result of taking too long on vacation and frequently leaving the house to do things that were not commendable (promiscuity). Some of these students continue their education and live in dorms until they graduate. The best way to apply dormitory rules to female students is to coach and evaluate moral and ethical education individually or in groups, or to hold recollections led by dormitory administrators. So that this female student matures and develops into a new person with good morals and ethics who achieves."

In the Islamic boarding school, moral and ethical evaluations last one year. You will be awarded a Moral and Ethics Education certificate if you have spent one year in a women's hostel and graduated from moral and ethics education. This will be used as a registration requirement for the graduation trial. The interviews mentioned above with dormitory administrators can be analyzed using Robert Linton's role theory and Emile Durkheim's Functionalism (structural-functional) theory. This is to produce female students with good social order who can carry out the norms that apply to them wherever they go.

Role theory and functionalism explain how each current role in an educational institution must support each other to create a harmonious living environment. Every existing structure must be interconnected to achieve social order through regulations that have been promulgated and guide a person or group in a better society. The hostel administrators' role is to work together to ensure continuity in the distribution of moral and ethical education in the girls' dormitories. They will shape female students' morals and ethics through a series of activities and rules, both oral and written.

Ayu Wulandari's parents and peers were interviewed for a study on the role of dormitory administrators in providing moral and ethical education to female students. All student

dormitory representatives' parents were interviewed. The findings of the interviews revealed that the role of dormitory administrators in disseminating moral and ethical education to female dormitories significantly changed female students' behavior for the better. Before the dormitory, female students' conduct was sometimes disciplined and honest, with a lack of socialization with family and society.

Overall, the findings of interviews with dormitory residents demonstrate the role of dormitory administrators in socializing moral and ethical education in dormitories, thereby increasing female students' awareness of the importance of education. This is due to their ability to instill in everyone a sense of respect for fellow religious people and their ability to accept responsibility for the duties and responsibilities bestowed upon them. Dormitory administrators' dissemination of moral and ethical education about morals and ethics accustomed him to living in discipline and always having good motivation. Students have also been able to apply the outcomes of this education in their daily lives in the family, campus, and community settings.

Dormitory administrators are essential in providing moral and ethical education to female students living in dormitories. The younger generation must be character-driven, disciplined, responsible, and ready to face the challenges of the future by always prioritizing the principles of norms that apply both on campus and in society. Dormitories are ideal for moral and ethical education because technological advancements and a hostile environment easily influence the younger generation. Furthermore, boarding students are very disciplined during both dormitory and lecture activities.

Dormitory supervisors provide moral and ethical education and training through written and oral laws and regulations. They can nurture and educate female students to become human beings with positive self-images and good morals and ethics. Santri is also taught to respect others regardless of their position or profession. Dormitory administrators (dormitory coordinator, chaplaincy, and dormitory supervisor) have a significant impact on changing the attitudes and mentalities of female students. Boarding students are taught to be confident in social situations, disciplined in time management, and responsive in problem-solving.

4. Discussion

Gender's role in social interaction can be studied using role theory and structural-functional theory [21]. Role theory describes social interaction in terms of actors who act out culturally determined roles. According to this theory, role expectations are shared understandings that guide our behavior in everyday life. According to functional theory, society is a social system of interconnected and balanced parts or elements. At the same time, the supporting theory is Emile Durkheim's structural-functional theory, which states that each aspect of society comprises separate parts that perform different functions [18-19].

Through outreach and social interaction, female students are provided moral and ethical education in the Medan Quality University Girls Dormitory. Rules and regulations are established in the hostel to guide dormitory students toward good morals and ethics. Female students who live in dormitories will have an orderly life and be able to position themselves well and comply with current rules and regulations so that they can carry out their duties and responsibilities properly later on [22-23-24].

Based on the findings of the above interviews, it is possible to conclude using role theory and functional, structural analysis that female students' responses to the role of dormitory administrators in socializing moral and ethical education to female students living in Quality University's female dormitories include For starters, female students who live in dorms have

better discipline than those who do not. Second, dorm students participate more in academic and non-academic activities. Third, dorm students are more motivated in life than non-dorm students. Fourth, dorm students are wise in pursuing their respective goals.

Fifth, if female students living in dorms remain motivated and receive positive attention from their parents, peers, and surroundings, they will always strive to be the best. Sixth, female students who live in dormitories finish their studies faster than those who do not live in dormitories. Seventh, female dormitories are very functional and valuable for the campus because female dormitories will set an excellent example for other students in transmitting good morals and ethics. Furthermore, dormitory students will be prioritized if there are job opportunities on campus for dormitory students who want to work while studying.

Socialization is carried out consistently to form good attitudes, mentality, and social relations with others, namely caring for each other. These female students are always taught to be pious to God Almighty so that they have an excellent moral and ethical foundation, love the environment, be disciplined, be responsible, and always try to learn for self-development through their talents so that dormitory students will have good morals and ethics wherever they go [22-12]. To create an orderly and harmonious life in the social order of female students living in the female dormitory at Quality University Medan. Furthermore, female students who live in dorms have good time management skills, as evidenced by the speed with which female dorm students complete their final assignments. After graduating from college, some are already working and continuing their studies. Female students and alums who live in dorms can become part of a harmonious and orderly society, helping to improve the nation's and state's development and resources. They are also expected to be able to persuade others to behave and act by the norms and ethics recognized in their environment.

5. Conclusion

The study's results show dormitory administrators' role in socializing moral and ethical education to female students who live in the female dormitories at Quality University Medan. First, the dormitory administrator approached the new students living in the female dormitory at the University of Quality Medan to find out the background of the attitudes and behavior of these students. Second, the dormitory trains students in morals and ethics such as discipline, leadership, responsibility, honesty, trustworthiness, manners, and how to dress neatly. Third, dormitory administrators socialize and apply moral and ethical education to female students living in the Medan Quality University dormitory. Fourth, the dormitory administrators' socialization of moral and ethical education is divided into 2 (two), namely in groups and individually with the hostel administrators.

Dormitory administrators socialize moral and ethical education by providing good examples for female students who live in dormitories. Female students are increasingly aware of the importance of having good morals and ethics. They can form young generations who are disciplined, have good responsibilities, and are ready to face the development of an increasingly advanced era. Future research is important to see the moral and ethical differences in the behavior of female students who live in dormitories with those who are not in dormitories.

Future research is important to see the differences in the moral and ethical behaviour of female students who live in dormitories and those who do not live in dormitories. Some common topics for research on moral and ethical education for students include frameworks of ethics in education, discussing ethical dilemmas in the classroom, moral issues related to justice and fairness or harm, and various ethical theories proposed by philosophers such as

deontological, utilitarian, right, and virtue ethics. Additionally, research can be conducted on developing ethics of education, which involves exploring the important choices educators make that influence the lives of the next generation of leaders.

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