

## The Influence of Digital Innovation in the Formation of Students Morals at SMA Muhammadiyah PK Kotabarat Surakarta

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**Abstract:** Morality is a fundamental component in shaping students' character and is influenced by key social environments, particularly the family and the school. In the era of digital transformation, various technological innovations not only support learning processes but also shape students' behavioral patterns and moral development through their interactions in digital spaces. This study aims to identify the determinants of students' moral formation and to critically examine the role of digital innovations in constructing their moral values. Employing a qualitative approach with a case study design at SMA Muhammadiyah Special Program Surakarta, data were collected through interviews, observations, and document analysis to map the dynamics of technological influence on student behavior. The findings indicate that digital platforms such as the PK Best Learning web-based application and the E-Learning system contribute to strengthening discipline, responsibility, and learning regularity through structured assignments, progress monitoring, and systematic learning interactions. Nevertheless, uncontrolled digital exposure poses potential risks of behavioral deviation, highlighting the urgency of digital literacy and sustained

collaboration between schools and parents as strategic factors in ensuring the internalization of moral values aligned with Islamic educational principles.

**Keywords:** Digital Innovation, Morals, Family, School, Digital Literacy

### Introduction

The rapid advancement of digital technology has generated substantial shifts within the educational landscape. Today, technology is regarded as an essential component of daily life, supporting various activities including academic processes. Digital tools provide broad access to information and communication, enabling learning to take place more efficiently and interactively. Educational technology itself can be understood as a systematic implementation of instructional processes—an integrated and complex framework involving individuals, procedures, ideas, equipment, and organizational structures to analyze learning problems and devise, implement, and evaluate solutions across all dimensions of human learning (Lailan 2024)

From an Islamic perspective, morality holds a central and elevated position, functioning as a core foundation of Islamic education because it reflects faith and determines the integrity of a believer's life (Bafadhol 2017). The moral force in Islam lies in faith as an internal driving power that motivates individuals to act in accordance with

divine guidance through conscious intention, emotional awareness, and responsible behavior (Sahnan 2019). However, contemporary educational settings reveal growing concerns about declining moral behavior among students, such as diminished respect for teachers, exposure to promiscuous behavior, and increasing involvement with drugs. These issues highlight the urgent need for Islamic education to not only strengthen traditional religious and ethical instruction, but also address emerging problems brought by digital engagement such as cyberbullying, misinformation, addictive social media use, and exposure to inappropriate online content.

In the digital age, Islamic education must therefore expand its scope to include digital ethics and responsible technology use as part of moral formation (Sholihah and Maulida 2020). The digital era presents new challenges in the formation of student morals. Technological advances can have a negative impact on adolescents' morality, distancing them from religious values. In addition, the digital era can also make individuals more individualistic, which can neglect moral beliefs. Therefore, it is important to strengthen students' beliefs and morals so that they can face the challenges of the digital era well (Masbur 2024). To address this concern, Islamic educational institutions are expected to integrate Islamic principles with digital ethics in their curriculum, prepare teachers to navigate ethical challenges arising from digital learning environments, and collaborate closely with parents to reinforce students' character both at school and at home (Pranoto and Haryanto 2024).

Although digital technology creates opportunities to enhance learning effectiveness, it simultaneously introduces complex moral challenges that require systematic educational responses. In this context, there is a need to articulate more clearly how innovations such as learning applications, online platforms, and digital communication spaces influence student morality either by promoting discipline and responsibility or, conversely, by encouraging negative digital behaviors.

This study addresses these concerns by examining the relationship between digital innovation and students' moral formation within the school environment. Specifically, it seeks to identify the principal factors shaping students' moral behavior and to analyze how digital innovations both their benefits and risks interact with family and school as key moral agents. Through this investigation, the study aims to provide deeper insights into how digital technology can be aligned with Islamic educational values to support the cultivation of holistic and morally grounded student character.

## Methodology

This study employed a qualitative approach with a case study design conducted at SMA Program Khusus Surakarta to explore in depth the phenomena occurring within the school environment and to understand the dynamics of interaction among students, teachers, and parents. Data were collected through in-depth interviews, observations, and document analysis, with observations focusing on classroom interactions, student behavior during digital learning, and the implementation of technology-based school

policies, while document analysis included curriculum documents, reports on students' moral evaluations, records of digital learning activities, and the PK Best Learning platform, all selected for their relevance to the integration of digital innovations and their influence on students' moral development. Data were analyzed using qualitative descriptive techniques involving data reduction, data presentation, and conclusion drawing, enabling the researcher to identify emerging patterns and themes and to provide in-depth interpretations of the studied phenomena. Overall, this method offers a comprehensive and transparent understanding of interactions and communication within the school environment, including the key factors that shape students' moral development

## Results and Discussion

### 1. Factors that Affect Students' Morals at School

#### a. Internal Factors

The family serves as the first and primary educational institution for children. Within the family environment, children receive emotional and physical support that becomes an essential foundation for their growth and development. The values instilled within the family form the initial basis for a child's identity and morality. Research shows that the family is the first environment where individuals are introduced to social, cultural, and religious values. In religious-based education contexts, the religious background of a family often influences parents' choices when selecting a school aligned with their values. (Pahlevi, Utomo, and Septian 2022).

At SMA Muhammadiyah Program Khusus Kottabarat Surakarta, communication between the school and parents is maintained intensively to ensure that character education can run synergistically. A religious family background supports students in internalizing spiritual values that influence their behavior. At this stage, the family functions not only as a source of early education but also as the center of spiritual value internalization.

Motivation also plays an important role in shaping morality. Motivation refers to a series of efforts that create conditions encouraging individuals to engage in certain behaviors or avoid undesirable ones. The environment serves as an external factor that fosters learning motivation, while intrinsic motivation generates strong internal drive for students to achieve their goals (Fitriana 2014). Students in religious environments tend to have higher motivation in developing both academic and moral competence because religious values are integrated into the learning process.

Religiosity, representing the internalization of religious teachings, also influences moral development. Religiosity includes beliefs, expressions, and actions reflected in daily life. Individuals with intrinsic religious motivation tend to experience greater life satisfaction and clearer life purposes (Aviyah and Farid

2014). Thus, religiosity serves as both a moral foundation and a driving force for resilience in facing life challenges.

b. External Factors

The school environment is an external factor that strongly influences students' moral development. At SMA Muhammadiyah Program Khusus Kottabarat Surakarta, the school atmosphere is built upon Islamic values, togetherness, and a culture of mutual respect. A positive environment through interactions among peers and relationships between students and teachers creates a conducive climate for moral development (Rafiuddin, El-Yunusi, and Darmawan 2024).

At SMA Muhammadiyah PK Kottabarat Surakarta, an environment built on Islamic values and togetherness is one of the important pillars in student character building. Good social interactions between students, as well as between students and school staff, will create a climate that supports the development of good morals.

Teachers play a major role in shaping students' morality. Besides serving as educators, teachers also function as role models (Pokhrel 2024). Their consistent attitudes and behavior become references for students in forming their own conduct. Daily interactions between teachers and students contribute to transferring moral values, offering guidance, and encouraging positive behavior.

Beyond the formal learning process, SMA Muhammadiyah PK Kottabarat also strengthens moral development through seminars on moral values, religious discussions, and lectures involving religious figures, professionals, and inspiring alumni. These activities provide insights and motivation for students to apply ethical values in their daily lives.

Peer influence is also highly significant. Interactions among students may support or hinder moral development. Students who display positive behavior tend to remind one another, creating a culture of mutual support (Nasution 2018)

Integrating character education into the curriculum also plays a critical role. Moral values are internalized through subjects, daily routines, and the school's vision and mission based on Islamic principles. Through a systematic approach, students can understand and practice these moral values.

c. Effect of Digital Interaction on Student Behavior

In today's digital era, digital interaction has become an integral part of everyday life, including among students. At SMA Muhammadiyah PK Kottabarat Surakarta, the use of information and communication technology in the teaching and learning process is very common. However, this digital interaction has a significant impact on student morals and behavior. Students who are exposed to various information and interactions through social media, messaging apps, and other digital platforms may experience changes in the way they think and act. Therefore, it is important to understand how these digital interactions affect students' morals at school.

One of the positive effects of digital interaction is the easy access to information (Lubis and Nasution 2023). Students can quickly obtain various information that can broaden their horizons. At SMA Muhammadiyah PK Kottabarat Surakarta, students are encouraged to utilize technology to support learning. However, not all information available on the internet is positive. Students need to be trained to sort and select information that is useful and in accordance with the moral values taught at school. Digital literacy education is important to help students understand how to use technology wisely.

On the other hand, digital interactions can also have negative impacts, such as cyberbullying. Students who engage in bullying behavior in cyberspace can experience serious psychological impacts, both for victims and perpetrators (Amarini 2018). At SMA Muhammadiyah PK Kottabarat Surakarta, it is important to create awareness of the dangers of cyberbullying and its impact on student morals. Schools need to hold programs that educate students about the ethics of interacting in cyberspace, as well as how to report and handle bullying cases. Thus, students are expected to behave better in digital interactions.

Digital interaction can also affect the way students communicate. In cyberspace, students often use language that is sometimes rude and this carries over into real life, for example, students play *games* that make children say dirty words. This can affect the way they communicate in the real world. At SMA Muhammadiyah PK Kottabarat Surakarta, teachers need to provide examples and teach students about the importance of polite and courteous communication, both in person and through digital media. By equipping students with good communication skills, it is hoped that they can interact more positively and maintain their morals.

The role of parents is also very important in monitoring students' digital interactions (Akbari and Irawan 2023). At SMA Muhammadiyah PK Kottabarat Surakarta, cooperation between schools and parents in monitoring students' use of technology is needed. Parents need to be involved in the digital education process, so that they can provide appropriate guidance and supervision. With good communication between schools and parents, it is hoped that students can grow up in an environment that supports the development of good morals, both in the real world and in the virtual world.

## **2. Digital Education Innovations that Can Affect Students' Morals**

The use of social media in character education has become an increasingly relevant topic in today's digital era. At SMA Muhammadiyah PK Kottabarat Surakarta, social media can be utilized as a tool to support students' moral development. With the ever-increasing number of social media users, these platforms offer opportunities to reach students beyond the school environment. Through social media, schools can spread important moral and ethical values and create a community that supports

character learning. With the right approach, social media can be an effective tool to shape student character (Wulandari and Sari 2022)

One way to use social media in character education is to create educational content. Schools can post articles, videos or infographics that discuss various moral values, such as honesty, responsibility and empathy. At SMA Muhammadiyah PK Kottabarat Surakarta, this content can be tailored to the students' context, making it more relevant and interesting to them. This way, students are not only informed, but also inspired to apply these values in their daily lives. Interesting and informative content can increase students' awareness of the importance of morals in social interactions.

Social media can also be used as a platform for discussion and reflection. Schools can create groups or forums on social media platforms that allow students to discuss moral and ethical issues. At SMA Muhammadiyah PK Kottabarat Surakarta, this kind of discussion can encourage students to think critically and share their views. By listening to their peers' perspectives, students can learn to appreciate differences and develop empathy. Open and constructive discussions can help students understand moral values more deeply, as well as apply them in daily interactions.

However, it is important to remember that social media use also comes with risks. Students can be exposed to negative content that can affect their morals. Therefore, at SMA Muhammadiyah PK Kottabarat Surakarta, there needs to be supervision and guidance in the use of social media. The school can organize training or workshops on the ethics of interacting in cyberspace, as well as how to avoid inappropriate content. By providing a good understanding of the use of social media, students are expected to be wiser in interacting and maintaining their morals.

Character education through social media can also involve parents. Schools can invite parents to participate in activities held on social media, such as discussions or campaigns. At SMA Muhammadiyah PK Kottabarat Surakarta, collaboration between schools and parents is very important to create an environment that supports student character building. By involving parents, students will feel more supported in applying the moral values taught at school, both in the real world and online.

### **3. Digital Educational Innovations that Influence Student Morality**

#### **a. Utilizing Social Media to Strengthen Character Education**

Social media can serve as an effective medium for strengthening character education. SMA Muhammadiyah PK Kottabarat Surakarta can utilize digital platforms to share educational content such as motivational videos, character-based articles, and value-oriented infographics (YUNUS 2023). These forms of digital content allow the school to consistently introduce moral messages in ways that are appealing and relevant to students' daily digital experiences. Online discussion forums also provide a space for students to express their opinions, understand the perspectives of others, and develop empathy through reflective dialogue.

However, the use of social media must be accompanied by digital ethics education and proper supervision to prevent students from being exposed to harmful or inappropriate content. Schools play a crucial role in guiding students to become responsible digital citizens who can interact wisely, ethically, and safely in online environments.

b. Online Learning and Its Impact on Discipline and Responsibility

Online learning has become one of the most significant forms of digital innovation, especially in the post-pandemic era. SMA Muhammadiyah PK Kottabarat Surakarta developed the PK Best Learning e-learning system, which enables students to access learning materials and submit assignments anytime and anywhere (Putra et al. 2023)

Such flexibility fosters independence, discipline, and responsibility. Students are required to manage their time efficiently, avoid procrastination, and actively seek additional learning resources to enhance their understanding (Permana 2024). These habits contribute not only to academic achievement but also to the development of essential lifelong learning skills

Nevertheless, online learning also presents several challenges, such as reduced focus and weakened self-management skills (Emily et al. 2025). To address these difficulties, schools need to provide counseling services and study-skills training to help students build stronger learning discipline and improve their ability to regulate their academic activities.

Virtual classroom interactions further strengthen collaboration and group responsibility. Engaging in group tasks and online discussions helps students learn to cooperate, communicate, and contribute effectively within a team. Regular evaluation is also essential to monitor students' discipline and provide constructive feedback that supports continuous improvement (Aprilyanto et al. 2022)

## Conclusion

The conclusion of this discussion shows that digital innovation in education, particularly through online learning, the use of social media, and moral value-based applications, has great potential to influence students' morals at SMA Muhammadiyah PK Kottabarat Surakarta. In this context, technology not only serves as a tool to improve access to information and learning efficiency, but also as a means to shape students' morals through the development of discipline and responsibility. By utilizing social media and relevant learning apps, students can engage in in-depth discussions on moral values, as well as participate in positive social activities. However, challenges such as the negative influence of digital content and the need for parental supervision remain to be addressed. Therefore, the integration of Islamic values with digital ethics in the education curriculum is crucial to equip students with the ability to face the challenges of the digital era, so that they can grow into noble and responsible individuals in society.

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