Learning in the Digital Age Full of Hedonistic Cultural Values Among Elementary School Students

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Abstract

The era of digital development that dominates the world with the sophistication of today’s internet networks, especially the impact of the COVID-19 pandemic, has created a learning system using mobile phones with internet networks. On the one hand, there are negative and positive impacts. The article aims to analyze earning in the Digital Age Full of Hedonistic Cultural Values Among Elementary School Students. This research method is qualitative with a literature review approach. From the collected literature, this study shows negative values with hedonistic behavior, which then becomes a habit that has a negative impact. It was inseparable from the cell phones used by children as learning media. Still, at that time, parental control was not maximal over cell phone features, which became a consumptive spectacle that impacted children’s behavior. Therefore, this new insight becomes a new idea to support similar research in the future.

Keywords: Digital Development, Hedonistic Culture Values, Learning in Digital Age

INTRODUCTION

Changes that occur in human life from time to time also describe the development of technology. Technology from the agricultural, industrial, and current eras¹ known as the information age, has changed everything in human life.² However, this sophistication, on the one hand, has a positive impact; on the other hand, it also has a negative effect. The influence permeates all areas of human life, including education.

¹ Alvin Toffler, Future Shock (Random House Publishing Group, 2022).
² Mujiburrahman, Humor, Perempuan dan Sufi (Jakarta: PT. Elex Media Komputindo, 2017).

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Before experiencing technology development, school education institutions only made use of makeshift technology with the ability of the teacher concerned. However, media displayed with simple technology has more requirements to contain messages of positive values than the current information age technology.

The media used is made only from makeshift materials, utilizing the surrounding environment. The point is to select media according to students' goals, maturity, and development in learning. Along with the development of the simple technology era that is used as a medium for learning, it gradually shifts when technology changes so that it also impacts curriculum changes.

The curriculum is a set of learning used by teachers and the application of learning for students. Educational experts have designed the curriculum to answer future challenges in the future. Still, when the Covid 19 occurred in the world, it also impacted Indonesia, so the curriculum's objectives needed to match what was expected. Schools that were initially held face-to-face have changed to become online. Almost one year of learning was completed face-to-face but online.

Online or online learning from the beginning of 2020 until now 2021 with such thorough preparations for both internet and other network problems is increasingly being encouraged. However, with some of these implementations so that online learning goes as expected, on the other hand, it also has negative impacts such as learning achievement and unpreparedness of teachers, students, and schools. Students who should need the guidance and direction of the teacher are not getting it at all. Apart from that, mobile phones, with the sophistication of the internet, are learning media that every student has...


4 Christine Greenhow Lewin Cathy, “Social media and education: reconceptualizing the boundaries of formal and informal learning,” dalam Social Media and Education (Routledge, 2018).


without direct control of parents because of their respective activities, so this freedom is not only to facilitate learning but also to fulfill hedonistic values.

The features contained in these mobile phones display more hedonic attributes. The hedonic lifestyle is to seek the pleasures of life with more time being used for things that are not useful, such as spending more time playing games than interacting with people or the surrounding community. Another impact, watching children on cell phones is more immoral and affects the child’s psychology and the feeling of wanting to try something new that is far from religious values.

Thus, the authors are interested in looking further at the hedonistic culture when online learning is carried out in schools in general and elementary schools in particular when online learning is finished while the children are still using mobile phones. Parents with busy work outside the home also do not control their children.

METHOD

The study of this research is a literature by collecting various theories related to the topic of discussion from books, accredited national journals or not, international and national journals, Scopus, Wos, and others. According to Zed, a literature review is not a study that only collects related literature but more than that. The collected theory is analyzed, and the findings from this study are sought.

RESULT AND DISCUSSION

Several literature studies on the development of the digital era, which was even more so used as a learning process during the Covid-19 period by displaying hedonistic behavior caused by technology.

Technological Developments in Learning Media

The journey of human life, along with the development of technology that humans have today, alternates continuously, experiencing changes and shifts. Before humans got to know technology in the current era of information development, technology was a medium for conveying messages through animal skins, date palm fronds, and the like to be used as a medium for learning. When the printing press was invented, the media used to convey messages had been printed a lot but faced obstacles for those who could not read and write, so visual technology was discovered and no longer changed to audio-visual technology. With the development of this technology, learning media in the world of education automatically also experiences growth.

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The media is an intermediary or a messenger to the recipient. Therefore, media has long been used in learning to convey messages to students. However, it cannot be separated from that; the media used in learning has a long history in education.

Books written by Saettler, and Bates, about technological developments have been used as educational media. However, the book only describes the journey of learning technology until 1989.

The technology used in learning media starts from: First verbal communication. Media with oral communication is mostly conveyed for stories, folklore, history, and also news. This first media, from oral communication, is delivered so that the output is more rote because the goal is to convey the results of education in a way that is repeated as people give speeches.

The second is written communication. In its history, the Prophet Musa conveyed the ten commandments written on stone in a chiseled manner, estimated to be around the 7th century AD. When the 15th-century printing press was invented, written documents were increasingly booming. The notes were written and printed in large numbers but encountered obstacles because many people needed help to read. Finally, efforts to eradicate illiteracy opened opportunities for humans to pursue education until remote lectures opened. From oral communication media and printed with printers, they are distributed in various countries to be used as learning media for distance education programs.

Third, Broadcasting and video. In 1920 the British Broadcasting Corporation (BBC) has given teaching to children via radio. Meanwhile, television has been used as an educational medium since 1960. Educational technology has begun to develop, using radio to convey educational material to students. However, that's not all; only part of Aitken media is used as learning media by uploading it in the form of a video.

Fourth, computer technology. Since 1954, computers have been used for learning, both for research and as learning media. Since computers developed, typewriters have turned into electronics. Humans already use technology to understand writing and watch learning videos.

Fifth, computer network. In 1952 the internet network began to be implemented in American schools. In 1993, Google search was launched because, as a result of learning, the materials presented were easily searchable by the desired educators as they are today.

Sixth, online learning environment. Since 1995, the learning web has been created, and the first web for learning is WebCT. Content loaded and managed from the web, such as student activities, assignment questions, and discussion forums. The learning system only includes PDFs and slides.

Seventh, social media. Social media is a subcategory of computer technology that has a vital role in educational technology. Social media is used as learning media, such as blogs, wikis, and YouTube videos, and mobile devices, such as cell phones, tablets, Twitter,
Skype, and Facebook. According to Kaplan & Haenlein, social media used in learning media is to share the created content.

Thus, the development of technology used in education, on the one hand, has progressed but, on the other hand, experienced negative impacts on students. The negative effect is when technology has reached its golden peak in the information age, where technology with internet networks no longer looks at an age so when this technology is used as a medium of learning without direct control from parents, especially the elementary education level so that when mobile phones have become multi-functional, which are not only used as media in knowledge but also used to play with various features on these mobile phones, negative values with a hedonistic culture cannot be avoided as a consumption culture for children in the digital era when this.

The Hedonistic Values of Technology

Value is something valuable and has always been a symbol in human life. Meanwhile, hedonistic values are values that are too excessive and more about lifestyle than needs. This style is more about pursuing pleasure without considering its impact. When technology develops in today's information age, hedonistic culture has become a wasteful culture for children. Finally, the values taught by family, school, and community educational institutions gradually lose their function and role. Many children, especially those at the elementary education level, are just attending school for the first time using mobile phones with the features included in them during the Covid-19 pandemic. Finally, the culture that has been consumed through the media becomes a value so that it becomes a child’s behavior.

Internet technology is consumed by children with resulting negative impacts such as children preferring to spend time outside the home to play, excessive use of gadgets, appearances have started to stand out, always taking photos of the results of visiting a place, staying at a hotel, eating outside and others, are familiar with what is called free sex, skipping school, fighting, cheating and other deviant behavior. Children at the elementary education level have started watching shows that shouldn’t be overlooked, cockfights, and bird fights, whose only purpose is to seek momentary pleasure.

Thus, the more significant the impact of technological developments, the greater the challenges in the world of education.

Education that starts from educational institutions in the family, school, and community should be able to provide cooperation so that the mobile phones used during the teaching and learning process during the Covid-19 pandemic fit their purpose and function. However, due to the absence of parental control, the features on the mobile phone, rich in hedonic values, are consumed by students.

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16 Aslan Aslan dan Agus Setiawan, "Internalization of Value education In temajuk-melano Malaysia Boundary school," Edukasia: Jurnal Penelitian Pendidikan Islam 14, no. 2 (2019).
20 Aslan, "Pergeseran Nilai Di Masyarakat Perbatasan (Studi tentang Pendidikan dan Perubahan Sosial di Desa Temajuk Kalimantan Barat)."
Finally, educational institutions in schools face new challenges, where schools should be a place to instill character education, but they are increasingly being neglected. However, when the mobile phone has finished being used as a learning medium, the mobile phone is owned by the full rights of the child concerned. What’s more, the lack of parental supervision of cell phones used by children so that the features found on phones with hedonic values become the child’s character to follow.

Children at the elementary level are still in the unstable category and need serious attention from the teacher. They think differently, see the world differently and live by different moral and ethical principles than adults. When the Covid-19 pandemic occurred, schools implemented an online system, and students were required to have cell phones with internet sophistication.

These features on the internet are an all-time spectacle that is more about hedonic values and will be followed by students later. These values will later become a child’s behavior because the phenomenon that is watched has become a habit that, over time, becomes ingrained, challenging to reshape like the traditional values and culture of society.

CONCLUSION
The development of learning technology has a very long history, from oral, written, radio, and video to computer communication. When the computer has developed, it is given an internet network so that learning media is increasingly widespread in cyberspace for consumption by various parties and groups regardless of age. However, when there is no parental control, the features contained in cell phones that are conditional on hedonic values become children’s behavior in general and at the elementary level in particular, so educational institutions are increasingly experiencing significant challenges.

REFERENCE


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