

# The Challenge of Values Education in the Generation Alpha Era: Initiating a New Direction for Elementary Civics Education in Response to the Digital Moral Crisis

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## ABSTRACT

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Generation Alpha grew up in a digital environment that made it a major social space, but their technical prowess was not in line with moral maturity. The phenomenon of language ethics degradation, cyberbullying, and low digital empathy in elementary schools indicate an escalation of moral crisis that requires serious handling. This research aims to analyze the challenges of value education in the Alpha Generation and formulate a new direction of learning in Pancasila and Citizenship Education (PKn) through the integration of digital citizenship. A qualitative approach with the library research method is used to review the scientific literature and factual data related to the digital moral crisis. The results of the study formulated two main strategies: (1) repositioning PKn material by converting Pancasila values into cyber ethics; and (2) transformation of learning methodology using a digital moral dilemma-based Case Method. This study concludes that the new direction of PKn requires adaptive curriculum transformation and strong synergy in the Tricenter Education ecosystem so that students' ethical character habituation is formed in its entirety in the real and virtual worlds.

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## 1. INTRODUCTION

According to Piaget, the concrete operational phase is that elementary school children are indeed beginning to be able to grasp the concept of rules in their environment. However, important aspects such as emotional control, empathy for others, and moral judgment are still immature and in the early stages of growth (Najmi, Fahriyyah & Habiby, Wahdan, 2026). At this time the alpha generation occupies a concrete operational period, as we know that the Alpha generation, that is, children born after 2010, grew up in a fully digital landscape of civilization. Unlike previous generations, technology for Gen Alpha is no longer just a tool, but has become a key social environment that shapes their mindset and the way they interact. This is supported by previous research that discusses the impact of digital on the development of characteristics that occur in the Alpha gene where the impact varies, Some children show improved social skills, while others experience a decrease in social interaction and empathy values (Febri et al., 2025). This is also in line with previous findings that state that the use of social media that

is unsupervised can backfire for students. The impact ranges from the fading of manners, the breakdown of focus on learning, to the high risk cyberbullying. Furthermore, this can also erode the sense of discipline, make children clumsy (lack of socialization), and get stuck in gadget addiction (Kristanti, Haryono, & Ellianawati, 2025) At the elementary school level, this phenomenon can be seen from the attachment of students' daily activities to gadgets, the internet, and social media. Characteristics digital native that are inherent in them demand an adaptive approach in the educational process, especially in the aspect of character formation. The Social Learning Theory of Albert Bandura says that humans learn from observation and imitate something they consider significant (Sholihah, et al, 2026)

However, Gen Alpha's high technical prowess in operating technology is not directly proportional to their emotional maturity and moral reasoning. The reality on the ground shows that there is an escalation of the digital moral crisis among elementary school students. As reported by Media Indonesia The October 15, 2025 edition reported that throughout October 2025 alone, three students were declared dead allegedly due to bullying and violence in the school environment. One of the victims, a 3rd grade elementary school student in Wonosobo, Central Java, reportedly experienced violence at school, in addition to a number of studies reporting that the development of information technology and children's access to social media has allowed the opportunity for children to become victims of cyberbullying. Become more open (Sugihartati, 2025). and there are many more cyberbullying phenomena (cyberbullying), in addition to that the fading of language manners due to imitating digital content can also occur, this is evidenced by previous research which says that Smartphones have a great influence on social behavior, especially in terms of the politeness of children who are often given access to digital play such as smartphones are less in terms of courtesy compensation such as lack of respect for older people, often issuing rude words, less concerned about the things around him (Firdaus & Pramudiani, 2022) which is clear evidence of moral decadence. Without strong ethical guidance, freedom in the digital space actually traps elementary children in a worrying character crisis.

The Alpha generation is a group that has grown completely in the midst of digital civilization, where technology has become the main social environment in shaping their mindset. This phenomenon brings about radical changes in children's social interactions, which Bennett et al. (2023) refer to as the evolution of digital native characteristics that demand a more adaptive approach to education. However, according to Prensky (2022), high technical proficiency does not guarantee emotional maturity, so elementary school-age children are vulnerable to identity crises and moral degradation in cyberspace. This challenge is increasingly complex because schools are often still stuck in conventional learning methods that have not touched the aspect of media literacy in depth (Buckingham, 2022; Tulodziecki, 2021). Therefore, the reconstruction of value education that integrates the concept of digital citizenship is an absolute necessity in the elementary school curriculum (Choi, 2021; Ribble, 2022).

In the midst of this urgency, Pancasila and Citizenship Education (PKn), which carries out its main mission as a value and moral education, seems slow in anticipating this dynamic. This is supported by the previous researcher's statement that PKn Learning is still dominated by a one-way communication pattern and this often fails to attract students' attention, so that their involvement is hampered and has a negative impact on results and motivation learning PKn learning in elementary school (Ardiawan, 2026). So far, PKn lessons are still dominated by material content that is conventional and oriented towards mere physical interaction, such as examples of manners in the home environment or cyber school. As a result, there is a distance (Gap) that is the wide line between the moral values taught in the classroom and the reality of digital behavior that students face every day outside of school.

Seeing this gap, the reconstruction and repositioning of the direction of PKn learning in elementary schools is non-negotiable. PKn as a moral anchor must transform themselves in order to be able to integrate the concept of digital citizenship into the classroom. This is in line with the statement that education in the digital era must be able to be a fortress from the rapid exposure to digital content that is not educational. Through relevant learning methods, we can form students who are academically intelligent, as well as tough in character and patriotic spirit. (Kurniastuti, Wirayudha, Sayoga, &

Lukitoaji, 2026) In addition, previous researchers also said that facing the challenges of the digital era requires a generation that is creative and capable of critical thinking, as mandated in the Pancasila Student Profile (Lilihata, Rutumalessy, Burnama, Palopo, & Onaola, 2023). This is where the important role of schools and teachers is to build supportive learning spaces. Through strengthening critical reasoning and mature creativity, students will be more resilient and adaptive to technological changes. Education values should no longer limit themselves to school walls, but must be able to guide student ethics in cyberspace. Therefore, this article aims to analyze in depth the challenges of value education in the Gen Alpha era, as well as initiate a new direction of contextual and solutive civic learning in responding to the digital moral crisis at the elementary school level.

## 2. METHODS

This study uses a qualitative approach through the literature study method (library research) which is appropriate because it focuses on critical analysis of literature, macro data, and educational theory to formulate a new direction of civic learning in the midst of a digital moral crisis. This method allows researchers to conduct an in-depth synthesis of various views and secondary data to build a conceptual framework for the solution without requiring direct physical interaction with the research subject. In line with the principles of qualitative research, this method requires the researcher to be precise in interpreting various text data to produce an in-depth understanding of the phenomenon being studied (Scott, 2022). Operationally, the research stage is carried out through four systematic steps: (1) Search (searching) relevant scientific literature on the education of Alpha Genes values and characteristics from the latest journals; (2) Sorting and evaluation (selecting and evaluating) on the literature by prioritizing scientific articles in the last five years to maintain data up-to-date; (3) Alignment of the material by integrating selected data based on the suitability of the theme between the factual digital moral crisis and the theory of character education; and (4) Content analysis (content analysis) which is qualitatively descriptive through information reduction, comparison of views between researchers, and drawing synthesis conclusions to initiate the proposed solution model.

## 3. RESULTS AND DISCUSSION

### Characteristics of Alpha Genes and a Portrait of Digital Moral Crisis in Elementary Schools

As the first generation to be born entirely in the 21st century, Generation Alpha at the elementary school level is experiencing a very radical shift in the social landscape. If in previous generations the internalization of social values taught in PKn centered on physical interaction in the home, school, and neighbor environments, then Gen Alpha is now facing a new reality where their 'neighboring environment' has penetrated into cyberspace. Gadgets and the internet are no longer just entertainment tools, but have transformed into a second social space where they spend time, play, and build a perception of the world. This is clarified by previous findings that found that the duration of students playing social media can reach 1 to 5 hours which results in students not caring about the world around them (Agustyn, Izza & Suprayitno, 2022). This is supported by the opinion of previous researchers who said that the ALPA generation does have the potential to be more proficient in technology, but there are concerns about negative impacts such as gadget addiction, decreased social interaction, and introverted behavior. (Nasir, 2024)

In addition, the Alpha Generation, defined as children born in the span of 2010 to 2025, grew up in an era where science and technology are developing massively. Their lives are highly dependent and attached to the use of gadgets and the internet from an early age. This highly digitized lifestyle gives them the advantage of accessing information quickly, but on the other hand poses a severe challenge to their social, emotional, and moral development. The high intensity of gadget use without balanced supervision can limit direct interpersonal involvement, thus risking lowering self-control, triggering a social ethics crisis, and inhibiting children's affective development (Darwati, Abidin, & Sutini, 2025)

The endless flow of information makes Generation Alpha vulnerable to digital anxiety, cyberbullying, and fixation on social media validation. Here, value education (such as the value of perseverance, gratitude, and authenticity) serves as a protector of mental health. These values help them separate real self-worth from digital metrics (such as likes and followers), so they don't easily experience an identity crisis, this is supported by research conducted by (Abidin, Melina, Audy, & Fitriana, 2025) He said that this generation faces various challenges such as cultural identity crises, fading moral values, and dependence on technology that risks triggering individualism and social degradation.

This shift in the social landscape unfortunately has a derivative impact in the form of an escalation of the digital moral crisis which is increasingly worrying at the elementary school level. This portrait of moral decadence is reflected in at least three real phenomena. First, the degradation of language ethics, where students very easily imitate the profanity, sarcasm, and toxic vocabulary of content creators or game streamers on YouTube, and then reproduce them in daily communication at school. (Firdaus & Pramudiani, 2022) He said the fading of language manners due to imitating digital content can also occur, this is evidenced by previous research which said that Smartphones have a great influence on social behavior, especially in terms of the politeness of children who are often given access to digital play, such as smartphones, less in terms of politeness, compensation such as lack of respect for older people, often using rude words, Less attention to what is around him.

Second, the rampant cyberbullying (cyberbullying) micro-scale, such as the phenomenon of peer exclusion in chat groups (WhatsApp group) classes, the distribution of mocking stickers, and demeaning actions on social media platforms. According to data from the Central Statistics Agency, most children in Indonesia are 5 years old. and above already have access to the internet, with 88.99% of them using social media. The majority of them access the internet for the purpose of seeking information (63.08%) and entertainment (33.04%). (Darmawan et al., 2023) However, children's lack of understanding of the digital world and their curiosity about various things in it can increase the risk of cyberbullying, in addition to this this is also strengthened by research data from the Center for Digital Society (CfDS) in August 2021 on junior and senior high school students in 34 provinces in Indonesia, it was recorded that 45.35% of students admitted to having been victims of cyberbullying (cyberbullying), while another 38.41% acted as perpetrators. The social media that is most often used in this action includes WhatsApp, Instagram, and Facebook (Agung, 2023) But these things will not happen if students have high empathy as previous research has discussed: People who have high empathy are able to understand, feel, and respond to the feelings of others well. This ability is still effective, both when they interact directly and when communicating in cyberspace. (Maharani, Karneli, Hariko, & Yendi, 2026)

This is also supported by global analysis, the prevalence of cyberbullying victims has reached 13.99% to 57.5%, while the number of perpetrators is in the range of 6.0% to 46.3% (Zhu, Huang, Evans, & Zhang, 2021) The most dominant form of cyberbullying in cyberspace is verbal violence, such as insults, ridicule, spreading slander, and text harassment. Refers to General Aggression Model (GAM), this aggressive behavior is triggered by the interaction of personal factors such as the level of the child's impulsivity and situational factors such as parental parenting and school climate. If not intervened, these bad experiences in cyberspace can permanently damage the child's psychological state, triggering social anxiety, depression, and an increased risk of suicide.

The high internet access and use of social media among Indonesian children—the majority of whom are aimed at seeking information and entertainment—has not been balanced with adequate digital literacy. As a result, there is a gap between high digital accessibility and children's behavioral readiness, which triggers the rampant phenomenon of cyberbullying in the school environment, such as exclusion in classroom WhatsApp groups and the spread of mocking stickers. This pattern is reinforced by national macro data showing that almost half of students in Indonesia have been victims or perpetrators of cyberbullying on major digital platforms such as WhatsApp, Instagram, and Facebook.

Third, the depletion of digital empathy, where children often do not realize that their thumb typing or negative comments on the screen have a real and painful psychological impact on the victim in the real world, here we can refer to Daniel Goleman's theory in his book which says that empathy is not an abstract skill that arises by itself, rather, it is an integral part of emotional and social intelligence whose neural circuits are formed from real social interactions (Aini, 2026)

The root of this digital moral crisis lies in the wide gap between technical maturity and psychomoral maturity in students. Technically, elementary school students today are very proficient, agile, and independent in operating gadget algorithms. However, from the point of view of cognitive and moral development, children of elementary age are in a phase where they do not yet have the mature critical thinking skills to filter, analyze, and sort out which content is exemplary and which should be discarded. As a result, they absorb all exposure to cyber information without strong moral censorship. This is where the fragility of the Alpha Gene lies; They are giants in technological prowess, yet still very vulnerable in the reasoning of digital ethics.

To anticipate moral degradation in Generation Alpha, education on digital citizenship (digital citizenship) is a very crucial need for educators in elementary schools. Teachers should not simply transmit moral rules doctrinally or one-way, because such conventional approaches have proven to be weak in building independent moral thinking structures and considerations in children. The formation of cyber ethical character should be based on a constructivist approach, in which children are stimulated to build and discover their own moral consciousness through the analysis of real-life situations (Faiz, Abdul, Nurihsan, & Komalasari, 2021),

### **Initiating a New Direction of PKn SD: Integration of Digital Citizenship Based on Pancasila Values**

The first step in initiating a new direction of PKn Learning in Elementary Schools is to reposition the contextual material on value planting. Value education should no longer be presented within rigid analogue constraints, but rather should be converted into a cyber ethics relevant to the life of Gen Alpha. The noble values of Pancasila need to be transformed into a digital moral compass for students. For example, the internalization of the Second Precept, 'Just and Civilized Humanity', must be reconstructed into the concept of digital empathy, where students are taught to respect the privacy of others, not to commit cyberbullying, and realize that there are real people behind the screen of gadgets whose feelings and rights must be respected. Meanwhile, the Third Precept, 'Indonesian Unity', can be converted into digital information responsibility material. Students are directed to have a collective awareness not to share fake news (hoaxes), not to trigger quarrels in class chat groups, and to use their thumbs to spread messages of kindness that knit unity in the digital space.

This step can be realized as in previous research, namely teachers have the responsibility to ensure that students not only understand (moral knowing) and feeling (moral feeling) moral values, but also act in accordance with these values in the context of the real world and digital. (Farhurahman, Citra, & Afinatussakinah, 2024) In addition, this is also supported by previous researchers who said that digital competencies cannot develop instantly or spontaneously without intervention (Yuniarto & Yudha, Rivo, 2021), in addition Ribble emphasized that digital literacy without a foundation of national values will only produce technology users who are technically proficient but morally fragile by paying attention to the above points students can begin to filter for themselves what they can receive from social media. (Permana et al., 2026) And technology can also be a support to support the learning process if used properly, such as previous research that said that digital technology can facilitate a learning process that is more interactive, collaborative, and relevant to students' lives, so that the values of Pancasila are not only understood cognitively, but also internalized and applied in daily life. (Armianti et al., 2024). In addition, interactive media utilizes a combination of visual, audio, and kinesthetic elements to stimulate various student learning modalities. Through this multisensory approach, students can absorb and construct material understanding much more effectively. (Ika, Yasminda, & Komalasari, 2025).

The transformation of PKn materials will not have a significant impact without updates to the learning methodology aspect. Conventional approaches centered on teacher lectures and memorization

of texts should be abandoned, and replaced by methods that actively trigger moral reasoning, such as the Case Method. Through the Case Method, teachers act as facilitators who bring the moral dilemmas of the digital world into the classroom. Teachers can present real case studies—such as screenshots of disrespectful comments, animated videos about the impact of cyberbullying, or simulations of conflicts in chat groups—which are then analyzed, debated, and solved by students in groups from the perspective of Pancasila values. through group discussions such as respecting differences, empathy, responsibility, and care that students can then apply in their daily lives (Syawalia, Novita, & Amalia, 2025).

This method not only makes learning very interactive and interesting for Gen Alpha, but also trains students' critical thinking and moral reasoning skills, so that they can directly practice cyber ethics when they hold a gadget independently. values of Pancasila.(Bella, Ruth, Rasuna, & Simamora, 2024) In addition, this is also supported by the results of previous research which said that the results obtained after using the case method model as a learning method in the classroom, namely, students become more active when learning takes place as evidenced by the emergence of questions from students (Bella et al., 2024). In addition, previous research has also proven that civic knowledge and information literacy can be developed through the case method (S & Jamaludin, 2021).

Through Case Method Teachers can raise concrete cases that are close to the student's cyber reality such as the phenomenon of bullying (bullying) at school or social media—as an object of group analysis. The application of this method has a significant positive impact in the Active Engagement Enhancement class: Students become much more responsive, brave to express their opinions, and actively ask questions during the problem-solving process. Internalizing Pancasila Values in a Practical Way: When discussing solutions to bullying cases, students automatically implement Pancasila values, such as learning to deliberate, respecting differences, rejecting acts of violence, and fostering solidarity without being picky in making friends.(Bella et al., 2024). In addition, this method has also been proven to have a significant impact on sharpening students' critical thinking skills. The contribution of this method is not only limited to the reconstruction of mindset, but also positively correlates with the escalation of activeness, learning enthusiasm, and achievement of student learning outcomes comprehensively (Juda, 2023). Thus, the application of Case Method in PKn learning is a cutting-edge urgency that is not only scientifically proven to be able to increase student activity in the classroom, but also an effective means in training students' critical reasoning and morals so that they can practice Pancasila values in real life in cyberspace

However, this role would be futile if it was not balanced by the family (parents) at home who act as the daily supervisor (digital monitoring) and exemplary in the use of smart gadgets. Parents must be present to apply restrictions (screen time) and filter the content that children consume. In addition, society and the digital community also play a role in creating a child-friendly cyberspace. Through this harmonious and consistent tricenter collaboration, the habituation of the ethical character of elementary school students can be formed comprehensively, both when they interact physically in the real world and when they surf the cyberspace. In the end, the new direction of PKn as a digital moral value instiller cannot rest entirely on the shoulders of teachers in schools alone. As the researcher said earlier, the main factors that hinder the development of students' character and learning habituation include limited parental supervision, weak communication coordination between school and home, and lack of support from the surrounding community (Raga et al., 2026). Without this alignment, efforts to foster student behavior are difficult to run optimally. A solid synergy is needed in the Tricenter Education ecosystem, which includes schools, families, and the digital community environment. The school functions as a center for education and conceptualization of values digital citizenship. The same thing was also said by previous researchers that active collaboration between the government as a policy regulator, schools as formal education centers, families (parents) as the main supervisors at home, and a healthy cyber society environment are the main keys to giving birth to a golden generation that is not only intellectually intelligent (good brain), but also has a noble moral integrity (good moral) both in the real world and in cyberspace (Darwati et al., 2025)

#### 4. CONCLUSION

This research has limitations because it focuses on literature analysis (library research) so it does not involve direct empirical testing in the field. This limitation causes the picture of the effectiveness of the Case Method in improving students' moral reasoning has not been tested through real classroom observation, although it has been theoretically supported by various scientific literature. Therefore, further research is recommended to conduct classroom action research by applying this learning model directly to PKn subjects in elementary schools to see the real impact on changes in students' ethical behavior in cyberspace.

PKn learning in elementary schools must immediately reposition the curriculum through the integration of digital citizenship to respond to the digital moral crisis faced by the Alpha Generation. This transformation needs to be realized by converting the values of Pancasila into practical cyber ethics and applying a Case Method based on real-world moral dilemmas to stimulate students' critical thinking skills. The success of cultivating this ethical character cannot be achieved partially by schools alone, but requires collaborative synergy in the Tricenter of Education ecosystem. Synergy between schools as educational centers, families as daily supervisors, and a healthy cybersociety environment is the main key for students to be able to fully internalize national values both in the real world and in cyberspace.

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