Teaching Moral Dilemma In The COVID-19 Pandemic

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Abstract. *The COVID-19 pandemic has caused various moral dilemmas. In Indonesia, there is a dilemma of whether to stay at home or go outside for work, whether to study at school or from home, whether to return home or not on holidays for migrants and whether to pray from home or at the place of worship. These various dilemmas can be used as materials or learning sources for students. They can learn to make moral decisions based on factual arguments through value clarification techniques by utilizing information and communication technology. The implementation of this model can provide students with a good learning experience in making a rational moral decision based on the facts revealed by the students' active participation in online learning. This model can also be applied in other situations when people are faced with various dilemmas.*

Keywords: *teaching moral dilemma, value clarification technique, moral decision, COVID-19 pandemic*

INTRODUCTION:

The governments of various countries have issued various policies to minimize the spread of the COVID-19 pandemic such as isolation, the use of masks, online learning, social and physical distancing (Basilaia, et al., 2020; Edelhauser & & Lupu-Dima, 2020). The implementation of policies during the pandemic has caused various dilemmas. Countries with fragile social capital face serious problems. Moral dilemma arise in countries that adhere to liberalism. The state and individual freedom exhibit an antagonistic relationship. The pandemic limits individual freedoms and compromises individual rights. However, the pandemic has inadvertently contributed to the recovery of family and social capital (Abbasi, et al., 2020).

In the United States, the pandemic had an unprecedented impact, including shuttering schools and transitioning into online teaching (Baker, et al., 2021). Students with special learning needs and whose families live in poverty were less be able to engage in online learning (Harris, et al., 2020). In Canada, teachers experience stress during the pandemic (Sokal & Trudel, 2020). In India, social distancing policy did not adequately account for socially and economically vulnerable individuals (Saha, et al., 2021). The pandemic has raised several moral dilemmas that engender conflicts between utilitarian and non-utilitarian ethical principles (Everett, et al., 2021).

In Indonesia, the government has taken a policy to prevent the spread of the pandemic by reducing mobility. People are also advised to keep their distance and avoid crowds, which are at greater risk of the spread of COVID-19. As a result, they are recommended to work from home. This policy becomes a dilemma for economically weak people or those who work in the informal sector. They have to work outside although they are aware of the risk of being infected. The same thing happens to people who live far from home. They are confused about whether to go home or return to their hometown. They have no source of income, while their needs must be fulfilled. On the other hand, some other people who do not face economic problems show low social awareness and responsibility. They do not face survival problems or economic problems. In other words, they are not in a dilemma situation (Fitri, 2020). For religious people, they are faced with the dilemma of whether to pray at a place of worship as usual or at home, as the government

recommends. The goal is to prevent places of worship from becoming clusters for the spread of the pandemic. On the other hand, praying at home is considered to decrease the value of worship itself. Meanwhile, praying at a place of worship has its virtues, which are different from praying at home.

In the education sector, The Ministry of Educational implemented a learn and work from home policy, which requires people to work, worship, and study from home. A policy that students study from home using an online learning model (Hadiyanto et al., 2021). The pandemic has changed the face-to-face learning system in schools (offline learning) into remote learning systems (online learning) or study-from-home learning. The role of parents during the implementation of study-from-home learning is more to assist their children in doing the assignments given by their teachers. This situation shows that learning activities done from home are more about giving assignments, or a one-way learning method. Teachers who have sufficient skills in using information and communication technology do not face significant problems in implementing remote learning. However, this situation has caused problems for teachers who do not have such skills (Kurniati, et al., 2020).

Teachers may be ill-equipped to deliver online content, and many parents are overwhelmed by the changes in children's learning models. However, this uncertain condition reaffirms opportunities to explore home and community environments as sources of knowledge. Teachers consider educational technology to support more student-centered learning (Richmond, et al., 2020). Learning models that encourage students' active participation in learning at home are needed. This pandemic situation, with various dilemmas, can be used as learning resources that increase students' active participation.

How can this dilemma be used as a learning source? How do students learn to make factual and rational moral choices? In this context, learning moral dilemmas is relevant to be applied.

CONCEPTUAL FRAMEWORK

Kohlberg used a cognitive developmental approach to learning moral dilemmas (Murdianto, 2019). Moral learning seeks to develop individual cognitive structures, not to transfer values. The strategy is to have students face moral dilemmas or conflict situations to stimulate their critical thinking about justice, equality, freedom, and responsibility. This learning model emphasizes moral reasoning (moral thinking) rather than moral action. The assumption is that moral reasoning will lead to moral action.

The moral dilemma method can further improve moral reasoning because the learning initiative comes from students. If the learning initiative comes from teachers, students tend to be reluctant and the internalized values will be considered indoctrination, which has a negative impact on the development of students' moral reasoning. Moral learning based on a cognitive approach emphasizes an atmosphere of openness (Syarkawi, 2006). The results of research done by Budiningsih on learning moral dilemmas by using cooperative strategies show their relevance for developing moral reasoning and religiosity (Budiningsih, 2009).

One's moral judgment is related to the emotional condition when facing a certain situation. Moral judgment does not need a rational consideration (Haidt, 2012). Conversely, according to Lind's perspective, a person will not be able to make a moral judgment without being preceded by rational reasoning or considerations. Moral choices and decisions are the work of cognition that is influenced by emotion (Lind, 2008).

Weber introduced the rational choice theory that sees social reality based on individual motivation and social action. Any social action can only be understood in terms of its subjective meaning and underlying motivation. Every action can only be understood by the individual concerned, and empathy is required to understand it (Johnson, 1994). For parents, for example, to fulfil the family needs is rational because if they are not met, it will risk the sustainability of family life. Cognitive approaches with rational choices can be used as a conceptual framework for learning moral dilemmas in the COVID-19 pandemic situation by using a learning model that encourages students to be more active, namely the Value Clarification Technique.

Value Clarification Technique, which is further mentioned as VCT, is a learning model that encourages students to be more active. VCT helps students develop their ability to seek, discover, and determine values that underlie their attitudes and actions in dealing with problems (Hartono, et al., 2019). VCT helps students understand, choose values, and make the most appropriate moral decisions with a full sense of responsibility even in dilemma situations. VCT can motivate students to increase their awareness, to identify the values that exist in themselves and others (Zubedi, 2005), to be responsive and respectful to the values believed by others, to reinforce their life's goals, and to act rationally (Maftuh, 2007). This model

places students as subjects, while the teacher facilitates, motivates, manages, guides directs, and evaluates them. VCT is relevant to be used for learning moral dilemmas in the COVID-19 pandemic situation by utilizing information and communication technology.

RESULTS AND DISCUSSION
Result

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The followings are the stages in learning moral dilemmas in the COVID-19 pandemic situation that are carried out by adopting VCT. The first stage is to present a moral value dilemma stimulus. At this stage, the teacher/lecturer provides a stimulus by taking an example of a moral dilemma in the COVID-19 pandemic. For example, the moral dilemma occurs in a situation whether to pray in a place of worship or at home, according to the suggestion from the government. The stimulus will be a guide for students in exploring moral dilemmas. Through this process, students know (knowing) various moral dilemmas. Furthermore, students were given the task of exploring various other moral dilemmas in the COVID-19 pandemic (with worksheets). Through this process, students will gain a comprehension (comprehending) about various moral dilemmas. In a pandemic situation, teachers can use instructional videos, virtual meetings, or narrative texts to stimulate moral value dilemmas and assignments through the Student Assignment Form.

Table-I: Student Assignment Form

Name : ……………………………
Class : …………………………..

No	Moral Dilemma	Description of Problems and Facts	Determination of Choice of Moral Decision	Arguments of Choice of Moral Decision
1				
2				
3				
etc				

The second stage is to explore the moral dilemmas and to reveal the problem, along with the identification of facts. Various problems surrounding a moral dilemma are revealed with facts. For example, there is a dilemma of whether to pray in a place of worship or at home according to the recommendation from the government. Why does the government recommend praying at home? What are the implications of this recommendation for the rules of worship and the value of worship? The facts are revealed. The government's goal of recommending praying at home is to prevent the place of worship from becoming a cluster of the spread of the pandemic. However, praying at home can reduce the value of worship. Meanwhile, praying in a place of worship has a strong foundation of religious doctrine and its virtues. In this stage, students are assigned to uncover problems and identify facts through the Student Assignment Form, which is integrated into the worksheet in the previous stage.

The third stage is to make a moral decision. Based on the problems and facts that have been revealed, then how are moral decisions made with rational arguments? For example, it is in the case of the moral dilemma of whether to pray in a place of worship and at home as recommended by the government with arguments based on each of their facts. In other cases, students are supposed to face this moral dilemma. Students are assigned to reveal problems and identify facts through the Student Assignment Form (Table-I), which is integrated into the Student Assignment Form in the previous stage.

The fourth stage is to examine the arguments for the choice of moral decisions chosen. This is the essence of value clarification. For example, it is to determine the option to follow government recommendations by praying at home. How will this choice affect the practice of worship? Is there a conflict with religious doctrine or rules of worship? To what extent can it reduce the value of worship? Conversely, if choosing to pray in a place of worship, what are the impacts for individual and collective? In this stage, students are assigned to reveal problems and identify facts through worksheets that are integrated into the

worksheet form in the previous stage. This stage is the essence of value classification. The choices and arguments taken are clarified and tested through the facts. In the pandemic situation, teachers/lecturers can use virtual meetings or Whatshap Group at this stage.

The fifth stage is to conclude and to supervise/guide. The teacher concludes and provides supervision/guidance on each choice, which has its own implications. The teacher provides supervision/guidance with rational choices based on the facts revealed and the minimal risks, especially for the common good. With this supervision/guidance, students are expected to accept (accepting) and get out of moral dilemmas. In a pandemic situation, learning videos/virtual meetings or narrative text can be used.

The sixth step is to follow up by implementing the choice taken in daily life (implementing). This stage emphasizes a follow-up action after students affirm their commitment to moral choices made, believed, and used as a guide in taking attitudes and actions in the COVID-19 pandemic. The following is a chart of the moral dilemma learning model in the pandemic with value clarification techniques.

This phase is a follow-up after students affirm their commitment to moral choices made, believed and used as a guide in taking actions in the COVID-19 pandemic. The following is a chart of the moral dilemma learning model in the pandemic using value clarification techniques (Figure 1).
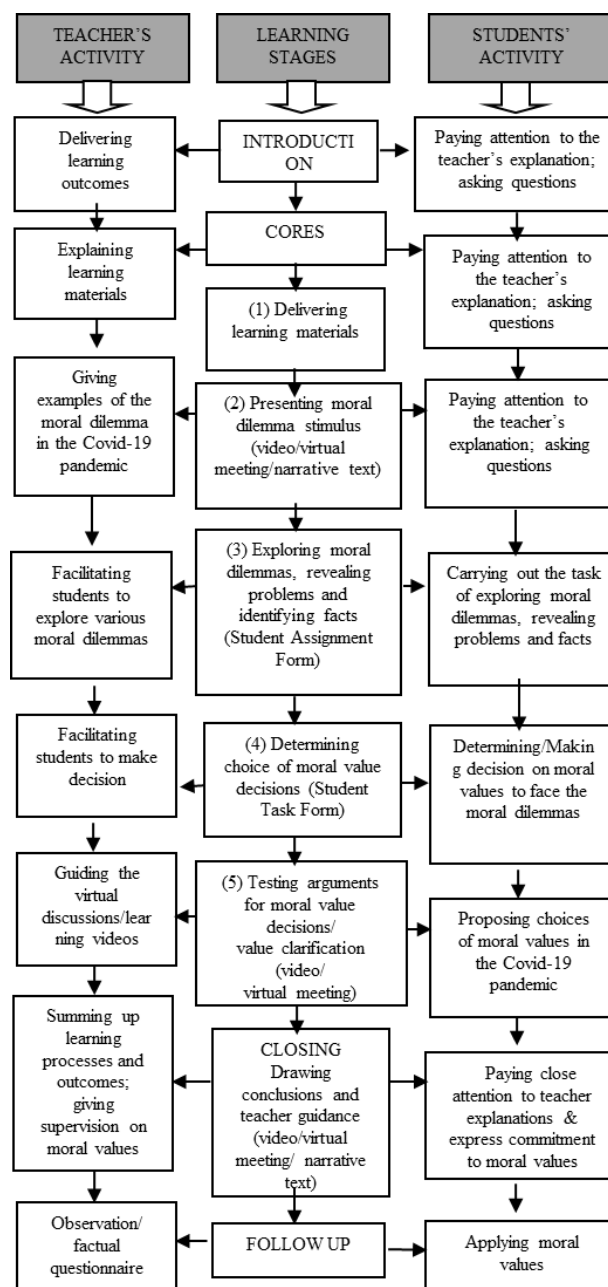

Figure. 1. Stages of learning moral values using value clarification techniques

Discussion

Online learning requires students to give active participation with self-regulation in learning. Self-regulation in learning focuses on how students are active in the learning activity, are responsible for the continuity of the learning, and maintain learning skills in a social context (Zimmerman & Schunk, 2012). Students who have self-regulation do not need extrinsic motivation (Behrozi, et al., 2013) and are able to set goals, to plan actions, to choose the right strategy, to monitor themselves, and to evaluate their learning process (Motie et al., 2013). The ability of self-regulation in learning affects academic success (Asikhia, 2010; English & Kitsankas, 2013; Tsai, et al., 2011; Zimmerman & Schunk, 2012).

Table-II: Stages of earning moral values using value clarification techniques

Phase	Learning Stages	Method	Materials	Media	Learning Outcomes	Theoretical Basis
Knowing the moral dilemma	Delivering moral dilemma stimulus in the COVID-19 pandemic	Lecture	Examples of moral dilemma in the pandemic	Video learning /virtual meeting/ narrative text	Students are able to mention the moral dilemmas in the pandemic	Constructivism: Piaget's personal psychological constructivism (schemata concepts, assimilation and accommodation)
Comprehen-ding	Exploring moral dilemmas by revealing problems and identifying facts	Assignment: Exploring various moral dilemmas in the pandemic	Various moral dilemmas in the pandemic	Student Assignment Form	Students are able to mention various moral dilemmas in the pandemic, reveal problems, and identify facts	
Accepting	Making a moral decision	Assignment: making moral decision by presenting arguments based on facts	Making a moral decisions & arguments based on facts	Student Assignment Form	Decisions are made with arguments based on facts	Humanistic: - Abraham Maslow (hierarchy of needs) -Arthur W. Combs (meaning) - Carl Rogers (teacher is a facilitator)
	Testing the arguments for the decision/ value clarification	Lecture & Q&A / Virtual discussion	Rational arguments for the decision and minimal risk based on facts	Virtual meeting/ Whatshap Group	Agreeing and accepting a rational decision made with arguments based on facts	
Making a moral decision as guidelines for attitudes and behavior (internalizing)	Conclusion and Supervision	Lecture & Q&A / Virtual discussion	Conclusions and guidance on the decision of moral values and their implications	Video learning II/ virtual meeting	Conclusions and guidance on the decision and its implications	
			Students' commitment		Students are committed to the decision taken as guidelines for attitude and behavior with its implications	
Implementing	Follow up	Practice	Choices of moral values in the pandemic	Daily life	Students are able to implement the decision of moral values	

VCT is relevant for use in the learning moral dilemmas that encourage students to be more active. Students know and understand moral dilemmas by activating their cognitive functions. VCT can guide students in understanding, choosing values, deciding the best action morally with full responsibility even in dilemma situations. VCT has flexible methods, such as question and answer, writing, large or small group discussion, observation, practice, or demonstration. VCT is a model that can be applied to value internalization. Various studies have shown the effectiveness of VCT in learning activities. VCT is effective to improve understanding and internalizing character values (Suryani, 2013). VCT is effective for inculcating character values (Suryani, 2010; Suryani, 2013). VCT has affected the cognitive transformation through new knowledge, information and skills, as well as effective changes. VCT helps students change so that they can take action in more acceptable ways, individually or socially (Wibowo, 2015).

The process of the VCT is relevant to constructivism learning theory. According to this theory, learning takes place in a context where students can build knowledge as a function of their experiences (Schunk, 2012). Students construct their own knowledge individually. The teacher plays a role in facilitating students in empowering all their potential to understand values (Muchith, 2008). More specifically, the process is based on Piaget's personal psychological constructivism. Piaget introduced the schemata. Knowledge is built through assimilation and accommodation to achieve a balance to form a scheme. Learning means building knowledge and understanding actively and continuously (Thobroni & Arif, 2011).

Assimilation occurs when students integrate new perceptions, concepts, or experiences into structures or schemes that already exist in their minds. In implementing this model, assimilation takes place when students explore various moral dilemmas. Students may have experienced moral dilemmas before. The various moral dilemmas found were integrated into schemes or structures that already existed in their mind.

Accommodation is the process of forming a new scheme or structure that is relevant to the new stimulus received, or the process of modifying the existing schemes or structures so that they are relevant to the new stimulus received. Accommodation takes place when students receive knowledge about moral dilemmas that have not previously existed in the structure in their mind, and then they will accommodate the new knowledge by forming new structures or modifying existing structures to accommodate new knowledge. Assimilation and accommodation make students' knowledge and understanding of moral dilemmas stronger and more developed.

With this cognitive process, students will more easily accept values in the realm of their affections (Budiningsih, 2009). This process is based on the theory of humanism in learning. Students are individuals who have various potentials that can be developed for self-actualization as mentioned by Maslow as the highest level of need (Herpratiwi, 2009). Students are subjects who interpret the learning experience in themselves so that they can recognize their potential, develop this potential positively, and minimize the bad ones. Learning takes place in a pleasant atmosphere and gives meaning to students. After students can accept the material, they will make it an attitude and belief (internalizing) to be implemented in life. The stages of learning moral dilemmas in the COVID-19 pandemic using value clarification techniques and the underlying theory are as follows (Table-II).

This model can be an alternative for learning moral dilemmas in the pandemic. The implementation of this model can provide a good learning experience for students in making a rational moral value decision based on the facts revealed by their active participation. This model can also be applied in other situations when people are faced with various dilemmas.

CONCLUSIONS AND SUGGESTIONS

The Value Clarification Technique can be used as an alternative to learning models for moral dilemmas in the COVID-19 pandemic. The implementation of this model can provide students with a good learning experience in making a rational moral decision based on the facts revealed by their active participation in online learning. This model can also be applied in other situations when people are faced with various dilemmas.

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