DIJMS: Dinasti International Journal of Management Science
E-ISSN: 2686-522X
P-ISSN: 2686-5211
DINASTI PUBLISHER
https://dinastipub.org/DIJMS dinasti.info@gmail.com +62 811 7404 455
DOI: https://doi.org/10.38035/dijms.v7i5.6915

Digitalization of Learning and the Fragility of Elementary School Students' Character in Kecamatan Rongga: A Case Study of Deep Learning from the Perspectives of Kohlberg and Freud

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Abstract: Digitalization within the framework of New Pedagogies for Deep Learning (NPDL) is ideally expected to foster future-ready character competencies. However, realities in educational settings reveal a technological paradox. This qualitative case study aims to explore the manifestations of character degradation among elementary school students resulting from passive digitalization and to formulate strategies for its reconstruction. Employing John W. Creswell's bounded system case study design, the research was conducted over a two-month period in elementary schools under the supervision of Rongga District, West Bandung Regency, Indonesia. Data were collected through participant observation, in-depth interviews with school principals and teachers, and curriculum document analysis. The findings confirm a widespread fragility in students' character foundations, characterized by declining discipline, reduced learning focus in classrooms, and the strengthening of individualistic and egocentric attitudes. From the psychoanalytic perspective of Sigmund Freud, excessive dependence on digital devices gratifies students' Id, causing the Ego to fail in regulating learning focus and self-control. Meanwhile, according to Lawrence Kohlberg's theory of moral development, children's moral orientation remains trapped at the pre-conventional level, where self-interest predominates, thereby undermining social intelligence and moral responsibility.As a solution, this study proposes character reconstruction through transforming technology from a passive entertainment medium into a structured active-learning instrument that educates and strengthens students' Ego. This approach is integrated with teachers' pedagogical role modeling and the consistent cultivation of digital ethics. It is concluded that the wise and purposeful use of technology in schools can restore the essence of deep learning while simultaneously revitalizing the social and moral functions of students in the era of artificial intelligence.

Keyword: Digitalization, Deep Learning, Character Education, Elementary School Students, Moral Development, Freud, Kohlberg, Artificial Intelligence.

INTRODUCTION

The concept of twenty-first-century learning demands a radical repositioning of elementary education, shifting from a model originally centered on passive knowledge transfer to the mastery of meaningful macroscopic competencies. In Indonesia, this transformation has been accommodated through the adoption of a modern curriculum framework oriented toward the New Pedagogies for Deep Learning (NPDL) Framework. This philosophy of deep learning emphasizes that educational success is no longer measured quantitatively through absolute cognitive scores; rather, it is assessed through the development of six core global competencies known as the 6Cs: character, citizenship, collaboration, communication, creativity, and critical thinking (Fullan et al., 2018).

Within the structure of deep learning, technology and digitalization are positioned as the primary leverage pillars that function to accelerate the development of all these competencies. School digitalization is not merely an administrative formality but a pedagogical endeavor aimed at expanding inclusive access to knowledge, facilitating borderless collaboration, and fostering more mature ways of thinking among students. Through the integration of smart technologies and artificial intelligence (AI) ecosystems, elementary school students are encouraged to explore learning environments that are rich in data, dynamic, and interactive. However, the empirical implementation of educational digitalization has generated a major anomaly referred to as the educational technology paradox. As digital infrastructure begins to penetrate suburban and rural areas, the noble aspiration of producing a golden generation with outstanding character has instead collided with the harsh realities of classroom life. Based on observations, academic supervision, and clinical monitoring conducted by the researcher over the past two months in elementary schools under supervision in Rongga District, West Bandung Regency, a concerning phenomenon was identified in the form of a shift and degradation of students' character that stands in stark contrast to the pillars of deep learning. Digitalization implemented without adequate digital moral literacy has proven to trigger destructive side effects on children's psychosocial development.

The collective concerns voiced by educational practitioners, particularly classroom teachers in Rongga District, converge on three clinical symptoms of character degradation. First, there is a massive decline in students' focus and concentration during the instructional process. Students experience acute difficulty in directing their attention to the material presented by teachers in the classroom; their minds appear distracted and strongly attached to memories of visual stimulation from digital devices. Second, there is increasing difficulty in fostering discipline and compliance with school regulations. Classroom norms and agreements that have been established are frequently disregarded due to the weakening of children's self-control. Third, symptoms of extreme individualism and diminishing social sensitivity have become increasingly widespread among elementary school students. While in the classroom, children tend to withdraw from warm interpersonal communication with their peers, show reluctance to engage in collaborative group work, and exhibit antisocial behavior because their entire egocentric attention is absorbed by the screens of their respective digital devices.

This contemporary character crisis cannot be fully understood without employing the analytical lenses of moral developmental psychology and in-depth psychoanalysis. This phenomenon can be comprehensively examined by integrating two classical theoretical perspectives, namely Lawrence Kohlberg's Theory of Moral Development and Sigmund Freud's Psychoanalytic Theory. Through Kohlberg's perspective, elementary school children (particularly those in the upper grades) should ideally begin transitioning from the Pre-Conventional level of moral reasoning to the Conventional level, where children start to understand empathy, social agreements, and the importance of maintaining interpersonal harmony (Kohlberg, 1981). However, destructive and egocentric exposure to digital technology imprisons children's moral reasoning at Stage 2 of the Pre-Conventional level (Individualism, Instrumental Purpose, and Exchange). Children construct their moral reality

based on the principle of instrumental utility for themselves: “I interact only if it benefits me, and if my device is more enjoyable, I do not need my social environment.” As a result, students’ social intelligence and moral commitment experience deterioration before they can develop toward the conventional stage.

On the other hand, from Sigmund Freud’s psychoanalytic perspective, children’s personalities are driven by the dynamics of three primary psychic structures: the Id (the principle of instant gratification), the Ego (the principle of objective reality), and the Superego (conscience and the internalization of moral values) (Freud, 1961). The digital world and digital devices, with their instant-gratification algorithms such as short videos, online games, and artificial intelligence, continuously and excessively indulge the child’s Id. When these Id-driven impulses are repeatedly satisfied by the virtual world, the child’s Ego structure fails to develop its functional capacity to adapt to the objective realities of everyday life—such as the demands of sitting quietly, listening attentively to teachers’ explanations, and engaging in independent deep thinking. At the same time, the child’s Superego, which should be formed through processes of identification, social interaction, and the internalization of noble values in school, becomes weakened and ineffective (resulting in fragile ego-defense mechanisms). As a consequence of the uncontrolled dominance of the Id, children’s behavior manifests itself in the form of indiscipline, diminished concentration, and a refusal to establish social relationships with their surrounding environment.

Previous studies concerning the impact of educational digitalization have generally focused on cognitive efficiency, the provision of technological facilities, or quantitative analyses of gadget addiction in urban settings (Twenge et al., 2018; Ward et al., 2017). There is a clear gap in the literature regarding how digitalization operates in remote suburban areas such as Rongga District, West Bandung Regency, and how its impact specifically damages the deepest psychological structures of children (Id–Ego–Superego) within the framework of deep learning. Most solutions proposed by previous researchers have been reactive and restrictive in nature, such as the complete prohibition of digital device use in schools, which is often unrealistic and anachronistic in the current era of rapid AI advancement.

The novelty of this study lies in its proposal of a solution-oriented and proactive character reconstruction strategy without rejecting the tide of digitalization itself. In his capacity as a supervising school supervisor, the researcher formulated a tactical-pedagogical intervention strategy for every school principal and teacher within the supervised area. This strategy is centered on the utilization of technology that is deliberately integrated into the learning process in order to foster children's awareness of digital citizenship. Rather than isolating students from technology, teachers are instructed to facilitate the use of digital devices through active, collaborative, and structured digital assignments. This strategy is designed to educate students’ Ego so that they understand technology as a productive instrument for solving problems rather than merely a tool for satisfying the pleasures of the Id. This solution-oriented approach is then harmoniously synthesized with the strengthening of teachers’ pedagogical exemplarity as moral role models and the consistent habituation of positive values within the school environment.

Based on the complex background of the problem described above, this qualitative study employing a case study approach is urgently needed. This study aims to examine the anatomy of character degradation among elementary school students in Rongga District, analyze its psychological dynamics through a theoretical synthesis of Kohlberg’s and Freud’s perspectives, and evaluate the effectiveness of technology-based assignments, role modeling, and habituation practices in restoring students’ character. The findings of this study are expected to provide a new theoretical contribution to the discourse on elementary character education at Universitas Pendidikan Indonesia (UPI) Bandung, while also offering practical and solution-oriented policy guidance for school supervisors, principals, and teachers throughout the country in addressing the challenges of global digitalization.

METHOD

Research Design

This study employed a qualitative approach using a case study design. Referring to the methodological guidelines of John W. Creswell (2018), a case study is a research strategy that focuses on the in-depth exploration of a "bounded system" that is delimited by specific spatial, temporal, and contextual boundaries through the collection of rich, multi-source, and in-depth data.

The conceptualization of the case study design in this research is grounded in John W. Creswell's view that a qualitative case study is not merely a methodological choice but rather a process of in-depth inquiry into a phenomenon that possesses clearly defined contextual boundaries. In this study, the researcher views the reality of character degradation among elementary school students in the era of digitalization as a contemporary case that is crucial, unique, and requires comprehensive analytical examination. This design was selected because it provides an opportunity for the researcher to investigate the complex interactions among individuals, educational policies, and technological artifacts within their natural settings without artificial laboratory intervention. Through this approach, the underlying meanings behind teachers' concerns regarding the loss of learning focus, the decline of discipline, and the strengthening of individualistic attitudes among children can be brought to the surface comprehensively. The researcher not only captures the surface-level phenomena but also explores the deepest structures of the case by examining how the flow of passive digitalization intervenes in the psychological space of elementary school students and how solution-oriented supervisory policies can reconstruct the value system that has been weakened in the suburban area.

The primary strength of Creswell's case study design lies in its commitment to providing a rich and in-depth narrative description of the case under investigation, which is scientifically referred to as a thick description. In the context of elementary schools in Rongga District, West Bandung Regency, this approach enables the researcher to portray in detail the atmosphere of classrooms, the expressions of frustration experienced by educators, and the micro-level changes in students' social behavior when digital devices are in their hands. This case study was designed as both an intrinsic and an instrumental case study. On the one hand, the researcher seeks to understand the distinctive characteristics of the qualitative case in the digitally transitioning region of Rongga. On the other hand, the researcher employs this case as a theoretical instrument to examine the extent to which Lawrence Kohlberg's moral development theory and Sigmund Freud's psychoanalytic theory remain valid in responding to the technological disruptions of the twenty-first century.

The implementation of this case study design is also based on the need to evaluate the effectiveness of the solution-oriented strategies proposed by the researcher in his capacity as a supervising school supervisor within a naturalistic setting. Through this qualitative design, the dynamics of implementing technology-based assignments, teacher role modeling, and digital ethics habituation can be monitored organically on a day-to-day basis. The researcher is able to observe how students' personality structures undergo renegotiation when the function of digital devices is redirected by teachers, and how their moral reasoning gradually progresses toward the conventional stage. The narrative approach employed in this case study ensures that every piece of data obtained—whether in the form of direct quotations from teachers' concerns and complaints, field observation notes, or school assignment draft documents—is not treated as dry statistical figures but rather as an interconnected and living scientific narrative possessing strong argumentative power to address all of the research questions comprehensively.

1. Bounded System and Research Setting

In accordance with Creswell's principle of the bounded system, this study has clearly defined and rigid boundaries to maintain the depth and focus of the investigation. The system

is geographically and administratively bounded within Rongga District, West Bandung Regency, a suburban area that has experienced a massive penetration of educational digitalization over the past year. This study is temporally bounded to a period of two full months, encompassing the phases of initial observation, the reporting of the crisis by teachers, the provision of solution-oriented instructions by the researcher in his capacity as a school supervisor, and the monitoring of the impacts resulting from the intervention.

2. Research Participants

The selection of participants in this qualitative study employed a purposive sampling technique, whereby participants were selected based on specific criteria aligned with the objectives of the research (Creswell & Creswell, 2018). The primary criterion for participation was being educational practitioners directly involved in the digital deep learning ecosystem and having empirically experienced challenges related to students' character development. The participants in this study consisted of 10 elementary school principals from the supervised school cluster in Rongga District, who served as operational policymakers at the school level; 30 upper-grade classroom teachers (Grades IV, V, and VI), who directly encountered the dynamics of students' behavioral changes within the classroom and implemented technology-based assignment strategies; and supporting informants, namely elementary school students in those classes whose behaviors were observed during the implementation of digital learning activities.

3. Data Collection Procedures

To fulfill the validity requirements of a case study that demands multiple sources of information (Creswell, 2018), the researcher integrated four data collection methods simultaneously over a two-month period. The first method was participant observation, in which the researcher utilized his natural role as an Elementary School Supervisor to conduct direct observations during the process of academic supervision and clinical monitoring in classrooms, with the aim of observing students' visual attention, their level of compliance with teachers' instructions, and the dynamics of interactions among students.

The second method was in-depth interviews conducted in a semi-structured manner with classroom teachers and school principals to obtain data regarding the forms of students' character deviations, teachers' psychological concerns, and their responses to the researcher's recommendations to use technology as an instrument for productive assignments.

The third method was a Focus Group Discussion (FGD), organized at the end of the first month with teacher working groups in Rongga District to synthesize concerns and complaints, establish a shared understanding, and strengthen the implementation of the concept of digital citizenship.

The fourth method was document analysis of lesson plan documents developed based on the deep learning framework, student character assessment instruments, and structured digital assignment drafts provided by teachers to students.

4. Data Analysis

The qualitative data analysis process adopted John W. Creswell's (2018) spiral analysis model, which moves from general observations toward the identification of specific essential themes. The data analysis procedures began with organizing the raw data, in which the researcher transformed all interview recordings and field notes into well-structured written transcripts. The next step involved reading and rereading all transcripts repeatedly to capture the overall sense of the teachers' narratives regarding students' disciplinary issues and digital egocentrism. Subsequently, the researcher conducted data coding by assigning textual codes to meaningful phrases or paragraphs, such as codes related to digital distraction and selfish individualism. Similar codes were then grouped into broader categories associated with

Kohlberg's theoretical framework concerning the pre-conventional stage of moral development and Freud's theory regarding the functions of the Id, Ego, and Superego. The final step involved data interpretation and presentation, in which the researcher developed an in-depth descriptive narrative explaining how the character crisis emerged and how the active technology-based assignment strategy intervened in addressing the crisis.

5. Trustworthiness

To ensure that the findings of this study possessed a high degree of credibility and were protected from the researcher's subjective bias in his capacity as a school supervisor, two standard validation strategies proposed by Creswell were employed. The first strategy was source and method triangulation, in which the researcher verified the accuracy of information by comparing data obtained from teacher interviews, classroom observations of student behavior, and evidence from collected digital assignment documents. When these three sources demonstrated consistent patterns, the data were considered valid. The second strategy was researcher reflexivity, whereby the researcher consciously bracketed personal assumptions while maintaining scientific objectivity through the presentation of field data as they were observed. This included reporting technical challenges and initial failures experienced by teachers when implementing the technology-based assignment method in Rongga District, despite the researcher's authority as a supervising school supervisor.

RESULTS AND DISCUSSION

The empirical exploration conducted over a two-month period in the elementary schools under supervision in Rongga District, West Bandung Regency, generated rich qualitative findings concerning the dynamics of students' moral transformation. The data collected through participant observation, in-depth interviews, and focus group discussions are presented in a descriptive narrative form and organized into three major thematic clusters. These clusters include the manifestations of the crisis of learning focus and classroom discipline, the anatomy of individualistic behavior and the weakening of students' social interactions, and the dynamics of implementing active technology-based assignment strategies as instruments for character reconstruction.

1. Manifestations of the Crisis of Learning Focus and Classroom Discipline

The earliest and most crucial symptom identified in the field was a dramatic decline in students' attention span during face-to-face learning activities. Passive digitalization experienced by students within their domestic environments (homes), through the consumption of short-form video content and prolonged online gaming, has shaped cognitive patterns that demand rapid stimulation. When students are confronted with the reality of the classroom environment, which requires sustained and linear concentration as well as deep engagement, they experience difficulties in adaptation that manifest in restless behavior, daydreaming, and the neglect of teachers' instructions.

This condition was further emphasized by a Grade V teacher from a public elementary school in Rongga District, who expressed the frustration experienced by educators in dealing with this decline in students' attention during an in-depth interview: "Nowadays, the children are physically present in their seats, Sir, but their minds seem to be drifting elsewhere. When I explain lessons in front of the classroom, their eyes look empty. At most, they can maintain their focus for only the first five to ten minutes; after that, they become restless, scribble in their notebooks, or start talking among themselves. They are accustomed to watching rapidly changing content on their mobile phones at home, so when they have to listen to a somewhat lengthy explanation in class, they immediately become bored and completely lose focus. It is extremely difficult to encourage them to engage in deep thinking nowadays."

The direct consequence of this loss of focus is the collapse of classroom discipline, which has long served as the primary foundation for character development in elementary schools.

Classroom rules and agreements that were jointly established by teachers and students have gradually lost their authority and significance. Students tend to display apathetic attitudes and frequently disregard both sanctions and reprimands given by teachers. Their habitual exposure to instant gratification through digital devices has made them increasingly reluctant to engage in the sustained effort required to complete analytical academic tasks. This phenomenon of superficial compliance and disregard for rules was explicitly described by a school principal who served as one of the key informants in this study: "I frequently receive reports from upper-grade teachers that children's discipline has now reached a concerning level. The children are extremely difficult to manage. When they are reprimanded for failing to complete assignments or for violating classroom rules, they simply nod at the time to avoid punishment, but the next day they repeat the same behavior. Their compliance does not come from genuine understanding or internal conviction; it is merely a strategy to avoid sanctions from the teacher. There seems to be a profound sense of indifference. Teachers consistently report that students have lost their perseverance in learning. When they are given tasks that are even slightly challenging, they immediately give up and choose not to submit them because, in their minds, learning is exhausting and far less enjoyable than using a mobile phone."

These findings indicate that the decline in students' discipline is not merely behavioral in nature but also reflects a deeper weakening of self-regulation and internalized moral responsibility. The pattern of compliance demonstrated by students tends to be instrumental rather than value-based, suggesting that adherence to rules is motivated primarily by the desire to avoid negative consequences rather than by an understanding of the intrinsic importance of discipline and responsibility.

2. The Anatomy of Individualistic Behavior and the Weakening of Students' Social Interactions

In addition to undermining the cognitive and disciplinary domains, uncontrolled digitalization has also disrupted the socio-emotional fabric of students in Rongga District. The natural interaction patterns of elementary school children, which should be characterized by shared play, cooperation, and warm communication, have gradually shifted into cold and individualistic spaces. Students exhibit a tendency toward excessive self-centeredness (egocentrism) and demonstrate strong resistance when asked to participate in social activities within the classroom.

A Grade VI teacher described the dramatic transformation in the social behavior of her students, who increasingly tend to reject the presence and involvement of others in classroom activities: "The most heartbreaking thing for me as a teacher is the loss of togetherness among the children. In the past, recess time or group-work activities were the moments they looked forward to the most because they could talk and play together. Now, even during group work, they prefer to work individually. When I assign groups, there are often students who protest and say, 'Ma'am, I would rather do it by myself; I don't want to work with others.' They no longer wish to build meaningful communication with their classmates. Their minds are focused only on their mobile phones at home, thinking about what game they will play after school. Empathy and concern for classmates who are struggling academically have almost disappeared from my classroom."

This condition of extreme individualism is further exacerbated by the loss of basic interpersonal communication skills among these digital-age children. When placed in group situations, children often do not know how to negotiate, are reluctant to listen to the opinions of others, and become easily offended. The classroom, which is ideally envisioned as a social laboratory for cultivating the competencies of collaboration and citizenship within the deep learning framework, has instead become a collection of individuals isolated within their own egos.

This finding is reinforced by the testimony of a Grade IV teacher who observed how today's children are losing fundamental social sensitivity in their daily school lives: "Children nowadays have very little social awareness in the classroom. They seem indifferent to what is happening around them. If one of their classmates is crying or forgets to bring a pencil, they simply ignore it and show no initiative to help unless they are instructed to do so by the teacher. Communication among classmates has become very superficial, revolving only around games or social media content. They have little desire to engage in genuine conversations or participate in traditional games that involve physical interaction. The culture of greeting, respecting, and caring for one another has gradually faded, overshadowed by the selfish attitudes that stem from their habit of spending time alone with their individual digital devices."

3. The Dynamics of Implementing Active Technology-Based Assignment Strategies as a Solution

In response to the character crisis that was evident across nearly all supervised schools, the researcher, in his capacity as a school supervisor, introduced a radical intervention: transforming the function of digital devices from instruments of passive entertainment into media for structured active assignments. Rather than rejecting the presence of technology through outright prohibition, teachers were encouraged to design deep learning tasks that required students to use digital devices wisely and productively to solve real-world problems within their surrounding environments.

A school principal explained the initial implementation of this technology-function transformation strategy in his school and described the educators' initial responses: "At first, when the School Supervisor suggested that we should not prohibit the use of mobile phones but instead utilize them for school assignments, the teachers were honestly hesitant and worried that the children would become even more addicted to them. However, after we began designing structured assignments—for example, asking students to use their mobile phones to record video interviews with community leaders regarding environmental cleanliness—the results were surprising. Students who had previously been unmotivated and unable to focus during theoretical lessons suddenly became highly enthusiastic. They learned how to operate a camera, formulate interview questions, and collaborate with their group members. Through these active digital assignments, mobile devices were finally redirected into learning tools rather than merely instruments for playing games."

These findings demonstrate that the strategic integration of technology into learning activities can transform students' relationships with digital devices. Rather than functioning solely as sources of entertainment and instant gratification, technology can become a productive educational instrument that promotes engagement, problem-solving skills, collaboration, and meaningful learning experiences. Such an approach aligns with the principles of deep learning by encouraging students to actively construct knowledge while simultaneously fostering character development and social responsibility.

The implementation of technology-based assignments has been proven to trigger significant behavioral changes in students' focus and collaboration. When technology is used as an instrument for producing creative content or searching for academic data, students' psychic energy, previously wasted on digital distractions, is channeled into meaningful cognitive activities. Students are indirectly forced to train their focus to complete the digital project targets assigned by their teachers.

A fifth-grade teacher testified about how this technology-enabled assignment slowly eroded individualism and restored students' concentration in class:

> *"Through the digital project-based assignments suggested by the supervisor, I see a glimmer of new hope. The students are now forced to communicate with their friends again because making videos or digital presentations can't be done alone. They are starting to learn to share roles: some are speaking, others are editing. Their*

previously distracted focus is slowly being restored as they must concentrate on completing their assignments before the deadline. Most importantly, they are beginning to wisely realize that cellphones can be used for useful things and produce work, not just for instant gratification."

These positive changes are further solidified when integrated with the pedagogical example of teachers as digital role models and the systemic implementation of good habits in schools. Teachers set a concrete example by conducting digital detoxification in class at certain times, while the school enforces a mandatory rule of social interaction without devices for fifteen minutes before class begins through morning story circles. The synergy between productive digital tasks, real-life examples from teachers, and consistent social ethics habits has proven effective in restoring the foundation of student character in Rongga District, restoring the spirit of in-depth learning, and re-weaving the bonds of social communication among elementary school children that had been torn apart by the current of digital disruption.

Discussion

The dynamics of elementary education in the contemporary era are facing a crucial crossroads, where the wave of digitalization and the penetration of artificial intelligence (AI) technology are no longer merely supporting instruments but have restructured the entire pedagogical landscape. Empirical findings obtained during two months of observation at elementary schools in Rongga District, West Bandung Regency, present a profoundly anomalous picture. The digitalization policy, initially introduced as an acceleration pillar within the New Pedagogies for Deep Learning (NPDL) framework to develop 21st-century competencies (6Cs), at the grassroots level is actually triggering the collapse of students' moral and social foundations. The crisis of focus, the decline of discipline, and the strengthening of individualistic-egocentric traits among elementary-aged children in this suburban area confirm that technology transfer that is not balanced with psychological ecosystem readiness and digital moral literacy will lead to massive character degradation. The academic dialectic regarding this phenomenon will be comprehensively dissected by combining two classic theoretical analysis tools, namely Sigmund Freud's Psychoanalysis and Lawrence Kohlberg's Theory of Moral Development, in order to understand the psychosocial roots of the problem while legitimizing the intervention strategies of active technology tasks, role models, and habituation that have been implemented. Analysis Psikoanalisis Sigmund Freud terhadap Krisis Fokus dan Kedisiplinan

Clinical symptoms such as a breakdown in attention span and a loss of student discipline in the classroom are a clear reflection of the structural imbalance in children's personality systems due to passive exposure to digital technology. Referring to the classical psychoanalytic theory of Sigmund Freud (1961), human personality is driven by the dynamic interaction between three main psychic components: the Id, Ego, and Superego. The Id is the most primitive, unconscious layer of personality and operates entirely on the pleasure principle. The Id demands instant gratification of needs, desires, and instinctual drives without regard for rules, logic, or social consequences. In the context of digital generation children in Rongga District, contemporary social media devices and algorithms (such as addictive short videos and online games) act as simulators that excessively and relentlessly indulge the Id. Every passive interaction with a child's digital screen provides instant gratification in the form of a rapid release of dopamine, so that the child's psychic space becomes accustomed to instant, fast-paced, and enjoyable stimulation. When these children enter a conventional classroom that implements a deep learning framework, a major psychological impact is inevitable. Deep learning requires students to operate using their Ego. According to Freud, the Ego is the executive branch of personality that acts based on the reality principle. The Ego's primary task is to delay gratification of Id urges until a realistic object or method is found that aligns with the demands of the social environment to satisfy those urges. Classroom learning requires

students to engage in exhausting cognitive activities, such as sitting quietly, listening to instructions, analyzing problems, and reflecting on values in a linear and hierarchical manner. These activities require mature Ego work to curb the Id's urge to constantly play and seek instant gratification.

Research findings showing that students are only able to focus for the first fifteen to twenty minutes, after which they daydream and become restless indicate an Ego efficacy crisis. Children's Ego structures experience atrophy or functional weakening because in their domestic environment they are never trained to delay gratification; their Ids are constantly pampered by gadgets. As a result, when in class, the child's Ego does not have enough psychic energy to resist the Id's urge to quickly stimulate the visuals of the device. When the teacher speaks in front of the class, the child experiences "digital withdrawal" or attentional grief, where their minds unconsciously project pleasant memories with the device as a form of ego defense mechanism against the perceived boring reality of the class. The manifestation of this uncontrolled Id dominance is clearly visible in undisciplined behavior, doodling on books, chatting among themselves, and ignoring the teacher's instructions. Students break class rules not because they are inherently evil, but because their Ego is too fragile to comply with the principles of school reality, while their Superego (moral conscience) is not yet strongly formed to provide internal sanctions in the form of guilt when breaking rules.

Lawrence Kohlberg's Review of Moral Development in Relation to Barriers to Social Interaction

A second equally worrying phenomenon in the field is the metamorphosis of elementary school students into antisocial, individualistic, and egocentric individuals. Behavioral patterns in which children reject group work, are reluctant to communicate warmly, and are indifferent to the difficulties of their peers confirm the existence of systemic barriers in children's cognitive moral development stages. Based on Lawrence Kohlberg's (1981) taxonomy of moral development, elementary school-aged children in the upper grades (9-12 years old) are theoretically in a crucial transition period from Level I (Pre-Conventional Moral Reasoning) to Level II (Conventional Moral Reasoning). At the pre-conventional level, children's morality is entirely controlled by external factors, which are divided into Stage 1 (Punishment and Obedience Orientation) and Stage 2 (Instrumental-Relativist Orientation or Individualism and Exchange). In Stage 2, children view right actions as those that instrumentally satisfy their material needs and personal pleasure; interpersonal relationships are viewed as market transactions that prioritize reciprocity and benefit the ego.

Acute dependence on passive devices has imprisoned the moral reasoning of children in Rongga District at this Pre-Conventional Stage 2 and prevented them from advancing to the Conventional Level. In the digital world they consume alone, they are the center of the virtual universe. Everything moves at the control of their fingers, giving rise to a strong cognitive egocentrism. When they are brought into the social reality of a multicultural classroom that demands cooperation, this instrumental-individualistic moral reasoning dictates how they respond to their environment: "Why should I care about my friend? What's the benefit to me chatting with him if my device offers so much greater pleasure?" Children view the existence of others not as fellow social subjects to be respected and collaborated with, but as objects that disrupt their egotistical comfort space.

This developmental obstacle is fatal, resulting in children's failure to achieve Conventional Stage 3 (Good Interpersonal Concordance or Sweet Child Orientation). Stage 3 is crucial because it is here that the seeds of empathy, role-taking ability, solidarity, and the desire to maintain group harmony begin to flourish. The lack of deep interpersonal communication in the classroom—as teachers complain—occurs because children lack the real-world social exposure to hone these conventional moral acumen. The individualistic nature brought on by domestic digital parenting stifles fundamental social sensitivity. They lack the

ability to read the emotions of peers who are crying or in need of help, because on a screen, human emotions are reduced to mere like buttons or dead emojis. As a result, the citizenship and collaboration pillars within the deep learning framework, which demand concern for the collective community, are paralyzed before they can develop, leaving a group of isolated individuals in the classroom.

Character Reconstruction Through Ego Education and Active Technology Assignments

Faced with the harsh reality of technology-induced moral and psychological degradation in children, the reactive action of completely banning devices in schools is anachronistic, utopian, and unsolution-oriented. Banning technology in schools in the current era of artificial intelligence (AI) is tantamount to isolating children from the realities of their future, which will only trigger a rebound effect in the form of a more severe spike in addiction when children are outside of school supervision. The novelty and strategic contribution of this research lies in the implementation of a proactive and transformative supervision policy, shifting the function of technology from a passive entertainment medium that indulges the Id to an instrument for structured, active assignments that educate students' Egos within the framework of digital citizenship.

In Freudian psychoanalytic theory, when teachers in Rongga District assign digital project-based assignments (such as recording video interviews with their peers or producing educational content), they are actually restructuring the children's Ego functions. Complex digital assignments with academic rules act as concrete representations of the reality principle. Children can no longer touch their devices simply to click on games or passively watch videos (for Id satisfaction), but are cognitively forced to use them as production tools. To complete the task of recording and editing video interviews, children's Egos are required to work hard: they must focus on formulating questions, concentrating their gaze on the recording object, resisting boredom, and thinking critically while editing. This productive activity channels children's psychic energy, previously untamed and controlled by Id impulses, into productive and controlled cognitive channels. Through this process, children's Egos experience gradual strengthening, allowing their focus and concentration in class to slowly recover.

These collaboratively designed technology-based assignments also serve as an effective driving force for breaking through Kohlberg's pre-conventional moral prison in students. Digital group projects force the egocentric children in Rongga to emerge from their individualistic shells. In the process of creating digital works in groups, children can no longer remain indifferent; They are forced by the task situation to interact, negotiate, listen to each other's opinions, and share roles (for example, someone becomes an interviewer, cameraman, or editor). This activity trains students' role-taking skills, namely the capacity to understand the feelings, thoughts, and needs of others in their group. When children realize that their selfishness will result in the failure of the group project and a decrease in their academic grades, their moral reasoning is forced to shift from Stage 2 (what's in it for me alone) to Conventional Stage 3 (how can I cooperate well for the good and acceptance of the group). Technology in this context no longer isolates humans, but rather transforms into a social bridge that reconnects interpersonal communication and restores the pillars of collaboration in deep learning.

Synergy of Pedagogical Role Modeling and Systemic Habituation as a Moral Anchor

The strategy of shifting technology's function toward productivity will not achieve lasting results unless it is anchored by two pillars of classical character education: pedagogical role modeling from teachers and structured habituation in schools. In Freud's psychoanalytic framework, the formation of a child's Superego, or the moral component of their conscience, does not occur through rote memorization of theory, but rather through a process of identification with a loved and respected authority figure. In elementary schools, that figure is the classroom teacher. When teachers in Rongga District commit to being digital role models—

such as not touching their devices while teaching, keeping their devices in a special place, and demonstrating polite communication etiquette when using digital media—a process of introjecting values occurs within the children's psyches. Children observe, admire, and imitate their teachers' wise behavior, which is then internalized into their psyches and becomes part of their own Superego. This mature superego will then act as a child's internal police, providing a moral alarm in the form of guilt if they intend to misuse their devices for negative purposes or cheat (digital plagiarism).

Meanwhile, from Kohlberg's perspective, consistent good habits in schools act as a social conditioning system that raises children's moral awareness from the outside in. Mandatory rules implemented in Rongga's partner schools, such as the mandatory digital detox and fifteen-minute morning story circle sessions without devices before class, are highly strategic forms of habituation intervention. These morning story circles force children to sit in a circle, make eye contact, listen to their peers' stories, and respond with verbal empathy. This simple yet consistent social habituation activity works to disconnect children's nerves from screen stimulation (a mindfulness break) while simultaneously revitalizing previously dormant social intelligence cells. Through this habituation, children are repeatedly taught the beauty of sharing, appreciating the presence of others, and adhering to mutual agreements. Children's obedience, initially pre-conventional (fear of punishment from supervisors or teachers), gradually shifts to a deeply rooted conventional consciousness, where discipline and social interaction are seen as fundamental necessities for maintaining a harmonious school ecosystem.

Overall, this section of the discussion emphasizes that the phenomenon of character degradation in elementary school students in the digital era is not an absolute price to pay for technological advancement, but rather a remediable pedagogical management failure. Through a sharp analytical synthesis of Freud's psychological structure, Kohlberg's stages of moral reasoning, and the pillars of a deep learning curriculum, this case study in Rongga District successfully demonstrates that the challenges of global digitalization can be overcome if school supervisors, principals, and teachers act tactically in unison. The transfer of technology into productive tasks that educate the Ego, combined with the role model of teachers that shapes the Superego, as well as social habits that raise the level of conventional morals, is a manifesto of a holistic, solution-oriented solution, and has very strong theoretical-empirical validity to oversee the moral growth and development of the nation's golden generation amidst the current siege of artificial intelligence.

CONCLUSION

Based on the results of empirical exploration and in-depth analysis conducted over two months in elementary schools in Rongga District, West Bandung Regency, it can be concluded that the implementation of digitalization within the framework of New Pedagogies for Deep Learning (NPDL) has triggered a paradox in educational technology that has resulted in the degradation of student character. This contemporary character crisis is clearly manifested through three main symptoms: the destruction of students' attention span in the classroom, the collapse of academic discipline, and the strengthening of individualistic-egocentric attitudes that erode children's social intelligence in interactions with peers.

From the psychoanalytic perspective of Sigmund Freud, passive exposure to digital technology in the domestic environment has been shown to overindulge students' Id components through instant gratification, resulting in functional weakening of children's Ego structures and their failure to adapt to the principles of reality in the classroom. Meanwhile, in Lawrence Kohlberg's view, device dependence isolates and imprisons children's moral reasoning at Stage 2 of the Pre-Conventional Level (individual-instrumental orientation), hindering their moral transition to the Conventional Level, which is rich in empathy and social collaboration.

Nevertheless, this research successfully demonstrates that the destructive impacts of digitalization can be proactively reconstructed through tactical-integrative supervisory policy strategies. Shifting the function of devices from passive entertainment media to structured, active-collaborative assignment instruments has proven effective in educating students' Ego functions to think critically and breaking down their moral egoism through digital group work simulations. The success of this intervention is optimal when harmoniously synthesized with the strengthening of teachers' pedagogical exemplary moral role models in the formation of children's Superego, as well as the implementation of good social habits (habituation), such as gadget-free morning story circles at school.

Recommendations

1. For Elementary School Principals and Teachers

It is hoped that they will not take reactive measures by completely banning devices in schools, but rather creatively design deep learning models that facilitate the use of technology as a tool for producing structured academic work to foster digital citizenship ethics in students. Teachers must also consistently position themselves as role models in limiting device use in the classroom and enforcing the habit of real social interaction in a disciplined manner.

2. For Policymakers (West Bandung Regency Education Office)

The Education Office is expected to adopt this digital moral literacy-based supervision policy formulation as a strategic replication program in other suburban areas. Structured training for educators on the integration of psychosocial character values into the technology pillars of the Independent Curriculum is needed, as well as the development of formal guidelines on standardizing digital assignments that are friendly to the moral development of elementary school children.

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