



Ethics and Discussion of Students of the State Islamic University of North Sumatra

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ABSTRACT

Ethics in the context of higher education encompasses a set of norms and values that govern interactions between students, as well as their relationships with university lecturers and staff. This study aims to explore how ethics are applied in student discussions at UINSU and how it affects the dynamics and quality of academic interaction on campus. The research method used in this paper is a qualitative approach with a focus on the analysis of descriptive data in the form of written texts. The main source of data comes from literature, including reading, understanding, and analyzing various sources of writing and books that are relevant to the problem discussed. This type of study is qualitative, where the data is explained verbally and analyzed without using statistical techniques. In ethical debates, participants think about how they interact with their opponents and spectators in addition to winning or losing. Those who participate in the debate are expected to treat their interlocutors politely and professionally.

Ethics, Discussion, Student, Discussion Ethics

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INTRODUCTION

Ethics is one of the crucial elements in the development of individual character and behavior, especially in the academic environment. In higher education institutions, such as the State Islamic University of North Sumatra (UINSU), ethics has a very important role in guiding students to achieve academic achievement while developing good morality and personal integrity. Ethics is the study of moral actions, systems, or codes of behavior that follow certain principles. Ethics as a field of study sets standards for distinguishing between good and bad characters, as well as being a normative study of the principles underlying various human actions (Sari, 2012).

The application of good ethics not only contributes to a conducive academic atmosphere, but also prepares students to become responsible individuals with integrity in community life. In the Islamic tradition, academic ethics encompasses a set of ideals that students, faculty, and educational institutions as a whole are expected to uphold, including honesty, integrity, and responsibility. In an educational

environment, Islamic academic ethics support the development of students' self-discipline, integrity, and perseverance (Pratiwi et al., 2023).

Academic discussion is one of the learning methods that is often used to encourage students to think critically, express their ideas, and argue logically and politely. Healthy and constructive discussions can facilitate the exchange of useful ideas, enrich students' insights, and develop their analytical thinking skills. However, to achieve an effective discussion, it is necessary to understand and apply good ethics by all participants. Without ethics, discussions can turn into unproductive debates, where the main goal of the exchange of ideas and knowledge is not achieved.

At UINSU, where education based on Islamic values is the main cornerstone, the application of ethics in academic discussions has a unique additional dimension. Islamic values such as honesty, respect for the opinions of others, patience, and openness to criticism are pillars that must be integrated in every academic interaction. This adds complexity to the conduct of the discussion as students are not only expected to adhere to general academic norms, but also to implement Islamic ethical principles in every conversation they have.

In this study, various forms of ethics that are upheld by students will be identified, as well as how these ethics are applied in daily discussion situations. In addition, this research will also explore students' views on the importance of ethics in discussions and the extent to which they feel that ethics contribute to the quality of their learning.

This research will also identify the challenges faced in the application of ethics in academic discussions. Some of these challenges may include differences in cultural backgrounds and individual understandings of ethics, as well as difficulties in integrating Islamic values with general academic norms. To overcome these challenges, this research will look for effective strategies that can be applied by lecturers and students. Some strategies that may be considered include ethics training for new students, the integration of Islamic values in the curriculum, and stricter supervision of the conduct of academic discussions.

The results of this research are expected to make a positive contribution to improving the quality of education and academic interaction at UINSU. Furthermore, the results of this study are expected to be a reference for other educational institutions in developing good discussion ethics. Thus, this article is not only relevant for UINSU, but also has broader implications for the world of higher education, especially in the context of integrating ethics and religious values in the learning process.

RESEARCH METHOD

The method used in this study is a qualitative research method with a descriptive approach. Descriptive research is research that interprets a situation, phenomenon, condition, event and purpose, as well as everything related to the object of research.

Descriptive research is a research strategy in which researchers investigate events, phenomena of an individual's life and ask a person or group of individuals to tell their lives. This information is then retrieved by the researcher in a descriptive chronology (Rusandi & Muhammad Rusli, 2021). The type of data contained in this study is qualitative data through data collection obtained through the results of observations or interviews conducted by data reduction, data presentation and drawing conclusions is one of the data analysis.

Data Collection Tools

a. *Interview*

Interviews are conducted directly to a number of informants who can be considered as members of the required knowledge. In this case, the interview is conducted by providing several questions that have been prepared by the researcher which later need to be answered by the resource person as a finding material. This resource person is for teenagers who are currently occupying lectures/students and several lecturers, so that they know what is needed and what they want to give to the psychological fulfillment of teenagers.

b. *Google Document*

Google document *media* is by providing several questions that can later be answered by providing some opinions or suggestions, the use of this media is quite effective because there is no need to make an appointment with a distant source.

RESULT AND DISCUSSION

Ethics Education in Higher Education

The importance of ethical education and competency development in higher education is very prominent in shaping the character and quality of human resources produced by the higher education system. Colleges do so serve as a place to transfer technical knowledge, but also as an important forum for forming moral values, ethics and essential skills in professional and social life. Especially ethical education in higher education at a high level serves as a moral foundation for students. In the midst of the complexity of information flows and ethical challenges, students need to be equipped with a solid value framework to do so in real-world situations (Hasugian, 2008). Ethics provides a moral foundation that guides students in their decision-making and behavior, both in academic contexts and outside the campus environment. Furthermore, competency development involves equipping students with practical and applicable skills in the workplace. Universities must ensure that their students not only acquire theoretical knowledge, but are also able to apply it in a variety of practical situations.

Skills such as critical thinking, effective communication, teamwork, as well as Leadership are very important aspects for students to develop to achieve success in

various work contexts (Khoirunnisa and Habibah, 2020). In addition, the urgency of ethics and competency education is also reflected in contributing to the formation of citizens who have high responsibility and competitiveness.

Students who receive quality ethics and competency teaching will be prepared to play an active role in community development, make constructive changes, and develop into respected leaders. Universities have an obligation as higher education institutions to develop a learning environment that considers this to produce a generation that contributes positively on a larger scale. Finally, the ethics and competency curriculum of higher education helps students adapt to the dynamics of global change. Students must be able to appreciate and understand cultural diversity, be flexible, and have a thorough awareness of global challenges. They will grow up to be more accepting and open people, and able to handle the difficult problems facing the world.

In general, the objectives of ethics education and competency development in higher education include the formation of morals, personalities, and critical practical abilities in addition to completing academic requirements. Students can face the complexity of an ever-changing world. The University can contribute significantly to the development of strong and highly competitive individuals, who are prepared to face various difficulties and work as good agents of change in society by giving top priority to these factors.

Ethics education in higher education has an important role in shaping the character and behavior of students in society. Here are some relevant discussion points from the interview results.

The results of the interview with the speakers this time are:

"Ethics education in higher education is to form the character of students who have high integrity, morality, and social concern. Ethics education not only aims to teach moral norms, but also to train students in making sound and responsible decisions in their personal and professional lives".

In his interview with the interviewees, he explained that:

"The main goal of ethics education in higher education is to form students who have strong character and are able to live a life with high moral integrity. According to him, ethics education does not only focus on teaching moral rules or codes of ethics, but also aims to develop students' ability to understand and face complex moral dilemmas in various life contexts".

The resource person also emphasized that ethics education in higher education aims to:

- a. **Character Building:** Teaching fundamental moral and ethical values such as honesty, responsibility, and empathy to form good character in students.

- b. Developing Critical Thinking Skills: Train students to be able to consider various viewpoints in solving moral dilemmas, as well as to be able to analyze and evaluate the ethical implications of the decisions they make.
- c. Instilling Social Awareness and Care: Teaching the importance of social awareness and concern for the surrounding environment, including the community and the environment.
- d. Professional Preparation: Assisting students in facing ethical challenges they may face in their professional careers, such as in the fields of law, business, or health.

In addition, the author also highlights that ethics education in higher education should encourage students to internalize ethical values as part of their personal identity, not just as an obligation or compliance with rules.

From this interview, it can be concluded that the purpose of ethics education in higher education is not only limited to teaching moral theories, but also aims to form a moral, critical, and responsible person. Ethics education provides a strong foundation for students to live meaningful lives and contribute positively to society, both individually and professionally.

Challenges and Problems in Teaching Ethics

In teaching ethics, there are several challenges and problems that may be faced by lecturers.

Some of them include:

1. Difficulties in Conveying Abstract Concepts, Ethics often involve abstract and complex concepts that may be difficult for students to understand. Teachers need to find the right way to convey these concepts clearly and easily understand.
2. Controversy of Values, Ethics often involves the conflict of values and different views. Teachers need to manage discussions and debates about controversial values wisely so as not to cause conflict in the classroom.
3. Time Constraints, Dense Curriculum and Limited Learning Time can be a challenge in delivering ethical material thoroughly and in-depth. Teachers need to choose wisely the material to be delivered to suit the available time.
4. Involvement of Parents and Society, Ethics also involves values that are influenced by the social environment. Teachers may be faced with challenges in integrating ethical values taught in schools with values applied in student environments at home and in society.
5. Evaluation and Assessment, Assessing students' understanding and application of ethics can also be challenging. Teachers need to design appropriate evaluation methods to measure students' understanding and application of ethical values.

In facing these challenges and problems, lecturers need to have good communication skills, a deep understanding of ethical materials, and the ability to create a learning environment that supports discussion and reflection on ethical values

(Pengky et al., 2023). In facing these challenges and problems, teachers need to continue to develop pedagogical skills, knowledge of ethics, and the ability to adapt to changes in the environment and the needs of students. Collaboration with colleagues, professional training, and continuous reflection on teaching practices can also help teachers overcome challenges in teaching ethics.

Furthermore, the resource person explained related to the challenges in teaching ethics in higher education, namely:

"One of the challenges faced is the difficulty in changing the attitudes and values that have been formed in students. Many students come from different cultural backgrounds and values, so there is a need for a sensitive and adaptive approach to teaching ethical principles effectively."

Through this interview, it can be concluded that ethics education in higher education is not only about teaching moral norms, but also about forming character and life attitudes that are in accordance with the values upheld in society and the religion adhered to. With the right approach, universities can play an important role in shaping a generation of responsible and integrity leaders.

The same thing then the resource person explained:

"The biggest difficulty I faced was conveying the idea that ethics is a deep understanding of moral principles and how to apply them in everyday life, not just a set of laws that must be obeyed. It can be difficult for students to understand how ethics lessons are applied in everyday life, especially in the digital age where beliefs are often tested online."

The same thing related to the influence of information technology in this era, the resource person said:

"Technology presents opportunities as well as obstacles in teaching ethics. Technology, on the one hand, allows us to access a diverse range of ethical viewpoints and accelerate the exchange of information. On the other hand, technology also accelerates the erosion of social values and can mislead students regarding appropriate behavior in various situations. Therefore, I try to help students filter material by using sound moral principles."

From the results of the interview, it can be concluded that in teaching ethics, of course, there is a problem that is quite often encountered, especially among students and also along with the development of information technology which is currently advancing rapidly in our midst, of course, as an educator, especially he must be able to be an example and role model for his students.

Then the resource person also explained related to additional challenges related to changing or diverse values among students:

"Yes, no doubt. Today's students are growing up in a world full of social and cultural diversity. This shows that they offer a variety of perspectives

regarding the values in the classroom. Creating a welcoming atmosphere where different viewpoints are respected and included in ethical conversations is my job. challenge. This is important for students to understand that ethics is a reflection of various communities and not something absolute".

Then the resource person also gives a special message and advice that you want to convey to fellow teachers who are facing similar challenges that:

"I want to emphasize to other educators that teaching ethics is a lifelong process. Our teaching strategy must be able to adapt and accept change. To enable students to navigate this increasingly complex world responsibly, we must do more than just teach them the rules; We also need to support them in developing strong moral and critical thinking skills."

From the interview above, we can conclude that the challenges in teaching ethics in the midst of changes in social values and rapid technological developments. Of course, it is an additional task for a lecturer who is an educator who must be an example, lecturers must also provide and also have to apply good ethics so that they are emulated by their students so that the values and ethical culture must be maintained and must also remain among students who in recent times are experiencing an ethical crisis.

Debate Function

Sometimes there's more to debate than just exchanging debate points. It is a general way of thinking and acting that demands politeness, courtesy, and acceptance of the views of others. In ethical debates, participants think about how they interact with their opponents and spectators in addition to winning or losing. Those who participate in the debate are expected to treat their interlocutors with courtesy and professionalism.

The words chosen must be appropriate and do not contain elements of personal insults. Instead of criticizing opponents, participants should criticize their ideas and arguments. In addition, ethical debate requires an open mind to opposing viewpoints. Before giving a response, participants must be ready to listen carefully and consider the arguments put forward by their opponents.

Related to why it is important for students to master the debate as said by the speakers, namely:

"In my opinion, every student must be able to master the debate to a greater or lesser extent because a student has a mature mindset, not like a child anymore, so this is what should make students must be able to think critically and must be able to argue. Don't just be a student who depends on other students, because students are the seeds of excellence to become the country's leaders in the future. It is also not possible if a leader is just silent or

does not dare to speak publicly because he is not trained. Therefore, every student must master the debate".

Then the resource person also gave further explanations related to the importance of debate for students:

"Because mastering debate has many benefits, especially for students. It helps in developing critical thinking skills, public speaking, conducting research, understanding contemporary issues, developing persuasive skills, improving argumentative skills, and understanding other people's point of view. Therefore, mastering debate is more or less very important for everyone, especially students, because in the identity of a student must have or an attitude that can speak in public or in debates, because debate or arguments to provide mutual understanding are important in adding insight".

Not only for students, debate also has a function in daily life, and also has an effect on social life as said by the speakers, namely:

"I think the function of debate in daily life is very useful, especially for a student, in the case of things that have been learned in dissecting motions at the time of debate can be an additional knowledge of the student and we can also be more careful in doing something, especially when someone is guilty or we are even deceived, at that time we can issue articles related to the perpetrator's mistakes and we also memorize more articles myself, Lalu as a Fahum student and a debate child, I myself very much admit that debate is very influential for my life, because it is in that debate that we can train us to speak without fear and shame, let alone lack of confidence, especially for female students".

Furthermore, the resource person also gave his views on the debate in his personal life, namely:

"The function of debate in my daily life and life as a learning medium corrects myself and makes me aware that it is not too much of the knowledge I have gained and emphasizes that I need to learn so that I can be better in the future".

From the results of the interview, it can be concluded that the function of debate is to discuss problems or issues that occur by providing opinions from two camps of debate are influential in life, because surely in life there are often small arguments about other things so that debate is necessary for life. Debate provides an opportunity to speak in public and practice courage in presenting arguments in front of a crowd. This can help improve speaking skills and confidence, practicing the courage to express opinions. Increase insights. Train critical, logical, and agile thinking. Helps us become more sensitive people.

Debate Ethics

In an article written by (Kamarusdiana & Nahrawi, 2019) provided, there are several points related to the ethics of debate in the context of the Qur'an and inclusive dialogue:

1. The Importance of Debating in a Good Way: The Qur'an emphasizes the importance of debating in a good way, even when debating with an opponent who is an expert in the book.
2. Ethics in Debating: The Qur'an provides a signal that debate should be carried out as best as possible, by using language that is easy to understand, relying on the nature of the soul, and building appropriate arguments.
3. Inclusivity in Debating: The ethics of dialogue and debate reflect inclusivity, which is built on sensitive social realities .
4. The main purpose of debate: The ethics of debate show that the main goal to be achieved is for the common good, not to defeat each other, but to win each other.

As such, the article highlights the importance of ethics in debate, including good use of language, proper argumentation, and inclusive and constructive goals. Ethics in debating is very important to maintain a healthy and productive debate atmosphere. Here are some ethical principles of debate that need to be considered:

1. Ask Seriously: When asking your opponent a debate, take it seriously and compare the exposure with the data that has been collected (Marlin et al., 2023).
2. Not Offending the Opponent of the Debate: Avoid offending the opponent of the debate about physical deficiencies. Focus on the battle of ideas and ideas, not personal attacks.
3. Speak According to Data and Facts: To break the arguments of your opponents, use clear data and facts. Don't compete with unverified information.
4. Obey the Rules of Debate: It is important to adhere to the rules that apply in the debate. Violation of the rules can have an impact on disqualification or other sanctions.

Respect for the rules and structure of the debate is also necessary. To maintain equality and fairness in competition, rules must be followed in every debate and competition forum. Respecting these guidelines not only demonstrates professionalism and discipline, but also keeps competition fair.

Lastly, ethical debate requires the ability to elaborate one's own opinion from the points of debate presented. This allows participants to respect the debate framework as a thought-provoking conversation forum and to uphold professional relationships with their opponents. In general, speaking and presenting arguments in the context of debating ethics requires not only speaking skills but also attitudes and actions that uphold the principles of politeness, transparency, and critical thinking.

By paying attention to the ethics of debate, it is hoped that the debate can be conducted fairly, respect the opponents of the debate, and focus on the substance of the arguments presented.

In the results of the interviews that have been conducted by the interviewees, it is also stated that:

"The ethics of discussion and debate, in my opinion, is when a person issues an argument that he or she brings during a debate or discussion, it must be with the ethics that have been set, do not just be ethical, that is, when arguing while being angry because you feel defeated by the opponent of the debate when you should be relaxed and enjoy it and tifsks is in a hurry, So it's ethical and don't argue with words that are inappropriate to be issued".

Then the results of the interview with the second resource person along with the same question, namely:

"I think the ethics of discussion and debate are a set of principles and guidelines that govern how we communicate and interact with others when discussing or debating. This ethics aims to maintain fairness, openness, and quality of discussion".

From the results of the interview, it can be concluded that, Discussion and debate ethics is a set of standards and principles that individuals must follow when participating in discussions or debates. This includes things like respecting your listeners, speaking politely, and trying to be fair and objective in their opinions. An attitude that governs the behavior of individuals in discussions, debates, each side tries to convince the listener or audience that their views or arguments are the most powerful and worthy of consideration

This ethics is essential to ensure that discussions and debates remain productive and produce meaningful and beneficial outcomes for everyone involved. By following these ethics, individuals can help create an environment where everyone feels safe and heard, and where everyone can actively and confidently participate. Overall, the ethics of discussion and debate are essential for promoting good communication and building a better understanding of an issue or topic.

Problems in debating can be in the form of various challenges and obstacles that can affect the quality and purpose of a debate. The following are some common problems in debating:

1. Lack of Respect and Courtesy

One of the main problems in debating is when participants do not respect or follow the applicable norms of politeness. This can include the use of abusive language, personal attacks, or other inappropriate behavior. This lack of respect can turn the atmosphere of debate into unconstructive and affect the quality of the exchange of ideas.

2. Domination and Time Imbalance

In some debates, there is a tendency for one party to be more dominant in delivering arguments or spending more time than the other. This imbalance can result in the parties not having the opportunity to present their arguments properly, which ultimately harms the fairness and balance in the debate.

3. Low Argument Quality

Another problem in debates is when participants are unable to present strong or relevant arguments. This can be due to a lack of knowledge about the topic being debated, a lack of preparation, or a lack of ability to analyze and structure arguments well.

4. Manipulation of Facts or Information

Some debaters may tend to use inaccurate data or information or direct information in a manipulative way to support their arguments. This not only damages the integrity of the debate, but can also mislead the audience.

5. Lack of Audience or Audience Engagement

Debaters sometimes face challenges when the audience or spectators are inactive or not involved in the debate process. Audience engagement is essential because it can provide feedback, support arguments, or question the viewpoints expressed by participants.

6. Spreading Hoaxes or Incorrect Information

In the era of digital information, there is a risk of spreading hoaxes or incorrect information in debates. This can confuse or unfairly influence public opinion.

7. Ethical Challenges in Controversial Debates

Debates on controversial issues often pose ethical challenges, especially in the way participants present their arguments. This type of debate requires caution and sensitivity to ensure that the argument is presented fairly without offending or hurting the other party.

Handling problems in debate requires respect for applicable norms and ethics, as well as a willingness to learn and improve the quality of debate over time. Overall, ethics in debate is essential to ensure that debates remain productive and produce meaningful and beneficial outcomes for everyone involved

The resource person also explained the importance of maintaining ethics in debating, namely:

"When debating, it is important to maintain a high level of ethics. This means that you should speak politely and respect your listeners, even if you disagree with them. It also means that you should strive to be fair and objective in your opinions, and not let emotions or prejudices influence your opinions. Additionally, it's important to respect your listeners' right to have different opinions, even if you disagree with them. This means that you

should not insult or demean them because of their opinions, and you should strive to discuss in a constructive and respectful manner."

The outcome of the debate can be greatly influenced by ethical violations. Ignoring ethical principles, including disrespecting others, providing false evidence, or avoiding key topics, not only degrades the quality of the conversation but also weakens the bond between participants. Upholding integrity in debate is essential to win and maintain honor and candor in viewpoint discussions. By respecting ethical values, we ensure that discussions become an effective means for meaningful exchange of views and building mutual understanding.

The Importance of Ethics in Debating

To ensure that the discussion process takes place in a meaningful, productive, and respectful manner for all participants, ethics in arguing is a very important foundation. In this context, ethics refers to a variety of behaviors and attitudes that facilitate constructive interaction between debate participants, either in a formal setting such as a public forum or academic conference or in a relaxed atmosphere that involves discussion on a variety of topics.

Being polite and respectful of others is one of the key components of the importance of ethics in debate. Polite debaters usually refrain from using words or acting in a way that might belittle, threaten, or offend the interlocutor. Instead, they will concentrate on the justifications and data supporting their stance and show their opponents the respect they deserve as debate partners who have different opinions. This creates an atmosphere that allows for a constructive exchange of ideas without unnecessary discomfort or fear.

Ethics in debate has some very vital importance, as discussed in the article (Prihatiningsih, 2021):

1. **Achieving a Common Goal**

The ethics of debate help ensure that the ultimate goal of debate is to achieve the common good, not just to defeat each other.

2. **Respecting Debate Opponents**

Ethics in debating involves respecting the opponent of the debate, by paying attention and listening well and avoiding exclusivity and condescension.

3. **Building Cooperation**

Ethics in debating helps build social cooperation and cohesion, even in differences of opinion, so that togetherness is maintained within the framework of pluralistic social life.

4. **Creating a Safe and Peaceful Environment**

Ethics in debating helps create a safe and peaceful debate environment, so that debates can take place well without conflict.

5. Maintaining Social Sensitivity

Ethics in debating reflects inclusivity in dialogue, which is built on sensitive social realities, so that ethics in debating and dialogue are necessary to maintain areas of social sensitivity.

From the results of interviews with resource persons who revealed the importance of ethics applied to students in debating, namely:

"In my opinion, when we debate, we must still have ethics because ethics are very important, even when we are not ethical, the assessment can be reduced. Because when we are not ethical, we are usually distracted and it is difficult to focus, this is what causes it to reduce our value.

The same thing as what was conveyed by the first speaker, the second speaker explained that:

"In my opinion, in debating, it is important for us to maintain good ethics. Debating ethically not only ensures that we respect our interlocutors, but also builds meaningful and productive discussions."

By applying ethics in debating, the discussion process can be more productive, respect all parties involved, and achieve a deeper understanding without causing unnecessary conflict.

In addition, ethics in debate places high priority on virtues such as honesty and integrity. Honesty will be prioritized when presenting facts and arguments by ethical debaters. To win an argument, they will not present false facts or quotes from material that do not accurately reflect the situation. It is important that the conversation is centered on the process of gaining a deeper understanding of the topic being discussed, in addition to the final outcome of the debate.

The capacity to listen attentively is another indicator of the importance of ethics in discussion. An ethical participant will listen attentively to what his or her opponent is saying, listen without interrupting, and honestly check for opposing viewpoints. This approach not only shows respect for the other party in the debate but also allows the discussion to be deeper and deeper. Finally, ethical debate practices also promote values such as tolerance and respect for different points of view. Ethics in discussion helps create a bridge to understand and respect these differences by acknowledging that everyone has different opinions based on their unique experiences, backgrounds, and values.

Ultimately, the ethical value of a discussion lies not only in how it is implemented but also in the constructive influence it may have in fostering a deeper understanding, meaningful exchange of ideas, and the development of a more accepting and civilized culture.

CONCLUSION

1. Based on the discussion above, it can be concluded that in general, the goals of ethical education and competency development in higher education include the formation of morals, personality, and critical practical abilities in addition to completing academic requirements. Students can face the complexity of an ever-changing world. Challenges and Problems in Teaching Ethics,
2. In teaching ethics, there are several challenges and problems that may be faced by lecturers. Some of them include:
 - a) Difficulties in Conveying Abstract Concepts
 - b) Value Controversy
 - c) Time Constraints
 - d) Parent and Community Involvement
 - e) Evaluation and Assessment
3. The importance of ethics in debating:
 - a) Achieving a Common Goal
 - b) Respecting Debate Opponents
 - c) Building Cooperation
 - d) Creating a Safe and Peaceful Environment Maintaining Social Sensitivity

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