

THE NEW ONE

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We live in a world that never stop moving. Gadgets glued to our hands, high-tech cameras tucked in our pockets, artificial intelligence at our fingertips, and instant food steaming on our tables. Everything must be new. Everything must be better. Everything must be faster.

But pause for a moment—have we truly asked what this whirlwind of “newness” means for our learners?

Look closely. Today's children are growing up in a universe of shortcuts. Technology has become their crutch, their comfort zone, their easy way out. Their imagination—once limitless, once bursting with colors and dreams—now flickers faintly behind the glow of an iPad screen. Ideas surface, but often vague, hollow, unfinished. They learn quickly... yet forget just as fast.

In the past, children relied on books, stories, and play to stretch their minds. They built castles out of sand, invented games out of sticks, and created worlds out of pure imagination. Now, many of them wait for the next app to entertain them, the next video to explain everything, the next shortcut to solve a problem. Independence in learning is fading, replaced by dependence on technology.

And teachers? Our hands are tied tighter than ever. Gone are the days when discipline was firm yet formative. Punishments that once shaped resilience and character are now forbidden. Learners grow bolder, more aggressive, more disrespectful—while teachers are blamed for daring to correct them.

This is the “new” discipline. No stress allowed. No scolding permitted. Parents rush to defend their children, shielding them from even the smallest discomfort. Teachers are left powerless, walking on eggshells, expected to smile endlessly and absorb every storm with patience.

But is this really progress? Comforting a child like a baby, protecting them from every stumble—does that make them stronger? Or weaker? Will they ever stand tall on their own if we never let them explore, fall, and rise again?

We must remember: discipline is not cruelty. Discipline is guidance. It is the gentle but firm hand that teaches a child to respect boundaries, to value effort, and to rise after failure. Without it, learners risk becoming fragile—brilliant in gadgets, but brittle in character.

As teachers, we face a painful truth. We want to mold better individuals, yet the law tells us to simply be kind, endlessly patient, and forever understanding. But how can we shape the “new ones” into their best selves if discipline itself is seen as wrong?

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The classroom today is a battlefield of values. On one side, teachers strive to instill respect, responsibility, and resilience. On the other, society demands comfort, convenience, and constant affirmation. Somewhere in between stand the learners—confused, restless, and unprepared for the real challenges of life.

The question lingers, heavy and urgent: Are we raising a generation ready to face the future—or one too fragile to survive it? The answer depends not only on teachers, but on parents, leaders, and communities. If we continue to shield children from every hardship, we risk raising individuals who crumble at the first sign of struggle. But if we allow them to stumble, to learn, and to grow, we give them the gift of strength.

The “new ones” deserve more than comfort. They deserve courage. They deserve discipline. They deserve the chance to rise.

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