

## Implementation of Teacher Professional Ethics in Social Media Activities in the Digital Era

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### Abstract

*This study aims to analyze the normative basis, government policies, implementation, and problems in enforcing teacher professional ethics in social media activities in the digital era. This research uses a qualitative approach with a literature study method. Data were collected from laws and regulations, professional ethics guidelines, journal articles, books, and relevant educational policy documents. The data were analyzed using content analysis through data reduction, classification, interpretation, and conclusion drawing. The results show that teacher professional ethics on social media are grounded in professional responsibility, moral integrity, protection of students' privacy, and the obligation to maintain the dignity of the teaching profession. Government policies have strengthened teacher professionalism through regulation, certification, digital literacy development, and professional organizations. However, implementation in schools still faces several problems, including unequal digital literacy, unclear boundaries between personal and professional spaces, weak supervision, and limited internalization of ethical values. Strengthening teacher ethics requires clear digital ethics guidelines, continuous professional development, ethical leadership, and periodic evaluation at the school level. This study contributes to the development of ethical and professional teacher behavior in digital educational spaces.*

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## 1. INTRODUCTION

The development of digital technology in the Society 5.0 era has brought significant changes to various aspects of life, including education. This transformation not only affects learning methods but also changes patterns of interaction among teachers, students, and the wider community through social media. In this context, teachers no longer act only as transmitters of knowledge in classrooms, but also as public figures whose behavior can be widely observed in digital spaces. Therefore, the demands on teacher professionalism have become increasingly complex because they include not only pedagogical competence but also moral integrity and ethics in the use of technology. This is in line with Law Number 14 of 2005 concerning Teachers and Lecturers, which affirms that teachers are professional personnel who must have academic qualifications and competence and uphold the professional code of ethics (Sidiq, 2018).

A number of previous studies have shown that teacher professionalism is not only determined by mastery of subject matter and teaching ability, but also by personality, social aspects, and commitment to ethical values (Delfi et al., 2022). In addition, in the digital context, other studies

emphasize the importance of digital ethics for teachers, particularly in protecting students' privacy, communicating professionally on social media, and avoiding behavior that may damage the image of the profession (Hermanto, 2023). The government has also taken various strategic steps to strengthen teacher professionalism through regulation, certification, and digital-based competency development programs. However, the implementation of teacher professional ethics on social media still faces various challenges, such as gaps in digital literacy, ambiguity in interpreting codes of ethics in cyberspace, and weak supervision and policy dissemination.

Although various studies have discussed teacher professionalism and digital ethics separately, studies that integrate the normative basis, government policy, practical implementation, and problems of enforcing teacher professional ethics on social media remain relatively limited. Therefore, this study offers scientific novelty by comprehensively examining the relationship between formal regulations, the dynamics of field implementation, and the challenges faced by teachers in maintaining professional ethics in the digital era. This approach is expected to provide a more holistic understanding of the position of ethics as an integral part of teacher professionalism.

Based on this description, the research problem in this study concerns how teacher professional ethics are implemented in social media activities and what problems are encountered in enforcing them in the digital era. The objective of this study is to analyze in depth the normative basis, government policies, implementation, and challenges of teacher professional ethics on social media, so that it can contribute to strengthening teacher professionalism and developing ethical educational practices amid technological progress.

## **2. RESEARCH METHOD**

This study uses a qualitative approach with a literature study method (library research). The selection of this method is based on the research objective, which focuses on analyzing the normative basis, government policies, implementation, and problems of enforcing teacher professional ethics in social media activities. The research data are sourced from legal and educational policy documents, scientific journal articles, books, and publications relevant to teacher professional ethics, digital literacy, social media use, and teacher professionalism in the digital era.

Data collection techniques were carried out through document searches and reviews. Sources were selected by considering content relevance, connection with the research focus, source credibility, and the currency of the discussion. The documents analyzed included regulations on the teaching profession, studies on teachers' codes of ethics, educators' digital literacy, protection of students' digital identities, and policies for strengthening teacher professionalism.

The data analysis technique used content analysis. The stages of analysis were carried out through data reduction, theme grouping, interpretation, and conclusion drawing. The main themes used in the analysis included the normative basis of teacher professional ethics, government policies, forms of implementing teacher ethics on social media, problems of ethical enforcement, and strategies for strengthening teacher professional ethics. The validity of the analysis was strengthened through source triangulation by comparing the content of regulations, academic literature, and relevant policy studies.

## **3. RESULTS AND DISCUSSION**

### **Normative Basis of Teacher Professional Ethics in the Teacher Law**

The review results show that the normative basis of teacher professional ethics in Indonesia rests on three layers: state regulations, professional organization codes of ethics, and pedagogical moral values. Law Number 14 of 2005 positions teachers as professional personnel, so teacher behavior is not sufficiently assessed only from teaching ability, but also from the responsibility to maintain the dignity of the profession. In the context of social media, this principle expands teachers' sphere of responsibility from the physical classroom to the digital space. Teachers continue to carry their professional identity when uploading content, making comments, or interacting with students and the community.

This finding shows that social media is not a value-free space for teachers. The boundary between personal accounts and professional identity is often blurred because society continues to read teachers' digital behavior as part of the character of their profession. Therefore, professional ethical norms need to be translated into concrete behavior, such as maintaining the confidentiality of students' data, not uploading content that demeans students, avoiding hate speech, and not using the teacher's position for interests that conflict with educational values.

### **Government Regulations on Teacher Behavior on Social Media**

The development of digital technology in the Society 5.0 era forces teachers to adapt to technology and diverse community needs. The teacher's role is not limited to teaching, but also includes being a driver and agent of change by using technology wisely while continuing to prioritize human values. A teacher's duties are highly dependent on digital skills, innovation, and the development of students' character. This digital transformation opens many opportunities to improve the quality of education, but it also presents new challenges related to professional ethics, such as technology misuse, violations of student data privacy, and inappropriate behavior on social media. Thus, the importance of professional ethics for teachers is becoming increasingly urgent and needs to be implemented systematically.

In this context, the government has a crucial role in ensuring that teachers carry out their professional duties ethically and responsibly. The government has taken steps to improve teacher professionalism and performance through supervision and certification aimed at improving the quality of education (Safitri, Fitriani, & Aryaningtyas, 2025).

In this regard, the government has taken strategic measures through four main pillars: the issuance of regulations and digital ethics guidelines, professional development and digital literacy programs such as PPG and the Merdeka Mengajar Platform, a protection and law enforcement system managed by the Indonesian Teacher Honor Council (DKGI), and the dissemination of ethical values and character education. The implementation of the code of ethics has been further reinforced through collaboration with professional organizations such as PGRI, community involvement, and monitoring and evaluation systems based in schools and institutions. Nevertheless, several challenges remain, particularly those related to limited resources for supervision, discrepancies in data on ethical violations, and low teacher participation in professional organizations.

Analysis of regulations and policies shows that government policy has provided a basic umbrella, but it is not yet fully operational at the educational unit level. Regulations, certification, and digital literacy programs are indeed important, but teachers still need more technical guidelines when facing real situations, such as using students' photos as content, personal interactions with

students on social media, dissemination of school information, and teachers' responses to public issues on personal accounts. At this point, it is clear that the problem of digital ethics is not only about whether rules exist, but also about the school's ability to translate those rules into clear and applicable procedures.

Government policy on teacher professional ethics is one of the important foundations for enforcing ethical norms for teachers. The government plays a vital role in shaping and enforcing ethical norms for teachers through policies and regulations in the field of education (Hermanto, 2023). Legal and professional protection for teachers is an essential element in ensuring their rights in accordance with the provisions of Law Number 14 of 2005 (Komara, 2016). This regulation emphasizes the importance of teachers maintaining the dignity of their profession and acting professionally (Maisaroh, Auliyah, & Agusta, 2025). The strategy adopted by the Ministry of Education, Culture, Research, and Technology is to create an adaptive educational ecosystem that prepares teachers to use and manage digital technology properly and effectively (Saputro, Chauhan, & Waliyansyah, 2022).

Digital ethics for educators includes protecting student data privacy, professional interactions on the internet, and wise use of social media (Hermanto, 2023). Through PPG programs and educator certification, the government also includes professional ethics in the assessment of teachers' social competence and character (Darmawan, 2020). The application of ethics in the certification process indicates that teacher professionalism is not only measured by teaching ability and mastery of subject matter, but also by attitudes, behavior, and moral integrity in carrying out duties.

In addition, protection and law enforcement related to ethical violations are regulated by the Indonesian Teacher Honor Council (DKGI) together with PGRI (Nurhuda & Baskara, 2017). In general, government policy in enforcing teacher professional ethics in the digital sphere includes four main components:

- 1) The existence of official regulations and digital ethics guidelines that govern the professional behavior of educators, both in face-to-face contexts and in digital spaces. Through the Ministry of Education, Culture, Research, and Technology, the government has issued guidelines on ethics in the use of technology, protection of students' personal data, professional online communication, and limits on educator behavior on social media. Ethics in digital regulation is very important to ensure that user behavior remains aligned with existing social and legal norms, including those related to personal data security and communication norms in cyberspace (Tumanggor & Sazali, 2025). This regulation functions as a legal basis for teachers to navigate the digital realm safely, responsibly, and in accordance with professional norms, thereby preventing ethical violations that could harm students and educational institutions.
- 2) Professional development and digital literacy programs: the government improves teacher professional quality through training and certification, including PPG, PKB, and various learning modules accessible through the Merdeka Mengajar Platform. This initiative not only improves teaching ability and technological expertise, but also emphasizes the importance of digital ethics, such as data protection, ethical communication in cyberspace, and wise use of social media. Teachers need to possess digital literacy that includes understanding of technology ethics, information security, and responsible behavior on the internet (Fitra, Aprilia, Abdul, &

Lidinillah, 2022). This step is intended to help teachers adapt to the demands of the digital era without losing moral principles and professionalism.

- 3) The protection and law enforcement system related to professional ethics focuses on enforcement mechanisms through the Indonesian Teacher Honor Council (DKGI) and professional organizations such as PGRI. These institutions are responsible for handling ethical violations, imposing sanctions, and ensuring that all disciplinary actions are carried out fairly and in accordance with existing procedures. Handling violations of the code of ethics must follow clear steps and be conducted by professional organizations so that sanctions can be applied fairly and educationally (Rusman, 2025). This system provides protection not only for students but also for teachers, so that the rights and dignity of the profession remain protected. The existence of this legal mechanism also helps increase accountability and transparency in resolving ethics-related cases.
- 4) Character development and learning ethical values in the digital sphere. The government seeks to strengthen the application of ethics through character education and campaigns to improve understanding of digital ethics. Information is disseminated through webinars, training materials, programs to strengthen the Pancasila Student Profile, and learning community activities in schools. The goal is to build a sustainable ethical culture in which educators not only understand rules but are also able to apply moral values such as honesty, responsibility, fairness, and exemplary conduct in every interaction, including in the digital world (Maisaroh et al., 2025).

Through these comprehensive and sustainable policies, an ethical, professional, and responsive educational environment is expected to be formed in response to challenges posed by technology (Hermanto, 2023). Government policy does not only focus on making regulations, but also on improving educators' capabilities, renewing the curriculum, applying ethical norms in the use of technology, and creating a positive digital culture in schools. All related parties, from teachers, students, and principals to policymakers, are encouraged to use technology wisely and responsibly so that the process of adapting to digital progress can run well. With this comprehensive approach, the educational ecosystem that is formed is expected to keep pace with technological developments without neglecting human values, professional ethics, and learning quality. This ecosystem is expected to become a strong foundation for shaping a critical generation that is ready to face challenges in the digital era and for creating a learning environment responsive to the needs of the times.

The analysis in this section confirms that existing regulations do not automatically guarantee ethical digital behavior among teachers. Regulations need to be translated into operational standards, routine guidance, and evaluations that teachers can understand. Without this process, rules remain only normative documents, while the risk of ethical violations on social media remains open because teachers deal directly with digital dynamics that are fast, spontaneous, and difficult to control.

### **Implementation of Teacher Professional Ethics in Social Media Activities**

Developments in information technology, particularly social media platforms, have changed patterns of interaction and communication in various aspects of life, including the education sector. Educators, as a profession with ethical and pedagogical responsibilities, cannot avoid the impact of this progress. On the one hand, social media offers many opportunities for educators to improve their professionalism through continuous learning (life-long learning), sharing best practices, and building

learning networks with fellow educators and students. On the other hand, social media use also brings significant challenges, especially those related to teacher professional ethics (Harini, 2025).

In carrying out activities on social media, teachers remain bound by the professional code of ethics as stated in the Articles of Association and Bylaws of PGRI and Minister of National Education Regulation Number 19 of 2017. The code of ethics requires teachers to maintain a professional image, uphold educational values, and avoid spreading hoaxes, hate speech, and content that may damage personal or institutional reputation. Therefore, every teacher activity in digital spaces must reflect an objective, honest, responsible, and polite attitude (Harini, 2025).

The use of social media that is not in accordance with the code of ethics can negatively affect social relationships in the educational environment, such as disrupting relationships between teachers and students, parents, or colleagues. Cases of digital ethical violations, such as provocative or discriminatory posts or privacy violations, show that social media cannot be separated from teachers' professional responsibility. Conversely, when used appropriately, social media can become an effective educational tool, for example by sharing learning materials, providing motivation, and building students' character online.

The review results show that the implementation of teacher professional ethics in social media can be seen through four main forms: professional communication, privacy protection, the use of social media as an educational space, and the restriction of personal-professional relationships. In terms of communication, teachers are required to use polite language, avoid reactive responses, and not embarrass students. In terms of privacy, teachers need to be careful in sharing photos, videos, grades, identities, or students' personal problems so as not to create social or legal impacts.

Critically, the main issue does not stop at the existence of rules, but lies in the extent to which those rules become professional awareness. Teachers can indeed use social media to share materials, build communication, and strengthen the positive image of schools. However, risks arise when digital activities are carried out without ethical consideration. Posts about learning activities can become privacy violations when students' identities are displayed without permission; teachers' personal comments can be perceived as institutional attitudes; and overly close relationships with students on social media can blur professional boundaries.

The implementation of teacher professional ethics in social media activities is also inseparable from the role of educational units as institutions that shape ethical culture. Ethics-based policy becomes an important approach that places values such as justice, integrity, social responsibility, empathy, and honesty as the basis of every educational policy and practice. This approach is not only oriented toward compliance with formal rules, but also emphasizes moral awareness as an internal motivation for all members of the school community.

In practice, ethics are implemented by integrating ethical values into various aspects of educational administration, such as the school's vision and mission, curriculum, rules of conduct, and learning activities. Teachers, principals, and other education personnel act as role models in applying these ethical values, both in direct interactions and in digital activities. This becomes increasingly important in the digital era because teachers' behavior is assessed not only within the school environment but also through the digital footprints they leave behind.

To support this implementation, educational units need to develop digital ethics guidelines that regulate teacher behavior in cyberspace, including social media use. These guidelines cover

professional communication, protection of students' personal data, and boundaries of online interaction between teachers and students. In addition, the use of official channels such as institutional email or a Learning Management System (LMS) is important to maintain the boundary between professional and personal spaces (Natamulia & Karlimah, 2023).

Strengthening the implementation of teacher professional ethics is also carried out by improving ethical digital literacy. This literacy includes not only technical skills in using technology, but also awareness of the moral, social, and legal impacts of digital media use. Therefore, educational units need to organize training, workshops, and professional development programs that emphasize the importance of ethics in technology use (Raynaldo, Fahrizal, & Fadli, 2024).

In addition, ethical leadership from school principals is also an important factor in the successful implementation of teacher professional ethics. Principals play a role in instilling the values of integrity, honesty, and responsibility through guidance, supervision, and reflective activities with teachers. With value-based leadership, an ethical culture can grow as collective awareness within the school environment.

The implementation of teacher professional ethics in the digital era also requires a continuous monitoring and evaluation system. Educational units need to monitor teachers' digital activities and provide mechanisms for reporting ethical violations. Evaluation can be conducted through internal surveys, teacher reflection, and ethical discussion forums to ensure that the implemented policies remain relevant and effective.

These findings emphasize that the implementation of teacher professional ethics in social media should not be understood merely as administrative compliance. Ethics must function as self-control before teachers upload, share, or respond to content. In other words, the measure of success is not only the absence of violations, but also the formation of digital habits that are educational, safe, polite, and protective of the dignity of the profession.

### **Problems in Enforcing Teacher Professional Ethics on Social Media**

The study results show that the enforcement of teacher professional ethics on social media faces several main problems. First, teachers' digital literacy is not yet evenly distributed. Some teachers are already able to use social media to support learning, but not all understand the ethical and legal consequences of digital footprints, dissemination of personal data, use of students' images, and online communication involving students. This condition causes ethical violations to occur not solely because of bad intentions, but because of limited understanding of digital risks.

Second, the boundary between teachers' private and professional spaces is still often blurred. Social media accounts considered personal can still be viewed by students, parents, colleagues, and the public. As a result, teachers' posts, comments, or personal expressions can be interpreted as representations of the profession or the school institution. This problem becomes more complex when teachers interact directly with students through platforms that are not designed as official educational channels.

Third, supervision and technical guidelines at the educational unit level are not yet consistent. Not all schools have written rules on digital communication ethics, the use of student documentation, online friendship boundaries between teachers and students, and mechanisms for reporting violations. Ethical enforcement is often reactive, meaning it is carried out only after a case emerges or after an

issue receives public attention. This pattern is less effective because it does not prevent violations from the beginning.

Fourth, sanction and guidance mechanisms are not always understood as an educational process. Handling ethical violations should not only be oriented toward punishment, but also toward professional guidance so that teachers understand their mistakes, improve their behavior, and do not repeat them. If this mechanism is unclear, ethical enforcement can be viewed as subjective, unfair, or applicable only when cases go viral.

Thus, the problems in enforcing teacher professional ethics on social media lie in the gap between norms and practice. Ethical rules are already available, but the internalization of values, technical guidelines, supervision, and a culture of reflection have not yet run strongly. This is the point that needs to be improved so that teacher professional ethics are not merely formal documents but are present in everyday digital behavior.

### **Strategies for Strengthening Teacher Professional Ethics on Social Media**

Strategies for strengthening teacher professional ethics on social media need to be carried out systematically at the levels of government, professional organizations, educational units, and individual teachers. At the educational unit level, schools need to prepare digital ethics guidelines containing practical rules on online communication, the use of students' photos and videos, protection of personal data, boundaries of teacher-student interaction, and the use of official school accounts or channels. These guidelines are important so that teachers not only understand general ethical principles but also have a reference for action when using social media.

The next strengthening effort is carried out through case-based ethical digital literacy training. Training is not sufficient if it only explains how to use technology; it also needs to discuss concrete examples, such as how to respond to negative comments, ethics in sharing classroom documentation, protection of student identities, and risks of spreading unverified information. A case-based training model will help teachers understand the real consequences of their digital actions.

School principals also need to exercise ethical leadership by providing examples, offering guidance, and opening spaces for reflection with teachers. Ethical culture will not be strong if it relies only on written rules. Schools need to build habits of discussion, evaluation, and mutual reminders so that social media use remains aligned with educational values.

In addition, schools need to develop a monitoring and reporting system that is clear, proportional, and educational. Reporting mechanisms must not merely become tools for punishment, but should serve as means of prevention and improvement of professional behavior. Professional organizations such as PGRI and DKGI can play a role in providing assistance, ethical guidelines, and fair case resolution oriented toward guidance.

These strategies place digital ethics as part of teachers' professional culture. Teachers are not only required to be proficient in using technology, but also to be able to consider the moral, social, and legal impacts of every digital activity. In this way, social media can be used as a safe and dignified educational space that supports the strengthening of teacher professionalism in the digital era.

## **4. CONCLUSION**

This study concludes that teacher professional ethics in social media activities are an important part of teacher professionalism in the digital era. Its normative basis comes from

regulations on the teaching profession, codes of ethics, and educational moral values that require teachers to maintain the dignity of the profession, protect students' privacy, communicate politely, and be responsible for their digital footprints. The review results show that the government has provided a policy foundation through regulation, certification, digital literacy programs, and professional organization mechanisms. However, implementation is not yet fully strong because there are still gaps in digital literacy, blurred personal-professional boundaries, weak technical guidelines in schools, inconsistent supervision, and enforcement that tends to be reactive. Therefore, strengthening teacher professional ethics on social media needs to be carried out through the preparation of digital ethics guidelines in educational units, case-based training, ethical leadership by school principals, the use of official communication channels, and periodic evaluation. This finding affirms that teachers' digital ethics cannot stop as written rules, but must become a professional culture that lives in everyday educational practice.

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