

TRANSFORMATION OF THE ETHICAL VALUES OF THE TEACHING PROFESSION IN THE ERA OF DIGITALIZATION OF EDUCATION

Ranti Apriyanti¹, Vina Afriliana¹, Auliya Sari¹, Annisa Fadhilah¹, Aura Shafa Nabila¹, Dewi Robiatun Muharomah¹

¹ Universitas Bina Bangsa, Serang, Banten, Indonesia

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ABSTRACT

The digitalization of education has brought changes to the roles and responsibilities of teachers, particularly in the application of professional ethics values. Teachers not only act as instructors but also as facilitators of digital learning and role models in the ethical use of technology. This study aims to examine the transformation of teachers' professional ethics values in the era of digitalization of education and the challenges faced in learning practices. The method used is a literature study with content analysis of various relevant literature sources. The results of the study indicate that the transformation of teachers' professional ethics includes strengthening the values of honesty, responsibility, fairness, and professionalism in the use of technology and digital communication. However, teachers still face obstacles such as limited digital competence and gaps in technology access. Therefore, strengthening teachers' professional ethics is a crucial aspect in maintaining the quality of education in the digital era.

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Corresponding Author:

Ranti Apriyanti | Universitas Bina Bangsa, Serang, Banten, Indonesia

Email: rantiapriyantii@gmail.com

1. INTRODUCTION

The educational landscape in Indonesia has changed rapidly as a result of the development of digital technology. The use of digital technology has transformed conventional learning models into information and communication technology-based learning. This shift positions teachers not only as educators but also as facilitators of digital learning, moral guides, and role models in the ethical and responsible use of technology. (Windarto, 2021).

The development of digital technology has had a significant impact on various aspects of life, including education. This transformation requires teachers to adapt and develop their creativity in developing relevant and engaging learning strategies for the digital generation

(Asiah & Harjoni, 2024). The better a teacher's mastery of information technology, the better their teaching skills (Nur'Aini & Nikmah, 2020).

The growing need for digitalization in education has also led to a new awareness that teachers must balance technical skills with moral responsibility. Teachers are required not only to master technology but also to understand the ethical implications of its use. In practice, teacher integrity is greatly influenced by how they apply professional codes of ethics in every action, decision, and communication involving technology. Therefore, discussing the implementation of professional ethics to improve teacher integrity in the digital era is crucial, given the ongoing changes in modern education. (Maola et al., 2025).

According to Wagiman et al. (2024), the digital era demands the integration of professional ethical values into teaching practice. Teachers, as professionals, are obliged to uphold ethical values such as responsibility, honesty, integrity, and respect for student privacy. Amidst the development of digital education, new challenges arise, such as the misuse of technology, data privacy violations, and the digital divide between teachers and students. Therefore, it is important to update ideas regarding teaching professional ethics..

To maintain teacher professionalism in carrying out their duties, a crucial moral guideline is the teacher code of ethics. Through various regulations and standards established by teacher organizations in Indonesia, the teacher code of ethics has been established as such. However, in the modern era, the context of the teacher code of ethics must be updated to address new issues such as ethical digital interactions and the responsible use of technological learning media. (Amanah et al., 2025).

Furthermore, digital transformation requires teachers to possess expertise in digital ethics to fulfill their obligations as educators. This includes the ability to effectively manage digital interactions, apply privacy and information security principles, and conduct themselves professionally in the virtual world. To shape students' moral behavior and character amidst the rapid development of technology, the role of teachers as role models of digital ethics is crucial (Oktarina et al., 2021).

Therefore, it is crucial to conduct research on changes in the ethical values of the teaching profession in the era of digitalization in education. The purpose of this research is to explain how the ethical values of the teaching profession have changed and adapted to the digital context, the challenges faced, and their impact on the quality of national education. This analysis is expected to help develop educational policies and professional practices for teachers who are moral and ready to meet the demands of the digital era.

2. RESEARCH METHODS

This research uses a library research method, a research approach conducted through in-depth review and examination of various literature sources relevant to the research topic. Data and information were obtained from academic books, scientific journal articles, official documents, previous research results, and trusted digital sources that discuss professional ethics in educators and character education. This method was used to gain a comprehensive theoretical understanding of the concept and development of professional ethics in educators in an effort to shape character-based education.

The data analysis in this study was conducted using content analysis techniques, namely by identifying, categorizing, and interpreting information contained in the various literature reviewed. The main focus of the analysis was directed at the alignment of the ethical values of the teaching profession and their relationship to character building. The results of the analysis were then systematically compiled to illustrate the relationship between the transformation of the teaching profession's ethics and efforts to strengthen character in the world of education. Through this approach, it is hoped that the research will produce a comprehensive, logical, and argumentative description based on a strong theoretical foundation and library sources.

3. DISCUSSION

Transformation of Professional Ethics

Professional ethics for educators is a set of values, norms, and moral principles that serve as guidelines for educators in carrying out their professional duties and responsibilities. These ethics serve not only as formal rules but also reflect the integrity, commitment, and responsibility of educators in upholding the scientific mandate and playing an active role in shaping the character of students. Thus, professional ethics serves as an important foundation for realizing dignified educational practices oriented toward humanitarian values. (Syamila & Marjo, 2022)

Educators are not only responsible to their students and educational institutions, but also have a moral and professional responsibility for every action and decision taken in the learning process. Therefore, educators' attitudes and behavior should be based on universally applicable ethical and moral values (Nuzliah and Siswanto, 2019). The transformation of professional ethics in educators refers to the process of continuous development and refinement in understanding, internalizing, and applying ethical values in educational practice. This transformation process occurs in line with the times, changing social demands, and the dynamics of student needs. This transformation is not intended to abandon existing ethical values, but rather to adapt their application to remain relevant to contemporary conditions, including facing the challenges of the digital era that demands the wise and responsible use of technology.

Along with the times, the transformation of educator ethics has also expanded into the realm of digital communication. Educators are expected to be mindful of their choice of words, attitudes, and behavior in online spaces, whether through social media or digital learning platforms. Teacher professionalism is reflected in their ability to build polite, responsible, and ethical communication when interacting with students, parents, and fellow educators, thereby creating a safe, respectful, and dignified educational environment (Jannah & Marjo, 2022). Therefore, the transformation of the ethical values of the teaching profession can be seen through several key aspects that reflect the demands of educator professionalism in the modern era..

Honesty and Integrity Maintain the Originality of Digital Materials

In the context of technology-based learning, honesty and integrity are essential foundations for the development and use of digital teaching materials (Napratilora et al., 2021).

Teachers are required to avoid plagiarism by creatively processing learning resources and citing references appropriately. This attitude reflects teachers' professional commitment to upholding academic ethics while also exemplifying the importance of intellectual honesty for students.

a. Responsibility for Data Security and Healthy Online Interactions

The transformation of teaching professional ethics is also reflected in the increasing responsibility of educators for the security of students' personal data (Savira, 2024). Teachers need to ensure that digital platforms are used safely and monitor online interactions to ensure they remain ethical and respectful. This responsibility is crucial for creating a conducive digital learning environment and protecting students from various risks in the virtual space.

b. Fairness and Equality of Access to Digital Learning

The principles of justice and equality in teaching professional ethics have been strengthened in the digital era. Teachers are required to consider the differences in students' conditions when accessing learning technology. Therefore, educators need to provide alternative learning methods and media so that all students have equal learning opportunities, without any discriminatory treatment. (Ainiyah, N., 2017).

c. Digital Professionalism Communication Ethics and Online Reputation Management

Teacher professionalism in the digital era is reflected not only in pedagogical competence but also in the ability to maintain ethical communication in online spaces. Teachers are expected to use polite language, be wise in expressing opinions, and maintain a professional image through digital reputation management. Awareness of their digital footprint is a crucial aspect in building trust and credibility as professional educators.

Challenges in the Digital Era

The development of digital technology appears to provide opportunities for the creation of new methods in education. The presence of technology in learning will create a unique experience, making education more meaningful, effective, and efficient (Wulandari et al., 2021). However, despite this, there are certainly challenges that must be faced by both teachers as educators and schools as educational institutions that are institutionally responsible for the success of the education system. With the digitalization of education, teachers are no longer the sole source of information and learning resources for students. However, the role of teachers cannot be replaced by any technology, especially those related to psychological and educational touches on students (Mudrikah et al., 2022).

Rahman Taraju et al. (2022) identified several challenges faced by teachers in the digital era, including:

a. Moral Crisis

Developments in science and technology, as well as globalization, have influenced changes in societal values. Traditional values that were once highly valued are now declining. This change is more pronounced among adolescents, who are heavily influenced by the rapid flow of globalization and technology.

b. Digital Literacy

Digital literacy encompasses the knowledge, skills, and attitudes in using digital devices such as smartphones, tablets, laptops, and desktop computers. Therefore, teachers need computer skills to be able to access information efficiently, solve various problems, search for teaching materials, and perform administrative tasks better. Mastery of computer technology has become increasingly crucial.

c. Social Crisis

The presence of the internet has created a virtual space that resembles real life. Social media allows many individuals, including students, to feel more comfortable building relationships online than interacting face-to-face.

d. Development of Science and Technology

Rapid technological advances require teachers to adapt with a responsive, wise, and prudent attitude. In this context, responsiveness means the ability to master various technological products, particularly those related to multimedia-based learning in education.

e. Teachers as Role Models

Millennials often think rationally, where their views are shaped by the experiences they see, hear, and feel. Therefore, it is important for teachers to be good role models. However, if there is a mismatch between words and actions, this can damage students' trust in the learning process.

f. Utilization of Technology-Based Learning Media

Technology-based learning media, especially computers, can enhance meaningful learning experiences. In the midst of the industrial revolution 4.0, teachers are advised to master information technology to create innovative and creative learning.

As educators and role models, teachers are expected to adapt to technological changes without abandoning professional ethical values. Although technology facilitates learning, analysis shows that deviations from professional ethics often occur, such as:

- a. Conveying invalid information or information that does not align with academic standards.
- b. This can lower the quality of education and confuse students.
- c. Using technology that does not support learning, for irrelevant purposes, such as the use of social media during the teaching process. This demonstrates a lack of professionalism in carrying out educators' duties.
- d. Lack of respect for students' right to privacy, for example, distributing photos or personal data without permission, which violates the principles of digital security and privacy.
- e. Improper use of technology, for example, conveying information or assignments that are not appropriate for students' skills or abilities (Manik et al., 2024).

Not all teachers possess adequate technical skills to optimally utilize technology. They often encounter difficulties in using innovative software or learning media. This can lead to

less than optimal learning and can reduce student motivation. In this sophisticated era, teachers are often faced with ethical challenges, such as protecting moral authority in the face of students addicted to limitless digital content, avoiding misuse of information or technology that could harm others, and integrating digital media without compromising the essence of values- and character-based learning. (Suhanda et al., 2025).

Obstacles to Integrating Digital Technology in Teacher Teaching Practices

Digital transformation opens up vast opportunities to improve the quality of education through the integration of technology into learning. The use of digital technology offers significant potential to enhance the quality of teaching, but teachers often face various obstacles in implementing it effectively. (Wahyudi & Jatun, 2024).

a. **Infrastructure and Technology Access Gap**

The digital transformation in education presents an infrastructure gap that poses a crucial challenge to the implementation of learning technologies. The main obstacle lies in the digital divide between urban and rural areas, where many remote schools still lack access to adequate technological devices and stable internet connections (Azri & Raniyah, 2024). This situation hinders the implementation of technology-based learning and actually widens the disparity in education quality between regions.

b. **Limitations of Teachers' Digital Competence**

Digital competence is a key prerequisite for teachers facing the transformation of learning in the digital era. Teachers often lack adequate digital skills to integrate technology into their learning. A lack of training and professional development in educational technology is a major obstacle. Without these skills, teachers struggle to maximize technology to support effective teaching and learning. This lack of preparedness also results in low student trust in hybrid learning facilities, weakening the role of teachers as moral role models in the virtual space.

c. **Paradigm Shift and Resistance to Technology**

The transition from conventional learning to a technology-based approach requires a fundamental paradigm shift that often encounters resistance from teachers. Digital competence is a key prerequisite, but teachers often lack adequate skills to integrate technology, coupled with a lack of professional training that hinders the optimization of the teaching and learning process. This resistance is exacerbated by psychological factors such as discomfort with using digital tools and a lack of understanding of the benefits of technology, especially among senior teachers who feel traditional methods are more effective in shaping students' character. Without sensitive training interventions and a sustainable digital PPG program, the ethical transformation of the teaching profession as digital facilitators will be significantly hampered. (Hendrik, 2024).

d. **Digital Security and Ethics Issues**

The use of technology in learning also raises issues of cybersecurity and digital ethics. Teachers are obligated to ensure that the application of technology does not violate student privacy and complies with applicable regulations. Furthermore, it is crucial for teachers to guide students in digital ethics and responsible technology use.

e. **Time Limitations and Teacher Workload**

The implementation of technology in learning increases the time burden on teachers to prepare and adapt teaching content. This increased responsibility poses a serious challenge, especially for educators with already busy teaching schedules. Without adequate support, teachers struggle to balance technology needs with other professional obligations. This excessive workload also has the potential to lead to burnout and reduce teaching quality, necessitating administrative support such as technology assistants or reduced in-person hours for digital preparation.

The Influence of Policy and Training on Teacher Adaptation to Digital Transformation

Facing rapid digital transformation, effective policy support and training play a crucial role in enhancing teachers' adaptability. As key actors in education, teachers require the right competencies and insights to maximize digital technology in learning. However, this achievement depends on a strong foundation in the form of progressive education regulations and contextualized continuing professional development programs (Wati & Nurhasannah, 2024). Training such as digital PPG and peer learning communities are concrete solutions to address competency gaps, ensuring teachers are not only technologically literate but also able to integrate professional ethics in facilitating hybrid learning. The Ministry of Education, Culture, Research, and Technology's "Teachers Learn and Share" program can be expanded to 3T (Disadvantaged, Frontier, and Outermost) regions through a continuous coaching approach, so that effective transfer of learning and transformation of teacher professional ethics are realized evenly throughout Indonesia.

Firm and focused government policies are a crucial foundation for supporting the digitalization of education. Regulations that facilitate the use of technology, including the development of school digital infrastructure, the provision of appropriate hardware and software, and technology-based curriculum enrichment, are essential. Technology integration policies must also ensure equitable access, especially for schools in remote areas or areas with limited technology. Structured and ongoing training is key to helping teachers adapt to digital dynamics, as without adequate training, policy support alone is insufficient to address teachers' challenges in optimizing learning technology. (Muthmainnah dkk., 2025).

Teacher training should not be limited to introducing digital tools or applications, but should also include strategies for addressing challenges to implementing technology in the classroom, such as internet connection issues or limited school infrastructure. Furthermore, training should emphasize developing teachers' skills in guiding students in the digital ecosystem, managing online learning, and maximizing the variety of available online learning resources. (Wati & Nurhasannah, 2024).

4. CONCLUSION

Digitalization in the world of education in Indonesia has triggered significant changes in ethical values within the teaching profession, where educators now function not only as traditional instructors, but also as digital facilitators and moral role models in the use of

technology. This change requires the integration of traditional ethical values such as honesty, responsibility, and integrity into new contexts, including maintaining the authenticity of digital materials to prevent plagiarism and protecting students' personal data in virtual environments. Furthermore, educators are required to uphold the principle of fairness by providing equal access to learning for students with technological limitations, and to maintain their professional reputation through respectful online interactions.

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