



# Analysis of the Teacher's Code of Ethics in Carrying out the Profession and its Problematics in the Era of Society 5.0

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## Abstract

The Teacher Code of Ethics is the moral foundation that governs professional behavior in performing the duties of an educator. In the age of Society 5.0, characterized by the integration of high technology in daily life, teachers will not only be competent in the field of Education, but also have ethical sensitivity to social and digital changes. The purpose of this study is to analyze the implementation of the teacher's code of ethics and to determine the problematics that arise in the implementation of the work amid the challenges of the digital era. The method used is literature research. The results of this study indicate that teachers' understanding of ethics remains diverse and implementation is often hampered by a lack of training in ethical values in the dynamics of digital learning, and lack of social pressure. Virtual communication dilemmas, privacy protection, and professional pressure are issues that require serious attention. Therefore, approaches to education, ongoing support, and institutional support systems need to be updated so that teachers' codes of ethics are relevant and applied in society.

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## INTRODUCTION

Education is one of the main pillars in building the nation's civilization. In it, teachers play a central role as facilitators, motivators, and role models in the learning process. Along with the times, the role of teachers is not only limited to teaching, but also directing values and ethics in society. Therefore, the existence of a teacher code of ethics is fundamental in maintaining professionalism and integrity in carrying out their duties (Mulyasa, 2020).

In the context of the Society 5.0 era, the challenges faced by teachers are increasingly complex. Society 5.0 is the concept of a future society that integrates advanced technologies such as the Internet of Things (IoT), Artificial Intelligence (AI), and Big Data into various aspects of human life, including education. In this condition, teachers are required to not only be technologically literate, but also able to maintain human values amid the swift flow of digitalization (Susanto & Raharjo, 2021). This raises new ethical issues that have never been faced before, such as misuse of information technology, social media ethics, and professional boundaries in the virtual world.

Several studies have shown that teachers' understanding of the code of ethics still varies. There are teachers who understand and apply it well, but not a few who experience confusion when faced with ethical dilemmas in the field, especially those related to the use of technology and digital media (Fadilah & Widodo, 2019). In some cases, violations of the code of ethics occur due to a lack of guidance, supervision, or due to developments in situations that have not been accommodated in the applicable code of ethics. In addition, there are challenges in aligning the traditional values of the teaching profession with the reality of a digital society that is dynamic and open (Fitri dkk, 2025).

These problems are becoming increasingly urgent to study further, considering that the role of teachers is very strategic in shaping the character of the younger generation. Therefore, this article aims to analyze the implementation of the teacher code of ethics in carrying out their profession and identify the problems faced in the era of Society 5.0. With this study, it is hoped that it can provide a more comprehensive understanding of the urgency of updating the ethics of the teaching profession to remain relevant to the times (Harly dkk, 2025).

In addition to the rapid development of technology, teachers' ethical challenges are becoming increasingly complex. In light of Society of Society 5.0, teachers need to understand digital tools and manage technology-based learning, as well as maintain cyber integrity and moral values. This transformation requires mental and professional motivation not only to be technical, but also to realize strong ethics (Sahlberg, 2021).

Unfortunately, training for Indonesian teachers focuses on academic and educational skills without reinforcing the digital ethics aspect. As a result, many teachers hesitate when they have to interact in the online world. Especially when students face new issues such as violation of student privacy, digital communication beyond professional boundaries, and when they learn to learn content for personal gain (Richter & Purwanto, 2022). Without proper understanding and proper ethical guidance, teachers can easily surround themselves with actions that undermine the dignity of their work.

Not only that, the expectations of the teaching community are even higher. Teachers are positioned as public role models, not only in their direct actions but also in their digital searches. In this situation, the teacher's code of ethics must be available as a clear indication not only in personal interactions but also in the unlimited virtual world. It is therefore important to confirm the implementation of the teacher code of ethics and adapt to the further development of the social and technical context (Zafira dkk, 2024).

This study is available as a response to ethical fears with the aim of analyzing how the teacher ethics code is understood and implemented in this field, as well as the challenges facing society. A qualitative approach based on literature research should contribute to the discourse on strengthening ethics in education professionals. It is not only technically savvy, but also adaptable and relevant to the time to create education in the classroom as well.

## METHODS

This study is a library research employing a descriptive qualitative approach. The aim of this research is to analyze the implementation of the Teacher's Code of Ethics in professional practice and to identify the challenges faced in the Society 5.0 era. The descriptive qualitative approach was chosen because it is well-suited to explore social phenomena and ethical issues

through the examination of theories, concepts, and previous research findings.

The data sources for this study were obtained from various relevant literature, including scholarly books, accredited national and international journal articles, official legal documents, and other academically credible online sources. Priority was given to literature published within the last five to ten years to ensure the data's relevance and alignment with the current context.

The data collection process was conducted through a systematic search of written sources using specific keywords related to the Teacher's Code of Ethics, professional challenges, and the dynamics of education in the digital era. To organize the literature, the researcher utilized various supporting technological tools to assist in filtering and classifying information sources. Nevertheless, all literature reviews were carried out with critical analysis and academic consideration by the researcher to maintain objectivity and depth of interpretation.

The data analysis technique used in this study is content analysis. This technique involves identifying, categorizing, and synthesizing key findings derived from both theoretical and empirical literature. The analysis process was carried out gradually and systematically to produce a comprehensive understanding of the implementation of the Teacher's Code of Ethics and the ethical challenges that arise amid rapid social and technological change.

## FINDINGS AND DISCUSSION

### Teachers' Understanding of the Code of Ethics

The teacher's professional code of ethics is a set of norms designed to guide teachers' behavior in carrying out their duties professionally, with dignity and responsibility. In the context of education, the code of ethics not only serves as a normative guideline but also as a manifestation of the human values inherent in the practice of teaching, educating, and shaping students' character (Fitri dkk, 2025).

However, various studies show that teachers' understanding of the code of ethics remains suboptimal. According to research by Fadilah and Widodo (2019), the majority of elementary school teachers in urban and suburban areas have limited knowledge of the specific points outlined in the professional code of ethics established by organizations such as PGRI (Indonesian Teachers Association). In fact, some teachers admitted they only read the code of ethics document when preparing for certification or promotion. This indicates that the code of ethics has not yet become an integral part of teachers' professional awareness.

Furthermore, Yuliana et al. (2021) found in their study that only 37% of teachers felt confident in their understanding of how to apply the code of ethics in dilemmas. This is concerning, given that educational practice is often marked by moral dilemmas that cannot be resolved merely by relying on written rules. A major contributing factor to this weak understanding is the lack of continuous ethical training. In some regions, supervision and training activities tend to focus more on administrative and pedagogical aspects, while character development and integrity are often overlooked. Yet, according to Sahlberg (2021), one of the key pillars for building quality education in the digital era is strengthening the ethical dimension of teacher professionalism.

A concrete example of poor understanding of the code of ethics can be seen in a case at a junior high school in Sleman, Yogyakarta, where a teacher gave mild physical punishment to a student for being late to class. The teacher considered the action normal based on past experience, but it led to complaints from parents and a formal warning from the school. According to local media reports, the teacher admitted they were unaware that such punishment no longer aligned with the principles of respecting children's rights as stated in the teacher's code of ethics and the Child Protection Law (Azzahra, dkk, 2024).

In the Society 5.0 era, such ignorance becomes even more risky. Technological advancements make teachers' behavior more easily monitored and scrutinized by the public through social media and other digital platforms. This places teachers in a vulnerable position if they lack a strong ethical foundation. Rahim et al. (2021) argue that teachers who do not understand the scope of professional ethics in the digital context are at risk of committing violations that could harm both their personal and institutional reputations.

Therefore, understanding the code of ethics must be built from the early stages of teacher education at teacher training institutions (LPTK), followed by continuous training and mentorship through professional communities. Internalizing ethical values should not rely solely on memorizing documents but should involve reflective practice, case studies, and open

discussions among teachers to strengthen collective moral awareness. This highlights the importance of reforming teacher development approaches to better respond to the ethical dynamics of a rapidly changing social landscape.

### **Field Implementation and Case Studies**

The implementation of the teacher's code of ethics in practice reflects the extent to which ethical understanding and awareness are embedded within educators. The code of ethics is not merely a normative document; it serves as a moral compass in navigating the dynamics of relationships between teachers and students, colleagues, parents, and the wider community. However, in practice, many teachers face challenges in balancing professional idealism with real-world pressures.

In the context of classroom instruction, teachers are often confronted with dilemmas between honesty and social pressure. For example, in a study by Retnowati et al. (2020), around 28% of high school teachers in Yogyakarta admitted to being asked by school principals to modify student grades to meet institutional graduation standards. Although this action contradicts the principles of fairness and objectivity in assessment, some teachers chose to comply in order to maintain work relationships and the school's reputation.

Pressure can also come from parents who have personal interests. In a case study report by Arum and Setiawan (2022), a teacher in Medan admitted to receiving a special request from a student's parent for additional grades, accompanied by a gift as a "token of appreciation." While the teacher initially refused, they later faced accusations of unfairness from the parent, who spread negative opinions on social media. This created psychological pressure that left the teacher feeling cornered.

On the other hand, technological advancements have also influenced the forms of ethical violations teachers may commit. A notable example occurred at a public high school in Surabaya, where a history teacher recorded an online Zoom class and uploaded it to YouTube without masking students' identities. Some students objected, as they appeared in the video looking unkempt and had not been informed beforehand. Although the teacher's intention was to share best practices, the action violated principles of privacy and identity protection as stated in Article 5 of the PGRI Teacher's Code of Ethics and Law No. 14 of 2005 on Teachers and Lecturers.

Another case, reported by Ningsih and Lestari (2020), involved a teacher in Central Java who created a satirical TikTok video portraying the classroom atmosphere, including mentioning the initials of students deemed "lazy" or "undisciplined." The video went viral and caused unrest within the school community. After clarification, the teacher admitted they intended to convey a moral message creatively but failed to consider the psychological and social impact on the students involved.

These findings show that the implementation of the teacher's code of ethics depends not only on individual willingness but is also strongly influenced by the social environment, institutional pressures, and the teacher's readiness to respond to complex situations. The absence of ethical support mechanisms or discussion forums within schools often forces teachers to operate individually when making ethical decisions, which poses significant risks, especially if they lack a solid ethical foundation.

Therefore, the implementation of the code of ethics must be supported by sustainable systems, such as applied ethics training, collective reflection forums, and the presence of a school ethics board that can provide consultation and mediation when teachers face moral dilemmas. Additionally, protecting teachers who strive to uphold the code of ethics honestly is crucial to prevent them from becoming victims of pressure from parties who fail to understand the principles of professional ethics.

### **Ethical Dilemmas in Digital and Virtual Interaction**

The development of information and communication technology has drastically changed the way teachers carry out their professional duties. In the Society 5.0 era, teachers are not only required to master pedagogy and content, but also to effectively utilize digital technology to enhance learning outcomes. However, this transformation also brings forth various ethical challenges that existing professional codes of ethics have not fully addressed.

One common dilemma faced by teachers concerns the boundaries of professional communication in digital spaces. During the era of online learning, many teachers use instant messaging platforms such as WhatsApp, Telegram, or even social media to reach students and



parents. Yet, informal communication that is too fluid and unrestricted by time can blur the lines between professional and personal relationships. According to a study by Susanto and Raharjo (2021), 43% of teachers reported feeling uncomfortable because they had to respond to messages from students or parents outside of working hours but were afraid of being perceived as unresponsive if they did not reply immediately.

Another challenge relates to the protection of student data and privacy. For example, in a case study by Wulandari and Firmansyah (2022), a teacher shared student assignments on social media without written consent from students or their parents. Although intended to motivate other students, the action was considered a violation of privacy and intellectual property rights. In such situations, even with good intentions, a lack of awareness regarding ethical boundaries in the digital world can lead to serious consequences.

The widespread use of video-based learning platforms such as Zoom and Google Meet also presents new ethical issues. Many teachers record their teaching sessions for portfolio or school documentation purposes. However, not all teachers are aware of the importance of obtaining explicit consent from students and their parents before recording. Some even upload these recordings to public YouTube channels without masking identities, which risks violating privacy laws. Rahim et al. (2021) emphasize that although such practices are not meant to harm, they can infringe upon fundamental digital ethics principles that emphasize the protection of individuals in cyberspace.

Teachers also face moral pressure to “keep up with trends” to avoid being seen as outdated by students or colleagues. Many feel compelled to be active on educational social media, create educational content, or share classroom routines. While this can serve as an inspiration, it also has a darker side: excessive content or spotlighting certain students can lead to exclusivity or visual exploitation of children. A study by Sari and Yusri (2023) revealed that some students felt “uncomfortable” being frequently featured in their teachers’ content, especially without proper communication or consent.

With the emergence of virtual reality, augmented reality, and artificial intelligence (AI) in education, ethical challenges are becoming increasingly complex. For instance, when teachers use AI to summarize materials, reflective questions arise: how can they ensure the material is free from bias or logical errors? Or what if AI suggests differentiated treatment for students based on historical data? In this case, teachers are expected not only to be technology users but also guardians of the ethical values underlying the educational process.

Therefore, it is crucial for educational institutions to broaden the understanding of teachers’ codes of ethics to include the digital context. There is a need for new codes or revisions that incorporate digital ethics dimensions such as data rights, online communication principles, ethics of student content publication, and clear boundaries between a teacher’s professional and personal persona in virtual spaces. Schools and professional organizations like PGRI should also provide technical guidelines and specialized training in this area.

### **The Need for Strategic Revision and Digital Ethics Literacy**

The rapid advancement of technology and the growing complexity of social dynamics in the Society 5.0 era have placed teachers in increasingly challenging positions. If in the past they only faced ethical dilemmas in face-to-face contexts, now they must navigate new situations in digital spaces that are often not explicitly regulated in traditional codes of ethics. Therefore, a strategic revision of the understanding and application of teachers’ codes of ethics is necessary—especially through the strengthening of digital ethics literacy.

The concept of digital ethics literacy refers to the ability to understand, analyze, and implement ethical values in the use of information and communication technologies. This literacy encompasses aspects such as personal data protection, boundaries in online communication, awareness of digital footprints, and professional conduct on social media (Sahlberg, 2021). Unfortunately, this concept has not yet become a main component in teacher training institutions (LPTK) or in regular teacher training programs in many regions of Indonesia.

For example, a study by Hakim & Purwanto (2022) revealed that only 21% of teachers in West Java had participated in specific training on digital ethics in online learning. Most others relied solely on personal experience and informal learning from social media. This is concerning, given the increasing frequency of digital interactions between teachers, students, and parents.

Beyond training, the urgency to revise the code of ethics also stands out. Codes of ethics

issued by PGRI and other professional organizations generally still focus on face-to-face interactions and do not explicitly regulate professional behavior in digital spaces. As a result, when violations occur in online contexts—such as sharing student data without consent or making inappropriate remarks in school WhatsApp groups—there are no clear guidelines for assessing the extent of the violation.

One strategic step that can be taken is the formulation of a “digital ethics guideline for teachers” collaboratively developed by the government, professional organizations, academics, and education practitioners. This guideline should not be merely normative, but also practical, equipped with real case studies commonly faced by teachers, such as how to respond to friend requests from students on social media, how to ethically publish student work, or how to respond to hate speech from anonymous accounts on school digital platforms.

In addition, building a school ecosystem that supports the reinforcement of digital ethics is crucial. Principals, supervisors, and school committees should become part of an ethical community that reminds and supports teachers when dealing with ethical dilemmas. Initiatives such as weekly reflection forums, case-based ethical discussions, or senior-junior teacher ethics mentoring can be small efforts that make a big impact.

Strengthening digital ethics literacy can also be carried out through the integration of digital ethics modules in civil servant (CPNS) teacher training, the PPG (Teacher Professional Education) program, and PKB (Continuous Professional Development) activities. These modules should be designed to be interactive, involving simulations, ethics quizzes, and group discussions, so that teachers not only understand the theory but also possess practical skills in making ethical decisions in the digital era.

Finally, it must be realized that revising and strengthening professional ethics is not merely a response to technological advancements, but a strategic move to maintain the dignity and public trust in the teaching profession. In an increasingly connected and transparent world, teachers are not only role models in the classroom but also in cyberspace. Integrity and wisdom in acting in digital spaces are essential for the sustainability of this profession in the future.

## CONCLUSION AND RECOMMENDATION

### Conclusion

The development of the Society 5.0 era has brought new challenges to the world of education, particularly in how the teacher’s code of ethics is applied. Teachers today are not only educators but also public figures who must uphold professionalism and ethical standards, both in the real world and in digital spaces. Although the teacher’s code of ethics is meant to serve as the primary guide for maintaining integrity and professional relationships, in reality, many teachers still do not fully understand or implement it properly. Many perceive it merely as an administrative document of little importance. In addition, ethical violations whether intentional or not still frequently occur, especially due to a lack of understanding of digital ethics and the absence of updated codes that reflect technological advancements.

Furthermore, many teachers face dilemmas between ethical idealism and social or institutional pressures that sometimes force them to compromise ethical values. An unsupportive work environment and the lack of facilities to discuss ethical issues further exacerbate the situation. Therefore, holistic measures are needed to improve this situation, addressing not only individual responsibility but also policy and organizational culture (Sahlberg, 2021; Yusuf & Hidayat, 2020).

### Recommendations

#### 1. Revision and Modernization of the Code of Ethics

The government and professional teacher organizations, such as PGRI, need to promptly revise the teacher’s code of ethics by incorporating principles of digital ethics. The updated code should include clear guidelines on the use of social media, student data protection, professional digital communication, and boundaries for teacher-student interactions in virtual spaces.

#### 2. Strengthening Ethics Curriculum in Teacher Training Institutions (LPTK)

Teacher training institutions (LPTK), as the producers of future educators, must integrate

digital ethics education and real-world case studies into their teacher certification (PPG) curriculum. This module should not only be theoretical but also practical and contextual, ensuring that prospective teachers are well-prepared to face moral challenges in the field.

### 3. Continuous Digital Ethics Training

Education departments and schools should regularly organize digital ethics training for active teachers. These can take the form of workshops, seminars, or ethics clinics that discuss current cases and provide professional strategies for addressing them.

### 4. Building an Ethical Culture in Schools

Schools should become safe and supportive spaces for nurturing professional ethics. This can begin by forming internal ethics teams, creating reflective forums among teachers, and fostering a work climate that promotes honesty, empathy, and responsibility.

### 5. Encouraging Self-Reflection and Professional Networking

As agents of change, teachers need to actively engage in self-reflection, whether through personal journals, community discussions, or ethical consultations with mentors. It is also important for teachers to join professional learning communities where they can share experiences, strengthen values, and build ethical solidarity with fellow educators.

### 6. Including Ethics in Performance Evaluations

Local governments and school principals should include professional ethics indicators in teacher performance evaluations, ensuring that ethical values hold a tangible place in the assessment of quality and promotion processes.

By implementing these recommendations, teachers are expected to become role models not only in terms of knowledge but also in morality, enabling them to face the challenges of the times with high integrity and professionalism (Sahlberg, 2021; Setiawan & Lubis, 2022).

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