

IMPLEMENTATION OF ISLAMIC RELIGIOUS EDUCATION (PAI) TEACHER PROFESSIONAL ETHICS IN THE USE OF LEARNING TECHNOLOGY AT SDN BANDARAN 3 PAMEKASAN

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ABSTRACT

This research aims to describe the application of professional ethics for Islamic Religious Education (PAI) teachers in the use of learning technology at SDN Bandaran 3 Pamekasan. This research identifies various types of technology used, such as digital multimedia (video, animation, PowerPoint) and social media (WhatsApp, Instagram) as teaching tools. According to research, the practice of professional ethics emerges through professional dedication in presenting educational materials, respectful digital interactions, equitable treatment in assessments, and modeling exemplary digital behavior for students. In addition, this research highlights existing challenges, both from within and without, including a lack of ethical awareness and pressure from the surrounding environment, and offers solutions through ongoing training and the formation of communities of practice. Integrating ethics in the use of technology is very important to maintain the quality of PAI learning in the digital age.

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INTRODUCTION

The paradigm shift in education amidst the digital revolution has brought fundamental changes to the teaching profession. Teachers are no longer merely responsible for transmitting knowledge but are also expected to create learning environments that are interactive, adaptive, and responsive to the characteristics of students growing up in a technology-driven era. In this context, teachers are required to guide students not only in mastering technological skills but also in understanding ethical values, developing critical awareness, and using digital technology responsibly in their daily lives.

Consequently, competence in digital literacy has become an indispensable component of teachers' professionalism. This competence encompasses ethical communication in digital spaces, awareness of data privacy and security, as well as the ability to utilize technology for educational purposes, including accessing information, collaborating remotely, and producing original digital content (Damayanti & Ridwan, 2024). Beyond serving as instructors, teachers are also expected to act as facilitators, motivators, and role models who encourage students to develop self-confidence, intrinsic motivation, and readiness to face future challenges in an increasingly technology-oriented society.

However, the rapid advancement of digital technology also presents substantial challenges for teachers. Uncontrolled access to digital information may negatively affect students' attitudes, behavior, and character formation. Preliminary observations conducted at SDN Bandaran 3 Pamekasan revealed several issues, including students' excessive use of digital devices, limited awareness regarding ethical digital behavior, and declining face-to-face social interaction among students. In addition, teachers encounter difficulties in integrating digital technology into learning while simultaneously maintaining educational values and character formation. These conditions indicate the need for teachers to continuously adapt their pedagogical practices and strengthen their professional ethics in the digital era (Santoso & Fitriatin, 2024).

Although numerous studies have discussed digital literacy, teacher competence, and technology-based learning, most previous research has primarily focused on the technical aspects of technology integration in education. Studies specifically examining how teachers implement professional ethics and digital literacy competencies in addressing educational challenges at the elementary school level remain limited, particularly in the context of SDN Bandaran 3 Pamekasan. Therefore, empirical investigation is necessary to understand how teachers respond to digital-era challenges while maintaining their educational roles as moral exemplars and character builders.

The novelty of this study lies in its focus on exploring teachers' professional roles in integrating digital literacy competencies with ethical and character-based educational practices in elementary schools. Specifically, this study seeks to analyze the challenges faced by teachers in the digital era, examine strategies implemented to foster responsible digital behavior among students, and identify how teachers at SDN Bandaran 3 Pamekasan maintain their professional and ethical responsibilities amidst ongoing technological transformation.

METHOD

This study employed a qualitative approach with a case study design to explore in depth the implementation of professional ethics in the utilization of technology in Islamic Religious Education (PAI) learning at SDN Bandaran 3 Pamekasan. The research was conducted at SDN Bandaran 3 Pamekasan during the second semester of the 2025/2026 academic year, from January to March 2026. In qualitative research, the researcher acted as the primary instrument responsible for collecting, interpreting, and analyzing data obtained from the field.

The participants in this study consisted of five informants selected through purposive sampling. The informants included two Islamic Religious Education teachers, the school principal, and two students who were actively involved in technology-assisted learning activities. The selection criteria included teachers who had experience in integrating digital technology into learning and students who regularly participated in technology-based instructional activities.

Data were collected through classroom observations, semi-structured interviews, and documentation. Observations were conducted during both online and face-to-face learning sessions to examine teacher-student interactions, the use of digital media, and the implementation of ethical values in the learning process. Semi-structured interviews were carried out using an interview guide containing several key themes, including teachers' understanding of digital ethics, strategies for integrating technology into learning, challenges encountered in the digital era, and efforts to foster students' responsible use of technology. Documentation data were obtained from lesson plans, school policies, photographs, and other relevant institutional documents.

Data analysis employed a descriptive analytical approach following the interactive model of Miles and Huberman, which consisted of four stages: data collection, data reduction, data display, and conclusion drawing/verification. Data reduction involved selecting and organizing relevant information, while data display was

conducted by presenting findings in narrative form to facilitate interpretation. The final stage involved drawing conclusions and verifying the consistency of the findings.

To ensure the trustworthiness of the data, the researcher applied source triangulation by comparing information obtained from different informants and method triangulation by comparing findings from interviews, observations, and documentation. In addition, prolonged engagement and persistent observation were conducted throughout the research period to enhance the credibility and dependability of the findings.

RESULTS AND DISCUSSION

Professional Ethics as the Foundation for Digital-Based PAI Learning

The findings demonstrate that professional ethics constitute the primary foundation for the implementation of technology-assisted Islamic Religious Education (PAI) learning at SDN Bandaran 3 Pamekasan. Interview data revealed that teachers perceive professional ethics not merely as a formal professional obligation, but as a moral framework guiding every instructional decision in digital learning environments. One participant stated:

"Technology is only a medium; what matters most is how teachers use it wisely and ensure that students use it responsibly" (Teacher 1).

Classroom observations further indicated that teachers consistently demonstrated ethical conduct by arriving punctually, communicating respectfully, providing equal learning opportunities, and maintaining professional boundaries during online interactions. These practices suggest that ethical principles remain central even when learning activities are mediated by digital technologies.

A notable finding is that ethical values were not taught as isolated concepts but were embedded throughout the learning process. Teachers integrated Islamic values, such as honesty, respect, and responsibility, into digital learning activities. This finding extends previous studies emphasizing teachers' ethical responsibilities in digital education (Damayanti & Ridwan, 2024; Maola et al., 2025). Unlike previous studies that mainly focused on teachers' technological competence, the present study reveals that ethical competence functions as a mediating factor determining whether technology contributes positively or negatively to students' character development.

This finding supports the sociocultural perspective, which argues that learning is fundamentally shaped by social interactions and moral practices within educational communities. In this context, PAI teachers act simultaneously as instructors, moral agents, and digital role models.

Ethical Practices in the Utilization of Digital Technologies

The study identified four major forms of ethical practice implemented by teachers during technology-enhanced learning: ethical communication, responsible technology use, fair assessment, and digital role modelling.

First, teachers established ethical norms for digital communication through WhatsApp learning groups. Before initiating online discussions, teachers explicitly informed students regarding acceptable communication practices, including the use of respectful language, avoidance of inappropriate content, and adherence to communication schedules.

Observational data revealed that teachers consistently employed polite language, acknowledged students' contributions, and provided constructive rather than punitive feedback. Such practices fostered psychologically safe learning environments where students felt comfortable expressing their ideas.

Second, teachers utilized multimedia resources, including PowerPoint presentations, educational videos, and audio recordings, to enhance students' understanding of Islamic concepts. Rather than using technology solely for content delivery, teachers intentionally selected digital materials containing moral messages relevant to students' daily experiences.

Interestingly, although social media platforms such as Instagram have become increasingly popular among students, teachers deliberately restricted their use due to concerns regarding age appropriateness, digital safety, and exposure to undesirable content. Instead, WhatsApp was preferred because it allowed greater teacher supervision and parental involvement.

Third, ethical principles were evident in assessment practices. Teachers informed students about evaluation criteria before assigning tasks and provided individualized feedback after assessment. Such transparency enhanced students' trust in teachers and encouraged continuous learning improvement.

The findings suggest that professional ethics in digital learning environments extend beyond compliance with professional standards. Ethical practices function as mechanisms through which teachers maintain educational quality while simultaneously fostering students' digital citizenship.

Challenges in Maintaining Professional Ethics in the Digital Era

Despite positive practices, teachers encountered substantial challenges in implementing professional ethics within digital learning contexts.

The most prominent challenge concerned students' unrestricted exposure to digital content. Interview findings indicated that students frequently imitated inappropriate language, attitudes, and behaviours encountered on social media platforms.

As one teacher explained:

"Many students imitate expressions from social media without realizing that such behaviour contradicts Islamic values" (Teacher 2).

Observations confirmed that several students demonstrated reduced concentration during technology-supported learning sessions and occasionally prioritized entertainment content over educational activities.

These findings reflect broader global concerns regarding children's digital socialization. The increasing accessibility of digital technologies has transformed traditional educational boundaries, thereby complicating teachers' efforts to monitor and guide students' behaviour. Consequently, ethical challenges in contemporary education are no longer confined to classrooms but extend into students' home and online environments.

Another challenge involved teachers' need for continuous technological adaptation. Several participants reported difficulties in keeping pace with rapidly evolving digital platforms while simultaneously fulfilling pedagogical and administrative responsibilities.

Unlike previous studies that primarily emphasized technological infrastructure limitations, the present findings reveal that ethical challenges emerge largely from sociocultural transformations associated with digitalization. This finding highlights the necessity of conceptualizing teacher professionalism in digital contexts as an adaptive and ethically responsive practice.

Strategies for Strengthening Ethical Professionalism in Digital Learning

The study identified several strategies adopted by teachers to address these challenges.

First, teachers embedded digital ethics and Islamic values throughout classroom instruction. Rather than teaching ethics separately, teachers integrated discussions concerning responsible technology use, online etiquette, information verification, and digital accountability into everyday learning activities.

Second, teachers established intensive communication with parents through WhatsApp groups and regular consultations. The findings indicate that parental involvement significantly strengthened the consistency of ethical guidance between school and home environments.

Third, teachers engaged in informal professional learning communities to exchange experiences, discuss ethical dilemmas, and develop collective solutions regarding digital learning practices. Such collaborative activities enhanced teachers' confidence and adaptive capacity in responding to technological changes.

Most importantly, teachers consistently positioned themselves as digital role models. Observational evidence demonstrated that teachers practised responsible technology use, respected copyright regulations, verified online information sources, and modelled respectful online interactions.

These findings suggest that ethical professionalism in digital education should be viewed as a collective endeavour involving teachers, families, schools, and communities. The study therefore proposes a conceptual framework in which teacher professional ethics function as a central mechanism linking technology integration, character education, and digital citizenship development.

Theoretical and Practical Implications

Theoretically, this study contributes to the growing literature on digital pedagogy by demonstrating that ethical competence represents a crucial dimension of teacher professionalism in technology-enhanced learning environments. Ethical competence should be considered alongside pedagogical and technological competencies within contemporary teacher professional development frameworks.

Practically, the findings imply that schools should strengthen professional development programs emphasizing digital ethics, establish institutional guidelines for ethical technology use, and promote collaborative partnerships among teachers, parents, and communities to support students' character formation in the digital era.

CONCLUSION

Maintaining the quality of Islamic education amidst the flow of digitalization requires PAI teachers at SDN Bandaran 3 Pamekasan to not only master learning technology devices, but also to consistently internalize professional ethics in every aspect of their work. Because, the teacher's function in this context is dual: on one hand as a competent technology operator in managing social media as well as multimedia, and on the other hand as a guardian of moral integrity who provides exemplification in the virtual space. Ethics in the teaching profession is visible from the teacher's seriousness in presenting targeted materials, the enforcement of etiquette in communicating via digital media, and clarity in the technology-based learning evaluation system.

The challenges faced by teachers are divided into two sources: internally, the lack of mastery of ethical competence becomes a significant obstacle; externally, pressure from the professional environment also weakens the ethical consistency of teachers in their duties. In order to find solutions to these challenges, there are three crucial components that must be fully implemented. The first component is the strengthening of character integrity through continuous ethics-based learning. The second component is the refinement of institutional policies that explicitly accommodate moral values in professional work. The third component is the building of collaborative networks among teaching staff. Ultimately, the synergy between technological literacy and professional ethical commitment opens opportunities for the realization of progressive PAI learning that is simultaneously firm in moral and spiritual foundations.

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