

## Teacher Professionalism in the Modern Era: A Study of Professional Requirements and Code of Ethics

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### Abstract

*Teacher professionalism is a main pillar in ensuring the quality of education in the dynamic modern era. This research aims to analyze the concept of teacher professionalism by focusing on the fulfillment of professional requirements and the implementation of code of ethics amidst digital transformation. The method used is qualitative with a literature study approach (library research), which examines various scientific literatures, educational policies, and relevant research results. The results of the discussion show that teacher professionalism in the modern era is not only based on the mastery of four basic competencies (pedagogical, professional, personality, and social), but also requires adaptability to information technology and digital literacy. The main challenges found include the digital gap and the risk of dehumanizing interactions, while strengthening the code of ethics is a crucial instrument for maintaining the moral integrity of educators. This research concludes that efforts to strengthen professionalism must be carried out through continuous professional development and systematic institutional support to produce teachers who are able to balance technological skills with human values.*

**Keywords:** *Teacher Professionalism, Modern Era, Professional Requirements, Code of Ethics, Digital Transformation.*

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## INTRODUCTION

Education is a key instrument in developing high-quality and competitive human resources. In the education ecosystem, teachers occupy a central position as the main drivers who determine the success of the learning process. The importance of the role of teachers has been emphasized, namely that teachers are professionals who require various specific requirements to ensure that their profession can be carried out properly (Suheri et al., 2020: 278). In the modern era marked by advances in digital technology, the demands on teacher professionalism have undergone a paradigm shift, whereby teachers are not only required to master the subject matter, but also to be adaptive to global changes (Veronika et al., 2024: 1).

Conceptually, teacher professionalism is rooted in the mastery of four basic competencies, namely pedagogical, professional, personal, and social. However, the reality in the field shows that fulfilling these competencies faces great challenges along with digital transformation. Teachers who come from the pre-digital world often find it difficult to build effective communication with the digital

generation of students (Akbar, 2022: 1). This digital literacy gap has the potential to hinder knowledge transfer and create a distance between educators and students if it is not immediately addressed through systematic professionalism development (Mukmin et al., 2023: 110).

In addition to technological mastery, moral integrity through adherence to professional codes of ethics is an equally important aspect. Codes of ethics serve as a moral compass for teachers to maintain the dignity of their profession amid rapid social and cultural changes (Amanah et al., 2025: 1881). In the modern era, the risk of technology abuse and dehumanization of interactions requires teachers to be more flexible but remain steadfast in applying ethical and humanistic values in all their educational activities (Zega & Damanik, 2025: 1). Without a strong ethical foundation, advances in information technology can actually erode the substantive role of teachers as role models.

Given the complexity of these challenges, an in-depth study is needed on how the requirements of the teaching profession and the code of ethics are implemented in modern educational practice. Improving teacher competence must be a priority agenda in order to realize quality education (Sustiana et al., 2025: 90). Based on this background, this article aims to comprehensively examine the concept of teacher professionalism in the modern era, the requirements that must be met as professionals, and the relevance of the code of ethics in maintaining the quality and dignity of the teaching profession amid the ongoing digital transformation.

## **RESEARCH METHOD**

This study uses a qualitative method with a library research approach. Library research is a series of activities related to library data collection methods, reading and note-taking, and processing research materials (Sustiana et al., 2025: 91). The main focus of this study is to examine the concept of teacher professionalism, professional requirements, and teacher code of ethics in the modern era through relevant scientific literature.

The stages of this study were carried out systematically, including:

1. **Data Collection:** Data was collected by searching for written sources such as scientific journals, books, and educational policy documents through digital databases such as Google Scholar, ResearchGate, and university repositories. Sources were selected using keywords such as “Teacher Professionalism,” “Digital Age,” “Teacher Code of Ethics,” and “Teacher Competence.”
2. **Data Reduction:** The researchers selected the articles found (Korompis et al., 2025: 632). Only articles published within the relevant time frame and with academic credibility were used as primary references.
3. **Data Analysis:** The collected data were analyzed using content analysis techniques. The researchers read deeply, compared findings between journals, and synthesized them to draw comprehensive conclusions about the challenges and efforts to strengthen teacher professionalism (Mu'id & Ishaqi, 2025: 1).
4. **Conclusion:** After the data was analyzed and synthesized, the researchers formulated conclusions that answered the research questions regarding teacher professionalism in the modern era.

The instrument in this study was the researcher himself (human instrument), who served as the planner, data collector, analyst, and reporter of the research results. Data validity was maintained by triangulating sources, i.e., comparing various theories and research results from several different authors to obtain an objective perspective.

## RESULTS AND DISCUSSION

### Result

Based on an analysis of various scientific literature and relevant educational documents, this study summarizes several key findings related to teacher professionalism in the modern era as follows:

**Table 1. Synthesis of the Results of the Study on Teacher Professionalism in the Modern Era**

Study Dimension	Main Findings (Literature Review Results)	Key References
Basic Concept	Professionalism is a manifestation of commitment and competence grounded in scientific theory, philosophy, and educational psychology.	Syahrudin (2024); Hakim (2024)
Professional Requirements	In addition to academic qualifications and four core competencies, modern teachers are required to possess digital literacy and technological adaptability.	Suheri et al. (2020); Mu'id & Ishaqi (2025)
Role of the Code of Ethics	Serves as a moral guideline and protector of professional dignity, especially in maintaining ethical communication in digital spaces.	Amanah et al. (2025); Zega & Damanik (2025)
Main Issues	The existence of a digital gap between pre-digital teachers and students, as well as the risk of dehumanization in interactions.	Akbar (2022); Mukmin et al. (2023)
Strengthening Strategies	Continuous professional development, debureaucratization, constructive supervision, and strengthening a humanism-based school culture.	Veronika et al. (2024); Sustiana et al. (2025)

Based on Table 1 above, it can be seen that there has been a significant shift in the requirements to become a professional teacher. Whereas in the past the main focus was only on mastery of subject matter (professional) and teaching methods (pedagogical), now aspects of technology and digital ethics have become inseparable determining variables.

The table also shows that the issue of professionalism is not only technical (lack of facilities), but also psychological-social, namely teachers' inability to engage with students who have different learning patterns in the digital era (Akbar, 2022).

### Discussion

#### The Concept of Teacher Professionalism

Teacher professionalism is not merely a job title, but rather a manifestation of commitment, competence, and high work ethics in carrying out the mandate of education. Professional teachers are understood as educators who have strategic duties, functions, and roles in educating the nation. The essence of this professionalism lies in the possession of skills based on in-depth scientific concepts

and theories, supported by a strong philosophical, psychological, and sociological foundation (Syahrudin, 2024: 1). In a broader view, professionalism also includes mastery of educational psychology and competent classroom management skills to create a conducive learning environment (Hakim, 2024:10).

Conceptually, a teacher's professionalism is built on four pillars of core competencies that are integrated with one another. First, pedagogical competence, which requires teachers to be able to design, implement, and evaluate learning effectively and to understand the characteristics of students in depth (Syahrudin, 2024: 1). Second, professional competence, which focuses on a broad and deep mastery of the curriculum material (Hasrin & Sidik, 2025: 84). Third, personal competence, which requires teachers to have integrity, maturity, and be role models for their students (Hakim, 2024: 10). Finally, social competence involves the ability of teachers to communicate and interact effectively with students, colleagues, parents, and the wider community (Hasrin & Sidik, 2025: 84).

In the modern era marked by digital transformation, the concept of teacher professionalism has expanded in meaning. Professional teachers are required not only to master static material, but also to have strong digital literacy (Korompis et al., 2025: 631). This involves the ability to integrate information technology into the learning process in order to maintain the relevance of education to the needs of the times (Hasrin & Sidik, 2025: 83). Professionalism in this context means the readiness of teachers to adapt to dynamic curriculum changes and utilize digital platforms as a means of pedagogical innovation (Korompis et al., 2025: 635).

Furthermore, professionalism positions teachers as facilitators who help students develop 21st-century skills, such as critical, creative, and collaborative thinking (Hakim, 2024: 10). Professional teachers realize that their role goes beyond the mere transfer of knowledge; they are agents of social change who are responsible for shaping the character and morals of future generations (Hakim, 2024: 12). Therefore, professionalism also includes a spirit of lifelong learning, in which teachers independently continue to improve themselves through seminars, training, and ongoing research (Syahrudin, 2024: 3).

Being a professional teacher today means being a “Teacher Who Learns.” If a teacher stops learning, they immediately lose their professionalism in the face of an ever-changing world.

### **Teachers as a Profession**

Teaching as a profession is a functional position that requires special expertise and cannot be performed by just anyone without an adequate professional educational background. As a profession, teachers have strategic responsibilities based on a clear body of knowledge, including a strong philosophical, psychological, and sociological foundation in all of their educational activities (Syahrudin, 2024: 2). This position is not only seen as a livelihood, but as a profession that requires skills and abilities that meet certain quality standards and norms through systematic professional education (Hakim, 2024: 11).

The existence of teachers as a profession is strongly bound by four main competencies that are the standard measures of professionalism in the field. These competencies include pedagogical abilities in managing learning, professional competencies in mastering material, personality competencies with

integrity, and social competencies in interacting (Hakim, 2024: 10). The implementation of these four competencies is crucial because professional teachers must be able to integrate theoretical knowledge with effective teaching practices to support the optimal achievement of educational goals (Hasrin & Sidik, 2025: 84).

Furthermore, the main characteristic that distinguishes teachers as a profession from other jobs is the existence of a code of ethics and inherent moral responsibility. Teachers are not only tasked with transferring knowledge, but also act as mentors and role models who shape the character of their students (Hakim, 2024: 12). As professionals, teachers have an obligation to uphold the honor of their profession through ethical conduct and high dedication in providing educational services to the community (Syahrudin, 2024: 3).

Amidst the dynamics of the modern era, teachers as a profession are now required to have a high level of adaptability to digital transformation. Professionalism in the context of the teaching profession today includes mastery of technological literacy as a means to improve the quality of learning (Korompis et al., 2025: 631). The challenges of educational transformation force this profession to continue to evolve, where professional teachers must be able to utilize various digital resources to maintain the relevance of teaching to the increasingly complex needs of the times (Korompis et al., 2025: 635).

In addition to technological adaptation, this professional concept also requires a commitment to continuous professional development. Professional teachers realize that knowledge is constantly evolving, so they must position themselves as lifelong learners through research, training, and peer collaboration (Syahrudin, 2024: 3). By continuously updating their competencies, teachers can maintain their professional status while making a greater contribution to the quality of national education (Hasrin & Sidik, 2025: 83).

Teaching as a profession is a specialized job that integrates intellectual expertise, legal competency standards, moral codes of ethics, and a spirit of continuous renewal. This professional status positions teachers as key agents of change who are not only required to master the classroom technically, but must also be able to adapt to technological advances and the challenges of the times in order to produce a high-quality future generation. This professionalism ultimately becomes the key to the success of educational transformation in the modern era.

### **Teacher Qualifications and Code of Ethics**

The teaching profession is categorized as a profession because it requires specific expertise based on certain quality standards and norms. The main requirement of a profession is in-depth specialized education, whereby teachers must have minimum academic qualifications and teaching certificates that demonstrate their competence (Suheri et al., 2020: 104). In addition, this profession must be based on talent, interest, and a calling to serve professionally in order to improve the quality of education (Amanah et al., 2025: 1883).

As professionals, teachers must meet four basic competency requirements, which include pedagogical, personal, social, and professional competencies (Veronika et al., 2024: 1). In the modern era, these requirements have expanded to include digital literacy and adaptability to information technology as tools to support innovative learning. Teachers are not only required to master the

material theoretically, but also to be able to implement it in teaching practices that are ethical and relevant to the challenges of the times (Mu'id & Ishaqi, 2026: 1).

The teacher code of ethics is an important pillar that regulates the behavior, responsibilities, and moral integrity of educators in carrying out their duties. This code of ethics serves as a guideline for maintaining the honor of the profession and protecting the dignity of teachers in their interactions with students, colleagues, parents, and the community. The relevance of this code of ethics is even more crucial in the digital age to prevent ethical violations in cyberspace and ensure that teachers remain moral role models for their students (Amanah et al., 2025: 1881-1885).

The implementation of this code of ethics and fulfillment of professional requirements has a direct impact on national education performance and quality. Teachers who uphold the code of ethics will demonstrate greater dedication and professionalism in designing and evaluating learning (Suheri et al., 2020: 105). This includes a commitment to treating students fairly, objectively, and with empathy, which is at the core of the teaching profession (Veronika et al., 2024: 12).

Efforts to improve professionalism must be carried out continuously through training, certification, and systematic institutional support. Continuous professional development enables teachers to continuously update their expertise in line with developments in science and technology (Mu'id & Ishaqi, 2026: 20). Thus, the professional status of teachers is not merely a formal title, but a manifestation of personal qualities that continue to grow in line with changes in the educational paradigm in the modern era (Veronika et al., 2024: 12).

Conclusion Professional requirements and codes of ethics for teachers are two inseparable instruments in ensuring the quality of education. Professional requirements ensure that teachers have adequate intellectual and technical capacity, while the code of ethics ensures that this capacity is exercised with high moral integrity. It is the synergy between competent skills and adherence to professional ethics that will produce professional teachers capable of facing the challenges of educational transformation in the digital era.

### **Teacher Professionalism in the Modern Era**

Teacher professionalism in the modern era is no longer merely about fulfilling teaching obligations, but rather a manifestation of adaptability to rapid educational transformation. Amidst the onslaught of technology, teachers are required to go beyond their traditional role as conveyors of information to become creative learning managers (Hasrin & Sidik, 2025: 83). Professionalism in this context means the readiness of an educator to continuously update their qualifications in order to remain relevant to the needs of digital generation students who have learning patterns that are far different from previous generations (Korompis et al., 2025: 631).

The foundation of this professionalism remains rooted in four main competencies, namely pedagogical, professional, personal, and social, but with a new emphasis on technology integration. Modern teachers must not only have a deep mastery of the subject matter, but also possess proficient digital literacy to create innovative and engaging learning content (Suheri et al., 2020: 105). The

inability to adapt to digital tools can hinder the effectiveness of knowledge transfer and reduce the quality of interaction between teachers and students in the classroom (Mu'id & Ishaqi, 2026: 3).

Beyond technical aspects, professional ethics serve as an anchor that maintains teacher integrity amidst the openness of information in the modern era. Teacher codes of ethics serve as behavioral guidelines so that educators can remain moral and character role models for students, both in face-to-face interactions and online (Amanah et al., 2025: 1885). Comprehensive professionalism requires teachers to maintain the dignity of their profession by treating students fairly, objectively, and empathetically, even though learning methods have transformed into hybrid or online forms (Veronika et al., 2024: 1).

The main challenges to professionalism in the modern era include the digital divide and administrative burdens that often hinder innovation. However, opportunities also exist through various ongoing professional development programs, which are now more easily accessible online (Korompis et al., 2025: 635). Professional teachers in the modern era are those who are able to take advantage of opportunities for collaboration between colleagues and independent training to continuously hone their abilities in assisting students in developing critical and creative thinking skills (Veronika et al., 2024: 12).

The importance of certification and institutional support are also key factors in maintaining professional standards in schools. Without policies that support the welfare and capacity development of teachers, their efforts to become professionals in the modern era will face significant obstacles (Mu'id & Ishaqi, 2026: 20). Therefore, professionalism is the result of a synergy between individual teacher dedication, adherence to professional standards, and support from an education system that adapts to global change (Syahrudin, 2024: 3).

Teacher professionalism in the modern era is a balance between technological mastery, in-depth academic competence, and strong personal ethics. Professionalism is no longer a static status, but rather a dynamic process that positions teachers as lifelong learners to maintain the quality of education amidst the inevitable digital transformation. This synergy between technological proficiency and moral integrity is key to the success of today's education.

### **Implementation and Problems**

The implementation of teacher professionalism in the field is currently focused on mastering information technology as a primary instrument in the learning process. Teachers are required to develop creative and innovative learning tools to adapt to the characteristics of Generation Z and Alpha students, who are highly familiar with the digital world (Mukmin et al., 2023: 112). This professional practice involves the use of various digital platforms to deliver material instantly and interactively, enabling more effective educational communication beyond the confines of the traditional classroom (Akbar, 2022: 1).

The main problem that arises in this implementation is the digital divide between teachers and students. Many teachers, from the pre-digital generation, experience difficulty or stuttering in operating advanced technology, while students already possess a much more advanced understanding (Akbar, 2022: 2). This situation often leads to frustration on both sides: teachers feel their authority

is threatened due to being technically behind, while students perceive the teaching methods used as outdated and boring (Mukmin et al., 2023: 110).

In addition to technical constraints, ethical issues and the dehumanization of interactions pose serious challenges in modern education. Excessive use of technology without strong oversight risks eroding human values and empathy in teacher-student relationships. The rapid transformation of social culture in the digital era requires teachers to be not only technologically savvy but also more flexible in implementing codes of ethics to remain a moral bulwark for students amidst the risks of social media misuse (Zega & Damanik, 2025: 1).

On the other hand, the low quality and quantity of teacher competency in some regions remains a classic problem that has not been fully resolved. Many teachers do not meet the minimum academic qualifications or expected professional competency standards, resulting in low-quality educational output. This is exacerbated by the lack of institutional support for providing equitable, ongoing training, resulting in slow and uneven teacher professional development across educational units (Sustiana et al., 2025: 92-98).

Strategies to address these various issues require a systemic approach involving collaboration between teachers, schools, and the government. Improving digital literacy must be accompanied by strengthening character education and professional ethics so that technology continues to function as a supporting tool, not a substitute for the humanitarian role of teachers (Zega & Damanik, 2025: 1). Continuous professional development programs focused on integrating technology and modern classroom management are key to realizing quality education that is relevant to the dynamics of the times (Sustiana et al., 2025: 99).

The implementation of teacher professionalism faces the dual challenge of technological mastery and maintaining moral integrity in the digital age. Issues such as the digital divide and ethical degradation can only be addressed if teachers commit to being lifelong learners who balance technical skills with humanistic values. Without synergy between competency enhancement and strong policy support, educational transformation in the modern era will not achieve optimal results.

### **Efforts to Strengthen Teacher Professionalism and Code of Ethics**

Efforts to strengthen teacher professionalism begin with the revitalization of ongoing professional development programs focused on technology integration. Teachers are not only encouraged to possess adequate academic qualifications but are also required to undergo intensive training in digital literacy to enable them to create an innovative learning ecosystem (Mu'id & Ishaqi, 2026: 20). This strengthening is crucial to ensure that teachers can fulfill their role as facilitators relevant to students' needs in the modern era, where access to information is no longer limited to textbooks (Suheri et al., 2020: 105).

Beyond technical aspects, strengthening integrity through the internalization of a teacher code of ethics is a crucial step in maintaining the dignity of the profession. Schools and professional organizations must regularly disseminate the code of ethics as a moral compass for teachers in interacting with students, especially in the challenging digital space (Amanah et al., 2025: 1888). Adherence to this code of ethics ensures that professionalism is measured not only

by teaching skills but also by personal maturity and appropriate behavior that serve as role models for students (Veronika et al., 2024: 2).

The implementation of debureaucratization policies is also a significant strengthening strategy. Teachers need more space to innovate and collaborate without being overly burdened by rigid administrative matters (Veronika et al., 2024: 12). With bureaucratic simplification, teachers can focus more on improving pedagogical quality and more humanistic, technology-based classroom management (Zega & Damanik, 2025: 1). Collaboration between peers through communities of practice also needs to be strengthened as a forum for sharing experiences in addressing various problems in the field (Sustiana et al., 2025: 99).

Institutional support in the form of constructive educational supervision and appreciation for outstanding teachers also encourages teachers to improve their professionalism. Supervision should not be simply about finding fault, but rather should aim to provide guidance and continuous improvement of professional competence (Mu'id & Ishaqi, 2025: 20). Providing certification and adequate welfare are also key motivators to ensure teachers remain fully focused on supporting student development and are not distracted by economic burdens (Sustiana et al., 2025: 92).

Finally, strengthening strategies must address the emotional and spiritual aspects by strengthening ethics and humanism. In the mechanistic digital era, teachers need to be reminded of the essence of their profession as guides of souls, not merely technology operators (Zega & Damanik, 2025: 1). Flexibility in implementing a code of ethics, coupled with empathy, will create a harmonious relationship between teachers and students, enabling effective character transformation alongside knowledge transfer (Akbar, 2022: 1).

Efforts to strengthen teacher professionalism and codes of ethics are a synergy between increasing digital capacity, simplifying bureaucratic systems, and upholding moral integrity. Solid professionalism can only be achieved if teachers independently commit to being lifelong learners and educational institutions provide systematic support for professional development. In this way, teachers will remain a key pillar of education, capable of balancing technological advancement with enduring human values.

## **CONCLUSION**

Teacher professionalism in the modern era is a synergy between mastery of four basic competencies (pedagogical, professional, personality, and social) with high adaptability to digital literacy and consistent adherence to the professional code of ethics. Although its implementation faces serious challenges in the form of a digital gap between teachers and students and the risk of dehumanization of interactions due to technology, professionalism can still be upheld through a commitment to lifelong learning, continuous professional development, and strengthening humanistic values. Ultimately, professional teachers in the digital era are not simply technology operators, but agents of change who are able to balance the sophistication of digital tools with moral integrity and empathy to produce a quality future generation.

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