

## Teachers' Perceptions of Ethical Social Media Use for Senior High School Students in West Java

Rizal Kailani<sup>1\*</sup>, Rudi Susilana<sup>1</sup>, Mohammad Ali<sup>1</sup>, Laksmi Dewi<sup>1</sup>

<sup>1</sup>Indonesia University of Education

Jl. Dr. Setiabudhi No. 229, Bandung 40154, West Java, Indonesia

\*Corresponding Email: [kailanirizale@upi.edu](mailto:kailanirizale@upi.edu)

### ARTICLE INFORMATION

### ABSTRACT

#### Publication information

#### Research article

#### HOW TO CITE

Kailani, R., Susilana, R., Ali, M., & Dewi, L. (2026). Teachers' perceptions of ethical social media use for senior high school students in West Java. *International Journal of Applied Business & International Management*, 11(1), 152–169.

#### DOI:

<https://doi.org/10.32535/ijabim.v11i1.4474>

Copyright@ 2026 owned by Author(s).

Published by IJABIM



This is an open-access article.

License:

Attribution-Noncommercial-Share Alike  
(CC BY-NC-SA)

Received: 30 January 2026

Accepted: 18 March 2026

Published: 20 April 2026

As social media becomes more common in schools, it is important to be aware of ethics in order to encourage responsible digital behavior. This study seeks to investigate teachers' perceptions of digital ethics regarding social media usage among senior high school students in West Java. A quantitative survey design was utilized, encompassing 360 Religious and Character Education teachers chosen via multistage random sampling. A 33-item questionnaire was used to collect data on seven aspects of digital ethics. The answers were measured on a 5-point Likert scale. The results show that there is a high level of agreement on all dimensions (mean range: 4.13–4.51), which means that people really understand digital ethics. Justice and equality (M = 4.51) and respect for human rights (M = 4.51) were the most highly rated dimensions. Ethical data practices (M = 4.27) got the lowest score. There were only small differences between demographic groups. These results show how important it is to include digital ethics in school curricula, especially in areas that are not as well-known, like data ethics and sustainability, to help students become better digital citizens.

**Keywords:** Digital Ethics; Digital Citizenship; Social Media Ethics; Teacher Perceptions; Secondary Education

## **INTRODUCTION**

Digital ethics refers to the principles that guide responsible behavior in online environments, including respect for privacy, accuracy of information, and appropriate use of digital platforms (Robertson et al., 2024). It is crucial to respect privacy, avoid spreading false information, and utilize social media and online platforms wisely, as digital interaction increasingly shapes individual behavior and social norms. Religious and character education play a significant role in shaping a person's personality and moral foundation. In Indonesia, this subject is implemented at all levels of formal education, with the mission of building students' mental, moral, and ethical character (Arif & Elya, 2021). It instills foundational values such as honesty, integrity, respect, and responsibility, which are essential for guiding ethical behavior in digital environments. Therefore, strengthening digital ethics through religious and moral values is increasingly essential to foster a responsible, cultured society with strong ethical awareness in the digital era (Adawiyah, 2023; Amriani et al., 2023).

Students today face various challenges in adapting to rapid digital developments, particularly in navigating the vast amount of online information and distinguishing credible sources from misleading content. Exposure to unverified information, cyberbullying, and privacy violations has become increasingly prevalent, potentially influencing students' ethical behavior in digital environments (Deviv et al., 2024). Similar challenges in online learning environments have also been observed, where students experience difficulties in maintaining focus, understanding content, and adapting to digital learning systems (Andries & Lengkoan, 2023). These challenges not only affect students' online interactions but also raise concerns about their moral judgment and responsibility in using digital platforms. Therefore, targeted educational interventions are necessary to guide students in developing responsible and ethical technology use (Haleem et al., 2022).

In response to these challenges, the Indonesian government has initiated various programs to improve digital literacy, including the National Digital Literacy Movement, which aims to enhance society's digital capabilities (Rahmatunnisa, 2024; Yuliantini & Suswanta, 2024). This initiative reflects broader changes in the education sector that require adaptation to rapid technological and societal transformations (Indriani et al., 2024). The program emphasizes four key competencies: digital ethics, digital skills, digital culture, and digital security (Nugroho & Widiatoro, 2025). Within this framework, teachers play a crucial role in instilling ethical values and guiding students in responsible digital behavior from an early stage.

However, despite the strategic role of teachers, previous studies indicate that both teachers and prospective teachers often receive limited training related to digital ethics and digital competencies (Novella-García & Cloquell-Lozano, 2021). This gap suggests that while policy initiatives have been established, their implementation in educational practice may not yet be fully supported, particularly in terms of teachers' preparedness to address ethical issues in digital environments.

At the same time, several digital-related problems remain pervasive in Indonesia, including privacy violations, cyberbullying, online violence, and cybercrime (Ardiputra et al., 2022). Indonesia's low ranking in the 2020 Microsoft Digital Civility Index (Microsoft Source, 2020) further indicates a national challenge in cultivating digital civility. Although West Java has high digital media use, its level of digital ethics remains moderate, highlighting the need for stronger moral and ethical education for students.

Teachers, therefore, have a moral responsibility to support an ethical, inclusive, and responsible digital society. Teachers' mastery of digital ethics enables them to model and reinforce positive online behavior (Rogerson, 2021). In educational settings, value-based approaches remain central in shaping behavior and guiding institutional practices, particularly in the context of ongoing digital transformation (Purbiyati & Andrew, 2025). Integrating the ethical use of digital platforms into the learning process also aligns with broader educational goals, including the 2030 Sustainable Development Goals (SDGs), especially in enhancing ethics in digital technology use. Teachers' perceptions of social media ethics further influence school policies, shaping how technology is used to support student development.

Without proper ethical understanding, students may be more likely to engage in unethical online behaviors such as bullying, harassment, or digital piracy (Baccarella et al., 2018). Reports from the Programme for International Student Assessment (PISA) in 2022 (Organisation for Economic Co-operation and Development [OECD], 2022), UNICEF Indonesia, and the Indonesian Ministry of Education indicate an increasing trend of bullying and cyberbullying, particularly during periods of online learning (Borualogo & Casas, 2023). This situation is further exacerbated by the decreasing level of parental supervision as children grow older, which contributes to the rise of digital ethics violations (Rodriguez et al., 2021). Additionally, previous studies have shown a strong relationship between cyberbullying and cybervictimization among adolescents (Özer & Şad, 2021).

Given these challenges, understanding digital ethics in learning, particularly in relation to social media use, becomes increasingly important for Religious and Character Education teachers. These teachers serve as agents of social change and moral guides in both virtual and physical learning environments (Muhammadiyah et al., 2022). Their awareness and perceptions regarding ethical digital behavior play a crucial role in shaping students' moral decision-making in online contexts (Tantakov et al., 2025).

Therefore, this study aims to examine teachers' perceptions of ethics in social media use and to identify the relative importance of ethical digital behavior for students in addressing the challenges of the digital environment. This study employs a quantitative survey design to enable statistical analysis and generalization of findings to Religious and Character Education teachers across West Java Province.

## **LITERATURE REVIEW**

### **Digital Ethics and Online Behavior**

Digital ethics refers to the principles that regulate human behavior in virtual environments, emphasizing responsible and wise use of technology (Robertson et al., 2024). Ethical behavior includes respecting privacy, avoiding the spread of misinformation, and adhering to accepted norms within digital communities. These principles are essential in guiding how individuals interact, communicate, and share information in increasingly connected digital spaces. However, the rise of cyberculture has also introduced various challenges, including information overload, digital distractions, and difficulties in identifying credible sources (Arnold et al., 2023). These conditions often lead to problematic online behaviors when users lack sufficient ethical awareness. Unethical behaviors such as cyberbullying, privacy violations, and discrimination are frequently associated with a limited understanding of digital ethics (Ghosh et al., 2025).

From an educational perspective, digital ethics is not only a conceptual framework but also a set of behaviors that can be developed and guided through structured learning

processes. Therefore, cultivating ethical awareness through formal education is crucial in helping students navigate digital environments responsibly (Haleem et al., 2022). These ethical behaviors can be further understood through specific dimensions such as respect for others, accountability, inclusivity, and responsible use of digital information, which provide a more structured basis for analyzing digital ethics in social media use.

### **Religious and Character Education**

Religious and character education aims to develop moral, ethical, and personal values, shaping students into individuals with integrity and noble character (Arif & Elya, 2021). Core values such as honesty, responsibility, respect, and fairness are closely aligned with ethical principles required in digital environments. In the context of social media use, these values serve as a foundation for promoting respectful interaction, accountability, and awareness of others' rights in digital spaces.

Integrating religious and character-based values with digital ethics strengthens students' ability to make ethical decisions when using technology (Adawiyah, 2023; Amriani et al., 2023). These values can be reflected in various aspects of digital behavior, including respect for human rights, inclusivity and diversity, and fairness in online interactions, which are essential components of ethical engagement in social media environments.

Previous literature highlights the potential of religious education in shaping students' character, including through digital media (Rolando et al., 2024). However, research that explicitly links religious and character education with measurable dimensions of digital ethics in social media use remains limited. There is a lack of empirical studies examining how these value-based principles are reflected in teachers' perceptions and translated into structured ethical behavior in digital learning contexts.

### **Teachers' Role in Digital Ethics Education**

Teachers play a crucial role in helping students develop responsible digital habits and navigate ethical challenges in online environments. As digital technologies continue to evolve, teachers are required to adapt their teaching strategies to address emerging issues in social media use and digital interaction (Sapdi, 2023). However, previous studies indicate that many teachers still lack sufficient training in digital ethics and related competencies (Novella-García & Cloquell-Lozano, 2021).

Beyond their instructional role, teachers' perceptions and understanding of digital ethics significantly influence how ethical values are communicated and implemented in educational settings. Teachers not only model appropriate online behavior but also shape classroom norms and school policies related to social media use. Their awareness of ethical issues helps guide students in avoiding misconduct such as cyberbullying, harassment, and digital piracy.

### **Digital Ethics Challenges in Indonesia**

Indonesia faces significant challenges in the digital environment, including cybercrime, irresponsible technology use, online violence, and cyberbullying (Ardiputra et al., 2022; Rogerson, 2021). The 2020 Microsoft Digital Civility Index ranked Indonesia among the lowest in Southeast Asia, indicating a broader issue related to digital civility and ethical behavior (Microsoft Source, 2020). In addition, reports from KPAI, UNICEF, and PISA highlight increasing incidents of cyberbullying and digital misconduct among students, particularly in educational settings (Borualogo & Casas, 2023; OECD, 2022).

These conditions reflect not only the rapid growth of digital technology use but also the limited development of ethical awareness in online interactions. The decline in parental

supervision as children's digital exposure increases further elevates the risk of unethical behavior (Rodriguez et al., 2021). As a result, schools play a critical role in addressing these challenges through structured digital ethics education.

### **National Digital Literacy Movement**

The National Digital Literacy Movement highlights four key competencies: digital ethics, digital skills, digital culture, and digital security (Nugroho & Widiatoro, 2025; Yuliantini & Suswanta, 2024). This initiative reflects the growing recognition of the importance of ethical behavior in digital environments and the need to systematically develop these competencies within society.

Teachers play a central role as facilitators in translating these competencies into classroom practices. Their understanding and interpretation of digital ethics influence how these values are implemented in learning activities, particularly in guiding students' behavior in social media use.

### **Social Media Ethics in Schools**

Students' everyday life is increasingly centered around social media, which plays a significant role in shaping their communication patterns, interactions, and access to information. However, the widespread use of social media also introduces various ethical risks, including cyberbullying, harassment, misinformation, and inappropriate content sharing. Without adequate ethical guidance, students may struggle to navigate these challenges and are more likely to engage in unethical digital behavior (Baccarella et al., 2018).

In school settings, teachers' perceptions of social media ethics play a critical role in shaping how ethical standards are communicated and enforced. Teachers influence the development of school regulations, classroom practices, and students' understanding of appropriate online behavior. Their interpretation of ethical principles determines how students are guided in areas such as responsible communication, respect for others, digital safety, and the ethical use of information.

### **Dimensions of Digital Ethics in Social Media Use**

Based on the literature on digital ethics, social media behavior, and value-based education, ethical behavior in digital environments can be conceptualized into several key dimensions. Digital ethics is not only understood as a set of abstract principles but also as observable behaviors reflected in how individuals interact, communicate, and manage information in social media contexts (Robertson et al., 2024). In educational settings, particularly within social media use, these ethical principles need to be operationalized into measurable dimensions to better understand and assess ethical digital behavior among students.

First, respect for human rights emphasizes the importance of protecting individual dignity, privacy, and freedom of expression in digital interactions. This dimension reflects the fundamental ethical principle of respecting others in online environments, including avoiding harmful behaviors such as harassment, discrimination, and privacy violations (Baccarella et al., 2018).

Second, social media transparency and accountability refer to the responsibility of users to communicate honestly, avoid spreading misinformation, and take responsibility for their digital actions. This dimension is closely related to ethical communication practices and the need for accountability in online interactions.

Third, inclusivity and diversity highlight the importance of respecting differences and promoting inclusive participation in digital spaces. Ethical social media use requires users to acknowledge diversity and avoid exclusionary or discriminatory behavior.

Fourth, justice and equality in social media focus on fairness in digital participation and access, ensuring that individuals are treated equally and not marginalized in online communities. This dimension reflects broader ethical considerations related to fairness and social responsibility.

Fifth, maintaining safety and welfare on social media emphasizes the need to create a safe digital environment by preventing cyberbullying, harassment, and other forms of online harm. This dimension is particularly relevant in educational contexts, where students are vulnerable to negative digital experiences (Baccarella et al., 2018).

Sixth, sustainability in using social media digital technology refers to the responsible and balanced use of digital platforms, including avoiding excessive use and considering the long-term social and psychological impacts of technology. This dimension reflects the need for conscious and mindful engagement with digital tools.

Finally, ethical data practices in social media use concern the responsible collection, use, and protection of personal and shared data. This includes respecting data privacy, avoiding misuse of information, and understanding the ethical implications of digital data management.

These seven dimensions provide a structured framework for understanding digital ethics in social media use and serve as the basis for the development of measurement indicators in this study. By operationalizing digital ethics into these dimensions, this study aims to capture teachers' perceptions of ethical priorities in guiding students' behavior in digital environments, particularly within the context of social media use in schools.

## **RESEARCH METHOD**

### **Research Design and Participants**

This study employed a quantitative approach using a survey research design to examine teachers' perceptions of digital ethics in social media use. The population of this study consisted of Religious and Character Education teachers in West Java, Indonesia.

A total of 360 teachers participated in the study. The sample size was considered adequate to represent the target population and to support statistical analysis of the collected data. The participants were selected using a multistage random sampling technique to ensure representativeness across different regions.

The sampling process was conducted in two stages. First, several cities and regencies in West Java were selected randomly to represent different geographical areas. Second, within each selected area, teachers were randomly selected at the subdistrict level. This approach was used to obtain a diverse and representative sample of teachers across various locations.

### **Instrument Development**

The research instrument was developed to measure teachers' perceptions of digital ethics in social media use based on theoretical frameworks of digital ethics and online behavior (Association for Learning Technology [ALT], 2021). The instrument consists of 33 items organized into seven dimensions: (1) respect for human rights, (2) social media

transparency and accountability, (3) inclusivity and diversity, (4) justice and equality in social media, (5) maintaining safety and welfare, (6) sustainability in digital technology use, and (7) ethical data practices.

Each item was designed to reflect specific aspects of ethical behavior in social media use. All items were measured using a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

Before data collection, the instrument underwent several evaluation stages. First, readability testing was conducted to ensure clarity and comprehensibility of the items. Second, content validity was assessed through expert judgment. Third, construct validity was examined using factor analysis. The overall reliability of the instrument was confirmed with a Cronbach's alpha value of 0.977, indicating a high level of internal consistency. The detailed indicators for each dimension are presented in [Table 1](#).

**Table 1.** Indicators of Ethical Use of Social Media

Variable	Indicator
Respect human rights	Respect individual freedom in the use of social media
	The impact of social media in everyday life
	Ethics in using social media
	Privacy boundaries in social media
	Procedures to avoid discrimination in the use of social media
Social media transparency and accountability	Transparency and accountability in the use of social media
	Transparency in data/content use
	How to take responsibility for losses caused by using social media
	Maintain data security when using social media
Inclusivity and diversity	Inclusivity and diversity in using social media
	Cultural diversity in a digital society
	Accessibility in the use of social media
	A safe and inclusive environment in social media
	Freedom of expression on social media
Justice and equality in social media	The impact of social media digital technology on social society
	Justice in technological development for the entire community
	Preventing the spread of detrimental information on social media (hoaxes)
	Technology in promoting goodness and justice in social media
	Fairness in social media usage policies
	Privacy and security of fellow users
Maintaining safety and welfare on social media	Risks and dangers of using social media
	Safe and healthy practices in the use of social media
	Safety policies and procedures for using social media
	Identification in response to unsafe actions
	Awareness and good understanding of social and mental health issues
Sustainability in using social	The concept of sustainability in the use of social media
	Sustainability strategies in the use of social media
	Environmental impacts of social media use

media digital technology	Social principles in the use of social media
	Government standards and regulations regarding the use of digital social media technology
Ethical data practices in social media use	Data disclosure in the use of social media
	How to provide data freedom for things that are considered important
	Data ethics in the use of social media digital technology in everyday life

### Data Collection

Data were collected through a structured questionnaire distributed to Religious and Character Education teachers across West Java. The questionnaire was administered after the instrument had passed the validation and reliability testing stages. Respondents were asked to provide their perceptions of ethical practices in social media use based on their teaching experience and professional judgment.

### Validity and Reliability

The validity and reliability of the instrument were evaluated through several stages to ensure the quality of the measurement. Content validity was established through expert judgment, involving specialists in digital ethics and educational studies. The experts reviewed the questionnaire items in terms of relevance, clarity, and alignment with the conceptual dimensions of digital ethics in social media use. Based on their feedback, several items were refined to improve clarity and representativeness.

Construct validity was assessed using factor analysis to examine the underlying structure of the instrument and the consistency of items within each dimension. This process ensured that the items corresponded to the intended conceptual components of digital ethics.

The reliability of the instrument was evaluated using Cronbach's alpha coefficient (Rayhan et al., 2025). The overall reliability score was 0.977, indicating a very high level of internal consistency among the items. This suggests that the instrument is reliable for measuring teachers' perceptions of digital ethics in social media use.

### Ethical Considerations

Ethical considerations were carefully addressed in this study. Participation in the survey was voluntary, and respondents were informed about the purpose of the research before completing the questionnaire. Informed consent was obtained from all participants, and their responses were kept anonymous and confidential. The data collected were used solely for research purposes, and no personal identifying information was disclosed.

### Data Analysis

The data collected from 360 respondents across 33 questionnaire items were analyzed using descriptive statistical techniques. The analysis focused on calculating measures of central tendency (mean) and dispersion (standard deviation) to examine teachers' perceptions of digital ethics in social media use.

The mean scores were used to identify the relative importance and prioritization of each dimension of digital ethics, while the standard deviation provided insights into the variability of responses among participants. This approach enabled a comprehensive understanding of how teachers perceive different aspects of ethical behavior in digital environments.

The analysis aimed to describe patterns of teachers' perceptions regarding digital ethics in relation to religious and character education at the senior high school level. All statistical analyses were conducted using statistical software to ensure accuracy and consistency in data processing.

## RESULTS

**Table 2.** Teachers (Respondents) Characteristics

Characteristics		Frequency (n)	Percentage (%)
Religious Subjects	Islamic Religious Education and Character	307	85.2
	Christian Religious Education and Character	15	4.2
	Catholic Religious Education and Character	35	9.77
	Buddhism and Character Education	2	0.55
	Hindu Religious Education and Character	1	0.28
Level	Public Senior High School (SMAN)	150	41.68
	Private Senior High School (SMAS)	103	28.61
	Public Vocational School (SMKN)	54	15
	Private Vocational School (SMKS)	50	13.88
	Islamic Senior High School (MA)	3	0.83

The characteristics of the respondents are presented in Table 2. The sample is predominantly composed of teachers of Islamic Religious Education and Character, accounting for 307 respondents (85.2%), indicating that the study is largely informed by perspectives rooted in Islamic educational contexts. In contrast, teachers from other religious backgrounds are represented in much smaller proportions, including Catholic (9.77%), Christian (4.2%), Buddhist (0.55%), and Hindu (0.28%). This distribution suggests that while the study includes some level of religious diversity, the findings are likely to be strongly influenced by the views of Islamic education teachers.

In terms of school level, respondents were drawn from a variety of secondary education institutions, reflecting diverse educational settings. The largest group comes from public senior high schools (SMAN), comprising 150 respondents (41.68%), followed by private senior high schools (SMAS) with 103 respondents (28.61%). Vocational schools are also represented, with 54 respondents (15%) from public vocational schools (SMKN) and 50 respondents (13.88%) from private vocational schools (SMKS), while only a small number of respondents come from Islamic senior high schools (MA) at 0.83%. This distribution indicates that the sample is relatively well spread across general and vocational education, although it is more heavily concentrated in general senior high schools, particularly public institutions.

**Table 3.** Average of Ethical Indicators for Using Digital Social Media Technology

Competency	Indicators	N	Total	Mean	SD
Respect human rights	Respect individual freedom in the use of social media	360	1527	4.242	0.817
	The impact of social media in everyday life	360	1649	4.581	0.636
	Ethics in using social media	360	1677	4.658	0.617
	Privacy boundaries in social media	360	1643	4.564	0.638

	Procedures to avoid discrimination in the use of social media	360	1621	4.503	0.663
Social media transparency and accountability	Transparency and accountability in the use of social media	360	1543	4.286	0.756
	Transparency in data/content use	360	1554	4.317	0.753
	How to take responsibility for losses caused by using social media	360	1624	4.511	0.727
	Maintain data security when using social media	360	1646	4.572	0.637
Inclusivity and diversity	Inclusivity and diversity in using social media	360	1595	4.431	0.659
	Cultural diversity in a digital society	360	1603	4.453	0.648
	Accessibility in the use of social media	360	1579	4.386	0.674
	A safe and inclusive environment in social media	360	1595	4.431	0.709
	Freedom of expression on social media	360	1585	4.403	0.724
Justice and equality in social media	The impact of social media digital technology on social society	360	1633	4.536	0.623
	Justice in technological development for the entire community	360	1586	4.406	0.689
	Preventing the spread of detrimental information on social media (hoaxes)	360	1648	4.578	0.646
	Technology in promoting goodness and justice in social media	360	1623	4.508	0.615
	Fairness in social media usage policies	360	1618	4.494	0.592
	Privacy and security of fellow users	360	1639	4.553	0.618
Maintaining safety and welfare on social media	Risks and dangers of using social media	360	1659	4.608	0.592
	Safe and healthy practices in the use of social media	360	1640	4.556	0.613
	Safety policies and procedures for using social media	360	1592	4.422	0.691
	Identification in response to unsafe actions	360	1570	4.361	0.721
	Awareness and good understanding of social and mental health issues	360	1616	4.489	0.641
Sustainability in using social media digital technology	The concept of sustainability in the use of social media	360	1577	4.381	0.685
	Sustainability strategies in the use of social media	360	1560	4.333	0.731
	Environmental impacts of social media use	360	1563	4.342	0.733
	Social principles in the use of social media	360	1577	4.381	0.693

	Government standards and regulations regarding the use of digital social media technology	360	1556	4.322	0.794
Ethical data practices in social media use	Data disclosure in the use of social media	360	1488	4.133	1.011
	How to provide data freedom for things that are considered important	360	1498	4.161	0.955
	Data ethics in the use of social media digital technology in everyday life	360	1624	4.511	0.624

Table 3 presents the average scores of ethical indicators for using digital social media technology. Overall, the results show consistently high mean scores across all indicators, ranging from 4.13 to 4.66 on a 5-point scale. This indicates a strong level of agreement among teachers regarding the importance of ethical behavior in social media use.

Among the indicators, “ethics in using social media” recorded the highest mean score (M = 4.66), while “data disclosure in the use of social media” showed the lowest mean score (M = 4.13). Although differences across indicators are observable, the overall variation is relatively small, suggesting that all ethical aspects are perceived as important by the respondents.

The consistently high mean scores may also indicate a ceiling effect, where responses tend to cluster toward the upper end of the scale. This suggests that the findings reflect a general consensus among teachers rather than substantial differences across individual indicators.

**Table 4.** Average Ethics for Using Social Media Based on Elements

Element	Mean Score	Mean	Mean SD
Respect human rights	1623.40	4.509	0.674
Social media transparency and accountability	1591.75	4.422	0.718
Inclusivity and diversity	1591.40	4.421	0.683
Justice and equality in social media	1624.50	4.513	0.631
Maintaining safety and welfare on social media	1615.40	4.487	0.652
Sustainability in using social media digital technology	1566.60	4.352	0.727
Ethical data practices in social media use	1536.67	4.269	0.863

Table 4 presents the average scores of the seven dimensions of ethical behavior in social media use. Overall, the results show consistently high mean scores across all dimensions, ranging from 4.27 to 4.51 on a 5-point scale. This indicates a strong level of agreement among teachers regarding the importance of ethical practices in digital social media use.

Among the dimensions, justice and equality in social media recorded the highest mean score (M = 4.51), followed closely by respect for human rights (M = 4.51) and maintaining safety and welfare on social media (M = 4.49). In contrast, ethical data practices in social media use showed the lowest mean score (M = 4.27), followed by sustainability in using social media digital technology (M = 4.35).

Although differences across dimensions are observable, the variation remains relatively small, suggesting that all aspects of digital ethics are perceived as important by the

respondents. The consistently high mean scores across all dimensions may also indicate a ceiling effect, where responses tend to cluster toward the upper end of the scale. This suggests that the findings reflect a consensus rather than substantial differentiation among the dimensions.

**Table 5.** Average Social Media Usage Ethics by Demographic Characteristics

Element	Gender				Age			
	Female		Male		Digital Native (N=181)		Digital Immigrant (N=179)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Respect human rights	4.477	0.624	4.533	0.706	4.492	0.715	4.526	0.631
Social media transparency and accountability	4.413	0.654	4.427	0.761	4.400	0.737	4.442	0.697
Inclusivity and diversity	4.384	0.686	4.449	0.680	4.383	0.737	4.460	0.627
Justice and equality in social media	4.487	0.633	4.531	0.628	4.498	0.650	4.527	0.608
Maintaining safety and welfare on social media	4.450	0.626	4.514	0.669	4.462	0.673	4.511	0.628
Sustainability in using social media digital technology	4.288	0.729	4.399	0.724	4.334	0.748	4.368	0.706
Ethical data practices in social media use	4.179	0.919	4.334	0.812	4.267	0.868	4.270	0.861

Table 5 presents the average scores of social media usage ethics across demographic characteristics, including gender and generational groups (digital natives and digital immigrants). Overall, the mean scores across all groups are consistently high, ranging from 4.17 to 4.53, indicating a strong level of agreement regarding ethical practices in social media use.

Across genders, the differences in mean scores between male and female teachers are relatively small across all dimensions. Both groups demonstrate similarly high levels of agreement, with only slight variations observed in dimensions such as sustainability and ethical data practices.

Comparisons across generational groups also indicate minimal variation. Teachers categorized as digital immigrants (teachers born before the 1980s) tend to show slightly higher mean scores across several dimensions compared to digital natives (born after the 1980); however, the differences are not substantial. This suggests that perceptions of digital ethics are generally consistent across age groups.

The consistently high mean scores across all demographic categories further indicate a potential ceiling effect, where responses are concentrated at the upper end of the scale. This pattern suggests that the findings reflect a consensus among respondents rather than meaningful differences across demographic groups.

## **DISCUSSION**

### **Overall Perception of Digital Ethics**

The findings of this study indicate that teachers demonstrate a consistently high level of agreement regarding the importance of ethical behavior in social media use across all indicators and dimensions. The mean scores, which are uniformly above 4.0, suggest that digital ethics is widely recognized as a critical component of responsible technology use in educational contexts. This strong endorsement reflects teachers' awareness of the role of ethical principles in guiding students' behavior in digital environments.

These results align with the concept of digital ethics as a framework that emphasizes responsible, respectful, and accountable use of technology. In the context of social media, ethical behavior includes respecting others' rights, maintaining privacy, and engaging in constructive and responsible communication. The high level of agreement observed in this study suggests that teachers not only acknowledge these principles but also consider them essential for students' development in the digital era.

Furthermore, the findings support previous studies highlighting the growing importance of integrating digital ethics into educational practices. As digital technologies become increasingly embedded in everyday life, educators are expected to play a key role in fostering ethical awareness and responsible digital citizenship among students (Haleem et al., 2022; Robertson et al., 2024). Teachers' strong agreement across all dimensions indicates readiness to support the integration of ethical principles into teaching and learning processes.

However, the consistently high mean scores across all indicators also suggest the presence of a ceiling effect, where responses are concentrated at the upper end of the scale. This pattern indicates that while teachers generally agree on the importance of digital ethics, the data may reflect a broad consensus rather than meaningful variation in perceptions. As a result, differences between specific aspects of digital ethics should be interpreted with caution.

Overall, these findings highlight that digital ethics is not perceived as a peripheral issue but as a fundamental component of education in the digital age. This reinforces the need for structured and comprehensive approaches to digital ethics education, ensuring that ethical principles are consistently integrated into students' use of social media and digital technologies.

### **Differences Across Ethical Dimensions**

Although all dimensions of digital ethics received high levels of agreement, the results indicate subtle variations in how teachers prioritize different aspects of ethical behavior in social media use. Justice and equality, respect for human rights, and safety and welfare were among the highest-rated dimensions, while ethical data practices and sustainability received relatively lower scores.

The higher emphasis on dimensions such as human rights and justice suggests that teachers place strong importance on fundamental ethical principles that are directly observable in everyday digital interactions. These findings are consistent with prior

research highlighting respect for individuals, fairness, and responsible communication as core elements of digital ethics in online environments. In the context of social media, these aspects are often associated with visible issues such as cyberbullying, discrimination, and harmful interactions, which may explain their higher prioritization among teachers.

Similarly, the high scores for safety and welfare indicate a strong awareness of the risks associated with social media use, including exposure to harmful content and negative online experiences. This aligns with the increasing concern over digital well-being and the need to create safe online environments for students (Baccarella et al., 2018). Teachers, as key facilitators of student development, are likely to prioritize these dimensions due to their direct relevance to students' daily digital experiences.

In contrast, dimensions such as ethical data practices and sustainability received comparatively lower scores. One possible explanation is that these aspects are more abstract and less immediately visible in everyday social media use. Ethical data practices, including issues related to data disclosure, privacy management, and responsible data use, often require a deeper understanding of digital systems and their implications (Wiencierz & Lünich, 2022). As a result, these concepts may not be as strongly emphasized as more tangible ethical concerns.

Similarly, sustainability in digital technology use involves long-term considerations, such as the social and environmental impacts of technology, which may not be directly perceived as urgent in daily social media interactions. This may contribute to its relatively lower prioritization compared to more immediate ethical issues.

These differences suggest that while teachers generally recognize the importance of digital ethics, their perceptions tend to be more strongly oriented toward practical and observable ethical challenges. This highlights the need for a more comprehensive approach to digital ethics education, ensuring that less visible aspects, such as data ethics and sustainability, are also adequately addressed within educational practices.

### **Demographics Patterns in Social Media Ethics**

The analysis of demographic characteristics indicates that teachers' perceptions of social media ethics are generally consistent across gender and generational groups. Although slight variations in mean scores were observed, these differences were relatively small and do not indicate substantial divergence in ethical perceptions among the groups.

Across genders, both male and female teachers demonstrated similarly high levels of agreement across all dimensions of digital ethics. This finding suggests that awareness of ethical practices in social media use is widely shared among teachers, regardless of gender. Previous studies have also indicated that ethical awareness in digital environments tends to be shaped more by professional roles and educational context than by demographic characteristics alone (Haleem et al., 2022).

Similarly, comparisons between digital natives and digital immigrants show only minimal variation across dimensions. While digital immigrants tend to report slightly higher mean scores in several areas, the differences remain limited. This pattern is consistent with prior research suggesting that familiarity with technology does not necessarily translate into differences in ethical awareness, as both groups are increasingly exposed to digital environments in educational settings (Robertson et al., 2024).

These findings should be interpreted considering the overall high mean scores observed across all dimensions. The presence of a ceiling effect indicates that responses are concentrated toward agreement, which may reduce the visibility of differences between demographic groups. As a result, the findings point toward a consensus on the importance of digital ethics rather than distinct subgroup patterns.

Although the differences across demographic groups are limited, these results remain relevant in highlighting the widespread recognition of digital ethics among teachers. This supports the view that digital ethics has become a shared professional value in education, reinforcing the importance of integrating ethical principles into teaching practices and digital learning environments.

### **CONCLUSION**

This study aimed to examine teachers' perceptions of digital ethics in social media use, particularly within the context of religious and character education in West Java. Using a quantitative survey approach, the study explored how teachers perceive various dimensions of ethical behavior in digital environments.

The findings reveal that teachers demonstrate a consistently high level of agreement regarding the importance of digital ethics across all indicators and dimensions. This suggests that digital ethics is widely recognized as a fundamental component of responsible social media use in educational contexts. Among the dimensions, justice and equality, respect for human rights, and safety and welfare were rated the highest, indicating that teachers prioritize ethical aspects that are directly observable in everyday digital interactions. In contrast, ethical data practices and sustainability received relatively lower scores, suggesting that these areas may require further attention in educational settings.

These findings have important implications for schools and curriculum developers. The strong endorsement of digital ethics among teachers indicates readiness for integrating ethical principles into teaching and learning processes. Educational institutions should consider developing structured digital ethics programs that not only emphasize fundamental ethical values but also strengthen less visible aspects such as data ethics and sustainability. Embedding digital ethics into existing curricula, particularly within religious and character education, can support the development of students' responsible and ethical behavior in digital environments.

### **LIMITATION**

This study has several limitations. First, the data are based on self-reported perceptions, which may not fully reflect actual behavior in digital contexts. Second, the study employs a descriptive approach, limiting the ability to draw conclusions about causal relationships or differences between groups. Third, the sample distribution is uneven across certain subgroups, particularly in terms of religious categories, which may affect the generalizability of the findings.

Future research is recommended to explore digital ethics using more diverse methodological approaches, such as inferential analysis or mixed methods, to better understand the relationships between variables. Additionally, further studies could examine how teachers' perceptions translate into actual classroom practices and student outcomes, as well as develop and evaluate targeted interventions to strengthen digital ethics education.

## ACKNOWLEDGMENT

The authors express gratitude to those who have had the pleasure of cooperating during this study or research.

## DECLARATION OF CONFLICTING INTERESTS

The authors have declared no potential conflicts of interest concerning the study, authorship, and/or publication of this article.

## REFERENCES

- Adawiyah, R. (2023). Management of religious character education in the digital era: The role of schools and parents' collaboration. *KnE Social Sciences*, 8(16), 330–344. <https://doi.org/10.18502/kss.v8i16.14052>
- Amriani, A., Maftuh, B., Nurdin, E. S., & Safei, M. (2023). Ethics of using technology in strengthening students religious character. *Al-Hayat: Journal of Islamic Education*, 7(2), 488–505. <https://doi.org/10.35723/ajie.v7i2.362>
- Andries, F., & Lengkoan, F. (2023). The importance of students' perception of online learning during pandemic. *International Journal of Applied Business and International Management*, 8(2), 294–305. <https://doi.org/10.32535/ijabim.v8i2.2475>
- Ardiputra, S., Burhanuddin, B., AR, M. Y., Maulana, M. I., & Pahrudin, P. (2022). Sosialisasi UU ITE No. 19 Tahun 2016 dan edukasi cerdas dan bijak dalam bermedia sosial. *Jurnal Abdi Masyarakat Indonesia*, 2(2), 707–718. <https://doi.org/10.54082/jamsi.314>
- Arif, A. M., & Elya, E. (2021). Character education based on religious values: The case of elementary schools in Palu, Indonesia. *International Journal of Education, Learning and Development*, 9(8), 54–70. <https://doi.org/10.37745/ijeld.2013>
- Arnold, M., Goldschmitt, M., & Rigotti, T. (2023). Dealing with information overload: A comprehensive review. *Frontiers in Psychology*, 14, 1122200. <https://doi.org/10.3389/fpsyg.2023.1122200>
- Association for Learning Technology (ALT). (2021). *ALT's Framework for Ethical Learning Technology*. ALT. <https://www.alt.ac.uk/alts-framework-ethical-learning-technology>
- Baccarella, C. V., Wagner, T. F., Kietzmann, J. H., & McCarthy, I. P. (2018). Social media? It's serious! Understanding the dark side of social media. *European Management Journal*, 36(4), 431–438. <https://doi.org/10.1016/j.emj.2018.07.002>
- Borualogo, I. S., & Casas, F. (2023). Sibling bullying, school bullying, and children's subjective well-being before and during the COVID-19 Pandemic in Indonesia. *Child Indicators Research*, 16(3), 1203–1232. <https://doi.org/10.1007/s12187-023-10013-5>
- Deviv, S., Asri, A., & Lawa, F. R. (2024). Social media utilisation and its implications for students ethics in higher education. *Journal of Indonesian Scholars for Social Research*, 4(1), 7–11. <https://doi.org/10.59065/jissr.v4i1.126>
- Ghosh, R., Malhotra, M., & Kumar, N. (2025). Cyber bullying in the digital age: challenges, impact, and strategies for prevention. In *Combating Cyberbullying with Generative AI* (pp. 151-180). IGI Global Scientific Publishing. <https://doi.org/10.4018/979-8-3373-0543-1.ch006>
- Haleem, A., Javaid, M., Qadri, M. A., & Suman, R. (2022). Understanding the role of digital technologies in education: A review. *Sustainable Operations and Computers*, 3, 275–285. <https://doi.org/10.1016/j.susoc.2022.05.004>
- Indriani, M. N., Ayu, I. G., Pramesti, A., Gunawan, J., Lee, J. C., Rozario, S. P., & Tian, C. (2024). Riding the waves of change: The future of education 2030 and beyond.

- Asia Pacific Journal of Management and Education*, 7(2), 29–42.  
<https://doi.org/10.32535/apjme.v7i2.3244>
- Microsoft Source. (2020). *Civility, Safety & Interaction Online*. Microsoft Source.  
<https://news.microsoft.com/wp-content/uploads/prod/sites/421/2020/02/Digital-Civility-2020-Global-Report.pdf>
- Muhammadiyah, M., Hamsiah, A., Muzakki, A., Nuramila, N., & Fauzi, Z. (2022). The role of the professional teacher as the agent of change for students. *AL-ISHLAH: Jurnal Pendidikan*, 14(4), 6887–6896.  
<https://doi.org/10.35445/alishlah.v14i4.1372>
- Novella-García, C., & Cloquell-Lozano, A. (2021). The ethical dimension of digital competence in teacher training. *Education and Information Technologies*, 26(3), 3529–3541. <https://doi.org/10.1007/s10639-021-10436-z>
- Nugroho, E. W., & Widiatoro, A. D. (2025). Teacher digital literacy based on the pillars of skill, ethics, safety, and culture. *Journal of Sustainable Communities and Development*, 3(2), 39–48. <https://doi.org/10.63158/SCD.v3i1.39>
- Organisation for Economic Co-operation and Development (OECD). (2022). *PISA 2022 Result*. OECD.  
[https://www.oecd.org/content/dam/oecd/en/publications/reports/2023/11/pisa-2022-results-volume-i-and-ii-country-notes\\_2fca04b9/indonesia\\_0e09c072/c2e1ae0e-en.pdf](https://www.oecd.org/content/dam/oecd/en/publications/reports/2023/11/pisa-2022-results-volume-i-and-ii-country-notes_2fca04b9/indonesia_0e09c072/c2e1ae0e-en.pdf)
- Özer, N., & Şad, S. N. (2021). Cyberbullying, cybervictimization, and school burnout among high school students. *Milli Eğitim Dergisi*, 50(229), 393–417.
- Purbiyati, Y. S., & Andrew, R. (2025). The moderating role of digital transformation on the influence of workplace spirituality and sustainable leadership on school organizational performance. *International Journal of Applied Business and International Management*, 10(3), 445–463.  
<https://doi.org/10.32535/ijabim.v10i3.4237>
- Rahmatunnisa, M. (2024). Learning lessons for Indonesia regarding the empowerment of women through digital literacy. *E-Journal of Media & Society*, 7(3), 24–48.
- Rayhan, Y., Handarkho, Y. D., & Setyohadi, D. B. (2025). Analysis of factors influencing intention to use financial technology Peer-to-Peer (P2P) lending. *Journal of Financial Economics & Investment*, 5(3), 190–206.  
<https://doi.org/10.22219/jofei.v5i3.42111>
- Robertson, J., Ferreira, C., Watson, R. T., McCarthy, I., Kietzmann, J., & Pitt, L. (2024). Assessing digital responsibility in a digital-first world: Revisiting the u-commerce framework. *Organizational Dynamics*, 53(2), 101044.  
<https://doi.org/10.1016/j.orgdyn.2024.101044>
- Rodriguez, C. A., Gopalakrishnan, L., Cid, M. Del, Folk, J. B., Yonek, J., & Shams, M. T. (2021). The ethical implications of using social media to engage and retain justice-involved youth in behavioral health research. *Journal of Empirical Research on Human Research Ethics*, 16(4), 356–363.  
<https://doi.org/10.1177/15562646211039701>
- Rogerson, S. (2021). *The Evolving Landscape of Ethical Digital Technology*. Taylor Francis.
- Rolando, D. M., As'ad, M., Setiawati, R., & Fajri. (2024). Strengthening religious literacy as an effort to overcome the moral degradation of Generation Z in the digital era. *1st The First Annual International Conference on Social, Literacy, Art, History, Library, and Information Science*, 72–92.  
<https://doi.org/10.18502/kss.v9i12.15821>
- Sapdi, R. M. (2023). Peran guru dalam membangun pendidikan karakter di Era Society 5.0. *Jurnal Basicedu*, 7(1), 993–1001.  
<https://doi.org/10.31004/basicedu.v7i1.4730>

- Tantakov, G., Maigeldiyeva, Z., Omarov, D., Seiitkazy, P., & Maigeldiyeva, S. (2025). The ethics and moral values in digital education: A cluster-based exploration of student perspectives. *Journal of Culture and Values in Education*, 8(3), 179–202. <https://doi.org/10.46303/jcve.2025.28>
- Wiencierz, C., & Lünich, M. (2022). Trust in open data applications through transparency. *New Media & Society*, 24(8), 1751–1770. <https://doi.org/10.1177/1461444820979708>
- Yuliantini, L. S., & Suswanta, S. (2024). The effectiveness analysis of the national digital literacy movement siberkreasi program in Indonesia. *1st International Graduate Conference on Digital Policy and Governance Sustainability (DiGeS-Grace 2024)*, 204. <https://doi.org/10.1051/shsconf/202420403004>

## **ABOUT THE AUTHOR(S)**

### **1<sup>st</sup> Author**

Rizal Kailani is a student in the curriculum development study program at Universitas Pendidikan Indonesia, with basic science, namely curriculum development, digital literacy, and Islamic education. One of the last articles published is Factual Conditions Understanding the Ethics of Using Social Media for Secondary School Students in West Java.

Email: [kailanirizale@upi.edu](mailto:kailanirizale@upi.edu)

ORCID ID: <https://orcid.org/0000-0003-4245-6543>

### **2<sup>nd</sup> Author**

Prof. Dr. Rudi Susilana, M.Si., is a Professor and Lecturer in the Curriculum Development Study Program at the University of Education Indonesia (Universitas Pendidikan Indonesia). His field of expertise is Higher Education Curriculum Development, with research interests in curriculum development and educational technology. One of his latest published articles is titled “Exploring Student Perceptions of Virtual Learning Experiences: A Study of the Use of the Spatial.io 3D Metaverse Platform.”

Email: [rudi\\_susilana@upi.edu](mailto:rudi_susilana@upi.edu)

ORCID ID: <https://orcid.org/0000-0001-9082-9960>

### **3<sup>rd</sup> Author**

Mohammad Ali is a lecturer and Professor at the Department of Curriculum and Educational Technology, Universitas Pendidikan Indonesia, with basic science, Climate Change, Education & Pedagogy, and Social Justice & Reform. One of the last articles published is the effect of e-learning on the attitude toward dengue prevention and the acceptance of dengue vaccination.

### **4<sup>th</sup> Author**

Laksmi Dewi is a lecturer at the Department of Curriculum and Educational Technology, Universitas Pendidikan Indonesia, with a basic science Curriculum Development, Instruction, and Educational Technology. One of the last articles published is The Effect of Applying EthnoVlog Media to Increase Student Social Media Literacy.