

INVESTIGATING TEACHERS' ETHICS IN USING SOCIAL MEDIA AS A TEACHING MEDIA IN EFL CLASSROOM



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A THESIS

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PEDOMAN TRANSLITERASI ARAB-LATIN

1. Konsonan

Daftar huruf bahasa Arab dan transliterasinya ke dalam huruf Latin dapat dilihat pada halaman berikut:

Huruf Arab	Nama	Huruf Latin	Nama
ا	Alif	tidak dilambangkan	tidak dilambangkan
ب	Ba	B	Be
ت	Ta	T	Te
ث	s\ a	s\	es (dengan titik di atas)
ج	Jim	J	Je
ح	h} a	h}	ha (dengan titik di bawah)
خ	Kha	Kh	ka dan ha
د	Dal	D	De
ذ	z\ al	z\	zet (dengan titik di atas)
ر	Ra	R	Er
ز	Zai	Z	Zet
س	Sin	S	Es
ش	Syin	Sy	es dan ye
ص	s} ad	s}	es (dengan titik di bawah)
ض	d} ad	d}	de (dengan titik di bawah)
ط	t} a	t}	te (dengan titik di bawah)
ظ	z} a	z}	zet (dengan titik di bawah)
ع	'ain	'	apostrof terbalik
غ	Gain	G	Ge
ف	Fa	F	Ef
ق	Qaf	Q	Qi
ك	Kaf	K	Ka
ل	Lam	L	El
م	Mim	M	Em
ن	Nun	N	En
و	Wau	W	We
ه	Ha	H	Ha
ء	Hamzah	'	Apostrof
ي	Ya	Y	Ye

Hamzah (ء) yang terletak di awal kata mengikuti vokalnya tanpa diberi tanda apa pun. Jika ia terletak di tengah atau di akhir, maka ditulis dengan tanda (')

2. Vokal

Vokal bahasa Arab, seperti vokal bahasa Indonesia, terdiri atas vokal tunggal atau monoftong dan vokal rangkap atau diftong.

Vokal tunggal bahasa Arab yang lambangnya berupa tanda atau harakat, transliterasinya sebagai berikut:

Tanda	Nama	Huruf Latin	Nama
اَ	<i>fath}ah</i>	a	a
اِ	<i>kasrah</i>	i	i
اُ	<i>d}ammah</i>	u	u

Vokal rangkap bahasa Arab yang lambangnya berupa gabungan antara harakat dan huruf, transliterasinya berupa gabungan huruf, yaitu:

Tanda	Nama	Huruf Latin	Nama
اَيَّ	<i>fath}ah dan ya>'</i>	ai	a dan i
اَوَّ	<i>fath}ah dan wau</i>	au	a dan u

Contoh:

كَيْفَ : *kaifa*

هَوَّلَ : *hauula*

3. Maddah

Maddah atau vokal panjang yang lambangnya berupa harakat dan huruf, transliterasinya berupa huruf dan tanda, yaitu:

Harakat dan Huruf	Nama	Huruf dan Tanda	Nama
اَ... اِ... اُ...	<i>fath}ah dan alif atau kasrah dan ya>'</i>	a>	a dan garis di atas
يَ	<i>kasrah dan ya>'</i>	i>	i dan garis di atas
وُ	<i>d}ammah dan wau</i>	u>	u dan garis di atas

Contoh:

مَاتَ : *ma>ta*

رَمَى : *rama>*

قِيلَ : *qi>la*

يَمُوتُ : *yamu>tu*

4. Ta marbu>t}ah

Transliterasi untuk *ta>' marbu>t}ah* ada dua, yaitu: *ta>' marbu>t}ah* yang hidup atau mendapat harakat *fath}ah*, *kasrah*, dan *d}ammah*, transliterasinya adalah [t]. Sedangkan *ta>' marbu>t}ah* yang mati atau mendapat harakat sukun, transliterasinya adalah [h]. Kalau pada kata yang berakhir dengan *ta>' marbu>t}ah* diikuti oleh kata yang menggunakan kata sandang *al-* serta bacaan kedua kata itu terpisah, maka *ta>' marbu>t}ah* itu ditransliterasikan dengan ha (h).

Contoh:

رَوْضَةُ الْأَطْفَالِ : *raud}ah al-at}fa>l*

الْمَدِينَةُ الْفَاضِلَةُ : *al-madi>nah al-fa>d}ilah*

الْحِكْمَةُ : *al-h}ikmah*

5. Syaddah (Tasydi>d)

Syaddah atau *tasydi>d* yang dalam sistem tulisan Arab dilambangkan dengan sebuah tanda *ta>di>d* (ّ), dalam transliterasi ini dilambangkan dengan perulangan huruf (konsonan ganda) yang diberi tanda *syaddah*.

Contoh:

رَبَّنَا : *rabbana>*

نَجَّيْنَا : *najjaina>*

الْحَقُّ : *al-h}aqq*

نُعِم : *nu"ima*

عَدُوُّ : *'aduwwun*

Jika huruf ى ber-*tasydid* di akhir sebuah kata dan didahului oleh huruf *kasrah* (ِ), maka ia ditransliterasi seperti huruf *maddah* menjadi i>.

Contoh:

عَلِيٌّ : 'Ali> (bukan 'Aliyy atau 'Aly)

عَرَبِيٌّ : 'Arabi> (bukan 'Arabiyy atau 'Araby)

1. Kata Sandang

Kata sandang dalam sistem tulisan Arab dilambangkan dengan huruf ال (*alif lam ma'arifah*). Dalam pedoman transliterasi ini, kata sandang ditransliterasi

seperti biasa, al-, baik ketika ia diikuti oleh huruf *syamsiyah* maupun huruf *qamariyah*. Kata sandang tidak mengikuti bunyi huruf langsung yang mengikutinya. Kata sandang ditulis terpisah dari kata yang mengikutinya dan dihubungkan dengan garis mendatar (-).

Contoh:

الشَّمْسُ : *al-syamsu* (bukan *asy-syamsu*)

الزَّلْزَلَةُ : *al-zalzalah* (*az-zalzalah*)

الْفَلْسَفَةُ : *al-falsafah*

الْبِلَادُ : *al-bila>du*

7. Hamzah

Aturan transliterasi huruf hamzah menjadi apostrof (') hanya berlaku bagi hamzah yang terletak di tengah dan akhir kata. Namun, bila hamzah terletak di awal kata, ia tidak dilambangkan, karena dalam tulisan Arab ia berupa alif.

Contoh:

تَأْمُرُونَ : *ta'muru>na*

النَّوْعُ : *al-nau'*

شَيْءٌ : *syai'un*

أُمِرْتُ : *umirtu*

8. Penulisan Kata Arab yang Lazim digunakan dalam Bahasa Indonesia

Kata, istilah atau kalimat Arab yang ditransliterasi adalah kata, istilah atau kalimat yang belum dibakukan dalam bahasa Indonesia. Kata, istilah atau kalimat yang sudah lazim dan menjadi bagian dari perbendaharaan bahasa Indonesia, atau sering ditulis dalam tulisan bahasa Indonesia, atau lazim digunakan dalam dunia akademik tertentu, tidak lagi ditulis menurut cara transliterasi di atas. Misalnya, kata al-Qur'an (dari *al-Qur'a>n*), alhamdulillah, dan munaqasyah. Namun, bila kata-kata tersebut menjadi bagian dari satu rangkaian teks Arab, maka harus ditransliterasi secara utuh. Contoh:

Fi> Z{ila>l al-Qur'a>n

Al-Sunnah qabl al-tadwi>n

9. Lafz} al-Jala>lah (الله)

Kata "Allah" yang didahului partikel seperti huruf *jarr* dan huruf lainnya atau berkedudukan sebagai *mudja>f ilaih* (frasa nominal), ditransliterasi tanpa huruf hamzah.

Contoh:

دِينُ اللَّهِ *di>>nulla>h* بِاللَّهِ *billa>h*

Adapun *ta>' marbu>t}ah* di akhir kata yang disandarkan kepada *lafz} al-*

jala>lah, ditransliterasi dengan huruf [t]. Contoh:

هُم فِي رَحْمَةِ اللَّهِ *hum fi> rah}matilla>h*

10. Huruf Kapital

Walau sistem tulisan Arab tidak mengenal huruf kapital (*All Caps*), dalam transliterasinya huruf-huruf tersebut dikenai ketentuan tentang penggunaan huruf kapital berdasarkan pedoman ejaan Bahasa Indonesia yang berlaku (EYD). Huruf kapital, misalnya, digunakan untuk menuliskan huruf awal nama diri (orang, tempat, bulan) dan huruf pertama pada permulaan kalimat. Bila nama diri didahului oleh kata sandang (al-), maka yang ditulis dengan huruf kapital tetap huruf awal nama diri tersebut, bukan huruf awal kata sandangnya. Jika terletak pada awal kalimat, maka huruf A dari kata sandang tersebut menggunakan huruf kapital (Al-). Ketentuan yang sama juga berlaku untuk huruf awal dari judul referensi yang didahului oleh kata sandang al-, baik ketika ia ditulis dalam teks maupun dalam catatan rujukan (CK, DP, CDK, dan DR). Contoh:

Wa ma> Muh}ammadun illa> rasu>l

Inna awwala baitin wud}i'a linna>si lallaz\i> bi Bakkata muba>rakan

Syahru Ramad}a>n al-laz\i> unzila fi>h al-Qur'a>n

Nas}i>r al-Di>n al-T{u>si>

Abu>> Nas}r al-Fara>bi>

Al-Gaza>li>

Al-Munqiz\ min al-D}ala>l

Jika nama resmi seseorang menggunakan kata Ibnu (anak dari) dan Abu> (bapak dari) sebagai nama kedua terakhirnya, maka kedua nama terakhir itu harus disebutkan sebagai nama akhir dalam daftar pustaka atau daftar referensi. Contoh:

Abu> al-Wali>d Muh}ammad ibn Rusyd, ditulis menjadi: Ibnu Rusyd, Abu> al-Wali>d Muh}ammad (bukan: Rusyd, Abu> al-Wali>d Muh}ammad Ibnu)

Nas}r H{a>mid Abu> Zai>d, ditulis menjadi: Abu> Zai>d, Nas}r H{a>mid (bukan: Zai>d, Nas}r H{ami>d Abu>)

Beberapa singkatan yang dibakukan adalah:

swt.	= <i>subh}a>nahu> wa ta'a>la></i>
saw.	= <i>s}allalla>hu 'alaihi wa sallam</i>
a.s.	= <i>'alaihi al-sala>m</i>
H	= Hijrah
M	= Masehi
SM	= Sebelum Masehi
l.	= Lahir tahun (untuk orang yang masih hidup saja)
w.	= Wafat tahun
QS .../...: 4	= QS al-Baqarah/2: 4 atau QS A<li 'IMra>n/3: 4
HR	= Hadis Riwaya



ABSTRAK

Nama : Nursida
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 Judul Tesis : Menyelidiki Etika Guru dalam Penggunaan Media Sosial sebagai Media Pengajaran di Kelas EFL

Penelitian ini bertujuan untuk menyelidiki bagaimana guru Bahasa Inggris di MAN 1 Kolaka Utara menjalankan praktik etis dalam penggunaan media sosial sebagai media pembelajaran di kelas English as a Foreign Language (EFL). Dalam konteks pendidikan abad ke-21, media sosial telah menjadi bagian penting dalam proses pembelajaran, yang memungkinkan terjadinya interaksi antara guru dan siswa. Namun, keterlibatan ini juga menghadirkan tantangan etis yang perlu ditelaah lebih lanjut, terutama terkait batas profesional, privasi siswa, dan penyampaian materi melalui platform digital.

Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan melibatkan empat orang guru sebagai partisipan. Data dikumpulkan melalui wawancara, observasi, dan dokumentasi, lalu dianalisis dan dikategorikan ke dalam empat tema utama: kesadaran etis guru, pemilihan dan berbagi konten secara etis, penerapan nilai-nilai profesional dalam keterlibatan digital, serta pengelolaan interaksi siswa melalui media sosial. Setiap tema mencerminkan dinamika dan variasi dalam cara guru merespons isu-isu etika yang muncul dalam ruang digital.

Temuan penelitian menunjukkan adanya praktik yang mencerminkan upaya guru dalam mempertimbangkan aspek etika dalam proses pembelajaran berbasis media sosial. Meski demikian, studi ini juga mengidentifikasi beberapa area yang masih perlu diperhatikan lebih lanjut, seperti perlunya kejelasan batas interaksi daring dan konsistensi dalam penggunaan konten pembelajaran. Temuan ini menegaskan pentingnya pengembangan panduan institusional dan pelatihan berkelanjutan guna mendukung guru dalam membangun praktik digital yang lebih sadar etika dalam konteks kelas EFL.

Kata Kunci: etika guru, media sosial, kelas EFL, MAN 1 Kolaka Utara, profesionalisme digital

ABSTRACT

Name : Nursida
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Title : Investigating teachers' ethics in using social media as a teaching media in EFL Classroom

This study aims to investigate how English teachers at MAN 1 Kolaka Utara engage in ethical practices when using social media as a teaching medium in English as a Foreign Language (EFL) classrooms. In the context of 21st-century education, social media has become an integral part of the learning process, enabling interactive opportunities between teachers and students. However, this engagement also presents ethical challenges that require further examination, particularly regarding professional boundaries, student privacy, and the delivery of content through digital platforms.

This research employed a descriptive qualitative approach involving four teachers as participants. Data were collected through interviews, observations, and documentation, and were analyzed and categorized into four main themes: teachers' ethical awareness, ethical content selection and sharing, the application of professional values in digital engagement, and the management of student interaction through social media. Each theme reflects the dynamics and variations in teachers' responses to ethical concerns that arise in digital spaces.

The findings reveal practices that illustrate teachers' efforts to consider ethical aspects in the process of social media-based teaching. Nevertheless, the study also identifies several areas that require further attention, such as the need for clarity in digital boundaries and consistency in the use of instructional content. These findings highlight the importance of developing institutional guidelines and ongoing professional training to support teachers in fostering more ethically aware digital practices in the EFL classroom context.

Keywords: teachers' ethics, social media, EFL classroom, MAN 1 Kolaka Utara, digital professionalism

تجريد البحث

الإسم
رقم التسجيل
موضوع الرسالة

نورسيدا:
٢٢٢٠٢٠٣٨٧٩١٠٢١٠١٢
التحقيق في أخلاقيات المعلمين في استخدام وسائل التواصل :
EFL الاجتماعي كوسيلة تعليمية في فصل

تهدف هذه الدراسة إلى التحقيق في كيفية انعكاس ممارسات أخلاقيات معلمي اللغة الإنجليزية (فصل اللغة الإنجليزية كلغة أجنبية) EFL في استخدام وسائل التواصل الاجتماعي كوسيلة تعليمية في المدرسة العالية الحكومية 1 بكولاكا الشمالية. مع تزايد تكامل المنصات الرقمية في عالم التعليم، أصبحت الاعتبارات الأخلاقية جانباً مهماً في ضمان استخدام وسائل التواصل الاجتماعي بشكل مسؤول ومهني وفعال في تعليم اللغة.

تستخدم هذه الدراسة نهجاً وصفيًا نوعياً مع إشراك أربعة معلمين للغة الإنجليزية كمستجيبين. تتكون الأدوات المستخدمة من المقابلات والملاحظة والتوثيق. كشفت نتائج تحليل البيانات عن أربعة مواضيع رئيسية: وعي المعلمين بالأخلاقيات، والممارسات الأخلاقية في اختيار ومشاركة المحتوى، والقيم المهنية في التفاعل الرقمي، وإدارة تفاعل الطلاب عبر وسائل التواصل الاجتماعي. يشير معظم المعلمين إلى فهم أساسي لمبادئ الأخلاق مثل الحفاظ على الخصوصية، ووضع حدود مهنية، والتواصل بأدب. ومع ذلك، لا تزال هناك بعض الممارسات التي تشير إلى وجود ثغرات، لا سيما في ما يتعلق بالترخيص والمحتوى المعتدل.

تخلص هذه الدراسة إلى أن السلوك الأخلاقي للمعلمين على وسائل التواصل الاجتماعي يؤثر لذلك، هناك حاجة إلى مبادئ EFL بشكل كبير على بيئة التعلم ومستوى ثقة الطلاب في فصل توجيهية أخلاقية واضحة وممارسات تأملية ودعم مؤسسي لتعزيز الاستخدام الأخلاقي لوسائل التواصل الاجتماعي في سياق التعليم. تؤكد نتائج هذه الدراسة على أهمية برامج التطوير المهني التي تزود المعلمين بالمعرفة الرقمية والوعي الأخلاقي في عصر التعليم القائم على التكنولوجيا.

، التربية EFL أخلاقيات المعلمين، وسائل التواصل الاجتماعي، فصل: الكلمات الرئيسية
الرقمية، الوعي الأخلاقي

CHAPTER I

INTRODUCTION

A. Background of the Research

English as a foreign language has undergone a massive transformation in teaching methods with the advancements in digital technology and the integration of social media. The use of social media has contributed to the enrichment of teaching pedagogy in numerous ways by enabling interactions between teachers and students, as well as among peers, which can enhance English language communication skills.¹ It additionally permits students to engage in genuine learning settings, access various resources, and actively practice language proficiency. Bengtsson perceived humans also use social media as a means of learning communication to increase knowledge and make the best decisions.² The integration of social media in the teaching of English as a foreign language (EFL) being remarkable change in pedagogical approaches and appearing opportunities to master English language skills.

Students' leaning is mostly influenced from the Pedagogical practices adopted by primary teachers. Since, teacher is the one of the key facilitators to enhance the better student learning. Then, pedagogy is the instructional

¹Aydoğmuş, Teachers' Experiences Regarding the Use of Social Media for Educational Purposes, *International Journal of Psychology and Educational Studies* 2023, 10(1), 69-82

² S. Bengtsson & S. Johansson. The Meanings of Social Media Use in Everyday Life: Filling Empty Slots, Everyday Transformations, and Mood Management. *Social Media + Society*, 8(4). <https://doi.org/10.1177/20563051221130292>

techniques and strategies which enable learning to take place.³ Building up the interaction process between teacher and students and including the provision of some aspects of the learning environment. Varieties of teaching strategies needs for a teacher in order to facilitate effectively during the teaching learning process.⁴ According to Fives & Buehl Teacher pedagogical practices include planning, teaching methods, teaching methods, implementing learning activities and assessment criteria.⁵ Effective pedagogical practice would maximize the probability that students will be actively engaged in instruction.⁶

From the references above, a teacher must understand the principles of pedagogical-based learning for students and has the combination of the quality of teachers' pedagogical practices with the contribution of the use of social media to achieve learning success. In order for the learning objectives to be successful, there are at least 4 essences of education that must be known by a teacher in the context of the educational process (pedagogy), namely; the nature of humans, the nature of children, the nature of education, the nature of the educational process.⁷

Most of empirical studied stated that social media as digital communications had a favorable influence on student interactions and

³ I. Siraj & B. Taggart, Exploring Effective Pedagogy in Primary Schools: *Evidence From Research*. London: Pearson. (2014).

⁴ J. Dunlosky, Improving Students' Learning With Efektif Learning Techniques: Promising Directions From Cognitive And Educational Psychology. *Psychological Science In The Public Interest*. (2013).

⁵ H. Fives & M. Buehl, Spring Cleaning For The "Messy" Construct of Teachers' Beliefs: What Are They? Which Have Been Examined? What Can They Tell Us? In K. R. Harris, S. Graham, & T. Urdan (Eds.), *Individual Differences And Cultural And Contextual Factors*, (Washington: APA, 2012). p. 471–499

⁶ Kristin Harbour, et.al. A Brief Review of Effective Teaching Practices That Maximize Student Engagement, Vol. 59, 2015, Doi: 10.1080/1045988X.2014.919136

⁷ T. Overton, Assesing Learners With Special Needs: An Applied Approach. New Jersey: Pearson Education, Inc. (2012).

enhancing participation. Social media combine the students associate learning and education with entertainment and various exciting activities, making the learning process entertaining.⁸

Vygotsky's mediational theory can be regarded as a primary theoretical for understanding the impact of social media on learners' learning. This theory posits that social media can function as a mediational tool between learners and the real environment. Learners' understanding of this environment can be shaped by the images they encounter on social media, which may be either similar to or distinct from the reality.⁹

It should be noted that while there are many positive contributions of social media, there are also negative effects to be aware of, especially regarding the ethical use of social media by teachers in pedagogical practice. Unethical use of social media has negative effects that are relevant to students' emotions, which can develop positive emotions in students, or trigger negative provocateurs in them, which makes students likely to feel negative emotions such as anxiety and depression. The good and bad impacts of social media, all parties need to direct and play a role to improve it in order to support the improvement of the quality of teaching and learning in schools. However, the ethical challenges in conducting social media research remain of great concern.¹⁰

⁸ J. Seaman & H. Tinti-Kane, Socialmedia for Teaching and Learning. *Babson Survey Research Group, (2013).*

⁹ C. Fernyhough, Getting Vygotskian About Theory of Mind: Mediation, dialogue, and the Development of Social Understanding. *Dev. Rev. 28, (2008). 225–262. doi: 10.1016/j.dr.2007.03.001*

¹⁰ S. Golder et.al, Attitudes Toward the Ethics of Research Using Social Media: A

Goodyear stated that in addition to expertise in social media content, teachers must understand the moral and ethical consequences of behaviors that can appear harmful in the use of social media in learning. Social/emotional learning about the potential impact of social media behaviors is an important component of school education and an area that teachers can foster.¹¹ It was found that while there is a great role played by online social media in the education sector there are also some forms of social media abuse. Unprofessional behavior of some online social media users and poor media ethics. Regulation of social media abuse, including censorship of information and controlled actions to avoid abusive use of social media.¹²

Educators can employ social media in their pedagogical practices while adhering to digital etiquette through a few key steps.¹³ Firstly, it is essential to select an appropriate platform with robust privacy policies and to restrict its use to educational purposes only. It is advisable to educate students about social media etiquette and to implement clear usage policies. It is advisable to monitor students' online activities in order to prevent any misuse and to ensure that the content they access is positive and educational. By maintaining professionalism in all interactions, educators can create a secure

Systematic Review. J Med Internet Res, 2017 Jun 6;19(6):e195. doi: 10.2196/jmir.7082. PMID: 28588006; PMCID: PMC5478799.

¹¹ VA. Goodyear & KM. Armour, Young People's Health-Related Learning Through Social Media: What do teachers need to know? *Teach Teach Educ.* 2021 Jun;102:103340. doi: 10.1016/j.tate.2021.103340. PMID: 34083866; PMCID: PMC8091040.

¹² Asamoah, M.K. The Two Side Coin of the Online Social Media: Eradicating the Negatives and Augmenting the Positives. *International Journal of Ethics Education* 4, 3–21, (2019). <https://doi.org/10.1007/s40889-018-0062-6>

Ryan Thomas, Examining the Pedagogical Advantages of Social Media: Can Educators Effectively Integrate Social Media into Pedagogy?, *Journal of Advanced Research*, (2020), DOI: 10.35542/osf.io/gcquh

and ethical learning environment, optimising the potential of social media in education.

Teacher ethics are essential when using social media in English language teaching because social media involves more personal and open interactions between teachers and students. If not used ethically, it can violate students' privacy, create misunderstandings, or harm the teacher's professionalism. According to the Ontario College of Teachers¹³, educators are expected to show care, respect, trust, and integrity, including in digital spaces. Therefore, a teacher's ethical behaviour in using social media directly affects the learning atmosphere, student motivation, and the quality of teacher-student relationships in the EFL classroom.

Teachers apply a lot of social media in their learning, there are numerous applications that facilitate teaching and learning activities. These include WhatsApp groups, YouTube, Google Forms, and Quizizz. This application offers educational filters that facilitate learning.¹⁴ From a pedagogical standpoint, the utilization of social media in Arab universities is not as prevalent as it is in other academic settings. The pervasiveness of social media in contemporary society indicates a growing necessity to employ these platforms as pedagogical resources and sources of knowledge tailored to the lifestyles of young people.¹⁵ Kuppuswamy and Narayan recommended

¹³Ontario College of Teachers, (2017). *Professional Standards*. Retrieved From <https://www.oct.ca/public/professional-standards/standards-of-practice>

¹⁴Aulya Putri Wansit, Et.Al. Penerapan Kurikulum Merdeka Terhadap Media Digital Dalam Inovasi Pembelajaran, Karimah Tauhid, Vol. 3, No. 3, (2025), <https://ojs.unida.ac.id/karimahtauhid/article/view/12465>

¹⁵Elsayed B. Darwish, Social Media Education In The Arab World: Reality And

that these sites be utilized in educational settings, provided that their use is based on sound principles and appropriate supervision. Both EFL faculty and their students concurred on the necessity of incorporating social media into the curriculum and on the importance of monitoring the utilization of social media applications in the teaching process.¹⁶

English is taught in Islamic senior high schools or also known as Madrasah Aliyah, The Ministry of Religious Affairs, which requires madrasah aliyah schools in 2023, focuses on developing teachers' pedagogical skills through training that includes training on lesson planning, learning models, and learning assessment.¹⁷ Thus, these three things will also be the focus of research to see the application of English pedagogical practice at madrasah Aliyah schools in North Kolaka Regency, It will also measure the social media ethics that are applied and occur in religious schools.

In relation to implementation and ethic of social media use, many studies have been conducted by several researchers such as William found teacher to successfully implement technology, they must have an understanding of how the technology knowledge works and is related to technology with content.¹⁸ In Social media use, there are significant differences between social media platforms. For instance, the functionality of

Challenges, 17th International Conference e-Society, (Zayed University, UAE, 2019).

¹⁶ Kuppaswamy and Narayan, Carbon Dioxide Emissions and Economic Growth: Panel Data Evidence From Developing Countries. *Energy Policy*, 38(1), (2010). 661–666. <https://doi.org/https://doi.org/10.1016/j.enpol.2009.09.005>

¹⁷ Solla Taufiq, Kembangkan Kompetensi Kemenag Akan Latih 13 Ribu Guru Agama di Sekolah, <https://kemenag.go.id/pers-rilis/kembangkan-kompetensi-kemenag-akan-latih-13-ribu-guru-agama-di-sekolah-vmb11>

¹⁸ Ryan Thomas Williams, An Exploration Into the Pedagogical Benefits of Using Social Media: Can Educators Incorporate Social Media into Pedagogy Successfully? A work in Progress, *ABC Journal of Advanced Research*, Volume 9, No 2, (2020).

YouTube is implemented in a contrasting manner to Twitter, with distinct target audiences.¹⁹ Greenhow also found that social media features offer several benefits for helping teachers fulfill their goals for classroom teaching, including enhancing student engagement, community connections, and teacher–student interactions.²⁰ Goodyear concluded that social media such as twitter and facebook could support frequent, sustained and purposeful interactions that are important if teachers are to engage with students and support professional learning that results in pedagogical change.²¹ Krutka Successful use of social media including positive effects on relationships, the benefits of social media capabilities, and a compelling vision of ways to encourage educative social media experiences.²² Lastly, a research by Warnick had findings that teachers are not engaged in harmful activities, open teacher involvement with social networking may provide productive educational possibilities.²³

The preceding studies indicate that social media can be utilized by teachers in various pedagogical activities within the classroom. Nevertheless,

¹⁹ Williams RT. A Missed Opportunity? Social Media and Pedagogy as Teachers Returned to School, *Routledge Open Research*, 2022, 1:19, <https://doi.org/10.12688/Routledgeopenres.17657.1>

²⁰ Christine Greenhow, A Decade of Research on K–12 Teaching and Teacher Learning With Social Media: Insights on the State of the Field, *Teachers College Record*, 122, 060302 (Columbia University, 2020).

²¹ Goodyear, VA, Casey, A & Kirk, D 2014, 'Tweet Me, Message Me, Like Me: Using Social Media to Facilitate Pedagogical Change Within an Emerging Community of Practice', *Sport Education and Society*, vol. 19, no. 7, 927-943. <https://doi.org/10.1080/13573322.2013.858624>

²² Daniel G. Krutka, Towards a Social Media Pedagogy: Successes and Shortcomings In Educative Uses of Twitter With Teacher Candidates, *Journal of Technology And Teacher Education*, (2017) 25(2), 215-240

²³ Bryan R. Warnick, Social Media Use and Teacher Ethics, *Educational Policy*, 2016, Vol. 30(5) 771–795, DOI: 10.1177/0895904814552895.

those studies do not specifically address the nuances of how English teachers integrate social media into their pedagogical practices nor do they delve deeply into the ethical considerations that are unique to this subject area. However, as novelty here, no research in Indonesia has specifically explored the ethical implications of social media in relation to teachers' pedagogical practices at the madrasah level, then, particularly in regard to the effects and specific ethical challenges of English teachers' pedagogical practices. Those insights allow for the differentiation between ethical and unethical pedagogical practices. Consequently, the researcher proposes to investigate the implementation and ethics of social media in the pedagogical practices of teachers at Madrasah Aliyah, specifically MAN 1 Kolaka Utara, situated in Lasusua District, North Kolaka Regency, Southeast Sulawesi.

B. Research Questions

Based on the background of the study, the research question of this study is “How are teachers' ethics in using social media as a teaching media in EFL classroom?”

C. Objective of Research

Based on the research question above, this research aims to explore teachers' ethics in using social media as teaching media in EFL classroom.

D. Significance of the Research

The findings of the research are expected to provide theoretical and practical benefits in developing theories on challenges and strategies in teaching English. By exploring the integration of social media in English

language teaching, this framework facilitates the development of professional standards and guidelines for educators, while promoting critical awareness of responsible digital citizenship. It offers insights into how digital platforms can enhance teaching methodologies and contribute to the evolution of pedagogical practices, thereby promoting student engagement and learning outcomes.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. *Previous Related Research Findings*

Several previous studies have investigated the ethical implications of using social media in education, particularly in English language teaching contexts. These studies support the relevance of ethical awareness and professional responsibility in digital learning environments. The following studies provide insight into how teachers approach ethical challenges when incorporating social media into their teaching practices. These related findings help strengthen the foundation of the current research, which seeks to explore how teachers' ethics are reflected in the use of social media as a teaching media in the EFL classroom.

Blyth examined “the ethical dilemmas faced by English language teachers when using social media in teaching, focusing particularly on how teachers navigate issues such as maintaining professional boundaries, protecting student privacy, and ensuring appropriate content sharing. His study aimed to explore the complex decision-making processes teachers undergo when integrating social media into their pedagogical practices, rather than simply evaluating the outcomes of such use.”²⁴. The study emphasized issues such as privacy, digital reputation, and the importance of maintaining professional boundaries. Blyth argued that teachers must consciously separate

²⁴ Andrew Blyth, “Social Media Ethics in English Language Teaching,” *The JALTCALL Journal* 11, no. 2 (2015).

their personal and professional digital identities to safeguard both student welfare and teacher credibility. His research highlighted that ethical social media use requires not only individual responsibility but also institutional support to prevent misunderstandings or ethical misconduct.

A recent study by Aydoğmuş, Tut, and Karadağ explored teachers' experiences in using social media for educational purposes²⁵ The researchers found that while teachers saw social media as a beneficial tool for professional collaboration and student interaction, they also encountered challenges in maintaining professional distance, ensuring data privacy, and handling digital content responsibly. This study concluded that formal guidance, digital ethics training, and reflective practices are needed to ensure responsible teacher behavior in online educational settings. These findings align with the current study's aim of assessing how teachers' ethical choices manifest in their teaching activities through social media.

Alkamel conducted the use of social media in teaching English to EFL learners²⁶ The study underscored both the pedagogical benefits and the ethical risks involved in using social platforms. According to Alkamel, problems such as content bias, cultural insensitivity, and inappropriate sharing of student data require teachers to be more vigilant and ethically literate. He recommended best practices such as verifying content, avoiding stereotypes,

²⁵ Mücahit Aydoğmuş, Edip Tut, dan Yıldırım Karadağ, "Teachers' Experiences Regarding the Use of Social Media for Educational Purpose," *International Journal of Psychology and Educational Studies* 10, no. 1 (2023).

²⁶ Mohammed Abdulkareem Abdullah Alkamel, "Social Media in Teaching English for EFL Students: A Review of Challenges and Suggestions," *International Journal of English Teaching and Learning* 2, no. 1 (2024): 8–17, <https://doi.org/10.11648/j.ijetl.20240201.12>.

and always securing student consent before posting student work. These suggestions support the ethical considerations explored in this thesis.

In another related study, Henderson, Auld, and Johnson proposed a framework for the ethical use of social networking sites in educational contexts. Their research found that the blurred line between personal and professional online spaces creates uncertainty for teachers, which can lead to ethical conflicts²⁷. The authors advocated for school-wide policies and ethical guidelines to help educators navigate social media with confidence and consistency. Their work provides a theoretical foundation for understanding the ethical challenges that emerge when teachers engage with students on social platforms an area that this study also addresses.

Additionally, Azam and Farghal investigated the effect of ethical social media practices on student engagement in the EFL context²⁸. They discovered that when teachers model respectful digital behavior and set clear interaction boundaries, students are more motivated and feel safer in the learning environment. Conversely, unethical digital conduct by teachers—such as favoritism, lack of content moderation, or excessive informality—can reduce student trust and participation. These findings affirm the relational impact of teacher ethics on student engagement, which is one of the key themes in the present study.

Taken together, these studies illustrate the growing importance of ethical awareness among teachers who use social media in their instructional practices. The literature strongly supports the argument that ethical conduct is essential not only for

²⁷ Azam and Farghal, “The Use of Social Media Inside and Outside the Classroom,” *Frontiers in Psychology* (2022).

²⁸ Henderson, M., Auld, G., & Johnson, N. “A Framework for Ethical Use of Social Media in Education,” *Australian Educational Computing* 29, no. 1 (2014): 2.

protecting students but also for maintaining instructional integrity, trust, and engagement in the digital classroom. These findings serve as a valuable comparison and support the purpose of this study conducted at MAN 1 Kolaka Utara.

B. Some Pertinent Ideas

a. The Definition of Social Media Usage

Nasrullah stated that social media represents an internet medium through which a significant proportion of social media users introduce themselves, interact with other users, exchange information and engage in daily activities, and discuss and form virtual social connections. Social media is constituted by two words: media and social.²⁹ According to KBBI Media, a communication tool or medium is defined as a means of conveying information or ideas. In contrast, the term "social" is defined as a relationship with the community or a commitment to the public good (i.e., providing assistance, sharing resources, etc.). Consequently, social networks are regarded as a means of communication, which is employed for the public good.

In the view of Liu, the definition of social media may be described as a tool that users employ with each other to exchange information, collaborate on projects, and act in concert with one another. Furthermore, these actions transcend the boundaries of institutional and organizational structures.³⁰ In their analysis of social media, Meike and Young in Nasrullah define it as a fusion between the exchange of information between individuals (one-to-one

²⁹ R. Nasrullah, *Media Sosial : Perspektif Komunikasi, Budaya, dan Sosio. Teknologi*. (Bandung: Simbiosis Rekatama Media, 2017).

³⁰Y. Liu, Social Media Tools as a Learning Resource. *Journal of Educational Technology Development and Exchange (JETDE)*, 3(1).(2010). <https://doi.org/10.18785/jetde.0301.08>

sharing) and face-to-face communication that can be shared with anyone without the intermediary of public media.³¹ Nasrullah defines social media as a collection of software that enables individuals and communities to engage in various forms of interaction, including the gathering, sharing, communication, and collaboration or play with each other.³² Social media platforms possess the capacity to facilitate user-generated content (UGC), whereby content is generated by users rather than by editors as is the case in mass media agencies. The Oxford Dictionary defines social media as websites and applications that enable users to create, post, or interact with social networks.

The role of social networks in our lives has become increasingly significant. In the early days of social media, its primary function was to facilitate communication and interaction between users. Social media is employed for a multitude of purposes, including the dissemination of knowledge, the organization of social events, the dissemination of invitations, and the sale of products and services online. In light of the rapid advancement of technology in the digital realm, a plethora of novel social networking applications are emerging. A multitude of social media platforms, including Facebook, Twitter, Line, Instagram, and WhatsApp, are now accessible via smartphones connected to the Internet, allowing users to access them at any time and from any location. This has led to a significant increase in the flow of information, making it more important and faster to

³¹ Op, Cit. Nasrullah. (2017).

³² Op, Cit. Nasrullah. (2017).

disseminate information. The rapid development of social media is not limited to developed countries; it is also occurring in developing countries like Indonesia, where there is a significant number of people using social networks. This rapid growth has the potential to replace the role of traditional media in delivering news or information.

In light of the aforementioned understanding, the authors posit that social media represents an information and communication technology on the Internet. It is evident that the majority of individuals utilize it for entertainment or to facilitate daily communication and information exchange.

1) The Characteristics of Social Media

The media, which is frequently employed by numerous individuals for the purpose of communication and the exchange of information, is characterized by a number of inherent limitations and distinctive properties. Nasrullah posits that social media exhibits certain characteristics:³³

a) Network

A defining characteristic of a social network is that it is owned by a social network formed between each user. This network is mediated by technological devices such as mobile phones, computers, and tablets to form communities such as Instagram, Facebook, Line, Twitter, and others. To permit users to interact with one another.

b) Information

R. Nasrullah, *Media Sosial : Perspektif Komunikasi, Budaya, dan Sosio. Teknologi.* (Bandung: Simbiosis Rekatama Media, 2017).

All users of a social network are responsible for the creation and dissemination of information. A social network is, in essence, a platform where users engage in direct, public communication. Consequently, users are also able to interact with these entities based on the information they receive, which is commonly referred to as "network society".

c) Archive

The archiving feature of social media ensures that all information stored by social media users will not be lost. Consequently, this information is always accessible and available on any device. For instance, if a Facebook user uploads a photograph or video, the uploaded data will not be lost over time, regardless of the passage of days, months, or years.

d) Interactivity

The interaction between users is a significant factor in the context of social media. Those who maintain social networking accounts not only cultivate friendships by increasing the number of followers or simply registering on the internet; they must also engage in interactions with other users. For instance, users may engage in the exchange of messages with one another, or they may leave comments on the posts of other users. Additionally, they may express their approval of other users' content on social media platforms such as Facebook or Instagram through the use of likes.

e) Social Simulation

Social media is a digital space where users can engage with one

another. Consequently, social networks function as a kind of virtual nation, with a set of rules and ethical standards that users are expected to adhere to. The interactions that occur on social media can be used to describe real conditions. However, it is not uncommon for these interactions to be different simulations.

f) User Generated Content

User-generated content is a social media feature that is created by the users of the social network themselves. In contrast, other users can view the generated content at the same time. The content generated by users on social networks allows for social interaction between users in the online space.

g) Shared

One of the defining characteristics of social media is the ability of users to disseminate information. This is evidenced by the fact that social media users can not only create and view content, but also disseminate information they receive through content that is provided only in the form of opinions or facts.

2) The Types of Social Media

It is irrefutable that contemporary individuals have unparalleled access to social media in all aspects of their lives, both in their personal and professional activities, and in all locations. One may commence by searching for the most recent viral information, engaging in business transactions, or simply seeking entertainment. Nasrullah posits that at least six major categories can be identified to differentiate the various types of

social media:³⁴

a) Social Networking

Social networking is the most popular medium for social interaction. These media are tools commonly used by users to establish social relationships, including the consequences or effects of these social relationships in the virtual world. The primary function of social networking sites is to facilitate the formation of social networks among users. This is achieved through the opportunity to meet in person (offline) or to form new networks with users with whom they have pre-existing connections. Notable examples of popular social networks include Facebook and Instagram.

b) Blog

A blog is a social media platform that enables users to upload, comment on, and share their daily activities, as well as other web links, information, and so forth. In its nascent stages, a blog was a personal website comprising a curated selection of links to external resources deemed worthy of attention and updated on a daily basis. In subsequent developments, there are numerous journals (personal daily writings) of media owners, and there is a comment column that users can fill in. For illustrative purposes, one might cite WordPress and Blogspot.

c) Micro-Blogging

The same can be said of online journals, which can be defined as a type of social networking site where users can write and post their actions or

R. Nasrullah, *Media Sosial : Perspektif Komunikasi, Budaya, dan Sosio. Teknologi*. (Bandung: Simbiosis Rekatama Media, 2017).

opinions. The most prominent example of microblogging is Twitter.

d) Media Sharing

Media sharing is a type of social media that enables users to disseminate various forms of media, including documents (files), videos, audios, and images. Furthermore, users are able to engage with the content of other users by means of commenting on it. Notable examples of this type of media include YouTube, Instagram, Tiktok, Facebook, and Snapchat.

e) Social Bookmarking

A social network, colloquially referred to as an aggregator and curator, is an online repository for the storage, management, and research of specific information or news.

3) Social Media for Academic Purpose

In his remarks, Shahzad asserted that social media offers novel avenues for students to engage in active learning.³⁵ The same idea is expressed by Haleem.³⁶ He posits that educators can enhance their students' spontaneous learning by integrating their personal experiences with learning materials. Furthermore, it provides an opportunity for students to become independent in their research. Active learning is defined as students demonstrating enthusiasm for learning materials from social media, participating in more forum discussions, and collaborating with their peers

³⁵ MF. Shahzad, Artificial Intelligence and Social Media on Academic Performance and Mental Well-Being: *Student Perceptions of Positive Impact in the Age of Smart Learning*. Heliyon. 2025. 15;10(8):e29523. doi: 10.1016/j.heliyon.2025.e29523.

³⁶ Abid Haleem, et.al. Understanding the Role of Digital Technologies in Education: A review, *Sustainable Operations and Computers*, Volume 3, 2022, 275-285, <https://doi.org/10.1016/j.susoc.2022.05.004>.

in the classroom.

A study by Purwanto, based on his own experience, has demonstrated the advantages of using digital technology in learning. As the demands on students to complete assignments, individual and group work projects, seminars, and community life in a timely manner intensify, many students neglect to prioritize the seemingly minor details.³⁷ Nevertheless, the implementation of a notification system on social media would be highly beneficial.

Consequently, social media serves as a conduit for communication between educators and students. Al-Sharqi et al. report that one group of students identified numerous opportunities for enhancing their foreign language abilities through homework and independent learning activities outside of the classroom. However, the same study also indicates that another group of participants perceived social media as a significant time-waster and distraction.³⁸ The study additionally revealed that educators will be better positioned to provide individualized tutoring that aligns with the specific needs of their students. In addition to the aforementioned advantages, social media also offers the opportunity to learn from a distance. For example, social media was utilized to its fullest extent during the COVID-19 pandemic.

³⁷Agus Purwanto, The Benefits of Using Social Media in the Learning Process of Students *in the Digital Literacy Era and the Education 4.0 Era*, Vol. 02 No.02 (2023) <https://jisma.org> e-ISSN: 2829-6591

³⁸ L. Al-Sharqi, et.al. Perceptions of Social Media Impact on Student's Social Behavior : a Comparison Between Arts and Science Students. *International Journal of Education and Social Sciend*, 2 (4), (2015). 122-131.

Subsequently, the classroom comprises a heterogeneous population of students, each with their own distinctive personalities. Some students are more reserved and hesitant to express their thoughts or interact with their peers. The use of social media tools can facilitate engagement among students, including those who may be experiencing self-confidence issues.³⁹

4) Strategy in using social media for Educational Pedagogy

The advent of social media has led to a transformation in the role of educators, who are now expected to act as content interpreters rather than mere content providers. Consequently, the learning environment becomes more flexible, with a high level of participation and feedback mechanisms from students. The following strategies can be employed to enhance the engagement of students in high education online classes through the use of social media:

- a) Resource sharing, students can share online resources related to coursework.
- b) Assignment posting, homework/assignments can be posted to remind students to do their homework.
- c) Informative postings: Program councils can post information about campus activities, lecture series, and workshops happening in the college/university.
- d) Online feedback, social media offers opportunities for a wide range of impact, as well as provide a venue for immediate feedback and support.

³⁹ J. G. Tullis & R.L. Goldstone, Why does Peer Instruction Benefit Student Learning?. Cogn. Research 5, 15 (2020). <https://doi.org/10.1186/s41235-020-00218-5>

- e) Create online communities, the use of social media to create an online community allows for electronic conversations to take place and the ability to educate students about resources available at their institution.
- f) Hosting blogs, students can share what they know with others by hosting blogs and inviting other classrooms to see what they have learned. One strategy for engaging parents is for teachers to post blogs that provide updates on their students' learning.

b. *Ethic of Social Media Use in Classroom*

1) *Definition of Ethic*

Ethics is defined as a moral choice, meaning teachers need to consider their response to ethical dilemmas based on their social and professional contexts. The ethic based on the six aspects of the culture of care identified by Nias in Henderson: affectivity, responsibility for learners, responsibility for relationships in the school, self-sacrifice, over-conscientiousness, and identity. The ethics that teachers uphold should show empathy, maintain positive relationships, and prioritize students' interests above their own.⁴⁰

The ethics of using social media by teachers in English language teaching encompasses several important principles. According to The European group on artificial intelligence that teachers must maintain the security and privacy of students' personal data, ensure transparency by informing students and parents about the purposes of using social media in

⁴⁰ Auld, G., & Henderson, M. The Ethical Dilemmas of Social Networking Sites Classroom Contexts. In G. Mallia (Ed.), *The Social Classroom: Integrating Social Network Use in Education*, (The Netherlands: Information Science Reference, 2014), p. 192-207.

learning, and take responsibility for the impacts of their actions on these platforms. Additionally, inclusiveness should be upheld by providing equitable access to all students without discrimination, while also considering sustainability to ensure that social media is used with an awareness of its long-term effects on the learning environment.⁴¹ With a human-centered approach, teachers must prioritize students' well-being, making social media a safe and ethical support tool in the EFL classroom.⁴²

2) *The ethical guidelines for teachers using social media in EFL classrooms*

Adapted from Auld & Henderson, provide teachers with guidelines to navigate ethical social media practices in the classroom.⁴³

a) *Consent*

(1) Teachers need to consider whether bringing students' out-of-school social networking practices into the classroom invades privacy or marginalizes students.

(2) They should thoughtfully seek informed consent, particularly in social media environments that encourage co-constructed texts, a sense of privacy in crowds, and anonymity through avatars.

b) *Confidentiality (Traceability)*

⁴¹ European Commission, "The European Commission's High-Level Expert Group on Artificial Intelligence: Ethics Guidelines for Trustworthy AI," *European Union Publications Office*, 2019 Available: <https://digitalstrategy.ec.europa.eu/en/policies/expert-group-ai>

⁴² F, Miao, W, Holmes, R. Huang, H. Zhang, "AI and Education: Guidance for Policy-Makers," *United Nations Educational, Scientific and Cultural Organization*, 2021. Available: <https://unesdoc.unesco.org/ark:/48223/pf0000376709>

⁴³ Auld, G., & Henderson,.....*Op.Cit*, p. 192-207

- 1) Teachers should consider whether engaging students' social networking in public class activities compromises confidentiality.
- 2) They need to manage the challenge of ensuring students' anonymity, especially in connected and searchable data environments.

c) Boundaries

- 1) Teachers should be prepared for possible reciprocal interaction from students on their social media as a response to their teaching.
- 2) Maintaining professional boundaries is crucial to prevent overly personal involvement between teachers and students on social media.

d) Recognizing and Responding to Illicit Activity

- 1) Teachers need to consider how to address any illicit activity that may arise from students' use of social media.
- 2) They should consider what kinds of activity warrant intervention and how to handle these issues within a socially mediated environment.

According to Geddes and Wagstaff in Blyth, the importance of ethical standards in managing and safeguarding information, focusing on privacy, accountability, and security in an educational context:⁴⁴

- a) **Information Management and Privacy** Teachers should carefully manage both their own and their students' personal information. This includes setting privacy controls properly to protect profile data, bio-data, images, and other shared information.
- b) **Accountability in Protecting Student Privacy and Reputation**

⁴⁴ Andrew Blyth, Social Media Ethics in English Language Teaching, *The JALT CALL Journal*, Vol.11 No.2 (2015), p.165-176

Teachers are responsible for implementing strategies that protect student privacy and reputation when using social media for classroom purposes. This includes carefully selecting the information shared and ensuring sensitive information is not exposed.

c) *Security of Personal Information*

Teachers should ensure that any personal information shared on social media platforms is secure from potential security breaches. This is essential for creating a safe online environment for both teachers and students.

In an earlier study about areas of teacher concern with using social media in the classroom by de Zwart, Lindsay, Henderson & Phillips. They were:⁴⁵

a) *Privacy*

Teachers should protect students' privacy by not sharing personal information or content that could violate their privacy rights on social media.

b) *Sharing Inappropriate Material*

Teachers need to ensure that the content shared in the learning process does not contain inappropriate or offensive material.

c) *Illegal Downloading and Plagiarism*

Teachers are expected to encourage students to avoid illegal

⁴⁵ Cameron, L., Tanti, M., & Mahoney, K. The Ethical Considerations of Using Social Media In Educational Environments. In T. Reiners, B.R. von Konsky, D. Gibson, V. Chang, L. Irving, & K. Clarke (Eds.), *Globally connected, digitally enabled*. Proceedings ascilite 2015 in Perth (pp. CP:42-CP:46).

downloading and plagiarism, and to provide an understanding of the importance of copyright and academic integrity.

d) *Cyberbullying*

Teachers should create a safe environment free from cyberbullying by monitoring social media interactions and educating students about the importance of ethics and respect in online communication.

Based on Murray, Virani and Wishart, Feunang, Marcu in Erwin stated that the provided sources and serves as a guide for teachers to uphold ethical standards on social media as follows:⁴⁶

- a) Avoid content that contains violence, hatred, hoaxes, or cyberbullying.
- b) Do not share personal information, such as addresses, phone numbers, or private photographs (findings of the article's author).
- c) Avoid plagiarism or copying others' work without permission (findings of the article's author).
- d) Maintain polite and respectful behavior when interacting with other users.

3) *Ethical Learning Plan Using Social Media in English Language Teaching*

The researcher designs according to the Merdeka Curriculum in Sari, utilizing social media ethically as a learning tool:⁴⁷

⁴⁶ Erwin & Dakhalan, M, A. (2025). Ethics of Using Social Media for Learning: Encouraging Appreciation and Responsibility. *Sciencetchno: Journal of Science and Technology*, 3(2), 215-232. <https://doi.org/10.70177/Sciencetchno.v3i2.1355>

⁴⁷ Arum Ambar Sari, The Implementation Of Merdeka Curriculum In English Teaching Learning At The Seventh Grade Of Smpit Insan Mulia Surakarta In The Academic Year 2022/2023, (Surakarta: UIN Raden Mas Said, 2023), p.2

a) Beginning (Orientation)

- (1) Learning Theme, Introducing a relevant theme related to everyday life, such as "Social Issues" or "Cultural Diversity."
- (2) Learning Objectives, Students will be able to discuss and express opinions on social issues using English both orally and in writing, while understanding the importance of ethics in communication on social media.

(3) Class Setup as:

- (a) Discuss with students about the use of social media platforms (such as WhatsApp, Instagram, or Facebook) for learning purposes.
- (b) Obtain consent from students and parents regarding the use of these platforms for educational activities.

b) Core Activities (Exploration, Elaboration, and Confirmation)

- (1) Exploration by online discussion, creating a discussion group on social media for students. Ask for their views on the predetermined social issues. Ensure they adhere to ethical communication practices, such as avoiding offensive or derogatory language.
- (2) Elaboration with collaborative project, (1) asking students to work in groups to create multimedia presentations on the social issues they discussed. They can use various formats, such as videos, posters, or blog articles. (2) proper Source Usage: Teach students how to properly cite sources to avoid plagiarism.

- (3) Confirmation, (1) presentations and Feedback: Students present their work in the social media group. Provide constructive feedback and encourage students to leave positive comments for their classmates.
- (2) continuously monitor interactions in the group to ensure discussions remain constructive and ethical.

c) Ending (Reflection and Assessment)

- (1) Reflection, conduct a reflection session at the end of the lesson. Ask students about their experiences using social media for learning. What did they learn about ethics in communication.
- (2) Assessment, (1) assess student participation in discussions, the quality of presentations, and ethical interactions on social media. (2) use a scoring rubric that includes criteria such as engagement, use of English language, and ethics and politeness in communication.
- (3) Recognition, acknowledge students who demonstrated ethical and collaborative behavior during the activities, either through certificates or praise in the group.
- (4) Follow-Up, plan subsequent sessions to delve deeper into other social issues and enhance students' English language skills using social media as a continuous learning tool.

4) Indicators of Ethical for Using Social Media in EFL Classrooms

Based on some expert views Auld and Henderson, Erwin, Miao and Cameron, the researcher summarizes the indicators of social media ethics

by teachers in teaching English in the classroom as follows:⁴⁸

- a) Consent (Ensure privacy; seek informed consent)
- b) Confidentiality (Maintain students' anonymity and confidentiality)
- c) Boundaries (Keep professional boundaries with students)
- d) Recognizing and Responding to Illicit Activity (Address inappropriate behavior appropriately)
- e) Information Management and Privacy (Manage personal information and privacy controls)
- f) Accountability (Safeguard student privacy and reputation)
- g) Security (Protect shared personal information securely)
- h) Content Moderation (Share appropriate content, avoiding harm)
- i) Academic Integrity (Promote copyright awareness and honesty)
- j) Cyberbullying Prevention (Monitor interactions and educate on ethics)

c. English Language Teaching

1) Definition of English Language Teaching

Amidon has a very positive view of teaching, defining it as an interactive activity that primarily comprises classroom discourse between teacher and learner. This takes place during certain predefined activities, which are an essential part of the learning process.⁴⁹ In accordance with the findings of Gana et al., teaching may be defined as a process of imparting information to students. Consequently, when engaged in a teaching activity,

⁴⁸ *Ibid*, Auld and Henderson, Erwin, Miao, Cameron.

⁴⁹ E. Amidon, *The Role Of The Teacher In The Classroom: a Manual for Understanding and Improving Teachers' Classroom Behavior*. (Paul S. Amidon & Associates, 1967).

the instructor is responsible for conveying knowledge, a message, or a skill to the student, while an interaction process between the teacher and the students is simultaneously occurring.⁵⁰ It can be posited that teaching is the act of attending to the needs, experiences, and feelings of learners and facilitating their acquisition of skills and abilities that exceed expectations.

Furthermore, Shamsuddin articulated two linguistic understandings.⁵¹ Firstly, language is a tool that can be used to shape the minds, feelings, desires, and actions of others, as well as to influence and be influenced by others. Secondly, language is a clear indicator of an individual's personality, as well as that of their family and nation. It is also a clear indicator of humanity's collective mind. In essence, language teaching is a process by which an individual attains communicative competence or fluency in a language. In language teaching, the teacher plays a pivotal role in facilitating language practice for learners in the most effective ways. In this context, the act of teaching English entails the transfer of linguistic knowledge from the teacher to the students, with the objective of enhancing their linguistic abilities and, most importantly, enabling them to communicate in English.

2) *Terms in Teaching English*

English has become a global language, as it is recognized in every country and a significant number of people utilize it in communication.

⁵⁰ M. Gana, et.al. Teachers' Strategies in Teaching Speaking (a Case Study of an English Teacher in Sma Negeri 1 Toraja Utara). Teachers' Strategies in Teaching Speaking, (2018). 1–10

⁵¹ Abin Syamsuddin, Efektifitas Belajar Mengajar dengan Menggunakan Tiga Model Strategis Pendekatan Management Sistem Instruksional dan Mengendalikan Tiga Kategori Kemampuan Belajar Siswa Disertasi, (Bandung : Fakultas Pasca Sarjana IKIP Bandung, 1986).

English is a subject taught in every country. The role of English in education has been interpreted in a variety of ways, given the differing contexts and levels of acceptance of the language in different countries. As stated by Lin & Chien,⁵² The practice of teaching English can be described in three ways:

a) Teaching English as a Second Language (TESL)

The teaching of English as a second language entails the designation of English as the official language of the country's organizations, societies, and communities. English is taught to non-native speakers in an English-speaking environment. As Napitupulu and Kisno observe, TESL is employed in a vast number of English-colonized regions. Furthermore, it is employed in countries with a significant immigrant population. The countries that have employed English as a second language include the Netherlands, Denmark, Sweden, Norway, Finland, Singapore, and numerous others.⁵³

b) Teaching English as a Foreign Language (TEFL)

The study of English by non-native speakers in contexts where English is not the primary language is referred to as English as a Foreign Language (EFL). Indonesia is one of the countries in which English is taught as a foreign language. Napitupulu and Kisno have asserted that TEFL serves no purpose in their own countries.⁵⁴ This implies that language is employed solely for the purpose of facilitating communication between countries

⁵² G.H.C. Lin, & P.S. Chien, An Introduction to English Teaching, A Textbook for English Educators. In *Online Submission*, (2010). <http://eric.ed.gov/?id=ED534554>

⁵³ Selviana Napitupulu, Kisno Shinoda, Teaching English As A Foreign Language, (Jakarta: Halaman Moeka Publishing, 2014)

⁵⁴ Selviana Napitupulu, Kisno Shinoda, Teaching English As A Foreign Language, (Jakarta: Halaman Moeka Publishing, 2014)

worldwide, rather than being utilized as an official or primarily instructional language.

c) Teaching English to Speakers of Other Languages (TESOL)

The TESOL (Teachers of English to Speakers of Other Languages) organization is primarily concerned with the methods and practices of teaching English to non-native speakers or English as a Second Language (ESL) speakers. It is a commonly utilized framework by teacher training institutes and instructor-education programs for English teachers, as well as language learning organizations for learners in an expanding circle.⁵⁵

3) English Teaching Challenges

According to the Cambridge Dictionary, a "challenge" is defined as a situation in which an individual is confronted with a task that requires significant mental and physical effort to complete successfully.⁵⁶ This challenge tests the individual's skill and ability. A challenge can be defined as a problem or situation that is difficult to solve and requires a significant amount of effort to overcome. In this study, challenges are defined as obstacles or problems that teachers encounter when teaching English in MAN 1 Kolaka Utara.

In any educational setting, it is inevitable that difficulties will arise during the teaching and learning process. These difficulties may originate from a number of sources. Lynch identifies three significant challenges in

⁵⁵ (G.H.C. Lin, & P.S. Chien, An Introduction to English Teaching, A Textbook for English Educators. In *Online Submission*. (2010). <http://eric.ed.gov/?id=ED534554>

⁵⁶ Cambridge Dictionary, accessed on 10th April 2025, Available on <https://dictionary.cambridge.org/dictionary/english/challenge>

English teaching and learning in the classroom:⁵⁷

a) Lack of learners' motivation

Students exhibit a lack of motivation and interest in learning English. Even when they do engage in English language learning, it is often driven by a fear of failure in the subject. Students encounter difficulties in participating in classroom interaction and in learning the language in an environment that is conducive to their learning. This issue requires additional attention and motivation to enhance their enthusiasm for learning English.

2. Insufficient time, resources, and materials

In Indonesia, English is taught as a foreign language, which necessitates a longer period of instruction for students due to the fact that English is not the native language of the students. Two hours per week is a relatively brief period of time to dedicate to the learning of English, particularly when one considers the multitude of facets encompassed within an English lesson. Furthermore, it is necessary to provide adequate resources and materials to support the English teaching and learning process.

3. Over-crowded English classes

In classes with more than thirty-five, forty, or even fifty students, it is not feasible for teachers to provide each student with the same level of individualized attention. However, the size of the class will inevitably lead to a number of issues, including discomfort among students, a lack of individual attention, a noisy environment, and difficulties in maintaining effective

⁵⁷ L.M. Lynch, Three critical problems in English language Teaching and Learning and What to do About Them, (2008).from: <http://Ezinearticles.com/?expert=Larry-M-Lynch>

learning in the classroom.

Khajlo identified a number of challenges that teachers encounter when teaching English.⁵⁸ The first issue is the limited number of hours dedicated to English language instruction. Some experts have expressed concern about the amount of time allotted to the course. They believe that in many circumstances, teachers will be unable to teach all subjects in this limited time. Secondly, there is a dearth of interest and motivation for learning English. The majority of students exhibit a lack of interest in learning the language. Their primary objective is to pass the course. Students fail to pay attention to their teachers and fail to learn anything. Even if they do learn something, they will forget it quickly because they are weary of its repetition. The third challenge is the lack of concentration in the classroom. It is impossible for students to learn the material if they do not concentrate. Factors that contribute to a lack of concentration include fatigue and insomnia, environmental factors, and family problems. Fourthly, students who are more advanced than their peers. Another challenge in English teaching is the necessity of dealing with students who attend English classes outside of school. Furthermore, the majority of English teachers lack proficiency in the language. It is unfortunate that the majority of high school teachers lack fluency in English and are therefore unable to teach the language orally. Finally, the lack of repetition and frequent practice on the part of students represents a significant challenge. Students may become

⁵⁸ A.I. Khajlo, Problems in teaching and learning English for students. *International Journal of Engineering Research*, 7(3), 56. (2013). www.ijerd.com

disinterested in repeating and practicing the language if they do not perceive a personal benefit in doing so.

In their study, Copland et al. identified several challenges that teachers encounter when teaching English:⁵⁹

a) Teachers' Proficiency

It is imperative that all teachers possess a proficient level of English language skills, particularly those who teach English as a foreign language. It is regrettable that a significant number of teachers possess limited proficiency in the language. Moreover, the majority of these teachers lack confidence in their ability to teach.

b) Classroom Management

Many English teachers encounter significant challenges when attempting to teach English, particularly in classrooms with more than 30 students. It is challenging for teachers to closely monitor students' language use and provide instructions to them.

c) Government Policy and Curricula

It is the responsibility of educators to adhere to the curriculum and policies established by the government with regard to the teaching of English. The curriculum in use is incompatible with the requirements of the national assessments. According to Songbatumis, the challenges encountered in teaching English as a foreign language are multifaceted and encompass

⁵⁹ Copland, et.al, Challenges in Teaching English to Young Learners: Global Perspectives and Local Realities. *TESOL Quarterly*, 48(4), (2014), 738– 762. <https://doi.org/10.1002/tesq.148>

students, teachers, and school facilities.⁶⁰

(1) Students' side

The findings indicated that the primary obstacles to effective English language instruction originate from the students themselves. Some of the challenges identified in the study include:

(a) Lack of vocabulary mastery

Students who lack the requisite vocabulary may be unable to actively participate in the class. One of the three reasons why students lack vocabulary mastery, according to Mai, is that English is not used in their daily lives. This leads them to believe that they do not need to learn the words.

(b) Students' lack of parents' support

A lack of parental support can result in a lack of motivation among students to engage in learning activities. Songbatumis posited that parents residing in urban areas exhibit a greater degree of motivation with regard to their children's academic pursuits than those residing in rural areas.

(c) Students' poor concentration

Students who demonstrate a lack of concentration in the classroom will find it challenging to comprehend the knowledge imparted by the instructor. Such students are frequently distracted by talking or other activities that disrupt the teaching process.

(d) Students' lack of discipline

The classification of students' classes based on their study marks was

⁶⁰ A. Songbatumis, Challenges in Teaching English Faced by English Teachers at MTsN Taliwang, Indonesia. *Journal of Foreign Language Teaching and Learning*, 2(2). (2017), <https://doi.org/10.18196/ftl.2223>

found to be associated with disciplinary issues. In their study, Copland et al. found that disciplinary issues were associated with the age and gender of students, differentiation, parental views, inexperience, not sharing the learners'

first language, and maintaining the students' motivation.

(e) Students' boredom

It is not uncommon for students to become disengaged when a teacher is presenting a specific topic. This is because they had previously acquired knowledge of the subject matter, whether through private courses or previous academic instruction. The students found the content to be uninteresting and boring, particularly given its repetitive nature.

(f) Speaking issue

This issue pertains to the challenge of encouraging students to engage in verbal communication.

(g) Pronunciation issue

A significant proportion of students demonstrate an inability to pronounce words correctly. The aforementioned issues-spelling, pronunciation, stress, and intonation-present significant challenges for students, impeding the teaching process.

(h) Confidence issue

Students tend to be reticent about demonstrating their speaking abilities. This issue arises because students believe that they are classified as less capable than other students in the class who take English lessons outside of

class.

(2) Teachers' side

The lack of pedagogical expertise among educators may present obstacles to effective English language instruction:

(a) Shortage of teachers' training

The majority of educators report a lack of English training. In some cases, teachers may experience feelings of uncertainty regarding the content and methodology of their instruction.

(b) Limited mastery of teaching methods

The majority of educators continue to employ pedagogical practices that are perceived as tedious by students, thereby reducing their motivation to engage in learning activities. The implementation of various teaching methods and techniques is challenging for educators, as they must consider not only the transfer of four language skills but also the maintenance of students' motivation and enthusiasm for learning and practicing English.

(c) Unfamiliarity to IT

It is not uncommon for educators to encounter difficulties when attempting to integrate technology into their teaching practices. These difficulties can be attributed to a lack of specific technological knowledge, a lack of technology-supported pedagogical training, and a lack of technology-related classroom management skills.

(d) Teachers' lack of professional development

The development of English teaching skills is contingent upon the

motivation of the teachers. It is imperative that educator endeavor to cultivate their abilities and enhance their pedagogical expertise through ongoing training and creative approaches to English language instruction.

(3) Facilities problem

(a) Inadequate resources and facilities

The availability of the facilities in the school did not facilitate the English teaching and learning process. The paucity of resources and materials can impede the efficacy of English instruction.⁶¹

(b) Time constraints

The allotted time for English instruction was insufficient for the instructor to adequately cover the curriculum, implement their teaching strategies in the classroom, and facilitate their own professional growth.

Furthermore, Khan identified several challenges in teaching English as a foreign language in an Islamic environment:⁶²

(1) Background of English teachers

The teacher represents the most crucial component in any educational program. The teacher bears a significant responsibility for effectively conveying the subject matter to the students. It is essential to examine the knowledge base of second or foreign language English teachers, as well as their pre-service education and in-service training, in order to gain a more comprehensive understanding of the optimal framework for language teacher

⁶¹ M. Abrar, Teaching English Problems: an Analysis of Efl Primary School Teachers in Kuala Tungkal. The 16th Indonesian Scholars International Convention, 2016, 94–101.

⁶² I. A. Khan, Challenges of teaching/learning English and management. Global Journal of Human Social Science, 11(8), (2011). 68–80

education.

(2) Poor Ability

The difficulties that students encounter in learning English are typically attributable to a number of factors. These include: a lack of information about the school that they have enrolled in; the absence of English language curricula offered by some schools; the use of ineffective teaching methodologies; and the lack of appropriate language environments. Consequently, students are becoming less inclined to engage in English classes as a result of these circumstances.

(3) Lack of Management

The term "management" is defined as the minimum resources available in one institution. Due to the constraints on available resources, teachers are unable to engage in professional development activities that would enhance their teaching abilities. It is relatively straightforward for teachers to deliver subject matter to students if the institution in question can provide them with effective management.

4) Teaching English in Islamic High School

In response to societal demands and developments, Islamic educational institutions, known as madrasahs, have been established in numerous Muslim nations. Two key factors indicate the advancement of knowledge and societal needs: Madrasah development, in particular, has consistently adapted to scientific advancement, where it currently occupies a dominant position.

The ongoing process of education in madrasahs is confronted with a

number of challenges in the context of globalization. These include the rapid advancement of technology, particularly in the area of information and communication technology, the presence of a dominant culture from a developed nation that challenges Islamic cultures and values, the integration of the world's communities, and the shifting of social expectations.⁶³

Concerning the laws, there is a Regulation of the Minister of Education and Culture Number 64 of 2014, article 4, paragraph 1 concerning Specialization in Secondary Education, which reads: "The selection of specialization groups is carried out since students register for SMA / MA according to the interests, talents and/or academic abilities of students".

The selection of specialization groups or compulsory subjects conducted when students enroll in Madrasah Aliyah or Senior High School, elective or cross-interest subjects, including English, are also chosen directly by students through a voting system conducted in each class.⁶⁴ The elective or cross-interest subjects that receive the most votes will be studied alongside other compulsory subjects. Thus, students can be more motivated and engaged in learning English because they have the opportunity to choose subjects that align with their interests and goals.

The pedagogical approach of teachers in Madrasah Aliyah plays a crucial role. Teachers must be adaptable and innovative to effectively

⁶³ R.D. Supriatna, S. Ratnaningsih, S, Indonesian Madrasah in the Era of Globalization. *TARBIYA: Journal of Education in Muslim Society*, 4(1), (2017). 89-103. doi:10.15408/tjems.v4i1.5908.

⁶⁴ M. Prabawati & F. Muhadi, Pengaruh Gaya Belajar Siswa dan Strategi Pembelajaran Guru Terhadap Prestasi Belajar Pada Mata Pelajaran Ekonomi (Lintas Minat) di SMA Negeri 1 Kalasan. *Jurnal Pendidikan Ekonomi dan Akuntansi*, (2021). 21-30.

integrate cross-interest subjects into their curriculum.⁶⁵ For instance, English teachers need to design lessons that cater to a diverse group of students with varying interests and academic backgrounds. They can utilize project-based learning, collaborative activities, and technology-enhanced instruction to make the learning process more engaging and relevant. Additionally, teachers in Madrasah Aliyah must be proactive in providing continuous feedback and support to students, helping them to set and achieve personal learning goals in English.⁶⁶ This personalized approach can enhance student motivation and ensure that each student is able to progress at their own pace while gaining valuable language skills that will benefit them academically and professionally.

c. English Language Teacher

1) Definition English Language Teacher

Teachers play a pivotal role in fostering children's intellectual and social growth during their formative years. In accordance with the provisions of Republic of Indonesia Law No. 14 of 2005 on Teachers and Lecturers, teachers are professional educators whose primary responsibility is to educate, teach, guide, lead, train, assess, and evaluate pupils in early childhood, basic education, and secondary education. Furthermore, Husna defined an English teacher as an educator whose role is to educate students on

⁶⁵ Khusnul Harsul Lisan and Adhan Kholis, The Analysis Of Kurikulum Operasional Madrasah As The Implementation Of Merdeka Curriculum, *JALL (Journal of Applied Linguistics and Literacy)*, Vol. 8 No. 1, 2025.

⁶⁶ Bahrani, Et.Al, Competence of English Teachers at Madrasah Aliyah Negeri (MAN) In East Kalimantan, <https://ejournal.unuja.ac.id/index.php/icesh> Proceeding Of International Conference On Education, Society And Humanity 567 Vol. 1 No. 1, 2023.

the use of English as a medium of communication. English teachers assist students in identifying significant concepts and key terms in the language and in developing the skills to use it correctly in communication.⁶⁷ It is therefore essential that they possess the requisite skills in English and are able to transfer their knowledge to students in a manner that enables them to achieve the objectives of the learning process.

In light of the aforementioned explanation, it can be posited that an English teacher is defined as an individual who is proficient in the English language and is tasked with the responsibility of imparting knowledge of the English language to students, thereby enabling them to communicate effectively in the English language.

2) *The Roles of Teacher*

The teacher plays a pivotal role in the teaching and learning process within the classroom. In general, the role of the teacher in education extends beyond that of mere instructor. In the contemporary educational landscape, teaching is practiced in a multitude of formats. Consequently, educators must possess the capacity to adapt their pedagogical approach to ensure the delivery of effective instruction within the classroom. Furthermore, Harmer classified teacher roles into eight categories, as follows:⁶⁸

a) *Teacher as facilitator*

The teacher encourages students to assume responsibility for their own

⁶⁷ F. Husna, Teachers' Challenges In Teaching English At Seventh Grade Students Of Junior High School 18 Jambi, (2021).

⁶⁸ J. Harmer, The Practice of English Language. Pearson longman. (2007). <https://doi.org/10.1080/03626784.1987.11075294>

learning. This implies that the teacher is not in complete control of all that occurs within the classroom. It is the responsibility of the educator to provide support to the student in order to facilitate their learning. In addition, the educator must create an optimal learning environment in which the student can achieve the objectives of their learning. In accordance with this perspective, the role of the teacher is to act as a facilitator, assisting learners in comprehending their objectives and enabling them to achieve them without direct intervention.

b) Teacher as a resource

The teacher assumes the role of a monitor or a resource center, prepared to assist students with any difficulties they may encounter. In this context, it is evident that teachers do not play a significant role in students' learning, unless they explicitly request assistance and encounter difficulties in the process.

c) Teacher as a controller

The teacher is the primary authority figure in the classroom, with complete control over the activities and interactions that occur within it. In particular, teachers assume this role when introducing a new language and requiring accurate replication and drilling procedures. In addition to the aforementioned activities, the teacher's role as a controller was also required for the delivery of explanations and lectures, the organization of questions and answers, and the making of announcements that were to be followed by the students.

d) Teacher as a prompter

The instructor motivates students to engage in the learning process and offers guidance on how to proceed with an activity. It is the responsibility of the teacher to provide assistance to students when it is absolutely essential. When students become disoriented or unable to articulate their thoughts, educators must assume a supportive role, offering guidance and assistance.

e) Teacher as a participant

In order for the teacher to participate in an activity in the classroom, it is necessary for them to assume the role of the teacher. Teachers engage in an activity, they may enhance the experience from within, rather than relying on external prompts or organization. Nevertheless, it is possible that teachers may inadvertently assume a dominant role during the activity.

f) Teacher as a tutor

In the context of project work or independent study, the teacher assumes the role of a tutor. The teacher offers counsel and direction, as well as assistance in defining and narrowing the scope of tasks. This role is a synthesis of the teacher's role as a resource and a prompter.

g) Teacher as an organizer

Teachers frequently engage in the following activities: providing students with information, instructing them on how to complete the task, forming them into pairs or groups, and finally concluding the activity when it is time to stop. The teacher is responsible for organizing all aspects of the learning environment, including the activities and instructions provided to

students within the classroom. The efficacy of a multitude of activities hinges upon their meticulous organization.

h) Teacher as an assessor

An assessor is the individual responsible for evaluating students and providing corrective feedback in various formats. The teacher assumes the role of assessing the academic performance of students, including their strengths and weaknesses. Students anticipate feedback and correction from their teachers because they should be aware of the standards and expectations that their teachers have set for them. This allows students to assess their own progress and identify areas for improvement.

(b)Characteristic of a Good English Teacher

Harmer posits that effective language teachers must possess a comprehensive understanding of the language in question, in addition to providing engaging and informative content. In addition, they should be motivated and passionate about teaching, and be able to effectively explain the use of the language (e.g., grammar, pronunciation, and vocabulary) to the students.⁶⁹ In Husna's view, an exemplary English teacher is one who embodies the ideal characteristics and demonstrates successful outcomes in the English teaching-learning process.⁷⁰

It is of paramount importance to identify the characteristics of an effective language teacher in order to provide guidance for teachers seeking

⁶⁹ J. Harmer, *The Practice of English Language*. Pearson longman. (2007). <https://doi.org/10.1080/03626784.1987.11075294>

⁷⁰ F. Husna, *Teachers' Challenges in Teaching English at Seventh Grade Students of Junior High School 18 Jambi*, (2021).

to enhance their teaching abilities. Borg identified several characteristics that distinguish good language teachers from teachers of other subjects. These include greater communication in the classroom, creativity, flexibility, and excitement, as well as the use of a more diverse teaching method.⁷¹ Furthermore, Al-Khairi identifies several characteristics of an ideal English language teacher, particularly in the context of teaching English as a Foreign Language (EFL). These characteristics are as follows:⁷²

- (1)willingness to repeat an explanation
- (2)availability to assist students
- (3)welcome to students' explanations and suggestions
- (4)serves as a role model, and
- (5)treats students equally.

Conversely, Virgiyanti et al. identified a number of attributes that contribute to the effectiveness of a junior high school English teacher, as perceived by both educators and students. From the students' perspective, effective teachers are those who exhibit positive personality traits, including fairness, pleasantness, enthusiasm, responsibility, cheerfulness, and entertainment. From the perspective of teachers, the emphasis is placed on pedagogical and personal skills, with less emphasis on English proficiency. Pedagogical skills include, but are not limited to, preparing the lesson well, using a variety of materials, using a variety of techniques and strategies, using

⁷¹ S. Borg, The Distinctive Characteristics of Foreign Language Teachers. *Language Teaching Research*, 10(1), (2006). 3–31. <https://doi.org/10.1191/1362168806lr182oa>

⁷² M. Al-Khairi, Qualities of an Ideal English Language Teacher: A Gender-Based Investigation in a Saudi Context. *Journal of Education and Practice*, 6(15), (2015). 88–98

IT to support the learning process, creating activities that pique students' interest in learning, maintaining a good classroom atmosphere, relating the lesson to previous and future learning, encouraging dictionary use to promote independent learning, and providing their own examples if textbook examples are insufficient or ambiguous. In contrast, personal skills refer to the behaviors or characteristics that a teacher should possess, such as fairness, pleasantness, cheerfulness, entertainment, and wit, among others.⁷³

The researcher posited that effective English teachers possess a profound understanding of the teaching and delivery of knowledge to students, as well as exemplary characteristics in the teaching and learning process.

d. Teacher Pedagogical Practices

1) Definition Pedagogy Practices

Practical pedagogy is one form of pedagogy that further clarifies the necessity of educational practice in order to address fundamental issue Pees related to the quality of education and its relevance to active learning.⁷⁴ In order to fulfill their obligations within the educational setting, educators must possess a comprehensive understanding of the pedagogical principles that inform their practice. In addition to their role in delivering learning materials, teachers are also responsible for developing the personalities, character, and conscience of their students. In their study, Sadulloh and colleagues defined pedagogic as the science of guiding children, educator interactions with

⁷³ D.F. Virgiyanti, Uet.al. Characteristics Of Effective Junior High. (2016).338–346.

⁷⁴ Muhammad Ali. Guru dalam Proses Belajar Mengajar. (Bandung: Sinar Baru. Algesindo, 2007), p.50.

students, educator tasks in education, and the purposes of education.⁷⁵ In his work, Ali Muhammad Rasyidin posits that pedagogical knowledge is a specialized field of study that aims to facilitate children's educational development in order to achieve maturity as a general and ultimate educational objective.⁷⁶ In essence, pedagogical knowledge is a systematic understanding of child development, with the objective of facilitating children's maturation. In light of the aforementioned definitions, it can be posited that pedagogical knowledge is a set of principles and techniques pertaining to the education of children.

2) *Pedagogy Competences*

Pedagogical knowledge or pedagogical competence is the most crucial competency for teachers, as it directly impacts the teaching-learning process. The pedagogical competence of a teacher affects the manner in which they present the material and their ability to identify the needs of their students, enabling them to provide an appropriate level of instruction. As defined by Hadis and Nurhayati, pedagogical competence is the capacity to oversee the academic development of students who adhere to the tenets of pedagogical conduct.⁷⁷

It can be posited that pedagogical competence is an essential attribute of teachers, as it enables them to facilitate effective learning and manage the teaching-learning process. This, in turn, allows students to grasp the material

⁷⁵ Sadulloh at. al, *Pedagogik*. (Bandung: Cipta. Utama, 2007), p. 2

⁷⁶ Op. Cit, Muhammad Ali, p.33.

⁷⁷ Abdul Hadis dan Nurhayati, *Manajemen Mutu Pendidikan*. (Bandung: Alfabetha, 2010), p. 21

presented by the teacher in a comprehensive manner.

3) Sub Competencies of Pedagogical Competence

In order to achieve pedagogical competence, teachers must first master a number of sub-competencies. In order to achieve mastery of pedagogical competence, it is essential to understand and master the sub-competencies of pedagogical competence. As outlined by Mulyasa, there are six sub-competencies of pedagogical competence:⁷⁸

a) Understanding the students

The ability to convey knowledge to students is contingent upon the possession of pedagogical competence by the teacher. The teacher must be aware of four key aspects: the student's intelligence level, creativity level, physical disability, and cognitive development. In order to gain an understanding of all of the aforementioned aspects, it is necessary for the teacher to be able to apply psychological knowledge to the student. It is essential for teachers to be able to assess the potential of their students. It would be advantageous for the teacher to divide the students based on these aspects, as this would facilitate the development of an effective curriculum. The aforementioned four aspects are those which the teacher is required to master. These are intelligence level, creativity level, physical disability, and cognitive development.

b) Lesson Plan

It is of paramount importance for teachers to prepare lesson plans in

⁷⁸ E. Mulyasa, *Menjadi Guru Profesional*. Bandung: PT Remaja. Rosdakarya, 2009), p.75.

advance of their lessons. It will impact the teaching-learning process and the outcomes of learning. The lesson plan encompasses three key aspects: The identification of students' needs, the formulation of basic competencies, and the arrangement of a learning program are essential elements of a lesson plan. It is of the utmost importance for teachers to possess the ability to arrange lessons effectively. This is because they must be able to comprehend the objective of the lesson in question. These three aspects are interrelated, such that the quality of one will influence the others.

c) The ability of managing learning process

It is imperative for teachers to possess the capacity to oversee the learning process. This perception is based on the assumption that the learning process in Indonesia is still based on the traditional storytelling method. It is a rather traditional approach. In the teaching-learning process, the teacher assumes the role of a manager, responsible for managing the student. In addition, teachers must possess the ability to manage the learning process. The ability to manage the teaching and learning process encompasses three key managerial functions: planning, implementation, and control of the learning process. Prior to the commencement of the teaching-learning process, it is necessary for the educator to undertake certain preparatory activities. Prior to initiating the learning process, it is imperative that the teacher determines the objective, the requisite competencies, and the methodology for achieving these objectives. It is imperative that the planning be implemented effectively in the teaching-learning process. Subsequently,

the learning process must be executed in accordance with the aforementioned plan and monitored for effectiveness.

d) The use of learning technologies and aids

The current era is one in which technology and information play a pivotal role. It is now expected that teachers will be able to use technology to assist them in their teaching roles. In addition, teachers must be able to access the Internet in order to obtain the information necessary to teach effectively and to develop the competencies required of students. The advent of computer-based learning has had a profound impact on the role of the teacher. In order to serve the learner, the teacher must develop new competencies that enable them to access global information. The new competencies include the ability to organize, analyze, and select information that is pertinent to the topic of the lesson. Consequently, they have proposed the creation of a set of teaching aids in various forms and types. It can be argued that teaching aids are an invaluable resource for facilitating student learning. Consequently, it is imperative that teachers are able to utilize these resources effectively. In addition to imparting knowledge, educators must also be able to present material in an engaging manner, utilizing various media as a model.

e) Assessment of learning outcomes

The objective of learning outcomes assessment is to ascertain the extent to which students' behavior has undergone change. The assessment may be conducted via a variety of methods, including classroom assessment, basic skills tests, final assessments, certification of educational units,

benchmarking, and assessment programs. These assessments can be conducted orally or in writing.

According to Ahmad Rohani, the development of the teaching-learning process can be achieved through three fundamental steps: planning, implementation, and evaluation, including follow-up. It is crucial to conduct a follow-up at the conclusion of the teaching-learning process. This is because it can facilitate a more comprehensive understanding of the material by the students. It would be beneficial for the teacher to assign homework to students following the conclusion of the teaching-learning process.⁷⁹

This represents the entirety of the sub-competency of pedagogical competence. The researcher can therefore ascertain whether a teacher has a good pedagogical competence based on the aforementioned indicators.

f) Implementation of dialogical learning

The learning process is defined as the interaction between the student and the environment, which can result in a change in the student's behavior. In the context of teaching, the learning process is managed by educators in order to facilitate the development of students' abilities. In accordance with the tenets of pedagogical competence, educators are expected to possess the requisite skills to facilitate dialogic and educative learning. This is evidenced by the assertion that without communication between the subjects of learning, there can be no true learning. Consequently, the implementation of dialogical learning is the interaction between students and their surrounding

⁷⁹ Ahmad Rohani. *Pengelolaan Pengajaran*. (Jakarta: Rineka Cipta. Al-Uqshari, 2010), p.90.

environment that can alter their behavior and competencies.

In addition, the teacher must be able to interact with students who have a low comprehension level in a positive and supportive manner. It is of paramount importance to ensure that students with low comprehension levels are able to grasp the material effectively. Nasution stated that if there are students who are unable to grasp the material, the teacher can assist them in identifying their misunderstandings. This can be achieved through a variety of methods. One approach is for the teacher to facilitate a collaborative discussion among the students, during which they can share their difficulties in comprehending the material and work together to find solutions. Secondly, the teacher can request that the students reread the relevant section of the textbook in question with particular attention to the area of misunderstanding. The third teacher can assign the students tasks related to the material and provide assistance as needed. The final teacher may utilize instructional materials to enhance the students' comprehension of the subject matter.⁸⁰

e. *Ethics in Using Social Media for Educational Purposes*

The integration of social media into educational contexts has significantly transformed the way teachers and students engage in teaching and learning. However, as with any technological advancement, the use of social media also raises various ethical considerations that must be carefully addressed to ensure responsible and productive learning environments.

One of the foremost ethical concerns in using social media for learning

⁸⁰ Nasution. Metode Research. (Jakarta: Bumi Aksara. 2011), p.55

is the issue of privacy and security. Teachers and students are required to respect the confidentiality of personal information, including photos, phone numbers, and locations, both their own and others'. Ethical practice dictates that any use of such information should be with explicit consent. According to Livingstone and Third (2017), protecting users—especially minors—from data misuse and online exposure is a foundational ethical responsibility in digital learning environments.⁸¹

Another important element is the need to avoid plagiarism and respect intellectual property. Teachers must model academic integrity by citing original sources and guiding students to do the same. This reflects the principle of honesty and respect for copyright, which is fundamental in creating a fair and morally sound learning space. As argued by Arola et al. (2019), digital literacy must go hand in hand with ethical digital citizenship, including understanding authorship and attribution.⁸²

Additionally, ethical conduct in online interactions is crucial. Polite and respectful communication, refraining from hate speech, cyberbullying, or spreading misinformation, must be emphasized in digital Classrooms. Teachers are expected to foster respectful dialogue, even when differences of opinion arise. Boyd (2014) notes that social media users must be taught to engage with empathy and critical thinking in online interactions to prevent

⁸¹ Sonia Livingstone and Amanda Third, Children and Young People's Rights in the Digital Age: *An Emerging Agenda*, *New Media & Society* 19, no. 5 (2017): 657–670.

⁸² Kristin L. Arola, Jennifer Sheppard, and Cheryl E. Ball, *Writer/Designer: A Guide to Making Multimodal Projects* (Boston: Bedford/St. Martin's, 2019).

miscommunication and conflict.⁸³

Time management is another ethical dimension. Excessive or unstructured use of social media may disrupt students' concentration and reduce their academic productivity. Teachers are advised to help students establish boundaries and use digital platforms purposefully, ensuring balance between online engagement and other responsibilities.⁸⁴

Finally, ethical use of social media involves the teacher's role in ensuring that platforms are used meaningfully for instructional purposes. Educators must ensure that the use of social media contributes positively to the learning process and does not compromise the quality or integrity of education. As Selwyn (2016) points out, teachers must critically assess the pedagogical value of social media tools and use them in ways that align with educational goals.⁸⁵

In sum, ethics in the use of social media for education encompasses a wide range of principles, from privacy and academic integrity to respectful communication, time regulation, and instructional responsibility. These ethical considerations must be internalized and consistently practiced by educators to ensure that social media serves as a tool that enhances, rather than hinders, the learning experience.

C. Conceptual Framework

⁸³ danah boyd, *It's Complicated: The Social Lives of Networked Teens* (New Haven: Yale University Press, 2014).

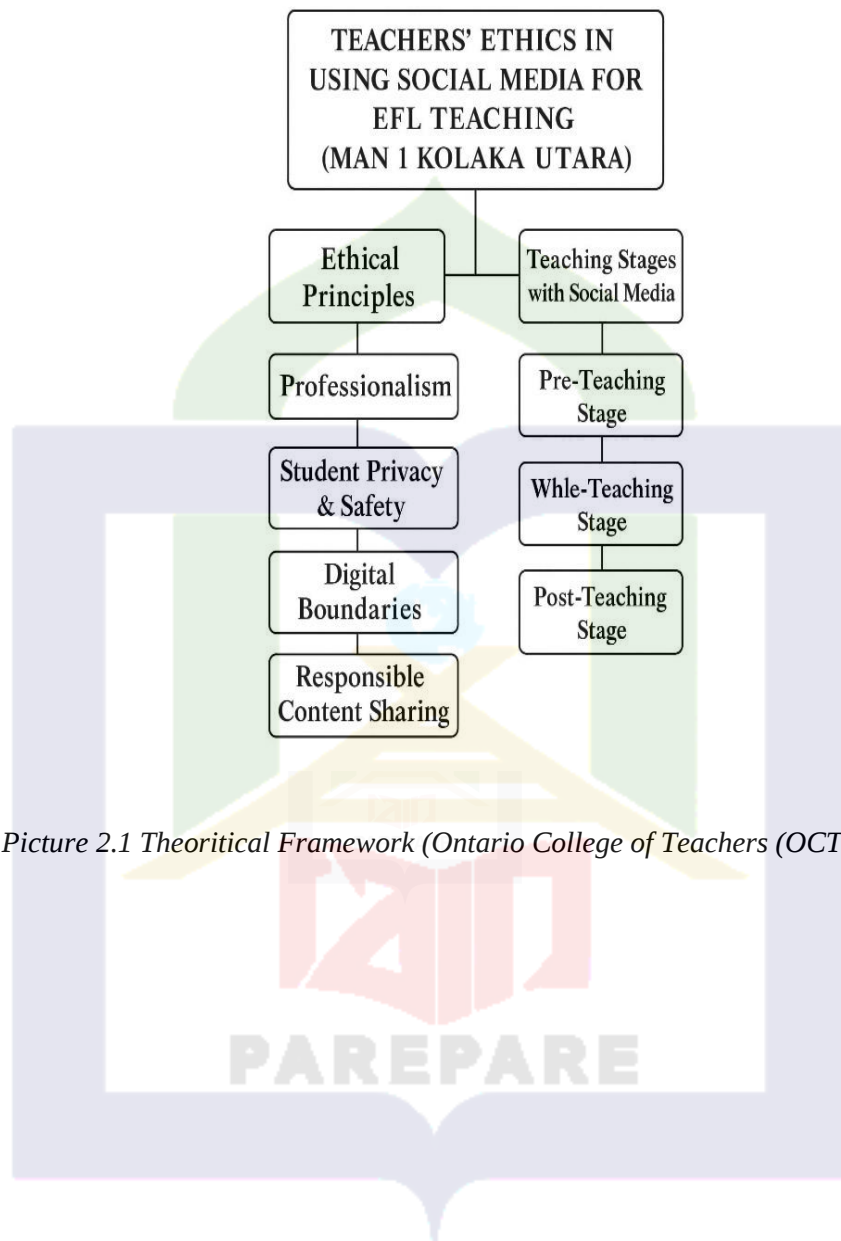
⁸⁴ Nicholas A. Christakis and James H. Fowler, *Connected: The Surprising Power of Our Social Networks and How They Shape Our Lives* (New York: Back Bay Books, 2011).

⁸⁵ Neil Selwyn, *Education and Technology: Key Issues and Debates* (London: Bloomsbury Academic, 2016).

In utilizing social media as a tool for EFL teaching, teachers must consider four key ethical aspects: professionalism, student privacy and safety, digital boundaries, and responsible content sharing. Professionalism is reflected in the *pre-teaching* stage through careful lesson planning and the selection of appropriate platforms. During the *while-teaching* stage, teachers should maintain professional language and behaviour in online interactions, keeping the focus on learning objectives. In the *post-teaching* stage, teachers provide constructive feedback while upholding ethical communication in digital spaces.

Student privacy and safety must be protected at all stages. Initially, teachers should use secure platforms and clearly communicate privacy policies to students. During the learning process, they must avoid disclosing students' full names or sharing photos without consent. After lessons, student data should be securely stored and not shared carelessly. Digital boundaries ensure that teacher–student relationships remain professional, such as by limiting communication times and separating personal accounts from educational ones. Lastly, in content sharing, teachers must ensure that materials are valid, copyright-compliant, and relevant to students' needs at each teaching stage through social media.

The framework has been presented below:



Picture 2.1 Theoretical Framework (Ontario College of Teachers (OCT:2017)⁸⁶

⁸⁶ Ontario College of Teachers, Professional Advisory: Maintaining Professionalism – Use of Electronic Communication and Social Media (Ontario: Ontario College of Teachers, 2017)

CHAPTER III

RESEARCH METHOD

A. Research Design and Method

This research employs a qualitative case study. Merriam asserts that qualitative researchers are interested in understanding how people construct meaning, that is, how they make sense of their world and their experiences in it.⁸⁷ Qualitative research can be defined as a sort of research that focuses on elucidating and understanding real-world issues. The qualitative method was used to examine how the specific circumstances in a society shape events, behaviors, and meanings.⁸⁸ The data acquired in the qualitative study comprises participants' experiences, perceptions, and behavior. This study is conducted to investigate teachers' pedagogical practices in using social media at MAN 1 Kolaka Utara.

This research definitively addresses the problem through the used of descriptive data. The researcher used a case study for the design. A qualitative case study, as defined by Merriam, is an in-depth, comprehensive analysis of a specific system or phenomenon.⁸⁹ So, the purpose of a qualitative case study is to gain a deep understanding of a particular case. It's an ideal way to explore and emphasize a current event in its real-life setting.

⁸⁷ SB. Merriam, *Penelitian Kualitatif: Panduan Untuk Desain dan Implementasi*. (San Francisco, CA: Jossey-Bass, 2009).

⁸⁸ J.A. Maxwell *Qualitative Research Design: An Interactive Approach*. (Thousand Oaks, CA: Sage. 1996).

⁸⁹ S. Merriam, *Qualitative Research and Case Study Applications in Education*. Revised and Expanded From: *Case Study Research in Education*. (San Francisco: Jossey-Bass. S, 1998).

Case study methodology was asserted that truth is relative and depends on one's perspective. This approach has the advantage of allowing the researcher and the participants to express their own tales. Participants convey their perceptions of reality through these stories, which allows the researcher to comprehend the participants' actions more effectively.⁹⁰ Therefore, the researcher selects case study design as the appropriate research strategy to investigate the use, implication and social media effect on teachers' pedagogical practices in teaching English.

B. Subject of The Research

As subject of this research, there are 4 English teachers at the school of MAN 1 Kolaka Utara who are ready to become research subjects as well as informants. they have teaching experience in the range of over 10 years. the teacher is also familiar with the use of social media in teaching. so it is expected that strong and important data can be found or extracted from this research related to the ethics of using social media that should be, the variety of ethical teachers in pedagogical practices by using social media.

1. Place and Time of The Research

This research was applied at MAN 1 North Kolaka which was located at Jl.Trans Sulawesi NO.2, Lasusua, Kec. Lasusua, Kab. North Kolaka Prov. Southeast Sulawesi. The time chosen was in May-July at the end of the even semester 2025.

⁹⁰ R.E. Slavin, Instruction Based on Cooperative Learning. (*Handbook Of Research On Learning and Instruction*, 2011). P.24.

2. Focus of The Research

This research focuses to investigate ethics of social media used in english teachers' pedagogical practices. As the first stage, the researcher focused to investigate the real used of media social in English Learning to find out if there were any limitations or shortcomings that arise in the application of social media during the learning process.

Secondly, the researcher focused on the analysis among investigate of ethical challenges of social media used. The research used qualitative data and then, the study also seeks qualitative data through concluding interviews, observation and documenting practices.

C. Data Collecting Techniques

In collecting the data, the researcher used semi-structured interviews and observation.

- The researcher conducted a face-to-face semi-structured interview with the teachers. The semi-structured interview was a qualitative data- gathering approach in which the researcher posed a sequence of planned but open-ended questions to participants. The researcher interviewed four English teachers in madrasah. The interview session with the teachers took approximately thirty minutes. The researcher used Indonesian in interviewing the participants. This interview was conducted in MAN 1 Kolaka Utara. All the interview processes were recorded based on the consent of the informants. Before starting the interview, the researcher explained the research objectives and asked the informants to provide the

information asked in the interview protocol. With this semi-structured interview, the researcher obtained detailed information about the data research.

- Then, observation was used only to support the results of the interviews with the participants about the uses of social media in learning English directly. The researcher observed by note about the condition in the class to see the situation and activities while teaching. The non-participant observation was used in this study. It was the observation in which the researcher, as an observer, was not directly involved in the process.⁹¹ Then, the researcher took note of the situation and process of English language teaching to the eleven-grade students at MAN 1 Kolaka Utara.

D. Data Analysis Technique

In this study, the researcher used Miles & Huberman's Interactive Analysis Model to analyze the data, which included data reduction, data display, and conclusion.⁹² There were three steps include:

- *Data Reduction*

The process of selecting, concentrating, simplifying, abstracting, and transforming data that appeared in written-up field notes or transcription was known as data reduction. Data reduction was a type of analysis in which data was sharpened, sorted, focused, discarded, and organized so that a conclusion can be reached and verified.

⁹¹ Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. (Bandung: CV. Alfabeta, 2013).

⁹² M.B. Miles & A.M. Huberman, *Qualitative Data Analysis An Expanded Sourcebook*. (Thousand Oaks, CA Sage Publications, 1994).

In this research, the researcher collected the data through interviews and observation. All data from interviews that have been transcribed were made and divided into files. It was easier for the researcher to track data individually or for each informant. In data reduction, the researcher gathers, and then selected and categorized the data based on the research topic. The irrelevant data was discarded.

Therefore, the researcher also coded and labeled certain chunks and phrases of the data in this stage. In this coding process, the researcher marked and categorized each data from interviews related to the research problem based on the research questions. The number of questions in the interview adjust to the indicators of the research variables.

- *Data display*

The technique of presenting data simply in the form of words, sentences, narratives, essays, tables, and graphics for the researcher to master the data obtained as the foundation for drawing acceptable conclusions. In this research, the researcher displayed the data in the form of descriptive. The data display contains information about the using of social media, ethics effect and its implication on teachers' pedagogical practices in teaching English.

- *Drawing conclusion*

Drawing conclusion or verifying was an activity of producing research results that answer the focus of the study based on data analysis findings. This was the last step in data analysis, where the researcher summarized all the data

findings and discussion in this research. The conclusion of this research was in the form of a description and propositions about the using of social media, ethics effect and it's implication on teachers pedagogical practices in teaching English. To verify the data, the conclusion of this research is reconciled with previous theory and studies related to the topic.

d. Triangulation

To confirm the trustworthiness of the data in this study, the researcher employed the triangulation data analysis technique to ensure the research's validity and reliability. Sugiyono mentioned that approaches for testing the trustworthiness of data in qualitative research include prolonged observation, increased thoroughness in research, triangulation, peer discussion, negative case analysis, and member check.⁹³

In this study, the researcher utilized data triangulation to verify the collected data from the interview with the informant to know their perceptions of using social media in teaching English. The information obtains from the informant through various methods and sources of data acquisition was a source of data in this research. Therefore, data triangulation was required because the researcher collected several data sources in the same study as the researcher, and the data was checked from other sources and previous studies to gain the truth.

⁹³ Op.Cit, Sugiyono, (2013).

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

The present study was conducted at MAN 1 Kolaka Utara as the sole research site. This school was selected due to its active integration of social media in English teaching practices, providing a rich context to explore the ethical considerations involved. Through in-depth interviews, classroom observations, and document analysis, the researcher investigated how English teachers apply ethical principles when utilizing social media as a teaching medium in the EFL classroom. The data revealed various aspects of professional responsibility, digital conduct, and pedagogical decision-making in relation to online platforms. Using a descriptive qualitative approach, this study aimed to present a detailed account of teachers' ethical practices in this specific educational setting.

This chapter presents the findings of the research based primarily on the analysis of interview data collected from four EFL teachers. The aim is to explore their ethical awareness and practices in using social media as a teaching tool. The results are categorized into several major themes derived from the participants.

1. Teachers' Ethical Awareness in Using Social Media

Teachers' understanding of digital ethics serves as the foundation for ethical social media practices. This includes awareness of core principles such as privacy, professional boundaries, and online etiquette. All participants demonstrated basic knowledge of these concepts, though their depth of understanding varied.

For instance, during the interview, **Ms. A** demonstrated strong awareness regarding student privacy. She stated,

"I always protect students' privacy. I would never post photos or personal information about students without written consent from parents or guardians."

This commitment was also observable in her classroom practice. During one class session where social media (Instagram) was used to submit student projects, she reminded students not to tag any personal accounts and explicitly stated not to share any identifiable student photos online. Her verbal reminders reinforced the ethical values she expressed during the interview, indicating congruence between belief and behaviour.

In contrast, **Ms. D.** admitted a different stance during the interview:

"Sometimes I share student activity photos without permission because I think of it as class promotion."

This comment reveals a gap between her awareness and application of ethical standards. Supporting this, classroom observation found her displaying

student group work on a Facebook page with visible student names and photos. While the intention may have been positive—promoting student achievement—there was no visible disclaimer or parental consent reference. This inconsistency suggests that while the teacher values exposure for student motivation, the ethical boundary regarding privacy is not always enforced. Meanwhile, **Ms. R.** emphasized content sensitivity:

“I never post anything that could offend a particular group or use inappropriate language.”

During her observed class, students were assigned to write captions in English for a collaborative Instagram post. Before posting, she reviewed each caption and removed one that included slang deemed inappropriate for academic contexts. Her role as a filter for digital content reflects her ethical awareness and attentiveness to respectful communication.

Mr. S. on the other hand, underscored the importance of professional role modelling:

“I want to show that teachers are not only educators in the classroom, but also role models in the digital world.”

In line with this, classroom observation revealed that he maintained a professional tone in class-related WhatsApp group chats and often used them to reinforce English vocabulary through short quizzes, avoiding casual or off-topic interactions. This consistency suggests a high level of ethical consciousness in digital behaviour.

From both interview and observation data, it is evident that while levels of understanding differ, all teachers recognize the importance of maintaining ethical standards when using social media for teaching, particularly in the context of English language instruction. Their insights reflect an awareness that social media, while beneficial, also carries significant ethical responsibilities. Teachers must balance the opportunities for engagement and creativity with the obligation to protect students' rights and uphold professional conduct.

The observations help illuminate areas where practice aligns with ethical intent—as in the cases of **Ms. A**, **Ms. R**, and **Mr. S**. and where divergence occurs, such as with **Ms. D**. These practical differences stem from individual interpretation, school policy clarity, and possibly the teacher's prior digital training.

Moreover, the findings indicate that ethical decision-making in digital spaces is an ongoing process. It requires critical thinking, continuous reflection, and situational sensitivity. Ultimately, teachers' recognition of these ethical concerns—whether consistently applied or not—demonstrates a shared commitment to responsible digital behaviour, reinforcing their dual roles as language educators and ethical digital citizens.

In the context of a madrasah, this ethical awareness is not only shaped by professional norms but also rooted in Islamic values. Teachers in Islamic schools are expected to embody not just pedagogical competence, but also serve as *murabbi* (character developers) and *muaddib* (instillers of *adab*). Their

ethical stance in digital teaching reflects the integration of moral responsibility, where decisions regarding privacy, appropriateness, and respectful interaction are influenced by a broader commitment to Islamic principles. Ethical behaviour, therefore, is both a professional duty and a reflection of religious integrity—reinforcing the identity of the madrasah as a space where knowledge and character are inseparable.

Teachers' perceptions of the importance of ethics strongly influence their sense of responsibility when teaching through social media. The participants linked ethical conduct with safety, student comfort, and engagement in the digital learning environment. Their perspectives reflect how ethical awareness directly shapes their pedagogical behaviours and communication patterns in both virtual and physical classrooms.

Ms. A. Associated ethics with professional and respectful communication:

“I interact with students and parents in a professional and polite manner. I avoid inappropriate or personal conversations.”

This perspective was reflected during classroom observation. In a class using WhatsApp for group assignments, **Ms. A.** carefully managed the digital interaction. She opened the chat by restating class rules and purpose, and when a student attempted to shift the conversation to a personal topic, she redirected it firmly but politely. Her replies remained formal and instructional, showing a deliberate attempt to preserve professional boundaries. Her communication

style indicated that ethics, for her, were not abstract values but daily practice in maintaining respect, formality, and clarity between teacher and student roles.

Ms. D. Emphasized the role of ethics in supporting classroom harmony:

“When used wisely, social media is very helpful in building a dynamic and participatory classroom.”

In contrast to her statement, observational data presented a more nuanced view. In her English classroom, she allowed students to interact freely in the class Facebook group. While this did encourage dynamic participation, there were instances where ethical considerations seemed less emphasized—for example, student posts occasionally included images without attribution or proper context. Although she occasionally responded with encouraging comments, there was no visible guidance provided on ethical digital behaviour. This shows a partial alignment between her belief in ethical impact and her classroom practice. Her emphasis on participation appeared to outweigh ethical control, perhaps under the assumption that students would self-regulate.

Ms. R. Linked ethical conduct with students' self-confidence:

“By ensuring that the content shared is non-discriminatory and respectful to all students, they feel more free to interact.”

This was consistent with what was observed in her classroom setting. During a group project uploaded to Instagram, **Ms. R.** Took time to review all content and ensure language and images were inclusive and encouraging. She specifically praised students for using neutral and respectful tone in their captions and discouraged language that could be interpreted as sarcasm or

exclusionary. Her active moderation clearly fostered a safe digital space, where students especially those who were usually reserved—felt more comfortable contributing their work and opinions.

Mr. S. viewed ethics as a tool for fostering equity and inclusion:

“I make sure that all students feel valued and included without fear of being judged.”

This sentiment was strongly mirrored in his teaching practice. In a classroom that used Telegram for group discussions, **Mr. S.** was observed frequently acknowledging contributions from all students, including those who struggled with English. He took care not to criticize mistakes publicly and used humour cautiously. His ethical stance translated into a warm and respectful atmosphere, both online and offline. He also set clear group guidelines before the activity began, which helped prevent misuse of the platform and supported fair participation.

Based on both interviews and classroom observations, it is clear that teachers perceive ethical conduct as central to effective teaching via social media. Ethics, for them, is not just about adhering to rules but about cultivating a space where students feel safe, respected, and motivated to engage. Although some differences exist between teachers’ stated beliefs and their observable actions—particularly in areas where ethical boundaries are interpreted loosely—the overall trend demonstrates a shared awareness of ethics as a foundation for digital pedagogy. Importantly, these perceptions influence classroom norms, student-teacher interactions, and the degree of participation

in digital tasks, reinforcing the idea that ethics is a lived, relational, and context-dependent practice in EFL classrooms.

In madrasah settings such ethical practices are not only viewed as professional obligations, but also as part of teachers' broader moral responsibility as educators in an Islamic environment. Their role extends beyond instructional delivery to include the cultivation of akhlaq, discipline, and respectful interaction—both offline and online. Upholding digital ethics is thus seen as part of embodying Islamic values such as honesty, mutual respect, and responsibility in every aspect of teaching. This perspective reinforces the idea that teachers in madrasah are not only language instructors, but also role models of ethical and spiritual behaviour, expected to guide students with wisdom and adab in navigating modern tools like social media.

2. Ethical Practices in Content Selection and Sharing

In the digital era, selecting appropriate instructional content through social media is not only a pedagogical task but also an ethical responsibility. EFL teachers must evaluate the accuracy, relevance, and cultural appropriateness of the materials they share. This sub-theme explores how teachers exercise judgment in curating digital content that aligns with both learning goals and ethical standards.

Ms. A. described a thoughtful filtering process in her selection of content:

“I always make sure the content I post is relevant to learning and appropriate for the students’ age. I avoid posting anything inappropriate, controversial, or offensive.”

Her statement reflects a clear awareness of ethical boundaries, emphasizing student protection and the need to maintain respectful digital interactions. **Ms.**

R. Also expressed concern about content credibility and potential bias:

“I avoid sharing content from unclear sources, especially those containing stereotypes or cultural bias.”

Her selective approach indicates a strong sense of responsibility in ensuring that teaching materials not only support learning but also reinforce inclusivity and critical thinking. **Mr. S.** Highlighted his focus on pedagogical value and student development:

“I always select materials that have strong educational value and support students’ competence in EFL. I avoid anything that might cause discomfort or be misinterpreted.”

His comments show a dual commitment—to instructional effectiveness and student well-being. Responses demonstrate that teachers’ ethical considerations extend beyond simply avoiding offensive materials; they actively seek to ensure content quality, cultural sensitivity, and the emotional safety of learners in digital environments.

Another crucial area of ethical concern is the sharing of students’ work on social media. While showcasing students’ accomplishments can be

motivating, it also raises questions about privacy, consent, and proper representation. This sub-theme investigates how teachers manage these ethical responsibilities.

Ms. A. Emphasized the importance of gaining parental consent before posting any student-related content:

“I never post student photos or their work without written consent from parents. I have to protect their privacy.”

This approach reflects a strong commitment to student rights and a proactive stance on digital safety. **Ms. R.** Also stressed the ethical importance of mutual respect and trust:

“Students need to feel safe. That’s why I don’t share their assignments or photos unless I’m sure they and their parents are comfortable with it.”

Her practice highlights an ethical environment in which students' voices are valued and privacy is upheld. On the other hand, **Ms. D.** Admitted to a less cautious approach:

“Sometimes I share students’ work without asking, especially when I think it can motivate others.”

While her intention was to encourage learning, this statement reveals an ethical gap that could lead to breaches of student privacy. **Mr. S.** Explained that he uses anonymous formats or collective presentations to protect individual identities:

“If I want to show student work online, I anonymize it or present it as group work to avoid privacy issues.”

His method reflects an ethical compromise that allows for public recognition without exposing personal details. The teachers’ responses illustrate a range of practices, from highly cautious to occasionally permissive. They also underline the need for clear ethical guidelines and consistent application, especially in managing digital representations of student performance.

The analysis of teacher responses in this theme reveals two main ethical areas: the selection of instructional content and the sharing of student work. Teachers like **Ms. A**, **Ms. R**, and **Mr. S** demonstrated a clear ethical framework in both content selection and student representation. They prioritized educational value, source credibility, cultural appropriateness, and student privacy.

However, some inconsistencies were also noted. **Ms. D**, despite her good intentions, acknowledged sharing student work without consent—highlighting the importance of stronger ethical awareness in daily digital practices.

Ethical content selection and sharing are critical components of digital teaching professionalism. When teachers uphold these values, they foster a trustworthy and inclusive learning environment where students can thrive without fear of misrepresentation or privacy violations.

In the context of a madrasah, these ethical practices carry an additional moral dimension. Teachers are not only expected to make sound educational choices, but also to reflect Islamic values such as Exercising caution in maintaining personal dignity (iffah), fulfilling entrusted responsibilities (amanah), and honoring individual rights. Sharing student work, for example, is not merely about showcasing success, but must be handled with a sense of responsibility grounded in respect, consent, and dignity—principles that are deeply emphasized in Islamic educational culture.

Thus, teachers in madrasah are guided not only by institutional policies but also by religious ethics that demand careful judgment and integrity. Their role as **muaddib** and **murabbi** reinforces the expectation that digital pedagogy must reflect both educational quality and moral accountability, ensuring that every post, content, or representation upholds both professionalism and the values of Islamic character education.

3. Professional Values in Social Media Engagement

In EFL teaching, especially when social media is involved, the boundaries between personal and professional roles can become blurred. Maintaining professional distance is crucial to preserving authority, safeguarding student well-being, and sustaining a respectful learning environment. This sub-theme explores how teachers manage digital boundaries and uphold professional conduct in their online interactions with students.

Ms. A emphasized the importance of professional tone and appropriate communication at all times. She consciously avoids content and conversations that could be misinterpreted or deemed inappropriate:

Ms.A : *“I always interact with students and their parents professionally and politely on social media. I never engage in personal or inappropriate conversations, because I believe maintaining that boundary is part of my responsibility as a teacher. Even in group chats, I avoid using overly casual language that might make students forget that I am still their teacher.”*

This response reveals that her digital presence is carefully curated to reflect her role as an educator. By maintaining a consistent tone, she reinforces her authority and fosters a safe communication environment.

Similarly, **Ms. R** discussed the importance of avoiding excessive familiarity by limiting her use of private messaging features:

Ms. R: *“I do not use private chat features with students unless it's directly related to learning and only during academic hours. I inform students in advance that communication outside those boundaries will not be responded to. This policy helps avoid misunderstandings and keeps my relationship with students professional.”*

R's approach illustrates a structured effort to set clear expectations, showing her dedication to preserving ethical and professional interaction standards in online spaces.

Mr. S also adheres to strict boundaries in separating personal and professional life on social media. He relies solely on educational groups and features that support instructional purposes:

Mr. S: *“I never allow students to follow or view my personal social media accounts. I only use group features or post educational content that supports their learning. I think students should see teachers as role models, and that includes maintaining a respectable online image. If I*

start mixing personal life into educational platforms, the line gets blurry, and it might affect their respect or perception of me.”

His comment reflects an awareness of his influence as a teacher and the need to preserve that image across platform **Ms.** In contrast, **Ms. D** admitted to a more open communication style that sometimes lacks boundaries:

Ms. D: *“Sometimes I respond to students’ comments or DMs even outside learning hours. I like to encourage them and keep the interaction warm, especially if they’re sharing something related to class. But I realize that this can sometimes make the relationship too informal.”*

Her openness fosters student engagement and approachability, but it also introduces the risk of crossing professional lines, especially in prolonged or casual interactions.

These varied perspectives indicate that teachers are aware of the need to maintain professionalism online, but their practices differ depending on their comfort level, student needs, and personal teaching style. The teachers who draw firm lines tend to maintain clearer authority, while those who lean toward flexibility must navigate the fine balance between approachability and professionalism.

Beyond boundaries, teachers are also expected to model the kind of digital behaviour they want their students to adopt. As digital role models, teachers influence how students perceive social media, ethical communication, and digital citizenship. This sub-theme highlights how teachers demonstrate their professional values by exemplifying respectful, responsible conduct online.

Ms. A sees her behaviour on social media as an extension of her teaching responsibilities:

Ms. A: *“I’m aware that students and parents might view my posts, so I make sure that whatever I upload reflects my values as a teacher. I avoid posting personal opinions that are controversial or content that may spark unnecessary debate. I prefer to post things related to English learning or motivational messages that support student growth.”*

She acknowledges her public role and uses her social media presence to reinforce her instructional mission and moral values. **Ms. R** considers social media a space where she can educate by example. She explained:

Ms. R: *“I try to model digital respect. That means no sarcasm, no gossip, no oversharing. When I share something, I think: will this help students become more thoughtful digital citizens? If not, I don’t post it. Sometimes I even ask students to reflect on how we interact online and relate it to what I post.”*

Her practice shows a conscious effort to integrate ethical reflection into both her content and her pedagogical approach. **Mr. S** emphasized the responsibility of maintaining a professional persona online, even when engaging with public discourse:

Mr. S: *“As a teacher, I can’t just post freely like others. I’m aware of the impact of my words. I always ask myself: will this inspire, or will this confuse students? I believe my role is not just to teach English but also to show how to behave responsibly in the digital world.”*

He sees digital engagement as a moral act, positioning himself as a guide not just in language learning, but in navigating digital life. Meanwhile, **Ms. D** shared that while she uses social media to connect with students, she has recently become more cautious:

Ms. D: *“In the past, I used to post everything—my daily life, jokes, even strong opinions. But then I noticed students starting to comment or react, and I felt a shift. Now, I’m learning to separate my personal*

expressions and my role as a teacher. I've started using a different account just for educational content."

Her reflection reveals a growing awareness of how her digital image affects students, prompting her to adopt more professional strategies.

This theme illustrates how professional values shape teachers' use of social media in EFL education. Teachers like **Ms. A**, **Ms. R**, and **Mr. S** consistently applied ethical boundaries and modelled professional behaviour in their digital engagements. They used social media not only as a tool for instruction but also as a space to exhibit the values they wish to instil in students—respect, responsibility, and professionalism.

Ms. D's openness and willingness to reflect on her practices highlight the challenges teachers face in balancing connection with authority. Her shift toward more professional digital behaviour demonstrates the dynamic nature of ethical growth in teaching.

Ultimately, professional values in social media engagement are central to fostering a respectful, focused, and effective digital learning environment. When teachers consciously embody these values, they help shape students into responsible users of technology who can engage ethically and meaningfully in the digital world.

In the context of madrasah education, these professional values carry an additional moral dimension. Teachers are seen not only as academic instructors but also as moral guides *murabbi* whose behaviour both offline and online—should reflect Islamic ethics. Upholding professional boundaries

and modelling responsible digital behaviour is part of maintaining *amanah* (trust), *iffah* (dignity), and *adab* (proper conduct), which are core values in Islamic pedagogy. Therefore, the professional conduct of teachers in digital spaces does not merely fulfil institutional expectations but also serves as a reflection of their commitment to nurturing ethical, spiritually aware, and disciplined students in accordance with the mission of Islamic education.

4. Teachers' Practices in Managing Student Interaction on Social Media

Effective interaction in digital spaces requires more than just access to technology—it demands structured communication practices guided by ethical awareness. In the EFL context, teachers must carefully design and manage their online communication to prevent misunderstandings, maintain professional roles, and foster a productive learning environment.

Ms. A has implemented clear protocols in her social media interaction with students, primarily through closed WhatsApp and Facebook groups:

Ms. A: *“I always create closed groups for learning purposes only. At the beginning, I explain the rules to all members, such as no sharing unrelated content, no personal chatting, and always using polite language. I also regularly monitor the discussion to ensure it stays on topic and respectful. This helps prevent any behaviour that could make other students feel uncomfortable.”*

Her approach demonstrates strong digital leadership, ensuring that the online space mirrors the same discipline and structure expected in a physical classroom. Likewise, **Ms. R** emphasized the importance of defining communication boundaries from the outset:

Ms. R: *“Since the beginning of the school year, I inform students that online communication should stay within academic hours unless it’s an emergency. I do this not to distance myself from them, but to protect*

both sides—students and myself—from situations that might be misunderstood. I remind them regularly that if the topic is not about learning, it's better to keep it outside our learning platform.”

This quote reflects her effort to set a healthy and respectful digital dynamic that values time, space, and the clarity of roles between students and teachers. **Mr. S** also sets explicit expectations for student conduct in digital learning groups:

Mr. S: *“Before I allow students into the WhatsApp or Telegram class group, I make the rules clear: this is a learning group, not a personal chat room. Any irrelevant or inappropriate posts will be addressed immediately. I also act as the group moderator to make sure every student feels safe and focused on their studies.”*

His strategy ensures students understand the purpose of the group and are held accountable for their behaviour, reinforcing professionalism in digital learning. In contrast, **Ms. D** admitted to a more informal interaction approach, which at times leads to confusion:

Ms. D: *“Sometimes I reply to student messages or comments late at night, especially if they're asking questions. But later I realized some students became hesitant or unsure about when it's okay to message me. Since we don't have formal guidelines, some interactions feel too personal or too casual.”*

Her experience reveals the challenges that can arise without established norms, particularly around time boundaries and appropriate modes of communication.

These accounts underscore the importance of clear, consistent, and ethical communication protocols in digital teaching. Teachers who implement and enforce rules create an environment where students can learn effectively without fear of boundary violations or miscommunication.

Beyond rules, teachers play a critical role in creating a digital classroom culture that promotes respect, inclusivity, and student comfort. Managing student interaction is not just about discipline, but also about modelling empathy, encouraging participation, and ensuring that all students feel heard and valued.

Ms. A described how she encourages polite, encouraging interactions among students in her digital classroom:

Ms. A: *“In group discussions, I praise students who give thoughtful responses and remind others to give constructive feedback. If I see any sign of sarcasm or exclusion, I immediately address it. My goal is to create a space where students are not afraid to make mistakes or express ideas.”*

Her attentiveness to emotional dynamics in online interactions reflects her commitment to inclusive and respectful learning. **Ms. R** also emphasized emotional safety as a critical component of digital engagement:

Ms. R: *“I always check the tone of messages, not just the content. Sometimes students may unintentionally offend others with emojis or short phrases. When I sense tension, I bring it up gently and use it as a learning opportunity to discuss digital manners.”*

Her approach reflects a proactive stance in nurturing students’ digital awareness and emotional intelligence, both of which are essential in modern Classrooms **Mr. S** prioritizes academic focus but balances it with encouragement and support:

Mr. S: *“While I keep the group serious, I also give appreciation when students make progress. I respond to their efforts with motivational feedback and sometimes use creative prompts to keep the group lively but still respectful.”*

This shows his ability to maintain both engagement and structure—a balance crucial in fostering sustained participation. **Ms. D** shared that while her online groups are active and informal, she is now working toward building a more supportive structure:

Ms. D: “At first, I allowed very casual interaction, which made the group lively, but over time I realized some students were dominating, while others stayed silent. Now I try to give every student a turn and gently remind the group to support each other with kind words.”

Her reflection indicates growth and a move toward more balanced digital engagement, ensuring that all students feel included.

This theme highlights the importance of managing student interaction ethically and effectively in digital EFL Classrooms Teachers like **Ms. A**, **Ms. R**, and **Mr. S** implemented clear rules and fostered respectful, focused group environments. Their proactive and structured approaches demonstrate how ethical awareness can enhance both the social and academic aspects of online learning.

Meanwhile, **Ms. D**’s experience illustrates the challenges teachers face when digital communication lacks formal structure. Her openness to change shows that digital professionalism can be learned and strengthened over time.

In conclusion, ethical interaction management helps prevent miscommunication, protects students’ emotional safety, and supports equitable participation. When teachers model respectful behaviour and maintain healthy boundaries, students are more likely to engage meaningfully and develop strong digital citizenship skills—critical for both language learning and life beyond the classroom.

In madrasah settings, these practices take on additional moral significance. Interaction management is not only about classroom control, but also about cultivating *akhlaqul karimah* noble character—in digital communication. By promoting *adab* (etiquette), *ta'awun* (mutual support), and *rahmah* (compassion), teachers in madrasah settings fulfill their dual role as educators and moral guides. The emphasis on respectful interaction, emotional safety, and inclusivity aligns with the Islamic principle that learning should occur in an environment of dignity (*karamah insaniyah*) and mutual respect. Thus, the way student interactions are managed digitally is a reflection of both pedagogical integrity and Islamic ethical responsibility.

B. Discussion

This discussion interprets the findings of the current study, which aimed to investigate the ethical practices of EFL teachers in using social media as a teaching medium. The study was conducted at MAN 1 Kolaka Utara and involved four English teachers as participants. Data were collected through interviews, classroom observations, and document analysis. The discussion is organized in alignment with the four major themes derived from the research findings: teachers' ethical awareness, content selection and sharing, professional values, and management of student interaction on social media.

The findings revealed that teachers' ethical awareness plays a crucial role in shaping responsible and informed digital behaviour in the classroom. Teachers demonstrated varying levels of understanding regarding ethical concepts such as privacy, professionalism, and digital etiquette. This aligns

with the ethical framework proposed by the Ontario College of Teachers, which emphasizes the importance of integrity, respect, and responsibility in digital communication. Teachers such as **Ms. A** and **Mr. S** displayed a strong understanding and application of ethical norms, while others like **Ms. D** acknowledged the gaps in their practice, particularly related to student consent and boundary-setting. These differences underscore the influence of individual values and institutional culture in shaping ethical awareness.

This finding is supported by Warnick et al. (2016), who emphasized that ethical literacy among teachers is essential to maintaining professionalism in digital contexts. They argue that “ethical conduct online must be intentionally cultivated through institutional expectations and reflective practice.”⁹⁴ Erwin and Dakhalan (2024) similarly note that “ethics in social media use by teachers contributes to the development of mutual respect and critical responsibility in education.”⁹⁵ This study further echoes Media Smarts’ (2022) digital citizenship framework, which highlights how ethical awareness should be developed alongside media literacy.⁹⁶

Digital ethics is more than just knowledge—it involves action and reflection. Foulger et al. (2020) noted that teachers’ technology use should

⁹⁴ Warnick, B. R., Bitters, T., Falk, J., Kim, S., & Thompson, A. D. (2016). Social Media and the Ethical Complications of Professional Practice in Education. *Educational Studies*, 52(3), 145–162.

⁹⁵ Erwin, M., & Dakhalan, K. (2024). Teachers’ Social Media Engagement and Its Ethical Impacts in the Classroom. *Journal of Digital Pedagogy and Education*, 12(1), 45–58.

⁹⁶ MediaSmarts. (2022). *Digital Citizenship Guide for Educators*. Retrieved from <https://mediasmarts.ca>

model the values of fairness, safety, and care.⁹⁷ Similarly, Howard and Roblyer (2018) emphasized the importance of scenario-based professional development that simulates digital dilemmas to foster ethical maturity.⁹⁸ These views reinforce the idea that ethical awareness must be practiced in real contexts to become embedded in teachers' pedagogy.

Teachers' decisions in selecting and sharing content are also guided by ethical reasoning. Teachers such as **Ms. R** and **Mr. S** carefully curated learning materials by considering cultural appropriateness, educational relevance, and source credibility. This is consistent with the recommendations by Common Sense Education and scholars such as Alkamel (2024), who emphasized that teachers need to "select appropriate platforms and content that align with students' needs, literacy levels, and ethical media usage."⁹⁹ Likewise, a study by Frontiers in Psychology (2022) affirms that meaningful integration of social media depends heavily on how ethically the content is shared and evaluated for instructional value.¹⁰⁰

These decisions reflect teachers' awareness of their role not only as knowledge transmitters but also as ethical curators. For example, **Ms. R** avoided using trending but inappropriate videos, instead selecting materials

⁹⁷ Foulger, T. S., Graziano, K. J., Schmidt-Crawford, D., & Slykhuis, D. A. (2020). **Teacher Educator Technology Competencies**. *Journal of Technology and Teacher Education*, 28(1), 3–24.

⁹⁸ Howard, S. K., & Roblyer, M. D. (2018). Professional Development for Technology Integration: Shifting Practices and Perspectives. *Journal of Digital Learning in Teacher Education*, 34(4), 187–189.

⁹⁹ Alkamel, M. A. (2024). Ethical Integration of Social Media into the EFL Classroom. *International Journal of Instructional Technology and Educational Studies*, 13(2), 134–150.

¹⁰⁰ Frontiers in Psychology. (2022). Social Media Use in Education: Ethical, Psychological, and Pedagogical Dimensions. *Frontiers in Psychology*, 13, 876343.

that supported learning goals and reinforced positive digital behaviour. **Mr. S** described evaluating posts for language level and inclusivity before sharing, highlighting an awareness of student diversity and digital sensitivity.

The importance of digital content vetting is also discussed by Kimmons (2015), who warns against uncritical sharing of resources online and urges educators to apply evaluative frameworks for digital content.¹⁰¹ Moreover, Falloon (2020) argues that content should be assessed for its emotional and cognitive impact, especially among adolescent learners in language classrooms.¹⁰² These insights affirm the careful judgment shown by teachers in MAN 1 Kolaka Utara.

Professionalism also emerged as a major theme. Teachers who maintained appropriate digital boundaries—such as by avoiding private messaging, restricting access to personal accounts, and using group features for instruction—were more successful in preserving professional authority and fostering a respectful digital environment. This reflects Bandura’s Social Learning Theory, in which teacher behaviour models appropriate conduct for students.¹⁰³

Ms. A demonstrated this by refusing to engage in personal conversations via social media and redirecting interactions to formal

¹⁰¹ Kimmons, R. (2015). Teacher Beliefs and Practices about Digital Citizenship: An Exploratory Study. *TechTrends*, 59(5), 24–31.

¹⁰² Falloon, G. (2020). From Digital Literacy to Digital Competence: The Teacher Digital Competency (TDC) Framework. *Education and Information Technologies*, 25, 2831–2854.

¹⁰³ Bandura, A. (1986). *Social Foundations of Thought and Action: A Social Cognitive Theory*. Englewood Cliffs, NJ: Prentice-Hall.

channels. She noted: “If a student messages me outside of class hours, I politely remind them to keep communication within class discussions.” These behaviours are also encouraged by the Ontario College of Teachers' 2017 advisory, which emphasizes the importance of boundaries and professionalism in digital communication.¹⁰⁴

In contrast, **Ms. D** allowed more informal interactions in Facebook groups, occasionally responding to memes and jokes. While this improved engagement, it also blurred lines of authority and risked undermining her position. This highlights the balance teachers must maintain between approachability and professionalism.

The impact of digital professionalism is also supported by the findings of Carpenter and Harvey (2020), who observed that teachers maintaining professional online personas were perceived as more credible by students.¹⁰⁵ Likewise, trust in digital settings, according to Holmes et al. (2021), is enhanced when teachers demonstrate clear ethical boundaries and consistent behaviour.¹⁰⁶

Managing student interaction on social media also demands ethical

¹⁰⁴ Ontario College of Teachers. (2017). *Advisory on Maintaining Professionalism – Use of Electronic Communication and Social Media*. Toronto: OCT.

¹⁰⁵ Carpenter, J. P., & Harvey, S. (2020). “There's No Place for That on Twitter”: Youth Perspectives on the Ethics of Social Media Sharing. *Journal of Adolescent Research*, 35(6), 697–723.

¹⁰⁶ Holmes, K., Preston, G., Shaw, K., & Buchanan, R. (2021). Ethics and the Educator: Professional Dilemmas and Digital Decisions. *British Journal of Educational Technology*, 52(2), 791–806.

foresight. Teachers like **Ms. A** and **Mr. S** implemented clear rules for engagement: limiting discussions to academic topics, setting time restrictions for posting, and reminding students about respectful language. These actions align with the findings of Henderson et al. (2021), who argued that effective digital learning environments are built on trust, clear expectations, and consistency.¹⁰⁷

This was evident when **Mr. S** noted: “I treat the digital classroom like the physical one. If a rule applies offline, it should apply online.” This consistency reduces confusion and promotes accountability. Conversely, **Ms. D's** open-ended digital interaction policy occasionally led to student discomfort or uncertainty, particularly when there was no moderation of off-topic comments.

Moreover, equitable access to digital learning emerged as a related concern. Teachers such as **Ms. A** exercised caution by ensuring that students who lacked stable internet access were not disadvantaged. This consideration supports the findings of Alkamel (2024), who notes that digital divide issues must be acknowledged and addressed to ensure fair learning environments.¹⁰⁸

The ethical practices demonstrated also contribute to student confidence and inclusivity. **Ms. R**, for instance, corrected students privately

¹⁰⁷ Henderson, M., Selwyn, N., & Aston, R. (2021). What works and why? Student perceptions of ‘useful’ digital technology in university teaching and learning. *Studies in Higher Education*, 46(8), 1667–1679.

¹⁰⁸ Alkamel, M. A. (2024). Ethical Integration of Social Media into the EFL Classroom. *International Journal of Instructional Technology and Educational Studies*, 13(2), 134–150.

and praised their contributions publicly, which increased participation among shy learners. This aligns with Frontiers in Psychology (2022), who highlight that ethical and respectful teacher conduct leads to greater student agency and reduced anxiety in digital spaces.¹⁰⁹

These findings are further supported by Morris and Stommel (2021), who proposed the Critical Digital Pedagogy model, advocating for open, reflective, and inclusive digital teaching that empowers students as co-creators of learning.¹¹⁰ Teachers like **Mr. S** adopted this model by encouraging student voice and autonomy within structured digital activities.

Institutional support and professional development in digital ethics were highlighted by all teachers interviewed. According to Samosir et al. (2025), many pre-service teachers feel confident in using social media but lack understanding of ethical considerations. They argue for integrating digital ethics modules into teacher education and ongoing training.¹¹¹ This is also in line with research by Frontiers in Psychology (2022), which shows that many in-service teachers lack structured PD opportunities for social media integration.¹¹²

Ferrero et al. (2021) emphasized that ethical decision-making in digital learning requires a community of practice that fosters peer reflection

¹⁰⁹ Frontiers in Psychology. (2022). *Professional Development for Ethical Use of Social Media in Classrooms*. *Frontiers in Psychology*, 13, 934712.

¹¹⁰ Morris, S. M., & Stommel, J. (2021). *Critical Digital Pedagogy: A Collection*. Hybrid Pedagogy Publishing.

¹¹¹ Samosir, F. D., Mulyani, R., & Anggraeni, D. (2025). Integrating Digital Ethics in Teacher Education Programs. *Journal of Educational Reform and Innovation*, 5(1), 20–34.

¹¹² Frontiers in Psychology. (2022). *Professional Development for Ethical Use of Social Media in Classrooms*. *Frontiers in Psychology*, 13, 934712.

and ethical storytelling.¹¹³ Institutional policies, mentoring system and continuous evaluation must work together to build ethical competence. The experience of teachers in MAN 1 Kolaka Utara shows that ethical maturity develops through a mix of reflection, peer exchange, and structured guidance.

The findings of this study support the concept that ethical behaviour in social media usage must be taught, modelled, and institutionalized within the school system. The application of ethics in EFL teaching via social media is not limited to avoiding wrongdoing—it is about promoting dignity, respect, and fairness in every interaction. When teachers apply ethical principles in content selection, communication, and classroom management, they foster an environment where students feel safe, valued, and motivated to learn.

In conclusion, the ethical practices of EFL teachers in using social media are multidimensional, involving awareness, decision-making, professionalism, and student management. The findings from MAN 1 Kolaka Utara suggest that although most teachers demonstrate a commitment to ethical teaching, inconsistencies remain in practice. These gaps highlight the urgent need for ethical literacy development, institutional guidance, and reflective practice to ensure that the use of social media in the classroom enhances, rather than compromises, the educational experience.

In the context of madrasah-based education, ethical teaching practices take on a broader significance, integrating not only pedagogical responsibility but

¹¹³ Ferrero, I., Shaw, J., & Lorenzetti, L. (2021). Ethical Storytelling and Digital Narratives: Lessons Learned in Student-led Podcasts. *Journal of Social Work Values and Ethics*, 18(2), 115–125.

also moral and religious values that align with Islamic principles. At MAN 1 Kolaka Utara, teachers are not only expected to uphold professionalism and digital ethics but also to model *akhlakul karimah* (noble character) in their online interactions. For instance, the participants emphasized the importance of avoiding content that contradicts Islamic teachings, refraining from exposing students to morally ambiguous material, and maintaining decorum in online communication. This ethical sensitivity is reinforced by the madrasah's institutional culture, which encourages teachers to reflect Islamic values in all aspects of their pedagogy—including in the virtual classroom. Such practices reflect the dual responsibility of madrasah teachers: to deliver quality education and to cultivate students' spiritual and moral development in accordance with Islamic ethics.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the findings and analysis of this study, it can be concluded that the ethical behaviour of English teachers at MAN 1 Kolaka Utara in using social media as a teaching media in EFL classrooms is generally *good*, although not without gaps. The four respondents demonstrated consistent efforts to maintain professionalism, uphold student privacy, and foster respectful interactions in online learning spaces. Specifically: 1). Teachers' ethical awareness was evident in their understanding of professional boundaries and the need for appropriate content sharing. 2). Ethical practices were observed in content selection, interaction etiquette, and efforts to use social media platforms responsibly (such as WhatsApp, YouTube, and Google Forms). 3). Professional values were reflected in the way teachers communicated with students, avoided personal involvement, and maintained respectful relationships. 4). Student interaction management showed a clear effort to prevent unethical conduct, although some teachers admitted not always asking for explicit consent before sharing class-related media.

Although overall ethics were upheld, there were still areas that need improvement, such as the consistent application of consent procedures and more structured guidelines from the institution. Therefore, while the ethical practices of the teachers can be categorized as “good,” institutional

reinforcement and training are recommended to address minor ethical oversights and strengthen teachers' digital literacy.

B. Suggestions

Based on the findings of this research, the following suggestions are offered for different stakeholders:

1. For Teachers

Teachers are encouraged to continuously develop their ethical competence in digital teaching. This includes staying informed about digital privacy, copyright laws, consent procedures, and respectful communication practices. Reflective practice and peer discussions can help enhance ethical awareness.

2. For Schools and Institutions

Schools should establish clear policies and training regarding the ethical use of social media in education. Providing guidelines and professional development sessions can support teachers in aligning their digital practices with institutional values and legal frameworks.

3. For Future Researchers

This study was limited to one institution and four teacher participants. Future research may expand to multiple schools or include students' perspectives to obtain a more comprehensive view of ethical dynamics in digital teaching. Comparative studies between rural and urban settings could also offer valuable insights.

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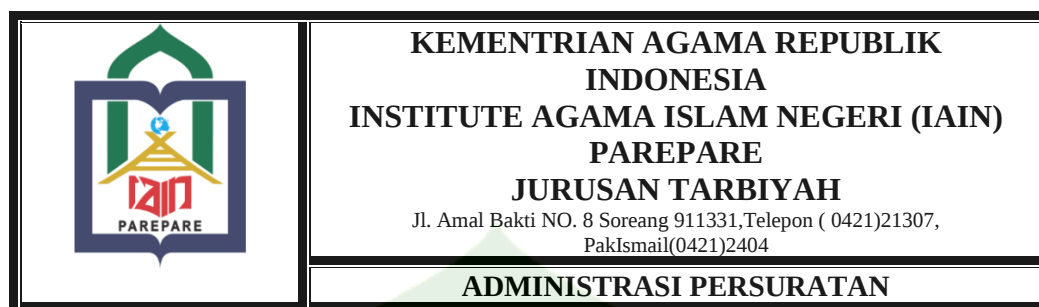
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APPENDICES





APPENDICES 01: ADMINISTRASI PERSURATAN PENELITIAN

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
PASCASARJANA
 Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
 PO Box 909 Parepare 91100 website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B- 532 /In.39/PPS.05/PP.00.9/05/2025
 Lampiran :
 Perihal : Permohonan Izin Penelitian

28 Mei 2025

Yth. **Bapak Bupati Kolaka Utara**
 Cq. **Badan Kesatuan Bangsa dan Politik (KESBANGPOL)**

Di
 Tempat

Assalamu Alaikum Wr. Wb.

Sehubungan dengan rencana penelitian untuk Tesis mahasiswa Pascasarjana IAIN Parepare tersebut di bawah ini :

Nama : NURSIDA
 NIM : 2220203879102012
 Program Studi : Tadris Bahasa Inggris
 Judul Tesis : **Investigating Teachers' Ethics in Using Social Media as A Teaching Media in EFL Classroom.**

Untuk keperluan Pengurusan segala sesuatunya yang berkaitan dengan penelitian tersebut akan diselesaikan oleh mahasiswa yang bersangkutan. Pelaksanaan penelitian ini direncanakan pada bulan **Mei s/d Juli Tahun 2025**

Sehubungan dengan hal tersebut diharapkan kepada bapak/ibu kiranya yang bersangkutan dapat diberi izin dan dukungan seperlunya.

Assalamu Alaikum Wr. Wb.

Direktur,

 Dr. H. Islamul Haq, Lc.,M.A
 NIP. 198403 201503 1 004



PEMERINTAH KABUPATEN KOLAKA UTARA
BADAN KESATUAN BANGSA DAN POLITIK
Kompleks Perkantoran Pemda Kabupaten Kolaka Utara - 93911

Nomor : 400.14.5.4 / 49 / 2025
Lampiran : -
Perihal : Penyampaian Penerbitan
Surat Keterangan Izin Penelitian

Kepada Yth.
Kepala Dinas PMPTSP
Kabupaten Kolaka Utara
Di tempat

Dengan hormat, kami sampaikan kepada Dinas PMPTSP Kabupaten Kolaka Utara untuk menerbitkan Surat Keterangan Izin Penelitian terhadap pemohon dibawah ini :

Nama	: NURSIDA
NIM	: 2220203879102012
Prodi	: Tadris Bahasa Inggris
Fakultas	: Tarbiyah
Lokasi Penelitian	: MAN 1 Kolaka Utara
Judul Penelitian	: <i>Investigating Teachers' Ethics in Using Social Media as A Teaching Media in EFL Classroom.</i>

Demikian surat ini dibuat untuk dipergunakan sebagaimana mestinya.

Lasusua, 28 Mei 2025

An. Kepala Badan Kesbangpol
Kab. Kolaka Utara
Kabid Ideologi Wasbang dan
Karakter Bangsa



MUSTAFA, S.Sos.
Pembina Gol. IV/a
Nip. 19670817 200604 1 013



**PEMERINTAH KABUPATEN KOLAKA UTARA
DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU**

Kompleks Perkantoran Pemerintah Daerah Kolaka Utara, Lasusua 93912
Telp (0405) 2330133, <http://perizinan.kolutab.go.id>, Email: dpmpstsp.kolut@gmail.com

SURAT KETERANGAN PENELITIAN

Nomor : 500.16.7.2/037/SKP/DPMPSTSP/VI/2025

Berdasarkan Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 3 Tahun 2018 tentang Surat Keterangan Penelitian, maka yang bertandatangan di bawah ini Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Kolaka Utara memberikan Surat Keterangan Penelitian kepada :

Nama	: Nursida
NIM	: 22202038791021012
Judul Penelitian	: Investigating Teachers' Ethics in Using Social Media as A Teaching Media In EFL Classroom
Tujuan Penelitian	: Sebagai persyaratan menyelesaikan pendidikan
Bidang penelitian	: Pendidikan
Status Penelitian	: Deskriptif Kualitatif
Penanggung jawab/koordinator	: Dr.H.Ambo Asse, S.Ag.,M.Pd dan Dr. Zulfah, M.Pd
Lokasi Penelitian	: MAN 1 Kolaka Utara
Tanggal dan/atau lama penelitian	: Mulai dari 3 Juni 2025 sampai 3 Juli 2025
No. Rekomendasi Badan	
Kesatuan Bangsa dan Politik	: 400/14.5.4/44/2025

Dengan ketentuan pemegang Surat Keterangan Penelitian :

1. Penelitian tidak menyimpang dari izin yang diberikan.
2. Mentaati semua peraturan perundang-undangan yang berlaku dan menghindahkan adat istiadat setempat.
3. Surat izin akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin ini tidak menaati ketentuan tersebut di atas.
4. Surat Keterangan Penelitian ini berlaku paling lama 1 (satu) tahun sejak tanggal diterbitkan.

Demikian surat keterangan penelitian ini dibuat untuk dipergunakan sebagaimana mestinya.

Dikeluarkan di : Lasusua
Pada tanggal : 2 Juni 2025

a.n BUPATIKOLAKA UTARA
Plt. Kepala Dinas PMPTSP



H. Syamsuddin, SH
Pembina Utama Madya. Gol IV/c
NIP. 196612311986101045

Tembusan:

1. Bupati Kolaka Utara
2. Kepala Badan Kesatuan Bangsa dan Politik Kab. Kolaka Utara.





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
UNIT PELAKSANA TEKNIS BAHASA**

Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id



SURAT KETERANGAN

Nomor: B-70/In.39/UPB.10/PP.00.9/07/2025

Yang bertanda tangan dibawah ini,

Nama : Hj. Nurhamdah, M.Pd.
NIP : 19731116 199803 2 007
Jabatan : Kepala Unit Pelaksana Teknis (UPT) Bahasa

Dengan ini menerangkan bahwa berkas sebagai berikut atas nama,

Nama : Nursida
Nim : 22202038791021012
Berkas : Abstrak

Telah selesai diterjemahkan dari Bahasa Indonesia ke Bahasa Arab pada tanggal 01 Juli 2025 oleh Unit Pelaksana Teknis Bahasa IAIN Parepare.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Parepare, 01 Juli 2025
Kepala,


Hj. Nurhamdah

PAREPARE



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN KOLAKA UTARA
MADRASAH ALIYAH NEGERI 1
Jl. Diponegoro, Kec. Lasusua, Kab. Kolaka Utara 93911
E-mail : man.kolut.662546@gmail.com

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN

Nomor : B-88/Ma.24.09.3.1 /PP.00.6 /07/ 2025

Yang bertanda tangan di bawah ini

Nama : **Rasmang, S.Ag., M.Pd**
NIP : 197207212007101001
Pangkat : Pembina IV/a
Jabatan : Kepala MAN 1 Kolaka Utara

Dengan ini menerangkan bahwa :

Nama : **NURSIDA**
NIM : 22202038791021012
Fakultas / Jurusan : Tarbiyah / Tadris Bahasa Inggris
Judul : **Investigating Teachers' Ethics in Using Social Media As A Teaching Media In EFL Clasroom**
Lokasi Penelitian : MAN 1 Kolaka Utara
Lama Penelitian : 03 Juni sampai 03 Juli 2025

Bahwa yang bersangkutan telah selesai melaksanakan penelitian di MAN 1 Kolaka Utara, sehubungan dengan penyusunan Tesis "**Investigating Teachers' Ethics in Using Social Media As A Teaching Media In EFL Clasroom**"

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sepenuhnya

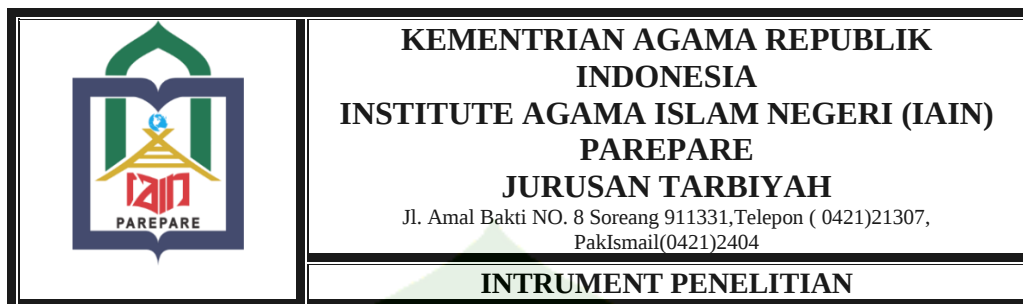
Lasusua, 03 Juli 2025
Kepala,



Rasmang, S.Ag., M.Pd
NIP.197207212007101001



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APPENDICES 02: INSTRUMENT PENELITIAN

INTERVIEW GUIDELINE FOR ENGLISH TEACHER

1. In what ways do your decisions and behaviours when using social media as a teaching tool reflect your professional responsibilities as a teacher?
2. In your opinion, how can the ethical use of social media as a teaching medium contribute to creating a positive, inclusive, and engaging learning environment in the EFL classroom?
3. Could you explain how ethical considerations influence your choice of platforms and content when using social media for teaching purposes?
4. How do you maintain boundaries between your personal and professional life when using social media for teaching?
5. Have you ever encountered any ethical dilemmas when using social media for teaching? If so, how did you handle them?
6. How do you ensure that the content you share on social media for educational purposes aligns with educational values and social norms?
7. How do you manage interactions with students on social media to maintain professional boundaries?
8. In your opinion, is it important for teachers to have guidelines or policies when using social media for teaching? Why?
9. How do you respond to or handle negative comments or reactions from students or others regarding your use of social media in teaching?
10. How do you ensure that students feel safe and comfortable when interacting via social media in the context of learning?
11. Have you ever provided education or guidance to students regarding ethics in using social media for learning? If so, what did it look like?
12. In your opinion, how can the use of TikTok as a learning medium be aligned with the ethical principles of professional teaching?
13. What is the biggest ethical challenge you have faced when using TikTok in your EFL classroom activities?
14. How do training or workshops help teachers understand and apply ethics in the use of social media for teaching?

15. What are your best recommendations for other EFL teachers to use social media ethically and effectively in their teaching activities?





APPENDICES 03: RESULT INTERVIEW

TEACHERS' INTERVIEW QUESTIONS INVESTIGATING TEACHERS' ETHICS IN USING SOCIAL MEDIA AS A TEACHING MEDIA IN EFL CLASSROOM

Responden	: Guru 1
Hari / Tanggal	: 5 June 2025
Waktu	: 09.10 AM
Lokasi	: MAN 1 Kolaka Utara
Peneliti	: Dalam hal apa saja keputusan dan perilaku Anda saat menggunakan media sosial sebagai alat pengajaran mencerminkan tanggung jawab profesional Anda sebagai seorang guru?
Guru	: Sebagai guru, tanggung jawab profesional saya di media sosial perlu dipertimbangkan dengan cermat. Keputusan dan perilaku saya harus mencerminkan etika dan profesionalisme. Berikut beberapa poin penting. Privasi Siswa: Saya akan selalu melindungi privasi siswa. Tidak akan pernah memposting foto atau informasi pribadi siswa tanpa izin tertulis dari orang tua atau wali. Konten yang Sesuai: Saya akan memastikan semua konten yang saya posting relevan dengan pembelajaran dan sesuai dengan usia siswa. Konten yang tidak pantas, kontroversial, atau menyinggung akan dihindari. Interaksi yang Profesional: Saya akan berinteraksi dengan siswa dan orang tua secara profesional dan sopan. Saya akan

menghindari percakapan yang tidak pantas atau pribadi.

Peneliti : Menurut Anda, bagaimana penggunaan media sosial secara etis sebagai media pengajaran dapat berkontribusi dalam menciptakan lingkungan belajar yang positif, inklusif, dan menarik di kelas EFL?

Guru : Penggunaan media sosial dalam pengajaran EFL dapat menciptakan lingkungan belajar positif, inklusif, dan menarik dengan meningkatkan interaksi, kolaborasi, dan aksesibilitas, serta mengembangkan keterampilan digital siswa. Penting untuk menetapkan pedoman etis yang jelas untuk memastikan penggunaan yang aman dan produktif.

Peneliti : Dapatkah Anda menjelaskan bagaimana pertimbangan etis Anda dalam memilih dan membagikan konten di media sosial memengaruhi efektivitas pengajaran bahasa Inggris Anda?

Guru : Pertimbangan etis dalam memilih dan membagikan konten di media sosial memengaruhi efektivitas pengajaran bahasa Inggris dengan memastikan konten yang dibagikan relevan, akurat, dan tidak sensitif, sehingga meningkatkan kepercayaan siswa dan mendukung pembelajaran yang efektif.

Peneliti : Peran apa yang dimainkan oleh nilai-nilai profesional dalam keputusan Anda untuk menggunakan (atau tidak menggunakan) fitur tertentu dari media sosial saat mengajar bahasa Inggris?

Guru : Nilai-nilai profesional memainkan peran penting dalam keputusan menggunakan fitur media sosial dengan memastikan bahwa penggunaan tersebut mendukung tujuan pembelajaran, menjaga privasi siswa, dan mempertahankan profesionalisme guru, sehingga menciptakan lingkungan belajar yang aman dan efektif.

- Peneliti : Berdasarkan pengalaman Anda, bagaimana penggunaan media sosial telah berkontribusi terhadap peningkatan pembelajaran bahasa Inggris siswa?
- Guru : Penggunaan media sosial dapat meningkatkan pembelajaran bahasa Inggris siswa dengan: Meningkatkan motivasi dan partisipasi siswa, Menyediakan akses ke sumber daya bahasa yang autentik, Memfasilitasi kolaborasi dan interaksi dengan penutur asli, Meningkatkan keterampilan menulis dan berkomunikasi dalam bahasa Inggris, Membuat pembelajaran lebih interaktif dan menyenangkan.
- Peneliti : Bagaimana Anda menggunakan Facebook untuk mendukung proses pengajaran dan pembelajaran bahasa Inggris di kelas Anda?
- Guru : Saya dapat membantu menjelaskan bagaimana Facebook dapat digunakan untuk mendukung pengajaran bahasa Inggris, seperti: Membuat grup tertutup untuk diskusi kelas, Membagikan sumber daya dan materi pembelajaran, Mengadakan debat atau diskusi online, Membagikan karya tulis siswa untuk mendapatkan umpan balik, Mengintegrasikan konten multimedia untuk meningkatkan pembelajaran.
- Peneliti : Bagaimana Anda mengelola interaksi Anda dengan siswa melalui Facebook untuk memastikan terciptanya lingkungan belajar yang positif?
- Guru : Untuk mengelola interaksi dengan siswa melalui Facebook dan menciptakan lingkungan belajar yang positif, saya dapat: Membuat grup tertutup dengan aturan yang jelas, Memantau diskusi untuk memastikan kesopanan dan menghormati, Menanggapi pertanyaan dan komentar siswa secara konstruktif, Mengarahkan diskusi untuk tetap fokus

pada topik pembelajaran, Menjaga privasi dan keamanan siswa.

Peneliti : Peran apa yang dimainkan oleh Instagram dalam praktik pengajaran bahasa Inggris Anda??

Guru : Instagram dapat digunakan dalam pengajaran bahasa Inggris untuk: Membagikan konten visual yang menarik untuk diskusi, Meningkatkan keterampilan menulis dengan caption dan hashtag, Mengeksplorasi budaya dan isu-isu global melalui postingan, Membuat proyek kolaboratif dengan foto dan video, Meningkatkan motivasi siswa dengan konten yang relevan dan menarik.

Peneliti : Bagaimana Anda memastikan bahwa membagikan aktivitas kelas atau hasil karya siswa di Instagram dapat mendukung pembelajaran sekaligus menghormati privasi siswa?

Guru : Untuk memastikan privasi siswa tetap terjaga, saya dapat: Mendapatkan izin dari siswa dan orang tua sebelum membagikan konten, Menggunakan pengaturan privasi Instagram untuk mengontrol siapa yang dapat melihat postingan, Mengaburkan atau menyamarkan identitas siswa jika perlu, Membagikan hasil karya siswa dengan cara yang tidak memaparkan identitas pribadi, Menjelaskan kebijakan privasi dan penggunaan media sosial kepada siswa dan orang tua.

Peneliti : Bagaimana Anda menggunakan WhatsApp untuk memfasilitasi pembelajaran bahasa Inggris dan komunikasi di dalam kelas?

Guru : WhatsApp dapat digunakan untuk: Mengirimkan pengumuman dan tugas kepada siswa, Membuat grup kelas untuk diskusi dan berbagi sumber daya, Memberikan umpan balik dan dukungan kepada siswa, Mengirimkan

materi pembelajaran dan sumber daya tambahan, Meningkatkan komunikasi antara guru dan siswa di luar jam kelas.

Peneliti : Langkah-langkah apa yang Anda ambil untuk mencegah miskomunikasi atau ketidaknyamanan dalam interaksi siswa melalui WhatsApp?

Guru : Untuk mencegah miskomunikasi atau ketidaknyamanan dalam interaksi siswa melalui WhatsApp, saya dapat: Menetapkan aturan komunikasi yang jelas, Menggunakan bahasa yang sopan dan professional, Menghindari, penggunaan emoji atau bahasa informal yang dapat menimbulkan kesalahpahaman, Menanggapi pertanyaan dan pesan siswa secara tepat waktu, Menghormati privasi siswa dan tidak membagikan informasi pribadi tanpa izin.

Peneliti : Bagaimana Anda menggunakan TikTok sebagai bagian dari strategi pengajaran Anda di kelas EFL?

Guru :TikTok digunakan dalam pengajaran EFL dengan cara yang kreatif dan menarik. Saya membagikan materi seperti kosakata, idiom, dan grammar melalui video pendek yang ringan dan mudah diingat. Siswa juga diberi tantangan membuat video berbahasa Inggris, seperti pengenalan atau dialog sederhana. Saya menggunakan hashtag untuk mengelompokkan konten agar mudah diakses, dan mendorong siswa mengikuti akun edukatif berbahasa Inggris. Dengan pendekatan ini, TikTok menjadi sarana pembelajaran yang menyenangkan sekaligus meningkatkan keterampilan berbicara, mendengarkan, dan berpikir kritis.

Peneliti :Bagaimana Anda menggunakan TikTok sebagai bagian dari strategi pengajaran Anda di kelas EFL?

Guru :TikTok dapat digunakan dalam pengajaran EFL untuk:

membagikan sumber daya bahasa dan materi pembelajaran, membuat diskusi singkat dan interaktif dengan hashtag, meningkatkan keterampilan berbicara dan mendengarkan melalui video singkat, mengikuti akun bahasa Inggris untuk mendapatkan informasi terkini, serta membuat proyek kolaboratif dengan siswa untuk berbagi ide dan pendapat.

Peneliti : Apakah Anda melihat adanya peningkatan spesifik dalam partisipasi siswa, motivasi, atau perolehan bahasa sebagai hasil dari penggunaan media sosial secara etis dalam pengajaran Anda? Bisakah Anda memberikan contohnya?

Guru : Ya, saya melihat peningkatan dalam partisipasi siswa, motivasi, dan perolehan bahasa melalui penggunaan media sosial secara etis. Contohnya: Siswa lebih aktif berpartisipasi dalam diskusi online, Motivasi siswa meningkat dengan adanya konten yang relevan dan menarik, Keterampilan menulis dan berkomunikasi siswa meningkat melalui interaksi online, Siswa lebih percaya diri untuk berbagi ide dan pendapat dalam bahasa Inggris.

Peneliti : Berdasarkan pengalaman Anda, apa konsekuensi—baik positif maupun negatif—yang terjadi ketika pertimbangan etis diabaikan dalam penggunaan media sosial untuk pengajaran EFL? Jelaskan secara singkat.

Guru : Konsekuensi mengabaikan pertimbangan etis dalam penggunaan media sosial untuk pengajaran EFL dapat berupa: Positif: Tidak ada konsekuensi positif dari mengabaikan etik, Negatif: Kerusakan reputasi guru dan institusi, Pelanggaran privasi siswa, Konten tidak pantas atau sensitif yang dapat mempengaruhi siswa, Kehilangan kepercayaan siswa dan orang tua, Konsekuensi hukum atau administratif.



TEACHERS' INTERVIEW QUESTIONS INVESTIGATING TEACHERS' ETHICS IN USING SOCIAL MEDIA AS A TEACHING MEDIA IN EFL CLASSROOM

- Responden : Guru 2
 Hari / Tanggal : 5 June 2025
 Waktu : 10.45 AM
 Lokasi : MAN 1 Kolaka Utara
- Peneliti : Dalam hal apa saja keputusan dan perilaku Anda saat menggunakan media sosial sebagai alat pengajaran mencerminkan tanggung jawab profesional Anda sebagai seorang guru?
- Guru : Kadang saya langsung membagikan foto kegiatan siswa tanpa izin karena saya pikir itu bagian dari promosi kelas.
- Peneliti : Menurut Anda, bagaimana penggunaan media sosial secara etis sebagai media pengajaran dapat berkontribusi dalam menciptakan lingkungan belajar yang positif, inklusif, dan menarik di kelas EFL?
- Guru : Jika digunakan dengan bijak, media sosial sangat membantu membangun kelas yang dinamis dan partisipatif.
- Peneliti : Dapatkah Anda menjelaskan bagaimana pertimbangan etis Anda dalam memilih dan membagikan konten di media sosial memengaruhi efektivitas pengajaran bahasa Inggris Anda?
- Guru : Kadang saya mengabaikan izin siswa ketika membagikan hasil tugas mereka di media sosial agar bisa jadi contoh bagi

siswa lain.

- Peneliti : Peran apa yang dimainkan oleh nilai-nilai profesional dalam keputusan Anda untuk menggunakan (atau tidak menggunakan) fitur tertentu dari media sosial saat mengajar bahasa Inggris?
- Guru :Nilai profesional seperti menjaga hubungan formal dan menghargai batas interaksi sangat memengaruhi pilihan saya.
- Peneliti :Berdasarkan pengalaman Anda, bagaimana penggunaan media sosial telah berkontribusi terhadap peningkatan pembelajaran bahasa Inggris siswa?
- Guru :Siswa lebih aktif dan berani menggunakan bahasa Inggris karena merasa lebih dekat dengan guru dan teman.
- Peneliti :Bagaimana Anda menggunakan Facebook untuk mendukung proses pengajaran dan pembelajaran bahasa Inggris di kelas Anda?
- Guru :Saya menggunakan grup kelas untuk berbagi materi dan memotivasi siswa melalui postingan interaktif.
- Peneliti :Bagaimana Anda mengelola interaksi Anda dengan siswa melalui Facebook untuk memastikan terciptanya lingkungan belajar yang positif?
- Guru :Kadang saya membalas komentar siswa di luar jam belajar tanpa batasan, yang bisa menimbulkan kedekatan yang kurang profesional.
- Peneliti :Peran apa yang dimainkan oleh Instagram dalam praktik pengajaran bahasa Inggris Anda?
- Guru :Instagram saya gunakan untuk membagikan kosakata harian, video pembelajaran, dan dokumentasi kegiatan kelas.
- Peneliti :Bagaimana Anda memastikan bahwa membagikan aktivitas kelas atau hasil karya siswa di Instagram dapat mendukung pembelajaran sekaligus menghormati privasi siswa?
- Guru :Sejujurnya, saya jarang minta izin siswa atau orang tua sebelum memposting aktivitas mereka di Instagram.

- Peneliti :Bagaimana Anda menggunakan WhatsApp untuk memfasilitasi pembelajaran bahasa Inggris dan komunikasi di dalam kelas?
- Guru :Saya membuat grup kelas untuk pengingat tugas, berbagi materi, dan diskusi ringan.
- Peneliti :Langkah-langkah apa yang Anda ambil untuk mencegah miskomunikasi atau ketidaknyamanan dalam interaksi siswa melalui WhatsApp?
- Guru :Sayangnya, belum ada panduan atau batasan jelas, jadi kadang siswa merasa canggung jika dihubungi di luar jam sekolah.
- Peneliti :Bagaimana Anda menggunakan Twitter sebagai bagian dari strategi pengajaran Anda di kelas EFL?
- Guru :Twitter saya manfaatkan untuk memberikan informasi singkat, kuis harian, dan motivasi bahasa Inggris.
- Peneliti :Bagaimana Anda mengelola identitas profesional Anda di platform publik seperti Twitter untuk mendukung pengajaran yang efektif dan bertanggung jawab?
- Guru :Saya menjaga agar konten saya tetap berfokus pada edukasi, walaupun kadang suka menyisipkan hal-hal pribadi juga.
- Peneliti :Apakah Anda melihat adanya peningkatan spesifik dalam partisipasi siswa, motivasi, atau perolehan bahasa sebagai hasil dari penggunaan media sosial secara etis dalam pengajaran Anda? Bisakah Anda memberikan contohnya?
- Guru :Ya, siswa jadi lebih aktif menjawab pertanyaan dan tertarik belajar karena konten yang saya bagikan terasa dekat dengan mereka.
- Peneliti :Berdasarkan pengalaman Anda, apa konsekuensi—baik positif maupun negatif—yang terjadi ketika pertimbangan etis diabaikan dalam penggunaan media sosial untuk pengajaran EFL?
- Guru :Positifnya, konten cepat tersebar. Tapi negatifnya, beberapa siswa atau orang tua merasa keberatan karena privasi mereka diabaikan.



TEACHERS' INTERVIEW QUESTIONS
INVESTIGATING TEACHERS' ETHICS IN USING SOCIAL MEDIA
AS A TEACHING MEDIA IN EFL CLASSROOM

- Responden : Guru 3
 Hari / Tanggal : 10 June 2025
 Waktu : 13.00 PM
 Lokasi : MAN 1 Kolaka Utara
- Peneliti : Dengan cara apa keputusan dan perilaku Anda saat menggunakan media sosial sebagai alat mengajar mencerminkan tanggung jawab profesional Anda sebagai seorang guru?
- Guru : Dalam setiap penggunaan media sosial untuk keperluan pembelajaran, saya selalu memikirkan dampaknya terhadap siswa dan citra saya sebagai seorang guru. Saya berusaha menjaga agar konten yang saya unggah selalu bernilai edukatif dan tidak menimbulkan kontroversi. Misalnya, saya tidak pernah memposting hal-hal yang bisa menyinggung kelompok tertentu atau menggunakan bahasa yang tidak pantas. Sebagai pendidik, saya sadar bahwa saya menjadi panutan, termasuk dalam dunia digital.
- Peneliti : Bagaimana penggunaan media sosial secara etis dapat menciptakan lingkungan pembelajaran EFL yang positif, inklusif, dan menarik?
- Guru : Penggunaan media sosial secara etis dapat menjadi alat yang sangat efektif untuk menciptakan suasana belajar yang lebih terbuka dan menyenangkan. Dengan memastikan bahwa konten yang dibagikan tidak diskriminatif dan menghargai semua siswa, saya melihat bagaimana media sosial bisa menjangkau siswa yang pemalu atau enggan

berbicara di kelas. Mereka merasa lebih bebas untuk berinteraksi di ruang digital yang aman dan suportif.

Peneliti :Bagaimana pertimbangan etis Anda dalam memilih dan membagikan konten di media sosial memengaruhi efektivitas pengajaran EFL Anda?

Jawab :Setiap kali saya memilih konten untuk dibagikan di media sosial, saya berpikir apakah materi tersebut sesuai dengan nilai-nilai pendidikan dan tidak menimbulkan interpretasi negatif. Saya menghindari membagikan konten dari sumber yang tidak jelas, apalagi yang mengandung stereotip atau bias budaya. Dengan begitu, siswa mendapat informasi yang akurat dan bisa memercayai saya sebagai sumber belajar yang kredibel.

Peneliti :Apa peran nilai-nilai profesional dalam keputusan Anda untuk menggunakan (atau tidak menggunakan) fitur-fitur tertentu dari media sosial dalam pengajaran bahasa Inggris?

Guru :Nilai-nilai profesional seperti tanggung jawab dan integritas sangat saya pegang dalam memilih fitur media sosial. Misalnya, saya tidak menggunakan fitur chat pribadi dengan siswa kecuali dalam konteks pembelajaran dan dengan batas waktu tertentu. Saya juga tidak memanfaatkan fitur live tanpa perencanaan, karena saya ingin semua materi yang disampaikan tetap terstruktur.

Peneliti :Berdasarkan pengalaman Anda, bagaimana penggunaan media sosial telah berkontribusi terhadap peningkatan kemampuan belajar bahasa Inggris siswa Anda?

Guru :Saya melihat bahwa media sosial, terutama platform seperti Instagram dan WhatsApp, memungkinkan siswa untuk terlibat dengan materi bahasa Inggris di luar jam kelas. Siswa jadi lebih sering terpapar kosakata baru, video pembelajaran, dan tips-tips berbahasa Inggris. Misalnya, ketika saya mengunggah video singkat tentang cara menggunakan tenses dengan benar, siswa bisa menontonnya berulang kali, yang sangat membantu mereka menguasai materi dengan lebih baik. Selain itu, mereka bisa berdiskusi tentang materi yang belum dipahami di grup WhatsApp, yang membuat mereka lebih proaktif dalam belajar.

Peneliti :Bagaimana Anda menggunakan Facebook untuk mendukung pengajaran dan pembelajaran bahasa Inggris di

kelas Anda?

- Guru :Di Facebook, saya membuat grup kelas yang saya gunakan untuk berbagi materi pembelajaran, artikel, dan video yang relevan. Saya juga menggunakannya untuk mengadakan kuis atau polling singkat yang bisa meningkatkan interaksi siswa. Setiap minggu, saya memberikan tantangan, seperti menulis esai atau membuat kalimat dengan kosakata baru, dan meminta siswa untuk membagikan hasilnya di grup. Ini membantu mereka untuk lebih terbiasa menggunakan bahasa Inggris dalam berbagai konteks, bukan hanya dalam ujian.
- Peneliti :Bagaimana Anda mengelola interaksi Anda dengan siswa melalui Facebook untuk memastikan terciptanya lingkungan belajar yang positif?
- Guru :Saya selalu menekankan pentingnya komunikasi yang sopan dan profesional di grup Facebook. Saya memberi tahu siswa untuk tetap fokus pada materi dan menghindari percakapan pribadi yang tidak relevan. Setiap kali ada komentar yang tidak sesuai atau bisa menyebabkan keributan, saya cepat untuk mengingatkan siswa secara pribadi. Selain itu, saya mengadakan sesi live yang membahas topik tertentu di mana siswa bisa bertanya langsung, dan saya pastikan sesi tersebut berjalan dengan suasana yang kondusif.
- Peneliti :Apa peran Instagram dalam praktik pengajaran bahasa Inggris Anda?
- Guru :Instagram adalah alat yang sangat saya manfaatkan untuk memperkenalkan kosakata baru dan struktur kalimat melalui gambar dan video singkat. Saya sering mengunggah tips belajar bahasa Inggris dalam bentuk infografis atau membuat video tutorial singkat yang bisa diakses siswa kapan saja. Dengan menggunakan media visual, saya menemukan bahwa siswa lebih mudah memahami materi dan mereka merasa belajar dengan cara yang lebih kreatif.
- Peneliti :Bagaimana Anda memastikan bahwa berbagi aktivitas kelas atau hasil kerja siswa di Instagram mendukung pembelajaran sambil tetap menghormati privasi siswa?
- Guru :Saya selalu meminta izin terlebih dahulu kepada siswa atau orang tua mereka sebelum memposting foto atau video yang

menampilkan mereka di Instagram. Saya juga memastikan bahwa hasil kerja siswa yang dibagikan tidak mencantumkan identitas pribadi mereka secara eksplisit. Privasi siswa adalah prioritas utama, jadi saya hanya membagikan materi yang sudah mendapat persetujuan dan yang tidak melanggar privasi mereka.

- Peneliti :Bagaimana Anda menggunakan WhatsApp untuk memfasilitasi pembelajaran bahasa Inggris dan komunikasi kelas?
- Guru :WhatsApp adalah aplikasi yang sangat praktis untuk mendukung pembelajaran bahasa Inggris, terutama untuk mengingatkan tugas dan memberikan materi tambahan. Saya sering mengirimkan artikel, video, atau tips belajar yang bisa dipelajari siswa di luar kelas. Selain itu, saya juga membuka sesi tanya jawab, di mana siswa bisa bertanya tentang materi yang belum mereka pahami.
- Peneliti :Langkah-langkah apa yang Anda ambil untuk mencegah kesalahpahaman atau ketidaknyamanan dalam interaksi siswa melalui WhatsApp?
- Guru :Salah satu langkah pertama yang saya ambil adalah menetapkan aturan komunikasi sejak awal. Saya menyampaikan bahwa semua pesan di grup harus menggunakan bahasa yang sopan dan relevan dengan pelajaran. Saya juga mengingatkan siswa untuk tidak menghubungi saya secara pribadi di luar jam belajar kecuali dalam keadaan penting. Hal ini saya lakukan agar batas profesional antara guru dan siswa tetap terjaga dan tidak menimbulkan salah pengertian.
- Peneliti :Bagaimana Anda menggunakan TikTok sebagai bagian dari strategi pengajaran Anda dalam kelas EFL?
- Guru :TikTok saya gunakan untuk membuat konten-konten singkat yang menyederhanakan materi grammar atau kosa kata bahasa Inggris. Saya membuat video 1 menit berisi penjelasan tentang perbedaan tenses atau contoh penggunaan idiom dalam kehidupan sehari-hari. Dengan format yang ringan dan cepat, siswa lebih mudah memahami dan mengingat materi. Mereka juga tertarik karena bentuknya tidak kaku seperti di kelas.
- Peneliti :Bagaimana Anda mengelola identitas profesional Anda di platform publik seperti TikTok untuk mendukung

pengajaran yang efektif dan bertanggung jawab?

- Guru :Saya memisahkan akun pribadi dan akun profesional saya. Di akun profesional, saya hanya memposting konten yang berkaitan dengan pembelajaran bahasa Inggris dan menghindari topik yang bisa memicu kontroversi. Saya juga berhati-hati dalam berkomentar atau merespons pengguna lain agar tetap menunjukkan bahwa saya adalah seorang pendidik. Menurut saya, menjaga citra sebagai guru sangat penting, apalagi di platform publik seperti TikTok.
- Peneliti :Apakah Anda melihat adanya peningkatan tertentu dalam partisipasi, motivasi, atau perolehan bahasa siswa sebagai hasil dari penggunaan media sosial secara etis dalam pengajaran Anda? Dapatkah Anda memberikan contohnya?
- Guru :Iya, saya sangat melihat peningkatan motivasi siswa setelah saya rutin menggunakan media sosial sebagai alat bantu belajar. Misalnya, ketika saya membuat konten kosakata dalam bentuk video pendek di Instagram, siswa saya menjadi lebih antusias. Mereka bahkan mengajukan ide untuk konten berikutnya. Saya juga pernah mengadakan kuis interaktif di story dan ternyata hampir seluruh siswa ikut menjawab. Hal ini menunjukkan bahwa media sosial bisa menjadi jembatan untuk membangun keterlibatan siswa secara aktif dan positif.
- Peneliti :Berdasarkan pengalaman Anda, apa saja konsekuensi positif maupun negatif—yang terjadi ketika pertimbangan etika diabaikan dalam penggunaan media sosial untuk pengajaran EFL?
- Guru :Jika etika dalam penggunaan media sosial tidak dijaga, bisa menimbulkan dampak serius, terutama terkait privasi siswa. Saya pernah mendengar kasus guru yang mengunggah foto siswa tanpa izin, dan itu membuat orang tua merasa keberatan. Di sisi lain, ketika digunakan secara etis, media sosial sangat membantu memperluas jangkauan pembelajaran. Jadi, etika adalah kunci untuk menghindari konflik dan menjaga hubungan baik antara guru, siswa, dan orang tua.



TEACHERS' INTERVIEW QUESTIONS
INVESTIGATING TEACHERS' ETHICS IN USING SOCIAL MEDIA
AS A TEACHING MEDIA IN EFL CLASSROOM

Responden : Guru 4
 Hari / Tanggal : 11 June 2025
 Waktu : 07.25 AM
 Lokasi : MAN 1 Kolaka Utara

Peneliti : Dengan cara apa keputusan dan perilaku Anda saat menggunakan media sosial sebagai alat mengajar mencerminkan tanggung jawab profesional Anda sebagai seorang guru?

Guru : Tanggung jawab profesional saya tercermin dalam cara saya memfilter setiap aktivitas saya di media sosial. Saya tidak hanya memikirkan isi materi yang saya bagikan, tetapi juga mempertimbangkan waktu dan konteksnya. Saya menghindari pernyataan yang bersifat pribadi atau politis, dan lebih fokus pada memberikan konten yang membangun dan relevan untuk siswa. Saya ingin menunjukkan bahwa guru bukan hanya mendidik di ruang kelas, tetapi juga memberikan teladan dalam dunia maya.

Peneliti : Bagaimana penggunaan media sosial secara etis dapat menciptakan lingkungan pembelajaran EFL yang positif, inklusif, dan menarik?

Guru : Etika memainkan peran besar dalam menciptakan atmosfer belajar yang sehat di media sosial. Saya memastikan bahwa semua siswa merasa dihargai dan terlibat tanpa merasa dihakimi. Misalnya, saya tidak pernah membandingkan

hasil kerja siswa secara publik. Dengan pendekatan yang inklusif ini, siswa lebih bersemangat karena mereka tahu bahwa mereka diperlakukan secara adil, dan ini meningkatkan keaktifan serta partisipasi mereka dalam pembelajaran bahasa Inggris.

- Peneliti :Bagaimana pertimbangan etis Anda dalam memilih dan membagikan konten di media sosial memengaruhi efektivitas pengajaran EFL Anda?
- Guru :Saya selalu menyeleksi materi yang memiliki nilai edukatif tinggi dan mendukung pencapaian kompetensi siswa dalam EFL. Misalnya, saya memilih video atau artikel berbahasa Inggris yang sesuai usia, tidak mengandung kekerasan atau humor ofensif. Dengan mempertimbangkan etika, saya merasa siswa lebih tertarik dan nyaman belajar dari media sosial, karena mereka tahu bahwa apa yang saya bagikan sudah disaring dengan baik.
- Peneliti :Apa peran nilai-nilai profesional dalam keputusan Anda untuk menggunakan (atau tidak menggunakan) fitur-fitur tertentu dari media sosial dalam pengajaran bahasa Inggris?
- Guru :Bagi saya, profesionalisme berarti menjaga batas antara guru dan siswa. Itu sebabnya saya tidak mengizinkan siswa mengakses akun pribadi saya, dan hanya menggunakan fitur-fitur seperti grup, story, atau postingan edukatif. Saya percaya bahwa penggunaan fitur secara selektif akan menjaga hubungan yang sehat dan menghindari potensi kesalahpahaman.
- Peneliti :Berdasarkan pengalaman Anda, bagaimana penggunaan media sosial telah berkontribusi terhadap peningkatan kemampuan belajar bahasa Inggris siswa Anda?
- Guru :Penggunaan media sosial membantu meningkatkan kemampuan bahasa Inggris siswa saya karena mereka jadi lebih sering berinteraksi dengan bahasa tersebut. Di grup Facebook, saya sering mengunggah artikel berbahasa Inggris yang menarik dan mengajak siswa untuk berdiskusi mengenai isi artikel tersebut. Dengan cara ini, mereka tidak hanya belajar teori, tetapi juga mendapatkan wawasan lebih banyak tentang bagaimana bahasa Inggris digunakan dalam kehidupan sehari-hari. Saya merasa bahwa media sosial memberi kesempatan kepada mereka untuk belajar secara lebih alami, dengan cara yang menyenangkan dan tanpa merasa tertekan.

- Peneliti :Bagaimana Anda menggunakan Facebook untuk mendukung pengajaran dan pembelajaran bahasa Inggris di kelas Anda?
- Guru :Facebook menjadi platform utama saya untuk memperkaya pembelajaran di kelas. Saya memanfaatkan fitur grup untuk mengadakan diskusi kelompok, di mana siswa bisa mengomentari topik tertentu yang saya berikan. Saya juga sering mengunggah tugas atau link pembelajaran tambahan, seperti artikel atau video pendek yang mengajarkan idiom atau frasa dalam bahasa Inggris. Dengan cara ini, siswa bisa belajar lebih banyak di luar kelas dan tetap merasa terhubung dengan materi pelajaran.
- Peneliti :Bagaimana Anda mengelola interaksi Anda dengan siswa melalui Facebook untuk memastikan terciptanya lingkungan belajar yang positif?
- Guru :Untuk menjaga agar interaksi di Facebook tetap positif, saya menetapkan aturan yang jelas tentang bagaimana siswa harus berinteraksi, seperti membatasi komentar yang tidak berhubungan dengan pelajaran. Saya juga memoderasi setiap postingan siswa untuk memastikan bahwa semua pembicaraan tetap terarah pada tujuan pembelajaran. Saya percaya bahwa dengan mengelola komunikasi yang baik, saya bisa menjaga lingkungan yang mendukung pertumbuhan akademik siswa.
- Peneliti :Apa peran Instagram dalam praktik pengajaran bahasa Inggris Anda?
- Guru :Instagram memberikan saya kesempatan untuk mengembangkan pembelajaran bahasa Inggris dengan cara yang lebih menarik. Misalnya, saya mengadakan tantangan membuat video pendek berbahasa Inggris yang memotivasi siswa untuk berbicara dalam bahasa tersebut dengan cara yang menyenangkan. Saya juga sering memanfaatkan fitur story untuk mengajukan kuis atau memberi pertanyaan, yang memungkinkan siswa berinteraksi langsung dengan materi dalam suasana yang lebih santai.
- Peneliti :Bagaimana Anda memastikan bahwa berbagi aktivitas kelas atau hasil kerja siswa di Instagram mendukung pembelajaran sambil tetap menghormati privasi siswa?
- Guru :Sebagai bentuk tanggung jawab terhadap privasi siswa,

saya selalu meminta izin untuk memposting hasil karya mereka di Instagram. Saya hanya membagikan karya siswa yang relevan dengan pelajaran dan tidak mencantumkan informasi pribadi, seperti nama lengkap atau foto wajah yang jelas. Ini penting agar siswa merasa aman dan nyaman saat hasil kerja mereka dipublikasikan.

- Peneliti :Bagaimana Anda menggunakan WhatsApp untuk memfasilitasi pembelajaran bahasa Inggris dan komunikasi kelas?
- Guru :Di WhatsApp, saya membuat grup khusus untuk masing-masing kelas dan menggunakan platform tersebut untuk berbagi materi pembelajaran, diskusi kelompok, dan menjawab pertanyaan. Selain itu, WhatsApp memungkinkan saya untuk memberikan feedback langsung kepada siswa mengenai tugas mereka, sehingga mereka bisa segera memahami area yang perlu diperbaiki.
- Peneliti :Langkah-langkah apa yang Anda ambil untuk mencegah kesalahpahaman atau ketidaknyamanan dalam interaksi siswa melalui WhatsApp?
- Guru :Untuk menghindari kesalahpahaman, saya selalu memberikan pengarahan sebelum membuat grup WhatsApp kelas. Saya menjelaskan bahwa grup ini hanya untuk kepentingan akademik, bukan untuk percakapan pribadi atau berbagi konten yang tidak relevan. Saya juga menetapkan waktu tertentu kapan siswa boleh menghubungi saya, supaya mereka belajar menghormati ruang pribadi guru. Jika ada pelanggaran, saya tegur secara pribadi dengan tetap menjaga etika komunikasi.
- Peneliti :Bagaimana Anda menggunakan TikTok sebagai bagian dari strategi pengajaran Anda dalam kelas EFL?
- Guru :Saya mencoba memanfaatkan TikTok sebagai media kreatif untuk membuat tantangan pembelajaran, seperti "Speak English Challenge" atau "Word of the Day". Saya ajak siswa membuat video pendek menggunakan bahasa Inggris sesuai tema yang saya berikan. Dengan begitu, mereka bisa berlatih berbicara secara spontan, mengembangkan kepercayaan diri, dan tetap merasa enjoy belajar bahasa asing.
- Peneliti :Bagaimana Anda mengelola identitas profesional Anda di

platform publik seperti TikTok untuk mendukung pengajaran yang efektif dan bertanggung jawab?

- Guru :Saya sadar bahwa apapun yang saya unggah di media sosial akan mencerminkan karakter saya sebagai guru. Oleh karena itu, saya hanya mengunggah video atau informasi yang memang mendidik dan bernilai positif. Saya juga menghindari penggunaan bahasa yang tidak pantas atau konten yang bisa disalahartikan. Bahkan dalam hal-hal sederhana, seperti pilihan musik atau caption, saya tetap mempertimbangkan norma pendidikan dan budaya lokal.
- Peneliti :Apakah Anda melihat adanya peningkatan tertentu dalam partisipasi, motivasi, atau perolehan bahasa siswa sebagai hasil dari penggunaan media sosial secara etis dalam pengajaran Anda? Dapatkah Anda memberikan contohnya?
- Guru :Sejak saya mengintegrasikan media sosial dalam pengajaran, saya melihat siswa lebih termotivasi, terutama siswa yang biasanya pasif di kelas. Mereka lebih berani mengemukakan pendapat melalui komentar atau DM. Sebagai contoh, saat saya memberi tantangan TikTok membuat percakapan pendek dalam bahasa Inggris, banyak yang berani mencoba meskipun awalnya malu. Saya juga melihat perkembangan dalam penguasaan kosa kata dan speaking mereka yang lebih natural karena terbiasa praktik lewat media sosial.
- Peneliti :Berdasarkan pengalaman Anda, apa saja konsekuensi—positif maupun negatif—yang terjadi ketika pertimbangan etika diabaikan dalam penggunaan media sosial untuk pengajaran EFL?
- Guru :Mengabaikan etika dalam penggunaan media sosial bisa merusak reputasi guru dan juga kredibilitas institusi tempat kita mengajar. Misalnya, jika seorang guru berinteraksi secara berlebihan atau tidak profesional di media sosial, bisa saja muncul asumsi negatif dari masyarakat. Tapi di sisi lain, jika kita mematuhi batasan dan bertanggung jawab, media sosial bisa menjadi media yang sangat kuat untuk membangun koneksi belajar yang positif dan menyenangkan.

**THE INTERVIEWED DIALOGUE IS DISPLAYED BELOW
THE INVESTIGATING TEACHERS' ETHICS IN USING SOCIAL
MEDIA AS A TEACHING MEDIA IN EFL CLASSROOM**

Respondent : Teacher 1
Day / Date : 5th June 2025
Time : 09.10 AM
Location : MAN 1 Kolaka Utara

Researcher : In what ways do your decisions and behaviors when using social media as a teaching tool reflect your professional responsibilities as a teacher?

Teacher : As a teacher, my professional responsibilities on social media must be carefully considered. My decisions and behaviors should reflect ethics and professionalism. Here are several key points: Student Privacy: I always protect students' privacy. I never post photos or personal information of students without written permission from their parents or guardians. Appropriate Content: I ensure that all the content I post is relevant to the learning process and age-appropriate. Inappropriate, controversial, or offensive content is avoided. Professional Interaction: I interact with students and parents in a professional and respectful manner. I avoid inappropriate or overly personal conversations.

Researcher : In your opinion, how can the ethical use of social media as a teaching medium contribute to creating a positive, inclusive, and engaging learning environment in the EFL classroom?

Teacher : The use of social media in EFL teaching can foster a positive, inclusive, and engaging learning environment by enhancing interaction, collaboration, and accessibility, while also developing students' digital literacy. It is essential to establish clear ethical guidelines to ensure safe and productive use.

Researcher : Could you explain how your ethical considerations in selecting and sharing content on social media influence the effectiveness of your English teaching?

Teacher : Ethical considerations in selecting and sharing content influence the effectiveness of English teaching by ensuring that the materials are relevant, accurate, and sensitive. This builds students' trust and supports effective learning.

Researcher : What role do professional values play in your decision to use

(or not use) certain social media features while teaching English?

- Teacher** : Professional values play a vital role in deciding which social media features to use. These values ensure that their use supports learning objectives, protects student privacy, and maintains teacher professionalism—thus creating a safe and effective learning environment.
- Researcher** :Based on your experience, how has the use of social media contributed to improving students' English learning?
- Teacher** : The use of social media enhances students' English learning by: Increasing their motivation and participation, Providing access to authentic language resources, Facilitating collaboration and interaction with native speakers, Improving their writing and communication skills, Making learning more interactive and enjoyable.
- Researcher** :How do you use Facebook to support the English teaching and learning process in your classroom?
- Teacher** : I use Facebook to support English teaching in several ways, such as: Creating closed groups for class discussions, Sharing learning resources and materials, Organizing online debates or discussions, Sharing students' writing for feedback, Integrating multimedia content to enhance learning.
- Researcher** :How do you manage your interactions with students through Facebook to ensure a positive learning environment?
- Teacher** : To manage interactions with students through Facebook and create a positive learning environment, I: Create closed groups with clear rules, Monitor discussions to ensure politeness and mutual respect, Respond constructively to students' questions and comments, Guide discussions to remain focused on the learning topics, Maintain students' privacy and safety.
- Researcher** :What role does Instagram play in your English teaching practice?
- Teacher** : Instagram is used to: Share engaging visual content for discussions, Enhance writing skills through captions and hashtags, Explore cultural and global issues through posts, Create collaborative projects with photos and videos, Boost students' motivation through relevant and interesting content.

- Researcher** :How do you ensure that sharing class activities or student work on Instagram supports learning while respecting student privacy?
- Teacher** :To protect student privacy, I: Obtain consent from students and parents before posting content, Use Instagram's privacy settings to control who can view posts, Blur or conceal students' identities if necessary, Share student work in a way that doesn't expose personal information, Explain the social media and privacy policies to students and parents.
- Researcher** :How do you use WhatsApp to facilitate English learning and classroom communication?
- Teacher** : WhatsApp is used to Send announcements and assignments to students, Create class groups for discussions and resource sharing, Provide feedback and support, Send learning materials and additional resources, Improve teacher-student communication outside class hours.
- Researcher** :What steps do you take to prevent miscommunication or discomfort in student interactions through WhatsApp?
- Teacher** : To prevent miscommunication or discomfort, I Set clear communication rules, Use polite and professional language, Avoid emojis or informal language that could cause misunderstandings, Respond to student messages in a timely manner, Respect students' privacy and do not share personal information without permission.
- Researcher** :How do you use TikTok as part of your teaching strategy in the EFL classroom?
- Teacher** : TikTok is used in a creative and engaging way. I share vocabulary, idioms, and grammar through short, easy-to-understand videos. Students are given challenges to make videos in English, such as self-introductions or simple dialogues. I use hashtags to organize content, and I encourage students to follow educational English accounts. This makes TikTok not only fun but also an effective tool for improving speaking, listening, and critical thinking skills.
- Researcher** :How do you use TikTok as part of your teaching strategy in the EFL classroom?

- Teacher** : TikTok can be used in EFL teaching to: Share language resources and learning materials, Create short, interactive discussions using hashtags, Improve speaking and listening skills through short videos, Follow English accounts for updated language input, Launch collaborative projects where students share ideas and opinions.
- Researcher** :Have you observed any specific improvements in student participation, motivation, or language acquisition as a result of using social media ethically in your teaching? Can you give an example?
- Teacher** : Yes, I've noticed improvements in student participation, motivation, and language acquisition through ethical use of social media. For example: Students are more active in online discussions, Their motivation increases with relevant and engaging content, Their writing and communication skills improve through online interaction, They gain more confidence to express ideas and opinions in English.
- Researcher** :Based on your experience, what are the positive and negative consequences when ethical considerations are ignored in using social media for EFL teaching? Please explain briefly.
- Teacher** : Ignoring ethical considerations in using social media for EFL teaching can lead to the following: Positive: There are no positive outcomes from ignoring ethics. Negative: Damage to teacher and institutional reputation, Violations of student privacy, Inappropriate or sensitive content that can harm students, Loss of trust from students and parents, Legal or administrative consequences.

**THE INTERVIEWED DIALOGUE IS DISPLAYED BELOW
THE INVESTIGATING TEACHERS' ETHICS IN USING SOCIAL
MEDIA AS A TEACHING MEDIA IN EFL CLASSROOM**

- Respondent : Teacher 2
Day / Date : 5th June 2025
Time : 09.10 AM
Location : MAN 1 Kolaka Utara
- Peneliti : In what ways do your decisions and behaviors when using social media as a teaching tool reflect your professional responsibilities as a teacher?
- Guru : Sometimes I directly share photos of students' activities without permission because I think it is part of class promotion.
- Peneliti : In your opinion, how can the ethical use of social media as a teaching medium contribute to creating a positive, inclusive, and engaging learning environment in EFL classes?
- Guru : If used wisely, social media can greatly help build a dynamic and participatory classroom.
- Peneliti : Can you explain how your ethical considerations in selecting and sharing content on social media affect the effectiveness of your English teaching?
- Guru : Sometimes I ignore students' permission when sharing their assignments on social media so that they can be examples for other students.
- Peneliti : What role do professional values play in your decisions to use (or not to use) certain features of social media when teaching English?
- Guru : Professional values such as maintaining formal relationships and respecting interaction boundaries greatly influence my choices.
- Peneliti : Based on your experience, how has the use of social media contributed to improving students' English learning?
- Guru : Students are more active and brave in using English because they feel closer to their teachers and friends.

- Peneliti :How do you use Facebook to support the teaching and learning process of English in your class?
- Guru :I use class groups to share materials and motivate students through interactive posts.
- Peneliti :How do you manage your interactions with students through Facebook to ensure a positive learning environment?
- Guru :Sometimes I reply to students' comments outside of class hours without any restrictions, which can create a less professional closeness.
- Peneliti :What role does Instagram play in your English language teaching practice?
- Guru :I use Instagram to share daily vocabulary, learning videos, and documentation of class activities.
- Peneliti :How do you ensure that sharing class activities or student work on Instagram can support learning while respecting student privacy?
- Guru :Honestly, I rarely ask for students' or parents' permission before posting their activities on Instagram.
- Peneliti :How do you use WhatsApp to facilitate English language learning and communication in the classroom?
- Guru :I create a class group for assignment reminders, sharing materials, and light discussions.
- Peneliti :What steps do you take to prevent miscommunication or discomfort in student interactions via WhatsApp?
- Guru :Unfortunately, there are no clear guidelines or boundaries, so sometimes students feel awkward if contacted outside of school hours.
- Peneliti :How do you use Twitter as part of your teaching strategy in the EFL classroom?
- Guru :I use Twitter to provide short information, daily quizzes, and English motivation.
- Peneliti :How do you manage your professional identity on public platforms like Twitter to support effective and responsible

teaching?

Guru :I keep my content educationally focused, but I also like to include personal elements.

Peneliti :Have you seen any specific improvements in student engagement, motivation, or language acquisition as a result of ethical use of social media in your teaching? Can you give examples?

Guru :Yes, students are more engaged in answering questions and are more interested in learning because the content I share feels close to them.

Peneliti :In your experience, what are the consequences—both positive and negative—that occur when ethical considerations are ignored in the use of social media for EFL teaching?

Guru :On the positive side, content spreads quickly. On the negative side, some students or parents feel that their privacy is being violated.

**THE INTERVIEWED DIALOGUE IS DISPLAYED BELOW
THE INVESTIGATING TEACHERS' ETHICS IN USING SOCIAL
MEDIA AS A TEACHING MEDIA IN EFL CLASSROOM**

Respondent : Teacher 3
Day / Date : 10th June 2025
Time : 13:00 PM
Location : MAN 1 Kolaka Utara

Peneliti : In what ways do your decisions and behaviors when using social media as a teaching tool reflect your professional responsibilities as a teacher?

Guru : In every use of social media for learning purposes, I always think about its impact on students and my image as a teacher. I try to keep the content I upload always educational and non-controversial. For example, I never post things that could offend certain groups or use inappropriate language. As an educator, I am aware that I am a role model, including in the digital world.

Peneliti : How can ethical use of social media create a positive, inclusive, and engaging EFL learning environment?

Guru : Ethical use of social media can be a very effective tool for creating a more open and enjoyable learning atmosphere. By ensuring that the content shared is non-discriminatory and respects all students, I see how social media can reach students who are shy or reluctant to speak up in class. They feel freer to interact in a safe and supportive digital space.

Peneliti : How do your ethical considerations in selecting and sharing content on social media affect the effectiveness of your EFL teaching?

Guru : Every time I choose content to share on social media, I think about whether the material is in accordance with educational values and does not cause negative interpretations. I avoid sharing content from unclear sources, especially those that contain stereotypes or cultural biases. That way, students get accurate information and can trust me as a credible source of learning.

Peneliti : What role do professional values play in your decision to

use (or not use) certain features of social media in teaching English?

- Guru : Professional values such as responsibility and integrity are very important to me in choosing social media features. For example, I do not use the private chat feature with students except in the context of learning and with a certain time limit. I also do not use the live feature without planning, because I want all the materials delivered to remain structured.
- Peneliti :Based on your experience, how has the use of social media contributed to the improvement of your students' English learning abilities?
- Guru :I see that social media, especially platforms like Instagram and WhatsApp, allow students to engage with English materials outside of class hours. Students are more often exposed to new vocabulary, learning videos, and English language tips. For example, when I upload a short video on how to use tenses correctly, students can watch it over and over again, which really helps them master the material better. In addition, they can discuss the material they don't understand in the WhatsApp group, which makes them more proactive in learning.
- Peneliti :How do you use Facebook to support English teaching and learning in your classroom?
- Guru :On Facebook, I create a class group that I use to share relevant learning materials, articles, and videos. I also use it to hold short quizzes or polls that can increase student interaction. Every week, I give students a challenge, such as writing an essay or making sentences with new vocabulary, and ask them to share their results in the group. This helps them become more accustomed to using English in various contexts, not just in exams.
- Peneliti :How do you manage your interactions with students via Facebook to ensure a positive learning environment?
- Guru :I always emphasize the importance of polite and professional communication in the Facebook group. I tell students to stay focused on the material and avoid irrelevant personal conversations. Whenever there is a comment that is inappropriate or could cause a commotion, I am quick to

remind the student privately. In addition, I hold live sessions that discuss certain topics where students can ask questions directly, and I make sure the session runs in a conducive atmosphere.

Peneliti :What role does Instagram play in your English teaching practice?

Guru :Instagram is a tool that I use a lot to introduce new vocabulary and sentence structures through images and short videos. I often upload English learning tips in the form of infographics or create short video tutorials that students can access at any time. By using visual media, I find that students understand the material more easily and they feel like they are learning in a more creative way.

Peneliti :How do you ensure that sharing class activities or student work on Instagram supports learning while still respecting student privacy?

Guru :I always ask permission from students or their parents before posting photos or videos of them on Instagram. I also make sure that the student work that is shared does not explicitly include their personal identities. Student privacy is a top priority, so I only share materials that have been approved and that do not violate their privacy.

Peneliti :How do you use WhatsApp to facilitate English learning and classroom communication?

Guru: WhatsApp is a very practical application to support English learning, especially for reminding assignments and providing additional materials. I often send articles, videos, or study tips that students can study outside of class. In addition, I also open a Q&A session, where students can ask about material they do not understand.

Peneliti :What steps do you take to prevent misunderstandings or discomfort in student interactions via WhatsApp?

Guru : One of the first steps I take is to set communication rules from the start. I convey that all messages in the group must use polite language and be relevant to the lesson. I also remind students not to contact me personally outside of class hours unless it is important. I do this so that the professional boundaries between teachers and students are

- maintained and do not cause misunderstandings.
- Peneliti :How do you use TikTok as part of your teaching strategy in EFL classes?
- Guru : I use TikTok to create short content that simplifies English grammar or vocabulary. I make 1-minute videos explaining the differences in tenses or examples of the use of idioms in everyday life. With a light and fast format, students find it easier to understand and remember the material. They are also interested because the form is not as rigid as in class.
- Peneliti :How do you manage your professional identity on a public platform like TikTok to support effective and responsible teaching?
- Guru :I separate my personal and professional accounts. On my professional account, I only post content related to English learning and avoid topics that could trigger controversy. I am also careful in commenting or responding to other users to maintain the image of me as an educator. I think that maintaining an image as a teacher is very important, especially on a public platform like TikTok.
- Peneliti :Have you seen any particular increase in student participation, motivation, or language acquisition as a result of using social media ethically in your teaching? Can you give an example?
- Guru :Yes, I have definitely seen an increase in student motivation after I routinely use social media as a learning tool. For example, when I create vocabulary content in the form of short videos on Instagram,
- Peneliti :Based on your experience, what are the consequences—both positive and negative—that occur when ethical considerations are ignored in the use of social media for EFL teaching?
- Guru :If ethics in the use of social media are not maintained, it can have serious consequences, especially regarding students' privacy. I have heard cases of teachers uploading photos of students without permission, and it made parents feel uncomfortable. On the other hand, when used ethically, social media is very helpful in expanding the reach of learning. So, ethics is the key to avoiding conflict and maintaining good relationships between teachers, students,

and parent.

Appendix 4

DOCUMENTATION



Mengajukan Izin Penelitian Ke Sekolah



Picture 1: Interviewing Teacher 1



Picture 2 : Interviewing Teacher 2



Picture 3 : Interviewing Teacher 3



Picture 4 : Interviewing Teacher 4

Appendix 5

OBSERVATION



Picture 5 : Media Sosial Used as a Teaching Media in EFL Classroom



Picture 6 : Media Sosial Used as a Teaching Media in EFL Classroom



Picture 7 : Media Sosial Used as a Teaching Media in EFL Classroom



Picture 8 : Media Sosial Used as a Teaching Media in EFL Classroom

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PUBLISHED SCIENTIFIC RESEARCH WORK

INVESTIGATING TEACHERS' ETHICS IN USING SOCIAL MEDIA AS A TEACHING MEDIA IN EFL CLASSROOM