The Role of Teachers in Leveraging TikTok for Educational Instruction and Expression

Peran Guru dalam Memanfaatkan TikTok untuk Pembelajaran dan Ekspresi Pendidikan

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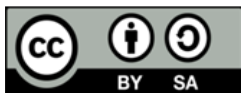
ABSTRAK

TikTok telah menjadi platform penting yang mengubah cara guru menyampaikan materi dan mengekspresikan ide pendidikan. Penelitian ini menelaah penerapan etika profesional guru dalam memanfaatkan TikTok sebagai media pembelajaran dan sarana ekspresi pendidikan, serta dampaknya terhadap profesionalisme guru dan keterlibatan siswa. Menggunakan pendekatan kualitatif deskriptif melalui studi pustaka, data dianalisis dari literatur terkait etika digital, pedagogi microlearning, dan interaksi guru-siswa. Hasil menunjukkan TikTok memungkinkan pembelajaran kreatif, singkat, dan interaktif, meningkatkan motivasi siswa. Guru yang menerapkan etika professional menjaga integritas konten, mencontoh perilaku digital, memisahkan konten pribadi dan profesional, serta mengelola interaksi secara bertanggung jawab dapat mengoptimalkan manfaat platform. Tantangan etis seperti privasi, batasan yang kabur, dan risiko reputasi tetap ada. Penelitian lanjutan perlu observasi empiris, wawancara, dan analisis konten.

ABSTRACT

TikTok has become a significant platform transforming how teachers deliver content and share educational ideas. This study examines the application of teacher professional ethics in using TikTok as a learning tool and educational expression, and its effects on teacher professionalism and student engagement. Using a qualitative descriptive approach through library research, data were analyzed from literature on digital ethics, microlearning pedagogy, and teacher-student interaction. Findings indicate TikTok enables creative, concise, and interactive learning, increasing student motivation. Teachers who apply professional ethics ensuring content integrity, modeling digital behavior, separating personal and professional content, and managing interactions responsibly can optimize the platform's benefits. Ethical challenges such as privacy, blurred boundaries, and reputational risks persist. Future research should include empirical observation, interviews, and content analysis.

1. INTRODUCTION

The development of digital technology over the past decade has significantly transformed how humans communicate, learn, and express themselves (Shovmayanti, 2024; Anastasya, 2024). Social media, initially serving as a platform for informal interaction, has evolved into a space that supports knowledge growth and creativity. TikTok, as a short-video platform highly popular among younger generations, has become part of the digital ecosystem influencing education (Anisaturrizqi et al., 2025). Its easy access, personalized algorithms, and creative features offer substantial potential as a learning medium, particularly in contexts requiring innovation and alignment with students' digital culture (Awwalin & Syaipudin, 2025).

In the context of 21st-century learning, teachers are expected to be adaptive and responsive to the technologies students use daily (Buan, 2021). TikTok provides opportunities for teachers to deliver content in concise, engaging, and understandable ways, including through concept demonstrations, brief explanations, interactive quizzes, or reflective content (Fadilatul et al., 2023). The increasing presence of

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teachers on TikTok reflects a paradigm shift in teaching practices, moving from traditional lecture-based models to more visual, contextual, and participatory digital approaches (Faisyahroh, 2025). Nevertheless, social media use requires balancing innovation with professional responsibility.

Teachers' use of TikTok involves complex ethical risks compared to conventional learning media (Hayatulnupus, 2025). These challenges include maintaining professional boundaries with students, protecting personal data, selecting appropriate content, and preserving educators' public image (Abdullah et al., 2023). Being active in digital public spaces also poses risks of content misuse, misinformation, and negative perceptions if shared materials do not adhere to educational norms (Sirait & Nasution, 2024). Therefore, teacher professional ethics encompassing integrity, responsibility, exemplary behavior, and moral awareness are fundamental to all pedagogical activities on TikTok.

Previous studies have explored social media use in education, with some emphasizing TikTok's effectiveness as a content delivery tool, microlearning platform, and motivator of student engagement (Nahla et al., 2024). Others examined teachers' digital competence in the context of educational transformation (Fauzi, 2019). However, research integrating both teacher professional ethics and TikTok utilization as a learning and educational expression medium remains limited (Nasution et al., 2025). Most studies focus on TikTok's pedagogical benefits without deeply exploring how professional ethical standards are implemented in digital spaces. This gap underscores the need for an analysis combining pedagogical and ethical perspectives within a comprehensive framework.

This study introduces novelty by examining the application of teacher professional ethics in simultaneously using TikTok as a learning medium and a tool for educational expression. Unlike prior research that emphasizes technology or learning outcomes, this study centers on professional ethics. The approach contributes by mapping relevant ethical principles, identifying potential ethical violations, and formulating practical guidelines for teachers managing TikTok content and interactions. Thus, the study not only evaluates media effectiveness but also strengthens the moral foundation underpinning the teaching profession in digital ecosystems.

Based on these research gaps and the need to ensure teacher professionalism in digital spaces, this study aims to analyze the implementation of teacher professional ethics in utilizing TikTok as a learning medium and educational expression. The findings are expected to enrich literature on digital educational ethics, provide practical recommendations to enhance teachers' professional competence, and support internal school policies regarding social media use. Broadly, the study contributes to upholding the dignity of the teaching profession while promoting innovative, safe, and value-based digital media utilization.

2. METHOD

This study employs a qualitative descriptive approach using library research, referring to the library research models described by George (2008) and Zed (2014), in which the review process involves the collection, critical evaluation, and synthesis of various scholarly sources. The qualitative descriptive approach was chosen following Creswell (2014), who states that this method is appropriate for research aimed at deeply understanding phenomena through theory-based narrative analysis. Research data were sourced from reputable academic journals, scholarly books, articles on digital learning, and publications related to teacher professional ethics and the use of TikTok in education. Data collection involved identification, selection, and in-depth reading of relevant literature, including studies on microlearning, teacher professional ethics, digital literacy, and ethical risks in educators' social media use.

Data were analyzed using the Thematic Analysis model (Braun & Clarke, 2006), which includes coding, categorization, interpretation, and concept synthesis to identify patterns and theoretical relationships. The analysis focused on three main themes: TikTok as a learning medium, ethical challenges and potential professional violations by teachers, and the implementation of professional ethics in TikTok educational content. This approach produced a comprehensive conceptual mapping and provided practical ethical insights for teachers to use TikTok professionally.

To facilitate mapping and ensure academic traceability, the reviewed literature is classified in the following table based on research focus, key findings, and relevance to this study:

Table 1. Library Research Table

No	Author & Year	Literature Focus	Key Findings	Relevance to This Study
1	Shovmayanti (2024)	Digital technology development	Transformation of communication and digital culture	Strengthens context of learning ecosystem change
2	Anastasya (2024)	Adolescent digital communication	Social media shapes digital identity	Relevant to understanding students' digital culture

No	Author & Year	Literature Focus	Key Findings	Relevance to This Study
3	Anisaturrizqi et al. (2025)	Teacher professionalism	Teachers need digital competence & professionalism	Foundation of ethics and teacher professionalism
4	Awwalin & Syaipudin (2025)	TikTok for students	TikTok shapes new communication patterns	Explains TikTok's role in education
5	Buan (2021)	Teachers & character	Teacher role in character formation	Supports digital teacher role modeling
6	Fadilatul et al. (2023)	Educational video media	Digital media effectively delivers content	Supports microlearning argument
7	Faisyahroh (2025)	TikTok & student morality	Impact of TikTok on behavior	Relevant to ethics & professional boundaries
8	Fauzi (2019)	Teacher professional ethics	Integrity, responsibility, role modeling	Ethical framework for TikTok analysis
9	Hayatulnupus (2025)	TikTok communication transformation	Generation Z & digital participation	Strengthens student digital culture background
10	Abdullah et al. (2023)	TikTok & character formation	Content can shape moral values	Connection between teacher content & public ethics
11	Nahla et al. (2024)	TikTok & adolescent ethics	Decline in digital ethics	Risk of teacher ethical violations
12	Sirait & Nasution (2024)	TikTok for Islamic education	Effective for digital literacy-based learning	Relevant to TikTok pedagogical potential
13	Nasution et al. (2025)	TikTok in language learning	Improves communication skills	Supports teacher-student educational interaction
14	Windarto et al. (2025)	Teacher competence using TikTok	TikTok increases student learning interest	Strengthens pedagogical creativity
15	Hadiyantina et al. (2023)	Personal data protection	Importance of data security	Basis for privacy risk analysis in TikTok
16	Afandi (2024)	Digital professionalism	Teachers must maintain digital image	Foundation for digital professionalism theory
17	Rasyad (1999)	Learning theory	Learning through observation & interaction	Analysis of student interaction via TikTok content
18	Wediana & Darmawanti (2023)	Moral modeling theory	Teacher as moral model	Strengthening digital role-modeling concept
19	Warini et al. (2023)	Social learning theory	Learning through model observation	TikTok as a space for learning modeling
20	Zawawi et al. (2024)	Leadership & professionalism	Integrity & teacher readiness	Supports professional identity analysis

This table provides a comprehensive overview of the theoretical foundation used in this study, showing that research on TikTok as a learning medium is still developing and requires deeper ethical analysis. The reviewed literature not only highlights TikTok's pedagogical effectiveness but also uncovers ethical risks such as privacy, professional boundaries, and teachers' digital image. Through synthesis of these sources, this study constructs a comprehensive conceptual framework for understanding how teacher professional ethics should be consistently integrated into TikTok usage. The results of this literature mapping serve as a foundation for analyzing teachers' practices and challenges while formulating ethical recommendations for TikTok use in educational contexts.

3. RESULT AND DISCUSSION

Results

The Use of TikTok as a Learning Medium by Teachers

Literature review findings indicate that TikTok has unique characteristics that make it effective as a microlearning tool. Most studies report that short videos lasting 15–60 seconds facilitate students' gradual understanding of concepts, particularly procedural or concrete materials. Teachers employ step-by-step formats, quick demonstrations, or visual storytelling to maximize knowledge retention. This aligns with 21st-century learning demands, emphasizing efficient, visual, and easily accessible learning.

Furthermore, TikTok enhances student engagement. Features such as duets, comments, educational challenges, and visual effects create new, participatory forms of interaction. Teachers using these approaches succeed in fostering a dynamic learning environment relevant to students' digital culture. Some studies also indicate that students feel closer to teachers when content is presented in formats familiar to them.

TikTok also promotes teachers' pedagogical creativity. The platform requires educators to condense material concisely while maintaining meaning a skill rarely found in traditional learning media. Teachers learn to present content with simple language, strong visuals, and rapid pacing. This creative process enriches instructional media variety and enhances teachers' digital communication skills. Overall, TikTok expands teachers' pedagogical approaches through visual, micro, and interactive learning, fostering creativity and student engagement. Its effectiveness, however, depends on teachers' ability to manage content pedagogically and professionally.

Ethical Challenges and Potential Professional Violations on TikTok

Analysis reveals that using TikTok presents several ethical challenges not typically encountered in conventional learning. The first issue is maintaining professional boundaries between teachers and students. Open interactions in digital public spaces can blur pedagogical relationships, especially outside formal contexts. Studies highlight the risk of excessive familiarity, potentially undermining teacher authority.

Second, privacy concerns arise when teachers display students, classrooms, or personal data in content. Research emphasizes that such practices can violate data protection and professional codes of ethics, particularly without explicit consent or awareness of digital risks. TikTok's public nature allows content to spread without full control from teachers or schools.

Third, inappropriate content related to language, music, visual effects, or comments can affect teachers' professional image. TikTok's adaptive algorithm places educational content alongside potentially harmful entertainment content. Teachers must possess strong digital literacy to identify risks that could harm their professional dignity.

Thus, TikTok usage involves significant ethical risks related to professional boundaries, privacy, and teacher image. Without clear guidelines, the platform can become vulnerable to professional ethical violations, requiring teachers to have normative awareness and sufficient digital literacy to use it safely and professionally.

Implementation of Teacher Professional Ethics in Educational TikTok Content

Key findings indicate that teachers using TikTok for learning tend to implement professional ethics by ensuring content integrity. They verify that shared material is accurate, valid, and aligned with the curriculum, protecting students from misinformation. Teachers also serve as digital role models, maintaining professional conduct through polite language, communicative behavior, and appropriate presentation. Several studies note that teachers embed character values such as discipline, responsibility, and empathy into content.

Ethical implementation also involves clearly separating personal expression from professional content, ensuring educational content does not mix with private matters that may compromise professional integrity. These teachers recognize that the digital space extends the classroom, with all actions bearing moral and institutional consequences.

Teachers who adhere to professional ethics on TikTok demonstrate academic integrity, digital role modeling, and clear professional boundaries. Such practices show that TikTok can be an ethical and high-quality learning medium when managed according to moral principles and professional responsibility. The study concludes that while TikTok has vast potential as a creative and effective learning tool, its use requires strict adherence to professional ethics. Issues such as privacy, professional boundaries, and teacher image are critical and must be addressed. Findings emphasize the importance of digital literacy, content integrity, and moral responsibility in using TikTok for learning and educational expression, providing a strong basis for formulating usage guidelines for teachers.

Discussion

TikTok as a Learning Medium by Teachers

Teachers' use of TikTok reflects a paradigm shift from traditional methods toward more interactive digital learning (Windarto et al., 2025). Findings indicate that teachers employ short-video formats to

develop microlearning models, delivering concise yet meaningful content. This aligns with connectivism theory (Handojoseno, 2017), emphasizing that digital-era learning occurs through rapid, visual networks connected to multiple sources. TikTok is compatible with digital-native students who prefer short, dynamic content.

Features like duets, stitches, and narrative audio enable teachers to foster more participatory pedagogical interactions, aligning with social learning theory (Rasyad, 1999), which posits that individuals learn through observation, imitation, and interaction with models. When teachers create engaging educational content, students not only grasp material but also emulate teachers' thinking, communication style, and problem-solving strategies (Warini et al., 2023).

From a motivation perspective, TikTok increases student engagement due to visual format and rapid narrative, matching students' attention patterns. This supports Keller's ARCS Motivation Model, emphasizing attention and relevance as key factors in enhancing learning motivation (Pratama, 2021). TikTok addresses both through appealing visuals and alignment with students' daily lives.

Thus, teachers' use of TikTok represents a pedagogical shift toward adaptive, relevant learning. However, its effectiveness depends on teachers' ability to design educational content according to pedagogical principles. Without strong methodological understanding, TikTok risks being mere entertainment rather than meaningful instruction.

Ethical Challenges and Teacher Professionalism on TikTok

Despite pedagogical potential, ethical challenges threaten teacher professionalism. Maintaining professional boundaries is critical (Zawawi, 2023). Social media interactions, particularly via comments and messaging, can blur hierarchical pedagogy. Professional boundaries theory (Haryani et al., 2024) stresses that educators must maintain reasonable professional distance to ensure healthy student-teacher relationships. Failure to do so risks bias, misunderstanding, or inappropriate relationships.

Privacy concerns are another critical challenge. TikTok's public platform allows content to be accessed, shared, and used without full teacher control. Privacy protection theory (Hadiyantina et al., 2023) emphasizes individuals' right to control personal data. Displaying student faces, class interactions, or school environments without explicit consent may violate professional ethics and data protection policies.

Additionally, exposure to negative content or comments may damage teachers' image (A'yuni et al., 2022). Digital professionalism theory (Afandi, 2024) states teachers must protect their professional identity, avoiding provocative or inappropriate content. Poor content selection can affect public perception of the teaching profession.

Finally, misinformation can spread if content is unverified, contradicting academic responsibility principles requiring educators to ensure content accuracy. These ethical challenges necessitate strong digital literacy, ethical literacy, and self-control when interacting in digital spaces.

Implementation of Professional Ethics in TikTok Educational Content

The study finds that some teachers successfully apply professional ethics on TikTok. First, content integrity is maintained by sharing accurate, curriculum-aligned materials, reflecting academic integrity principles (Zawawi et al., 2024). Teachers who verify sources and avoid sensationalism demonstrate commitment to these principles.

Second, digital role modeling is implemented according to Bandura's moral modeling theory (Wediana & Darmawanti, 2023). Teachers use polite language, avoid vulgar content, and promote positive values, serving as digital role models (Oktaviani et al., 2022).

Third, separation of professional and personal content preserves a stable professional identity (Wardan, 2019). Ethical teachers keep educational and entertainment content distinct, maintaining professional dignity. Lastly, teachers ensure safe interactions with students by limiting comments, avoiding personal discussions, and maintaining academic focus, consistent with ethical communication principles (Sikana et al., 2025).

In conclusion, TikTok offers innovative learning opportunities but carries significant ethical risks. Effective use requires adherence to digital pedagogy principles and strong teacher digital literacy. Ethical teachers uphold integrity, digital role modeling, and academic responsibility, ensuring TikTok's educational value is realized while maintaining professional standards.

4. CONCLUSION

This study demonstrates that TikTok holds significant potential as a learning medium and a platform for educational expression, enabling teachers to present content that is creative, concise, and interactive, thereby enhancing student motivation and engagement. However, the effectiveness of this platform largely depends on teachers' ability to design content in accordance with pedagogical principles and digital literacy. The findings also emphasize the importance of implementing teacher professional

ethics, including protecting student privacy, maintaining content integrity, modeling digital behavior, and upholding professional boundaries, so that innovative learning remains within the framework of professionalism without compromising the reputation of teachers or educational institutions.

Nevertheless, this study has limitations, as it is entirely based on literature review and does not capture teachers' empirical practices in the field. In addition, literature specifically addressing teacher ethics on TikTok is limited. Future research is recommended to conduct field studies through direct observation, interviews, or digital content analysis, assess the impact of TikTok on student learning outcomes, compare it with other digital platforms, and develop more comprehensive digital ethics guidelines. Such approaches are expected to strengthen understanding of teachers' pedagogical and ethical digital practices and provide more practical recommendations for digital education.

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