
The Dynamics of Early Childhood Education Teachers in Maintaining Professional Dignity on Social Media

Dinamika Guru PAUD dalam Menjaga Martabat Profesi di Media Sosial

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Abstract

This study aims to analyze the digital behavior of Early Childhood Education teachers on social media and to formulate a digital role model framework as an effort to protect children's privacy in cyberspace. The study employs a qualitative approach using library research and content analysis. The findings reveal three typologies of ECE teachers' digital behavior: documentation of learning, educational posts, and content exploitation. The findings indicate that the publication of children's visual content without valid informed consent from parents has the potential to violate professional ethics for teachers and contravene Law No. 27 of 2022 on Personal Data Protection. The novelty of this study lies in the integrative formulation of the digital role model, which positions the protection of children's personal data as a central component of PAUD teachers' professionalism in the digital age. This framework is built through three operational dimensions: the ability to self-filter posts, a commitment to protecting children's identities, and the use of social media as a tool for professional academic reflection. Implementation of the model is recommended through the development of strict SOP for the publication of children's content within early childhood education settings.

Keywords: digital role model; cyber ethics; early childhood education teachers; protection of children's personal data; teacher professionalism

Abstrak

Penelitian ini bertujuan menganalisis perilaku digital guru PAUD di media sosial serta merumuskan kerangka kerja digital role model sebagai upaya perlindungan privasi anak di ruang siber. Penelitian menggunakan pendekatan kualitatif dengan metode studi kepustakaan dan analisis isi. Hasil kajian menunjukkan tiga tipologi perilaku digital guru PAUD, yaitu dokumentasi pembelajaran, publikasi edukatif, dan eksploitasi konten. Temuan penelitian menunjukkan bahwa publikasi visual anak tanpa informed consent yang sah dari orang tua berpotensi melanggar etika profesi guru serta bertentangan dengan Undang-Undang Nomor 27 Tahun 2022 tentang Pelindungan Data Pribadi (UU PDP). Kebaruan penelitian ini terletak pada formulasi integratif digital role model yang menempatkan perlindungan data pribadi anak sebagai bagian utama profesionalisme guru PAUD di era digital. Kerangka tersebut dibangun melalui tiga dimensi operasional, yaitu kemampuan menyaring unggahan, komitmen perlindungan identitas anak, dan pemanfaatan media sosial sebagai refleksi akademik profesional. Implementasi model direkomendasikan melalui penyusunan Standar Operasional Prosedur publikasi konten anak secara ketat di lingkungan satuan PAUD.

Kata kunci: digital role model; etika siber; guru PAUD; pelindungan data pribadi anak; profesionalisme guru

A. INTRODUCTION

The current transformation of digital technology has brought about significant changes in the governance of early childhood education (PAUD), particularly with the widespread use of social media as a means of publishing learning and educational activities. However, the ethical line between professional academic documentation and the commercialization of the classroom is now blurred due to the growing phenomenon of teachers producing digital content that exploits students' daily activities. From a PAUD perspective, this trend creates a moral emergency that directly impacts fundamental rights and children's developmental psychology. This contrasts with the function of learning documentation, which is purely intended as a growth and development assessment instrument, or educational publications aimed at sharing good practices.(good practices), exploiting children's content actually positions students as visual objects in pursuit of cyber popularity metrics such as viewership, likes, and monetization. Exposure to visual content by young children freely online has the potential to violate their right to a safe space and leave a digital footprint.(digital footprint)Permanent long-term effects can disrupt a child's psychosocial development and future personality integrity (Nugroho et al., 2025). The phenomenon of the commercialization of children through digital platforms by teachers has become a global concern, with visualizations of children's activities vulnerable to exploiting their emotional aspects to meet algorithmic demands (McStay & Rosner, 2021).

The phenomenon of digital exploitation of children by teachers on social media cannot be viewed as merely an individual issue, but has developed into a systemic ethical, pedagogical, and legal issue within the early childhood education ecosystem. Early childhood is a vulnerable group who does not yet have the capacity to fully understand the consequences of sharing their digital identities in public spaces. In this context, teachers' massive publication of children's visuals has the potential to cause long-term impacts, including loss of control over personal data, the formation of permanent digital footprints, and disruption to children's future psychosocial development. This situation is made even more crucial by the fact that digital documentation practices in early childhood education settings often lack established cyber ethics standards and teachers' limited understanding of protecting children's personal data. Therefore, studies are needed that are not only normative

but also able to define professional ethical boundaries that can operationally guarantee the security of children's privacy in the digital era.

In the conceptualization of professionalism, PAUD teachers bear a great moral responsibility as digital role model. This operational concept requires teachers to act as primary role models for wise cyber behavior and to align digital literacy skills with ethical values. As emphasized by Liani (2025), improving the quality of education fundamentally depends on teachers' ability to consistently apply professional ethics, including in how they conduct themselves in public. This role model status is closely related to maintaining "professional dignity." Operationally, professional dignity is no longer understood merely as formal compliance with normative codes of ethics, but rather as a manifestation of honor, dignity, and public trust that must be maintained through consistent teacher behavior, both in the real world and in cyberspace. The current culture of widespread virality on digital platforms is even vulnerable to forcing teachers to blur the lines between free individual expression and binding professional responsibilities (Suprpto et al., 2023). When teachers fail to filter content involving their students, such actions have the potential to erode personal credibility and degrade the collective dignity of the teaching profession in the eyes of the public.

Although previous studies have explored the use of social media for educational purposes or for the ethics of the teaching profession in general, a significant conceptual gap (research gap) remains because these studies tend to discuss the issue partially and have not simultaneously integrated the dimensions of early childhood education teachers' digital behavior, professional dignity, and the protection of children's personal data. Previous studies such as those conducted by Hidayah & Saqinah (2024) on the professionalism of creative teachers or Chasbiyah et al., (2024) on the role of ethics in general have indeed provided an important foundation regarding the importance of integrity, but have not yet integratedly examined the relationship between teachers' digital behavior on social media, professional dignity, and the implications of personal data protection regulations. The presence of Law Number 27 of 2022 concerning Personal Data Protection (PDP Law) in Indonesia further emphasizes that children's visual data is an absolute privacy right that must be strictly protected by law. This theoretical and legal gap underlies the importance of this research, considering that there has been no in-depth synthesis regarding how the boundaries

of cyber ethics for PAUD teachers must be enforced in order to protect children's privacy while maintaining the honor of the teaching profession in the digital era, where the teacher's cyber integrity is reflected in their ability to protect student data (Rahmadany et al., 2026).

The novelty of the research lies in the development of a framework formulation. digital role model for PAUD teachers that integrates three main dimensions: teacher professional ethics, educator cyber behavior, and the protection of children's personal data based on Law Number 27 of 2022 concerning Personal Data Protection (PDP Law). Unlike previous research that tends to discuss digital ethics, media literacy, and legal aspects separately, this study integrates all three within a single, cohesive conceptual framework. This research not only analyzes the phenomenon of child content exploitation on social media but also offers an implementable framework for teacher digital behavior that is safe, ethical, and professional, and oriented toward protecting children's rights in cyberspace. Thus, this research provides a theoretical contribution in the form of developing a conceptual digital role model as well as providing practical contributions in the form of professional digital behavioral guidelines for early childhood education (PAUD) teachers in the era of digital transformation. This research was developed using a theoretical framework for enforcing practical cyber codes of ethics (Ma'sum et al., 2026). This study was designed to answer the following research questions:

1. What are the characteristics and patterns of digital behavior of PAUD teachers on social media in the context of classroom documentation?
2. What are the implications of the digital behavior of PAUD teachers for the dignity of the profession and the protection of children's personal data based on the regulations of the PDP Law?
3. How to formulate an integrative framework digital role model for PAUD teachers to optimize academic expression without violating students' privacy rights?

The aim of this study is to analyze the dynamics of the digital behavior of PAUD teachers, evaluate their impact on the dignity of the profession and children's privacy based on legal regulations, and construct a framework. digital role model as an implementation guide for safe, ethical cyber behavior that is in line with personal data protection regulations for early childhood teachers.

B. RESEARCH METHODS

This qualitative research employed a literature review with content analysis. This descriptive-analytical approach was critically applied to explore scientific texts and literature relevant to the digital behavior of early childhood education teachers, the dignity of the profession, and regulations on the protection of children's personal data. Data collection was conducted through a structured search of the Scopus and ERIC (Education Resources Information Center), DOAJ (Directory of Open Access Journals), and Garuda (Digital Reference Garuda). Sources are determined via the technique purposive sampling with publication criteria limited to books published between 2017 and 2026 and scientific journal articles published between 2021 and 2026. The index keywords used include "early childhood teacher ethics," "social media behavior," and "professional dignity."

The data analysis stages adopted Klaus Krippendorff's (2018) technique, which includes six procedural steps: (1) unitization, sorting relevant literature texts; (2) sampling, selecting sources according to inclusion criteria; (3) coding, grouping data into a theme matrix; (4) reduction, filtering overlapping information; (5) drawing conclusions, understanding the latent meaning of the text; and (6) narrative analysis, presenting the findings. Specifically, the analysis of legal documents such as Law Number 27 of 2022 concerning Personal Data Protection (PDP Law) and ethical documents such as the Indonesian Teachers' Code of Ethics uses doctrinal-textual interpretation techniques to compare cyber facts in the field with normative standards.

Data validity was ensured through source triangulation and theory triangulation techniques. Source triangulation was conducted by comparing the perspectives of previous empirical research, the views of early childhood education experts, and positive legal texts. This methodological design aligns with the model of teaching professional ethics studies that compares normative legal regulations with the actual implementation of teacher behavior in the social environment (Syamsuddin & Nurul, 2025). Meanwhile, theory triangulation was realized by synthesizing three main theoretical groups: children's psychosocial development rights, teaching professional ethics, and the legal doctrine of digital data protection. This step was taken to minimize researcher subjectivity so that the analysis presented remains objective.

C. FINDINGS AND DISCUSSION

1. Characteristics and Digital Behavior Patterns of Early Childhood Education Teachers on Social Media in the Context of Classroom Documentation

Content analysis (content analysis) on the phenomenon of early childhood education teachers' digital activities on social media shows a diversity of motivations and implementation methods. Theoretically, early childhood education classrooms are no longer isolated physical spaces, but have transformed into digital public spaces due to the massive use of gadgets. Based on the reviewed literature, the cyber behavior patterns exhibited by teachers can be structured into three main typologies that have contrasting characteristics, limitations, and utilization orientations in the field. This mapping is important to analyze the extent to which teachers' personal motivations begin to intervene in children's academic spaces, which should be sterile from non-pedagogical interests. Through the identification of these typologies, the ethical boundaries between professionalism and personalization in cyberspace can be measured more objectively and balanced (Suprpto & Kariadi, 2023).

The first typology identified is passive-internal learning documentation. In this pattern, video recording and photography activities by teachers function purely as pedagogical support instruments, such as completing portfolio assessments or authentic evidence of student development assessments. The visual dissemination process in this typology is very limited and confidential, with data access only open to the private sector between the teacher, the principal, and the parents concerned for the purpose of evaluating the child's developmental achievements, without ever being freely published online. Teachers who consistently adhere to this corridor prioritize protecting children's privacy in classroom data management. The existence of this internal documentation fully adheres to the principles of safe, healthy, and accountable academic transparency within the educational unit.

The second typology is identified as educational publications oriented towards the dissemination of good practices (good practices). The main characteristic of this cyber behavior pattern is the focus of broadcasts that highlight teacher professionalism, such as sharing innovative teaching methods, creating educational games, or creating a conducive play environment. Although the setting involves a classroom, the personal and visual identities of students are minimized or obscured as much as possible through judicious editing techniques, so that the essence of the content remains within the corridor of education

and enrichment among fellow professionals. The narratives built on social media in this pattern are aimed at inspiring the broader academic community regarding innovations in early childhood education. Teachers in this group have successfully balanced the need for professional self-actualization with the protection of students' visual integrity in the digital space. Efforts to disseminate technology-based learning innovations are in line with global research trends that encourage strengthening Technological Pedagogical Content Knowledge (TPACK) in early childhood teachers to support targeted professionalism (Maisarah et al., 2025).

In contrast, the third typology demonstrates a worrying trend: the exploitation of cyber content driven by commercialization and personal popularity. This pattern is characterized by the active, massive, and dramatic recording of young children's daily activities without regard for the subjects' privacy. Teachers caught in this typology tend to exploit students' innocence, humor, or even vulnerable moments in class as primary visual commodities in pursuit of cyber popularity metrics, such as viewership, Likes, followers, and even financial incentives from platform monetization. The primary focus has shifted from facilitating students' learning needs to producing high-value online content (Suprpto & Kariadi, 2023). This practice directly positions young children as objects of visual exploitation, vulnerable to losing their right to a sense of security.

The dynamics of this third typology are reinforced by empirical facts in the field regarding the rampant cases of unscrupulous teachers engaging in digital bullying and verbally threatening elementary school students simply because they are unable to complete class assignments (Merdeka.com, 2026). Instead of providing private psychological treatment, the reckless actions of unscrupulous teachers who upload recordings of students without permission have now triggered serious legal consequences in the form of demands for material fines of up to hundreds of millions of rupiah from objecting parents (Kompas.tv, 2026). These patterns of commodification are widespread due to social tolerance that considers children's humor above their psychological suffering as normal (Rojabi & Amalia, 2026). As a result, children's sensitive emotional data is freely consumed by the public without any legal filter to prevent it from being accessed in cyberspace.

The tendency of early childhood education teachers to shift toward content exploitation reflects a moral emergency where classrooms are being converted into commercial digital

production studios. When a teacher prioritizes camera angles or the potential for virality over the psychological comfort of children while learning, the teacher's ethical role model has collapsed. This phenomenon reaffirms the urgency of instilling strong character and professional ethics from the very beginning of teacher formation, where teacher-training institutions play a strategic role in safeguarding the idealism and morality of prospective professional teachers so they are not eroded by the currents of digitalization (Syafaruddin, 2016). This uncontrolled pattern of digital behavior proves that without the boundaries of cyber ethics and a strict understanding of regulations, advances in digital technology will continue to trap teachers into "content producers" who exploit students. A massive reconstruction of legal awareness is needed so that teachers are able to distinguish the right to personal expression from the professional obligations that bind them. Thus, strengthening cyber literacy is crucial for teachers to return to their original role as role models (digital role model) who are consistent in defending students' privacy rights (Safitri et al., 2025).

2. The Implications of Early Childhood Education Teachers' Digital Behavior on the Dignity of the Profession and the Protection of Children's Personal Data Based on the PDP Law Regulations

To map the implications of these three typologies on aspects of professionalism and legal protection of children, the following is a matrix of cyber behavior characteristics and their consequences:

Table 1. Digital Behavior Characteristics, Ethical Implications, and Legal Consequences

No	Characteristics of Cyber Behavior	Focus Orientation	Implications of Professional Ethics	Legal Consequences (PDP Law No. 27/2022)
1	Learning Documentation	Evaluation of Growth and Development Achievements	Respecting the privacy of children as subjects of education; visuals are confidential.	Legal and accountable; visual data processing is in accordance with the objectives of education administration.
2	Educational Publications	Dissemination of Good Practices (Good Practices)	Focusing on the teacher's teaching competence; the child's identity is minimized.	Safe and compliant; does not violate privacy rights as long as the child's face is obscured (blur).
3	Content	Commercialization	Injuring the dignity	Serious Legal

No	Characteristics of Cyber Behavior	Focus Orientation	Implications of Professional Ethics	Legal Consequences (PDP Law No. 27/2022)
	Exploitation	ion & Personal Popularity	of the profession; children are positioned as digital visual commodities.	Violation; processing of a child's specific personal data without informed consent is punishable by criminal sanctions.

The early childhood classroom ecosystem should ideally be a safe space free from the interference of commercial interests and cyber popularity. However, the matrix presented in Table 1 confirms that teachers' shift toward content exploitation has created a marked moral degradation within the school environment. When teachers prioritize the accumulation of digital metrics over children's psychological well-being, their dignity as the primary protectors of students in the classroom is instantly undermined. Visual commodification, which highlights students' vulnerable moments in pursuit of financial incentives from cyber platforms, radically undermines the ethical boundaries of the teaching profession (Delandra et al., 2026). Therefore, this typological categorization serves as an important basis for evaluating the extent to which professional role deviations have occurred in the digital realm.

This decline in professional dignity is fundamentally rooted in the neglect of the primary function of teaching ethics, which should serve as the moral foundation for all cyber actions. Efforts to improve the quality of education and strengthen teachers' dignity depend heavily on the consistent application of professional ethics in the public sphere (Liani, 2025). When teachers act as producers of commercial content, the boundaries of professional responsibility become blurred due to the pressures of a culture of cyber virality (Suprpto et al., 2023). The ethical implications of this behavior trigger a crisis of public trust in the commitment of early childhood education institutions to providing safe and dignified education. Digital transformation in education should be accompanied by an understanding of pedagogical paradigms that prioritize children's rights to growth and development, rather than sacrificing the honor of the corps for the sake of personal popularity (Marya et al., 2025).

The psychosocial impact of the third typology (content exploitation) is highly detrimental to the development of early childhood personality integrity. In the golden age, children lack the digital agency or cognitive awareness to understand the consequences of sharing their images in the public domain (Aditia et al., 2024). When teachers dramatize vulnerable moments, such as crying, tantrums, or misbehavior, to gain sympathy or online engagement, this triggers a distorted self-concept and performance anxiety in children. Even more damaging, these posts remain as permanent digital footprints. These irrevocable visual digital footprints have the potential to trigger long-term cyber harms for children in the future, ranging from the risk of cyberbullying by peers as they grow older, inherent social stigmatization, to physical safety threats due to online stalking or photo abuse by child predators (Sukmana et al., 2026).

This threat to children's future is exacerbated by the fact that unrestricted visual exposure on the internet exploits children's emotional aspects simply to satisfy digital platform algorithms (McStay & Rosner, 2021). Permanent digital footprints resulting from humorous or vulnerable content will be recorded forever in the ecosystem. user-generated content due to negligence and social neglect (Rojabi & Amalia, 2026). Psychologically, early childhood requires comprehensive protection from all forms of visual commodification that degrade their personal integrity for the sake of healthy character formation (Nugroho et al., 2025). This protection can be optimal if the ecosystem around the child is able to implement the principles of healthy literacy oriented towards protecting children's psychological and mental health in the digital era (Daulay et al., 2023). Therefore, ignoring children's right to privacy is no longer a trivial matter, but a crucial issue that threatens the child's dignity throughout their life (Rachmawati & Pinilih, 2025).

From a child protection perspective, publishing visuals of children without informed consent. Written information from parents constitutes a disregard for children's digital human rights. Under Law Number 27 of 2022 concerning Personal Data Protection (PDP Law), children's visual data is categorized as specific personal data requiring a high level of legal protection. As temporary data managers, teachers and early childhood education institutions do not have ownership rights over children's visual identities (Jaenal, 2024).

Neglect of informed consent legitimate not only violates the Indonesian Teachers' Code of Ethics regarding the obligation to protect the dignity of students (Syamsuddin & Nurul, 2025), but is also an unlawful act. Schools and teachers who distribute children's content for non-educational purposes or personal commercial purposes without the consent of guardians can be subject to administrative sanctions or criminal charges for violating the privacy rights of cyber citizens protected by law. Legally, the position of children as vulnerable legal subjects requires the implementation of rigid and absolute child protection laws in the school environment (Munib, 2026). Teachers must understand that every visual document, name, or identity of a child attached to a cyber platform is an object of legal protection that may not be manipulated for personal interests outside the official curriculum (Suhargon et al., 2026). Ethical violations in the form of using teachers' social media accounts to gain financial gain as content creators emphasize the urgency of enforcing real legal sanctions (Rahmadany, et al., 2026). To maintain the dignity of the teaching profession in the digital age, teachers' processing of children's cyber data must be fully oriented towards positive legal compliance standards and the enforcement of a collectively binding professional code of ethics (Aulia et al., 2025). This legal compliance serves as a clear demarcation between accountable academic documentation and unlawful actions in cyberspace (Mukhlizar, 2025).

3. Integrative Framework Formulation digital role model Early Childhood Education Teachers to Optimize Academic Expression Without Violating Students' Privacy Rights

In order to anticipate the widespread phenomenon of exploitation of children's content in cyberspace, the concept digital role model For PAUD teachers, it should not stop at the level of normative theoretical discourse. This concept must be formulated into an operational, integrative, and implementable framework within the educational unit (Simanjuntak et al., 2025). digital role model requires PAUD teachers to not only possess technical skills in operating digital devices, but also to internalize cyber integrity into their daily professional performance (Surahman et al., 2025). The construction of this digital role model is structurally built by three interconnected operational dimensions, namely the dimensions self-filtering, privacy-centered, And professional-reflection.

a. Upload Filtering Capability Dimension (Self-Filtering Dimension)

Self-filtering dimension is the first pillar that relies on cognitive awareness and emotional control of teachers before carrying out uploading activities (think before you post). Operationally, this dimension requires teachers to independently screen every visual documentation taken in the classroom (Buchori et al., 2026). The indicator of success for this dimension is the elimination of class posts that exploit children's vulnerable moments (such as crying or tantrums) in order to achieve online public popularity metrics (Simanjuntak et al., 2025). This aligns with the fundamental principle that the formation of ideal child character is rooted in the application of healthy social ethics (As'ad, 2021), so in this modern era, the orientation of early childhood character development must be kept away from destructive digital commodification (Irmawati et al., 2025).

b. Dimensions of Identity Protection Commitment (Privacy-Centered Dimension)

Dimensions privacy-centered places children's privacy rights and personal data protection as an absolute priority, above the interests of social media algorithms, personal popularity, or cyber engagement (Kholili, 2024). Through this dimension, teachers position themselves not as owners of children's visual data, but as temporary managers bound by legal regulations. This commitment is realized through concrete actions to obscure (blurring) children's faces, obscure full names, or modify the angle of the shot from behind if the content is intended for publication outside the school. This action aligns with the mandate of Law Number 27 of 2022 concerning Personal Data Protection, which categorizes children's visual data as specific personal data that must be strictly protected. Teachers must understand that children's psychological comfort in the learning environment is the main foundation of an inclusive and safe PAUD ecosystem.

c. Dimensions of Professional Academic Reflection (Professional-Reflection Dimension)

Dimensions professional-reflection shift the orientation of social media use by teachers, from a medium for personal and commercial expression to a professional digital portfolio space. Social media is utilized purely as an instrument to disseminate good practices, creativity in creating APE, or reflective ideas regarding PAUD pedagogical strategies (Oktavianingsih et al., 2025). This aligns with efforts to identify and review various child-friendly technology applications to support the effectiveness of developmental stimulation

in early childhood learning (Simatupang et al., 2024). The visual focus of this type of content rests on teachers' teaching competencies and curriculum innovation, rather than on the physical exploitation or visual appeal of children as digital commodity objects. By integrating these three dimensions, the frameworkdigital role modelpositioning PAUD teachers as the first line of defense in maintaining a safe space for children on the internet (Ana, 2025). Through this operational framework, the honor, respect, and dignity of the teaching profession, which had been distorted by the flow of digital virality and commercialization, can be sustainably re-established within society.

As a form of practical and legal implementation of the frameworkdigital role modelEvery early childhood education institution is required to develop and implement a rigid and binding Standard Operating Procedure (SOP) for the publication of children's content. This SOP serves as a technical guide and guarantees the institution's compliance with positive legal regulations for protecting children's data. Based on an analysis of cyber governance needs in schools, the formulation of the SOP for Children's Publications must integrate three main points:

Table 2.Implementation Matrix for SOPs for Publishing Children's Content in Early Childhood Education Units

No.	SOP Components	Operational Technical Mechanism	Ethical and Legal Basis
1.	PreparationInformed ConsentWritten and Stamped	Schools are required to provide a written consent form signed by parents/guardians on a stamp at the start of the new school year, specifically for permission to document educational activities.	Fulfillment of the legal rights of official guardians as the holders of power of attorney for children's specific personal data in accordance with the mandate of the PDP Law No. 27/2022.
2.	Child Visual Identity Obscuration Protocol	If the content is intended for external publication, teachers are required to disguise their faces (blurring) or take a recording angle from behind the child to hide his visual identity.	Protection against digital footprints (digital footprint) permanent child protection to minimize the risk of cyberbullying (cyberbullying).
3.	Personal Device Restriction Policy (Device Restriction)	Strictly prohibiting the use of teachers' personal devices for the purpose of creating non-curricular social media content	Maintaining effective allocation of learning time and preventing distortion of the teacher's role from being a teacher to being a personal

No.	SOP Components	Operational Technical Mechanism	Ethical and Legal Basis
		during teaching hours (Kholili, 2024).	content creator (Manikam, 2026).

To ensure that this SOP is not merely a formality on paper, professional teacher organizations (such as IGTKI or HIMPAUDI) and local education offices need to collaborate periodically to conduct training on digital literacy, cyber ethics, and an introduction to child data protection laws (Rafid & Nurita, 2025). This synergy is crucial for shifting mindsetThe collective shift of teachers from "content gurus" chasing virality to "exemplary teachers" who maintain quality. Furthermore, strict organizational ethical sanctions must be enforced against teachers who intentionally violate children's privacy for personal gain, as a concrete commitment to upholding the honor of the teaching corps in the digital age.

Through the ethical and legal reconstruction that has been presented, this research explicitly confirms that cyber integrity (cyber-integrity) for early childhood education (PAUD) teachers is no longer merely an optional or personal moral choice. Cyber integrity has transformed into a legally binding professional imperative that is integral to a teacher's social and personal competency standards (Kholili, 2024). A teacher's competence in today's era of technological transformation is not only measured by how adept they are at integrating digital tools into teaching modules, but also by their ability to align these digital skills with a strong commitment to protecting the fundamental rights and safe spaces of their students in cyberspace.

Efforts to reposition teachers asdigital role modelStrict enforcement of publication SOPs and strengthening cyber legal literacy should not be misinterpreted as restrictive measures that limit teachers' teaching creativity. When teachers are able to harmoniously balance their roles between utilizing cyber technology and protecting students' privacy rights, public trust in educational institutions can be maintained sustainably (Redhana, 2024).

Ultimately, the success of healthy early childhood education (PAUD) in the cyber era depends heavily on a solid collective commitment between teachers, PAUD institutions, and parents. Through a shared awareness of protecting children's digital footprints from an early age, cyberspace, once rife with the threat of exploitation, can be repurposed into a safe, ethical, dignified digital space that is fully oriented toward the well-being of children's future development.

D. CONCLUSIONS AND SUGGESTIONS

Based on a critical analysis of literature and legal documents, this study concludes three fundamental issues related to the cyber behavior of early childhood education teachers. First, the breakdown of the physical boundaries of the classroom due to digital technology has triggered a moral crisis, where children's learning comfort is often distorted into a visual commodity for the sake of social media popularity. Second, uncontrolled digital behavior of teachers, such as uploading children's moments without permission, has fatal implications in the form of violations of professional ethics, long-term psychosocial threats from permanent digital footprints, and violations of positive law related to the Personal Data Protection Law. Third, as an integrative solution, strengthening literacy through a framework is needed. digital role model which emphasizes the cyber integrity of teachers, which is clearly supported by internal regulations of educational units in the form of strict SOPs for publishing children's content.

This research's recommendations encompass three main pillars for addressing the digital commodification of children in early childhood education (PAUD) settings. First, PAUD teachers are expected to internalize the values digital role model by strictly filtering content before uploading, stopping emotional exploitation of children, and implementing visual masking techniques in educational content. Second, PAUD institutions are required to develop and enforce binding SOPs for content publication, including the provision of informed consent written on a stamp from parents and restrictions on teachers' personal devices during school hours. Third, the Education Office, along with professional organizations (IGTKI & HIMPAUDI), needs to collaborate to hold periodic cyber legal literacy training and enforce concrete ethical sanctions against individual teachers to uphold the dignity of the teaching corps.

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