

Change Management in the Implementation of Teachers' Code of Ethics

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ARTICLE INFORMATION

Publication information

Research article

HOW TO CITE

Zandroto, W. A. S., Mudjisusatyo, Y., Rahman, A., Daryanto, E., Simaremare, A., Rosnelli, R., & Purba, S. (2025). Change management in the implementation of teachers' code of ethics. *Journal of the Community Development in Asia*, 8(2), 285-301.

DOI:

<https://doi.org/10.32535/jcda.v8i2.3864>

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Received: 17 March 2025

Accepted: 19 April 2025

Published: 20 May 2025

ABSTRACT

This study examines the implementation of change management concerning the teacher code of ethics at SMA Unggul Del in the context of Generation Z student behavior. The objective is to evaluate the extent and effectiveness of change management strategies applied to the teacher's code of ethics in addressing the specific behavioral characteristics of Generation Z students within this educational setting. Employing a qualitative case study approach, data were collected through interviews with teachers and students, classroom observations, and questionnaires to gain comprehensive insights. The findings revealed inconsistencies between teachers' comprehension of the ethical code and its practical application, alongside difficulties in managing technology use, a prominent aspect of Generation Z's behavior. Consequently, this research suggests the necessity of targeted change interventions, such as continuous professional development and collaborative strategy development. In conclusion, effective change management is crucial for enhancing the practical application of the teacher code of ethics, thereby fostering a more supportive and productive learning environment tailored to the needs of Generation Z students.

Keywords: Change Management; Generation Z; School Management; Teacher's Code of Ethics; Technology Use

INTRODUCTION

Generation Z, characterized by their unique familiarity with technology and information, presents new challenges to the educational landscape, particularly regarding student behavior. Teachers, as central figures in the educational process, are required to have a deep understanding of professional codes of ethics and apply these principles effectively in various situations, especially when interacting with Generation Z students. However, the implementation of the teacher's code of ethics in addressing the dynamics of Generation Z behavior requires effective change management. This study aims to evaluate the extent to which change management in the teacher's code of ethics has been implemented in addressing Generation Z students' behavior at SMA Unggul Del, and to identify the factors influencing the effectiveness of these change processes.

In navigating the complexities of Generation Z students' behavior, educators need clear and comprehensive guidance. The teacher's code of ethics serves as an essential reference for fulfilling educational responsibilities. This study seeks to assess the effectiveness of the teacher's code of ethics as a guiding framework for teachers in managing Generation Z students' behavior, and how change strategies can enhance its effectiveness. Additionally, this research will identify best practices that can be implemented to improve the effectiveness of change interventions in teacher code management. Technological resources play a significant role in the academic success of Generation Z students (Carnevale, 2023). By examining the ethical principles that guide their actions and decisions, teachers can foster a positive and inclusive learning environment for all students. Educators must also be vigilant in recognizing and addressing any biases or prejudices they may hold, ensuring that all students are treated fairly and with dignity. Through continuous reflection on their practices and seeking feedback from colleagues and students, teachers can further enhance their ability to manage effectively. Teachers who actively and systematically seek diagnostic information from each student regarding their understanding and monitor their progress can improve their teaching practices (Danielson, n.d.). For example, a teacher might realize that they tend to call on certain students more frequently during class discussions. By recognizing this bias, they can consciously strive to provide equal opportunities for all students to participate. Furthermore, if a student exhibits disruptive behavior, the teacher can address the issue calmly and respectfully, ensuring that the student understands why their actions are unacceptable while maintaining their dignity. Teachers can address disruptive behavior calmly and respectfully to ensure that students understand (Nelsen et al., 2009).

Generation Z, marked by their early immersion in technology, presents new challenges to the education sector, particularly regarding student behavior. This generation, comprising approximately 18% of the global population, has become a focal point of discussion, especially as they are often referred to as the "iGeneration" or "internet generation." Research conducted by Szymkowiak et al. (2021) indicates significant differences between Generation Z and previous generations, primarily driven by their mastery of information and technology. For Generation Z, information and technology have become integral components of their daily lives, making technology one of their primary needs (Putri et al., 2021). From a marketing perspective, Generation Z generally expresses satisfaction with the use of PayLater due to its easy application process (Nurfaiza & Prayitno, 2023). Furthermore, digital literacy plays a crucial role in this generation's experience; research shows that the digital literacy skills of young people in Indonesia are at a moderate level (Luthfia et al., 2021). However, the prevalence of free social interactions can lead to a decline in reading habits and effective communication among Generation Z. This duality presents both positive and negative impacts on individuals. Therefore, teachers must possess the necessary skills to address the

behaviors exhibited by predominantly Generation Z students. Researchers identify the relevance between the teacher's code of ethics, pedagogical efforts aimed at engaging Generation Z students, and how change management can integrate the two (Banda, 2025).

Therefore, it is essential for educational institutions to provide adequate training for teachers in understanding and effectively implementing educational ethics so that they can address generational gaps and create a more positive and productive learning environment. Thus, evaluating change management in teacher ethics becomes crucial to identify existing constraints and seek appropriate solutions to enable educators to function optimally in educating Generation Z. Understanding the unique characteristics and values of Generation Z is essential for educators and policymakers to effectively engage and support this young demographic as they navigate their education and future careers (Chan & Lee, 2023). By recognizing and embracing the strengths of Generation Z, we can create a more inclusive and equitable education system that prepares all students for success in an increasingly diverse and interconnected world. This study aims to explore how change management in teacher ethics can be enhanced to align with the current educational context, thereby fostering a more effective learning environment that is responsive to students' needs.

SMA Unggul Del, as a boarding school that integrates technology into its educational practices, faces challenges in regulating laptop use among students, particularly those from Generation Z. Although guidelines for laptop use have been established, students often struggle to self-regulate, leading to violations of these rules. These difficulties can be attributed to various factors, including a lack of understanding regarding the importance of these regulations, peer pressure, and inadequate supervision. Consequently, potential negative impacts such as decreased academic performance and dormitory discipline disruptions pose significant threats. To address these issues, comprehensive measures are essential, including effective change management strategies. These should include intensive socialization efforts to raise awareness about the importance of adhering to regulations, enhanced supervision mechanisms to effectively monitor compliance, and self-development programs aimed at fostering responsible behavior among students. By implementing well-planned change management processes, SMA Unggul Del can create a more conducive learning environment that supports the academic success and personal growth of its students.

This study investigates the implementation of change management within the teacher's code of ethics at SMA Unggul Del in response to the behavioral dynamics of Generation Z students. The research objective is to evaluate the extent to which change management has been applied to the teacher's code of ethics in addressing Generation Z students' behavior and to identify the factors influencing the effectiveness of these change processes within the specific context of SMA Unggul Del. The significance of this research lies in providing empirical insights into how educational institutions can effectively adapt and implement their ethical guidelines to navigate the unique characteristics and challenges presented by Generation Z, ultimately fostering a more positive and productive learning environment. The novelty of this study stems from its specific focus on the intersection of change management in the teacher's code of ethics and the behavioral nuances of Generation Z students within the Indonesian educational context, particularly in a technology-integrated boarding school setting like SMA Unggul Del. The contribution of this research is expected to be twofold: first, to offer practical recommendations for SMA Unggul Del and similar institutions on enhancing their change management strategies related to teacher ethics; and second, to contribute to the broader academic understanding of how educational ethics can be effectively adapted

and implemented to address the evolving needs and behaviors of contemporary student generations.

LITERATURE REVIEW

Evaluation in the Educational Context

Evaluation is a crucial component in the education system, serving as a decision-making mechanism regarding the level of student learning outcomes achievement (Adnan et al., 2024). Evaluation includes assessment, grading, and appraisal, and is integrated into a management system involving planning, organizing, implementing, monitoring, and evaluating (Hapsari & Widiastuty, 2023). Without evaluation, it is impossible to know the conditions related to the design, implementation, and outcomes of an educational program. Continuous implementation of evaluation is essential to maximize long-term outcomes and prevent the repetition of errors (Laksono & Izzulka, 2022). Evaluation serves as a vital tool to improve the quality of education through the involvement of various stakeholders and the use of appropriate evaluation methods. Evaluation results provide the basis for decisions on the continuation, revision, or replacement of a program (Magdalena et al., 2023). Additionally, evaluation facilitates collaboration between supervisors and subordinates in developing plans, correcting errors, and affirming correct practices (Adnan et al., 2024).

Management in Education

Management is the achievement of objectives through the efforts of others. In the educational context, management involves a distinctive process comprising planning, organizing, implementing, and controlling (POAC) to achieve educational goals (Tanjung et al., 2022). Management is a human activity found in every formal organization, including educational institutions (Rizal, 2022). In scientific management, a task begins with planning, followed by small-scale implementation, studies to confirm planning, and modifications based on study results for large-scale implementation (Kalenda et al., 2018). Deming's theory emphasizes the need for continuous improvement, where each activity begins with planning based on previous results (Wibowo, 2023). The educational management process differs from corporate management because its focus is not on financial profit, but on human resource development (Lestari et al., 2022; Setiadi et al., 2021).

Teacher's Code of Ethics and the Role of Teachers

The teacher's code of ethics serves as ethical guidelines that govern the professional behavior of teachers (Schwimmer & Maxwell, 2017). Teachers are individuals responsible for educating and developing students' potential in the cognitive, affective, and psychomotor domains (Kurniati et al., 2020). The enforcement of the code of ethics is the responsibility of the school principal, and one method of enforcement is through the socialization of school rules. Factors hindering the implementation of the code of ethics include the vagueness of the code and the diversity of student characters. The teacher's code of ethics established by PGRI includes the teacher's dedication to guiding students holistically, maintaining professional honesty, communicating effectively with students and parents, creating a positive school environment, maintaining good relationships with the community, improving professional quality, building collaborative relationships with colleagues, improving the quality of teacher organizations, and implementing government policies in education. This research focuses on points relevant to Generation Z behavior, namely communication with students, relationships with parents, relationships with colleagues, improving the quality of teacher organizations, and implementing government policies.

Relevance to Change Management

In the context of change management, evaluation plays a crucial role in assessing the effectiveness of implemented change interventions. Effective change management requires good planning, organizing, implementing, and controlling, in accordance with POAC principles. The teacher's code of ethics, as a guideline for professional behavior, needs to be adapted and implemented effectively through a planned change management process, especially in facing the challenges presented by tech-savvy Generation Z students. This research will explore how change management can improve the implementation of the teacher's code of ethics and create a conducive learning environment for Generation Z students at SMA Unggul Del.

Importance of Ethics in Education

The management of the teacher's code of ethics is crucial in addressing the needs of Generation Z students. This generation, born between the mid-1990s and early 2010s, possesses unique characteristics and preferences that must be considered within the classroom. Therefore, understanding and enforcing ethical standards in education is essential for effectively engaging and educating these students. This literature review will discuss the definition of Generation Z, their key characteristics, and the significance of ethics in education for this specific demographic. For instance, a teacher may need to navigate issues such as privacy and technology use with Generation Z students, who are digital natives. By adhering to ethical guidelines, such as respecting students' online boundaries and promoting responsible technology use, educators can create a safe and inclusive learning environment for this generation (Marshall et al., 2022).

General Behavior Patterns of Generation Z in Educational Settings

Generation Z exhibits distinctive behavior patterns in educational contexts, including a preference for technology-based learning tools and an emphasis on real-world applications of knowledge (Chan & Lee, 2023). Students from this generation tend to excel in project-based learning environments that allow them to collaborate with peers and positively impact their communities through hands-on experiences. By understanding and accommodating these preferences, educators can better engage Generation Z students and tailor their educational experiences to meet their needs. Effective education for Generation Z must integrate technology and real-world applications into the curriculum. This approach not only helps students develop critical thinking skills and problem-solving abilities but also fosters a sense of social responsibility. By adapting to the strengths of Generation Z, we can create a more dynamic and effective educational system that empowers students to succeed in the 21st century. Student engagement is a form of learning behavior that significantly influences educational success. According to Zhou and Brown (2015), learning behavior encompasses all activities or learning actions undertaken by students, whether observable or not. Behavioral changes can be created by altering events within the environment that influence such behaviors. One way to achieve this is through the use of learning media, particularly the internet. Through internet use, students will exhibit positive behavioral intentions if they have an interest in engaging during the learning process (Ong & Ibrahim, 2024).

Gomez-Marin and Ghazanfar (2019) state that behavior is an activity or action of organisms that are interrelated. Behavior results from various experiences and interactions between humans and their environment. It manifests as knowledge, attitudes, and actions and tends to be holistic, encompassing psychological, physiological, and social perspectives. As human life evolves, lifestyle changes increase. According to Jensen (2007), lifestyle represents an individual's pattern of living expressed through activities, interests, and opinions that reflect their entire self in interaction with their environment.

Generation Z is the most recent generation to enter the workforce. Their close relationship with technology has led to differences in mindset and work patterns compared to previous generations. [Arkoful et al. \(2025\)](#) note that Generation Z, born between 1997 and 2021, exhibits tendencies that distinguish them from earlier cohorts. He states, "Unlike the Boomers, there are no comparably definitive thresholds by which later generational boundaries are defined. But for analytical purposes, we believe 1996 is a meaningful cutoff between Millennials and Gen Z for a number of reasons, including key political, economic, and social factors that define the Millennial generation's formative years." Furthermore, the uniqueness of Generation Z lies in their lifelong exposure to advanced technology. Another characteristic of Generation Z, as explained by [Francis and Hoefel \(2018\)](#), is their tendency to have a shorter attention span. Often referred to as "digital natives," this generation is shaped by a constantly evolving digital ecosystem. Each platform continuously updates itself with content, and Generation Z adapts to these developments. They are known as multitaskers due to their ability to perform multiple tasks using various devices simultaneously.

Generation Z is practical, competitive, spontaneous, and possesses strong digital skills. They believe effective leadership manifests through democratic, open, trustworthy, and reliable leaders. This generation prefers leaders who exhibit proactive, participative, and supportive qualities, making them feel valued when involved in problem-solving and decision-making processes. Born between 1996 and 2015, Generation Z has grown up in the digital era and exhibits unique characteristics such as a high dependency on technology and a preference for interactive learning experiences that incorporate gamification ([Wajdi et al., 2024](#)). In this context, the teacher's code of ethics serves as an essential behavioral guideline to maintain the integrity and professionalism of educators while addressing the challenges posed by changing societal values and norms. Popular opinion suggests that Generation Z has a high level of technological understanding due to their early exposure to gadgets ([Ajmain, 2020](#)). They are considered digital natives because they have been immersed in the internet and mobile phones from a young age ([Francis & Hoefel, 2018](#)).

Challenges Faced by Teachers in Managing Generation Z Students

Teachers encounter various challenges in managing Generation Z students, including the need to continuously adapt teaching methods to align with the latest technological trends. This generation is accustomed to instant gratification and constant stimulation, necessitating that educators find innovative ways to capture their attention. Additionally, teachers may struggle to address the diverse learning styles and preferences of Generation Z students, which often require more personalized and individualized instruction. Despite these challenges, educators are discovering ways to leverage the strengths of Generation Z students, such as their critical thinking abilities, collaborative skills, and capacity to quickly adapt to new situations. By recognizing and embracing these unique characteristics, teachers can create a more dynamic and engaging learning environment for all students. Generation Z has a close relationship with technology, leading to a reliance on the internet for social interactions, education, and knowledge acquisition. This dependency can hinder their ability to communicate effectively in real-world situations.

Teacher's Code of Ethics in Indonesia

The teacher's code of ethics in Indonesia is founded upon several core principles. Firstly, it draws from religious values and the national ideology of Pancasila, which emphasizes unity, social justice, and belief in one God. Secondly, the code is built upon values associated with the four key competencies expected of Indonesian teachers: pedagogical competence, which pertains to effective teaching methodologies; personal

competence, focusing on the teacher's character and integrity; social competence, highlighting the ability to interact effectively with students, colleagues, and the community; and professional competence, emphasizing continuous development and mastery of the subject matter. Finally, the ethical code reflects values concerning identity, dignity, and humanity, encompassing the holistic development of students, including their physical health, emotional well-being, intellectual growth, social interactions, and spiritual development. These foundational elements collectively shape the ethical guidelines that Indonesian teachers are expected to uphold in their professional practice.

The teacher's code of ethics in Indonesia has been formulated through various congresses organized by the Indonesian Teachers Association (PGRI), with the primary objective of regulating teachers' attitudes and behaviors in carrying out their professional duties (Nadia et al., 2024). This code not only aims to uphold the dignity of the teaching profession but also ensures that teachers can adapt to changing times, including the integration of technology into learning processes. In this context, it is crucial for teachers to have a thorough understanding of the code of ethics so that they can implement it effectively in their interactions with Generation Z students. Teachers are expected not only to serve as educators but also as facilitators who guide students in using information technology wisely and responsibly. Furthermore, Law No. 14 of 2005 on Teachers and Lecturers emphasizes the importance of the code of ethics as a legal foundation for professional teacher organizations in regulating educators' behavior and ethics (Rosary, 2022).

Therefore, periodic evaluation of code management is essential to ensure that teachers not only understand ethical principles but are also capable of applying them within a dynamic educational context. This will contribute to creating a positive and productive learning environment for Generation Z.

RESEARCH METHOD

This research employs a qualitative case study approach to evaluate change management in the implementation of the teacher's code of ethics concerning Generation Z student behavior at SMA Unggul Del. This approach was chosen because it allows researchers to gain an in-depth and comprehensive understanding of the phenomenon under study, as well as the social and cultural context in which the teacher's code of ethics is applied and how change processes occur. Data were collected through three main methods: interviews, observations, and document analysis.

Data Collection

Interviews

Interviews were conducted with various stakeholders involved in the educational process, including teachers, school principals, and students. Interview questions were designed to explore their understanding of the teacher's code of ethics, the challenges faced in its implementation, how they interact with Generation Z students, and how changes are implemented. The interviews were semi-structured, allowing researchers to delve deeper into topics that emerged during the conversations and how change strategies are applied.

Observations

Observations were conducted in classrooms to directly observe how teachers apply the code of ethics in their daily interactions with students. Researchers recorded teacher and student behavior, as well as classroom dynamics that occurred during the learning process, and how changes affect these dynamics. These observation data provide a

clearer context regarding how the values of the code of ethics are implemented in practice, and how change interventions affect these practices.

Data Analysis

Data collected through interviews, observations, and document analysis were analyzed using thematic analysis techniques. This research used several indicators, including teachers' professional competence in understanding the teacher's code of ethics, existing educational quality, inter-teacher communication, learning environment, student technology use, inter-teacher collaboration, national policies, handling of violations, and teacher professional development. Researchers identified key themes that emerged from the data, such as teachers' understanding of the code of ethics, challenges in implementing discipline among Generation Z students, strategies used to address intergenerational value differences, and how change management affects all these aspects.

Measurement Indicators

This research framework encompasses several key aspects to evaluate the implementation of the teacher's code of ethics in the context of Generation Z student behavior. Firstly, it examines Teacher Knowledge of the Teacher's Code of Ethics (PGRI Version), exploring the depth of teachers' understanding and internalization of the ethical guidelines, which is a fundamental aspect of their professionalism. It also investigates Inter-Teacher Collaboration, focusing on the extent to which educators cooperate in consistently applying the code and how any changes in management practices influence this collaboration. Secondly, the study assesses the Implementation of the Teacher's Code of Ethics in practical settings, specifically how teachers apply these ethical principles when interacting with Generation Z students. This includes evaluating the impact on Educational Quality, considering the internalization of the code in addressing Generation Z behavior in learning, and the effects of changes on overall educational outcomes, as well as examining Communication dynamics between teachers and Generation Z students and how changes influence these interactions. Thirdly, the framework analyzes the Effectiveness of Code of Ethics Management, questioning the existence and efficacy of mechanisms for monitoring and evaluating the implementation of the code and whether changes have led to improvements. This area also includes an assessment of the Learning Environment, considering the physical and psychological conditions that support the code's implementation and the impact of changes on these conditions, alongside an evaluation of relevant Policies, specifically the relevance of government policies to the educational needs of Generation Z and how policy changes affect the implementation of the code of ethics. Lastly, the study delves into Generation Z Behavior, with a specific focus on Student Technology Use, analyzing how students utilize technology in their learning and the subsequent impact on the implementation of the code of ethics, as well as how shifts in technology use influence this implementation.

This research method is designed to provide an in-depth understanding of how change management affects the implementation of the teacher's code of ethics in addressing the behavior of Generation Z students at SMA Unggul Del.

RESULTS

This study evaluates the effectiveness of change management in the implementation of the teacher's code of ethics at SMA Unggul Del, specifically in addressing the behavior of Generation Z students. The results of the SPSS questionnaire and field observations indicate that the quality of education at SMA Unggul Del is generally very good. However, there is a significant gap related to the use of technology by Generation Z students.

These findings indicate the need for planned change interventions to address these challenges.

By implementing effective change management, SMA Unggul Del can create a more conducive learning environment for Generation Z students and improve the implementation of the teacher's code of ethics.

Table 1. Quantitative Analysis Results

Metric	Value	Interpretation
R Value	01.00	A perfect positive correlation exists between teacher collaboration, student technology use, and teacher professionalism in addressing Generation Z's technology literacy behavior. This suggests that these factors move in perfect unison.
R Square Value	1.000	The independent variables (teacher collaboration, student technology use, and teacher professionalism) collectively explain 100% of the variance in Generation Z's behavior related to technology literacy. This indicates a very strong and complete influence.
Significance Level (p-value)	Very Strong ($p < 0.05$, exact value not provided)	The results are statistically highly significant, indicating that the observed effects of teacher collaboration, student technology use, and teacher professionalism on Generation Z's behavior are unlikely due to random chance.

Based on [Table 1](#) The quantitative analysis reveals a compelling relationship between the examined variables and Generation Z's behavior concerning technology literacy at SMA Unggul Del. An R value of 1.00 signifies a perfect positive correlation, implying that as teacher collaboration and professionalism in handling technology literacy increase, student technology use in a positive and productive manner also increases proportionally. Furthermore, the R Square value of 1.000 indicates that the model perfectly predicts Generation Z's technology-related behavior based on the interplay of these independent variables. The very strong significance level from the SPSS analysis reinforces the robustness of these findings, suggesting that the observed relationships are not coincidental but rather statistically meaningful within the context of this study.

Table 2. Qualitative Analysis Themes and Findings

Theme	Finding	Implication for Change Management
Teacher Professionalism	50% of teachers have minimal understanding of the teacher's code of ethics.	Highlights a critical need for structured and ongoing training and professional development programs focused on the content and practical application of the teacher's code of ethics.
	Teachers demonstrate adaptability to generational differences through innovative pedagogy.	Suggests that change strategies leveraging teachers' existing adaptability and promoting the sharing of innovative pedagogical approaches are likely to be successful.

Technology Use	Violations of laptop use regulations by Generation Z students are prevalent.	Indicates a necessity for revising and adapting current regulations regarding technology use to better align with technological advancements and the preferences of Generation Z students, coupled with enhanced supervision.
	Existing regulations do not adequately address technological developments and Generation Z preferences.	Underscores the urgency for a change in the approach to technology regulation, moving towards more adaptive and potentially co-created guidelines that resonate with the digital native characteristics of Generation Z.
Inter-Teacher Collaboration	Teachers are committed to collaborating on learning projects relevant to Generation Z.	Presents an opportunity to leverage this collaborative spirit as a key mechanism for implementing changes in pedagogical practices and addressing the unique needs of Generation Z.
	Time constraints hinder effective collaborative reflection among teachers.	Points to the need for institutional changes in time allocation and the provision of structured mechanisms that facilitate meaningful and consistent collaborative reflection among teaching staff.
Institutional Support	There is a lack of in-depth understanding of the teacher's code of ethics among staff.	Reinforces the need for increased institutional support in the form of comprehensive training and professional development programs that delve deeply into the nuances of the teacher's code of ethics.
	There is a perceived need for stronger cooperation between the school and government agencies.	Suggests that systemic changes involving enhanced collaboration with external educational authorities could provide valuable resources and guidance in effectively addressing the challenges related to teacher ethics and Generation Z student behavior.

The qualitative data in [Table 2](#) provides rich insights into the specific challenges and opportunities for change management at SMA Unggul Del. A significant finding is that a considerable portion of the teaching staff lacks a comprehensive understanding of the teacher's code of ethics, highlighting a fundamental area requiring targeted intervention through robust training programs. Conversely, teachers have shown an ability to adapt their pedagogical approaches to engage Generation Z, indicating a potential avenue for successful change implementation by building upon this existing flexibility. The prevalent violations of laptop use regulations underscore a critical need to revise these guidelines to better reflect the technological realities and preferences of Generation Z students, alongside the implementation of more effective supervision strategies. The expressed commitment of teachers to collaborate on relevant learning projects presents a valuable resource for driving change through a collective and shared approach. However, the identified time constraints for collaborative reflection necessitate institutional adjustments to prioritize and facilitate this crucial aspect of professional development. Finally, the perceived lack of in-depth understanding of the ethical code and the call for greater cooperation with government agencies emphasize the importance of enhanced

institutional support and external partnerships in fostering a more ethically grounded and effective educational environment for Generation Z students.

DISCUSSION

The primary objective of this study was to evaluate the extent to which change management has been implemented within the teacher's code of ethics at SMA Unggul Del to address the behavioral dynamics of Generation Z students and to identify the factors influencing the effectiveness of these change processes.

The findings reveal a complex interplay between the implementation of the teacher's code of ethics and the behavior of Generation Z students, highlighting both strengths and areas needing improvement in change management practices at SMA Unggul Del. The strong positive correlation identified in the quantitative analysis suggests that when teachers collaborate effectively and demonstrate professionalism in guiding technology use, Generation Z students tend to utilize technology in a more constructive manner. This underscores the importance of fostering both collaboration and technological pedagogical content knowledge among educators.

However, the qualitative data paints a more nuanced picture. The finding that a significant portion of teachers possess a limited understanding of the teacher's code of ethics directly addresses the objective of evaluating the implementation of change management. It suggests that current change initiatives aimed at embedding the ethical code may not be sufficiently comprehensive or effective. This lack of foundational knowledge could hinder teachers' ability to navigate the ethical dilemmas arising from interactions with Generation Z students, particularly concerning technology use.

The observed violations of laptop use regulations by students, coupled with the perception that existing rules are outdated, indicate a need for adaptive change management in the school's operational procedures. This finding aligns with the study's objective of identifying factors influencing the effectiveness of change processes. The discrepancy between the regulations and the realities of Generation Z's digital native status suggests that a lack of student involvement or consideration of their perspectives in the formulation of these rules may be a contributing factor to their ineffectiveness.

The teachers' willingness to collaborate presents a significant opportunity for successful change implementation. As highlighted by [Subrahmanyam \(2025\)](#), collaborative environments can foster the sharing of best practices and innovative solutions. However, the identified time constraints act as a barrier to realizing the full potential of this collaboration, indicating a need for structural changes in time allocation.

The expressed need for enhanced institutional support and greater cooperation with government agencies points to the importance of systemic change management. Effective implementation of the teacher's code of ethics and the development of strategies to address Generation Z behavior require resources and expertise that may extend beyond the school's internal capacity.

Linkage to Previous Relevant Studies

The finding regarding the gap in teachers' understanding of the code of ethics resonates with [Nasir et al.'s \(2024\)](#) emphasis on the importance of ongoing professional development to ensure teachers are well-versed in ethical guidelines. Our study further specifies this need within the context of a specific generation and their unique relationship with technology. The adaptability shown by some teachers aligns with [Sklar's \(2018\)](#) assertion that successful change requires individuals to embrace new

approaches. However, our study also highlights the institutional factors, such as time constraints and lack of comprehensive training, that can impede even willing individuals.

The challenges in managing technology use among Generation Z students echo the broader concerns discussed in the literature regarding the impact of technology on student behavior and the need for educators to adapt their strategies (Carnevale, 2023). Our findings contribute a specific case study within an Indonesian boarding school context, highlighting the need for context-specific change management approaches in technology regulation.

Implications of the Findings

The implications of this study are significant for SMA Unggul Del and potentially other educational institutions facing similar challenges. The need for structured and continuous training on the teacher's code of ethics is paramount to ensure teachers possess the foundational knowledge to guide their interactions with students ethically. Furthermore, a review and adaptation of technology use regulations, potentially involving student input, are necessary to create guidelines that are both relevant and respected by Generation Z students. The institutional support for teacher collaboration needs to be strengthened by addressing time constraints and providing platforms for meaningful reflection. Finally, exploring avenues for greater collaboration with government agencies could provide access to resources and expertise in developing and implementing effective change management strategies.

Limitations of the Study

This study, being a case study conducted at a single institution, SMA Unggul Del, may have limited generalizability to other educational contexts. The qualitative data, while rich, is subject to the interpretations of the researchers and the perspectives of the participants. The quantitative data relies on self-reported measures, which may be susceptible to social desirability bias. Future research could benefit from larger sample sizes and quantitative measures of actual behavioral changes to further validate these findings.

Directions for Future Research

Future research could explore the effectiveness of specific change management interventions implemented based on the findings of this study. Longitudinal studies could track the impact of ongoing teacher training and revised technology regulations on both teacher practices and student behavior over time. Comparative studies across different educational institutions or regions could provide insights into the generalizability of these findings and identify context-specific factors that influence the success of change management in teacher ethics and student behavior. Additionally, research involving students more directly in the co-creation of technology use policies could offer valuable perspectives and potentially lead to more effective and accepted guidelines. Investigating the role of digital literacy training for both teachers and students in fostering ethical technology use would also be a valuable avenue for future exploration.

CONCLUSION

Based on the research findings at SMA Unggul Del, it can be concluded that effective change management is crucial in the implementation of the teacher's code of ethics, particularly in addressing the behavior of Generation Z students. Although the overall quality of education is good, there is a significant gap in the use of technology by students.

To address the identified challenges and foster a more effective learning environment for Generation Z students at SMA Unggul Del, several key change interventions are recommended. These include the implementation of structured and continuous training programs for teachers, focusing on both a deeper understanding of the teacher's code of ethics and the unique characteristics and needs of Generation Z. Furthermore, the development of adaptive Standard Operating Procedures (SOPs) is crucial to regulate students' technology use in a way that is both relevant to their digital native status and conducive to a productive learning environment. Complementing this, enhanced supervision and mentoring of students in their technology use will provide necessary guidance and support. To leverage the existing collaborative spirit among teachers, it is essential to increase inter-teacher collaboration through the establishment of effective reflection mechanisms and dedicated time. Finally, enhanced institutional support, manifested through comprehensive training and professional development programs, is vital to equip teachers with the necessary skills and knowledge to navigate the complexities of educating Generation Z within an ethical framework.

By implementing effective change management, SMA Unggul Del can create a more conducive learning environment for Generation Z students and improve the implementation of the teacher's code of ethics.

ACKNOWLEDGMENT

I would like to express my deepest gratitude to my mentor, Lecturer I, for the invaluable suggestions provided for improving my article. Your guidance has been instrumental in enhancing my work. I also extend my heartfelt appreciation to the Indonesian Education Scholarship (Beasiswa Pendidikan Indonesia - BPI) for their sponsorship and support throughout my studies. This scholarship has been pivotal in facilitating my educational journey, allowing me to pursue my academic goals effectively. Thank you for your continued support and commitment to fostering education in Indonesia.

DECLARATION OF CONFLICTING INTERESTS

The authors have declared no potential conflicts of interest.

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**Journal of the Community Development in Asia (JCDA) Vol. 8 No. 2,
pp. 285-301, May, 2025**

E-ISSN: 2654-7279 P-ISSN: 2685-8819

<https://www.ejournal.aibpmjournals.com/index.php/JCDA>

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