



## Transforming the Role of Teachers from Educators to Educational Content Creators in the Digital Era

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### ABSTRACT

The transformation of teachers' roles in the digital era as educational content creators has become an important phenomenon in education, where teachers not only act as traditional teachers but also as producers of learning content through social media platforms such as YouTube, TikTok, and Instagram. This study was conducted to examine the implementation of the dual role of teachers as educational content creators at the elementary school level, particularly at Sungai Miai 2 Elementary School, in order to address the gap in understanding teacher professionalism in the digital age, which has not been widely explored at the elementary level. This study used a qualitative approach with an exploratory case study method, where data was collected through in-depth interviews with 6th grade classroom teachers, classroom observations of interactive learning, and analysis of educational content documentation on social media and supporting documents such as photos of classroom activities. The main unit of analysis is teachers as educational content creators in elementary schools using the Braun & Clarke technique. The main findings show a shift in the role of teachers from technology consumers to content producers, the implementation of TPACK integration in daily routines, the positive impact of increased learning interactivity and student motivation, as well as challenges such as time constraints and technical barriers. However, this dual role also enriches teachers' professional competencies, although it requires institutional support to overcome dilemmas. This study answers the objectives by demonstrating innovative practices of the dual role of teachers, contributing to the development of a model of digital professionalism in elementary schools, and offering prospects for more effective technology-based inclusive education in the future.

Keywords: Transformation, Digital Era, Professionalism, Dual Role of Teachers, Educational Content Creators

### INTRODUCTION

In general, the professionalism of educators and teaching staff functions as an important element in the national education ecosystem (Nurzannah, 2022). According to Law Number 14 of 2005 concerning Teachers and Lecturers, professional teachers must have four main competencies: pedagogical, personality, social, and professional (Muhammadiyah et al., 2022). The development of information and communication technology has brought significant changes in various aspects of life, including in the world of education (Arridho et al., 2022). This transformation requires an adjustment in the role of teachers, who previously focused on delivering material, to become facilitators who accompany the learning process of students. Teachers not only play a role as educators who essentially transfer knowledge, but also as



educators, mentors, and facilitators who are able to adapt to the dynamics of the times (Aslamiah et al., 2021). This role requires teachers to function as "agents of change" by continuously developing their professionalism to remain relevant and effective in guiding their students to face future challenges.

The transformation of the role of teachers does not happen suddenly, but is influenced by various important factors. One of them is changes in national education policy, such as the implementation of the Merdeka Curriculum, which emphasizes competency-based learning and character building. To meet the demands of the 21st century, teachers must have the ability to integrate technology, pedagogy, and mastery of subject matter within a framework known as Technology Pedagogical Content Knowledge (TPACK). Akhwani & Rahayu (2021) Conversely, the lack of digital competence is demonstrated by teachers' mastery of TPACK and digital literacy, which is often in the "moderate" category (Harmadi et al., 2025). 21st-century teachers are not only those who are able to deliver material using interesting methods; the teachers needed are those who have a balanced competence in technology and pedagogy. Professional teachers should master the components of TPACK.

One aspect of teacher professionalism that is widely discussed today, including at Sungai Mui 2 Elementary School, is technology in the digital age. Supported by the opinion of Amikratunnisyah (2025), advances in information and communication technology have changed the world of education. This case study found that most educators are still at the stage of being technology users in the sense of consumers. They have not yet reached the stage of creators or producers of truly effective digital learning content. The paradigm of teachers is shifting from technology consumers to content producers because this phenomenon is in line with the demands of 21st-century skills that emphasize innovation and creativity (Aslamiah et al., 2021). The role as a content creator should be an extension of the teacher's professional duties, functioning as pedagogical innovation that expands the scope of learning (Vidia Laksmi B. et al., 2024). This new role requires what researchers refer to as professional digital competence (PDC), particularly in the profession-related dimension, as stated by (Lindfors & Olofsson, 2023). Ironically, it is this professional dimension that is often overlooked in formal teacher policies and training, which tend to focus only on basic technical skills.

Previous studies have often concentrated on one thing, namely the application of TPACK in the classroom, such as the research conducted by and Harmadi et al. (2025) or the impact of technology on students by (Amikratunnisyah, 2025). Even when research began to explore new boundaries such as the use of AI as a reflective partner, the focus of the research remained on classroom learning methods, as explained by (Rahman et al., 2025). There is little research examining how teachers manage their professional identities in this dual-role transformation, navigate the demands of dual roles, and maintain professional standards such as ethics, pedagogical quality, and student-centered focus while working as content producers in digital public spaces. Moreover, there has been no research focusing on teachers in elementary schools, as the basic level of education, because it is assumed that elementary school students cannot be exposed too much to digitalization by their teachers, even though this is not the case.

This study offers a novel perspective on the practical transformation of elementary school teachers' roles as educational content creators in the digital age, which addresses existing gaps. It demonstrates innovative practices in which teachers systematically integrate pedagogical, technical, and professional competencies to create educational content through

social media platforms such as YouTube, Instagram, and TikTok. The main innovation lies in the explicit emphasis on PDC, including aspects of public communication ethics and professional identity management, which have not been explored in depth in the context of elementary schools as highlighted.

The role of educational content creators is crucial at the elementary school level, considering that this period is the foundation for character building and long-term learning competencies, where teachers must equip students with all the educational basics in accordance with their characteristics. An important question arises from this fact: does digital and technological mastery fall within the scope of teacher professionalism? Current professionalism standards, which consist of four core competencies, do not explicitly regulate or provide guidance to teachers on how they can perform the dual role of content creators. There is a gap between the factual phenomenon of teachers as educational content creators supporting this role shift (Asare & Yap, 2025).

This study focuses on teachers at the elementary school level. The researchers thoroughly examine how elementary school teachers view this role shift and its impact on teacher professionalism in the digital age, an important but poorly understood dimension of professional competence. The results of this research are expected to broaden the insights of parents, students, and especially teachers to provide a realistic picture that educators are agents of change and must always keep up with digital and technological developments, whether integrated into learning models, learning methods, and learning media, and disseminate them to the general public for the development and application of education in Indonesia.

## **RESEARCH METHOD**

This research was conducted using a qualitative case study approach as proposed by Yin, Robert K (2003) The case study method is a data collection technique carried out through observation of real-life phenomena, accompanied by notes on the target object, collecting the necessary documentation for supporting data, and observation in this case being educational content creators. Case studies involve systematic observation and recording of the phenomena being studied that are related to the topic being discussed.

This research was conducted at Sungai Miai 2 Elementary School Banjarmasin, Kelurahan Sungai Miai, Kec. Banjarmasin Utara, Kota Banjarmasin, Provinsi Kalimantan Selatan, Indonesia. It was recorded from September 29 to October 23, 2025. The informant in this study was a 6th grade homeroom teacher, who was chosen because he was often directly involved in training on digitization and interactive media, and was also active as an educational content creator on social media platforms since 2021, in addition to his profession as a teacher.

This study aims to identify and analyze teachers' individual perceptions. The discussion in this article focuses on the transformation of teachers' dual roles as educators and educational content creators, the implementation, impact, and obstacles that teachers may face when performing these dual roles in relation to their professionalism at Sungai Miai 2 Elementary School. The research instrument used in this case study is an interview guide. The questions were systematically compiled by the researcher to obtain accurate and in-depth data on the transformation of teachers' roles in the digital era, particularly in the context of professionalism and the dual role of teachers as educational content creators. The data presented in the article was developed from statements made by informants. The analysis

steps presented were to select and summarize important information related to the transformation of the teacher's role, then present the findings in narrative form, and then draw conclusions about the professionalism of teachers as educational content creators.

The type of data used is qualitative descriptive data obtained through narrative interviews with the teachers concerned to explore information and perceptions from informants about teachers as educational content creators in depth. The researcher was involved as a non-participant observer who recorded events in detail. To ensure data validity, several efforts were made, as follows: a) conducting structured repeat interviews with teachers, which is a controlled data collection technique involving oral questions and answers between the interviewer and informants using a predetermined interview guide, b) collecting supporting documents such as photos of teacher professionalism training in the digital field, educational content on social media, photos of classroom activities, and student learning evaluation results using interactive digital media. c) triangulating data by comparing the results of non-participatory observation with observing learning using interactive media, interviews, and documentation.

Data analysis in this study used the analysis technique guided by [Braun & Clarke \(2022\)](#), which is commonly known in thematic analysis. First, the researcher read all interview transcripts, observation notes, and collected documents to understand the data thoroughly. Next, the researcher systematically coded the informants' answers related to the research. The codes found were then grouped into themes. From this process, several main themes were identified, including: the shift in the role of teachers to become educational content creators, the implementation of content material in the classroom, the impact on various aspects, along with obstacles and solutions to overcome the obstacles encountered. The themes were reviewed by matching the data that had been obtained. Finally, the researcher compiled a report on the analysis results by describing each theme based on previous research and supporting data.

## **RESULTS AND DISCUSSION**

The results of the study show that this dual role enriches teachers' competencies and increases student motivation to learn, although it requires institutional support to overcome professional dilemmas. The discussion of the research results is outlined systematically in five main focuses, namely: (1) the shift in the role of teachers as content creators, (2) the implementation of dual roles through the integration of technology and pedagogy, (3) the impact on learning, teacher professionalism, and students, (4) challenges and obstacles in carrying out the two roles, and (5) solutions and practical implications. Each finding is analyzed with reference to theoretical frameworks such as TPACK and PDC, as well as previous research results to provide comprehensive insights.

### ***Role Shift***

The results of the study at Sungai Miai 2 Elementary School show that there is a clear shift in the role of teachers from classroom instructors to active educational content creators who utilize platforms such as YouTube, TikTok, and Instagram to support the learning process. This shift is not only technical in nature, such as the use of tools, websites, and digital applications, but also involves professional identity. Teachers must now balance their pedagogical duties in the classroom with the demands of public communication and digital

media production. These findings are consistent with reported field evidence such as video tutorial production activities, content integration in learning sessions, and increased student participation. This shift is not only technical in nature but also concerns the professional identity of teachers who also act as communicators, innovators, and developers of learning media.

The shift in the role of teachers at Sungai Miai 2 Elementary School from traditional classroom teachers to producers of educational content is a phenomenon that reflects the adaptation of education to the digital age. Findings from the study in [Apriliya et al. \(2025\)](#) show that teachers are now actively utilizing platforms such as YouTube, TikTok, and Instagram to support the learning process, which goes beyond the mere use of digital tools. This shift is not only technical but also involves a transformation of professional identity, where teachers must balance pedagogical tasks in the classroom with the demands of public communication and digital media production. This marks an evolution from conventional education to a more inclusive and interactive model, where digital content becomes the primary tool for reaching students beyond the physical classroom ([Susanti et al., 2025](#)). The reinforcement of these findings is evident in consistent field evidence, such as video tutorial production activities, content integration in learning sessions, and increased student participation, indicating that this shift is not merely a reactive response but a strategic step towards 21st-century education. Technically, this shift involves the use of digital tools, websites, and applications that enable teachers to create engaging and accessible content. Platforms such as YouTube are used for long tutorial videos that explain learning concepts in depth, while TikTok facilitates short and dynamic content that is suitable for Generation Z, who prefer fast-paced and visual formats.

Teachers' professional identities have undergone a significant transformation in this shift, where they are no longer just conveyors of material but also public communicators, innovators, and developers of learning media ([Mukarromah & Andriana, 2022](#)). Teachers must balance pedagogical tasks such as implementing the curriculum and assessing students with the production of digital content that requires creativity and communication skills. This finding is reinforced by how teachers are now expected to build a professional image in the digital space, such as through educational Instagram accounts that feature inspirational content, which can enhance their credibility in the eyes of students and parents. [Adventyana et al. \(2023\)](#) emphasizes that this transformation involves the development of soft skills such as digital storytelling and time management, which are crucial to avoid burnout. Thus, this shift requires teachers to become multitalented, not only experts in academic fields but also in technology and communication.

Field evidence reinforces these findings through concrete activities such as producing tutorial videos, integrating content into learning sessions, and increasing student participation. Specific informants, such as sixth-grade homeroom teachers, provide deep insights into this dual role through interviews. They report that the production and dissemination of digital content via YouTube, TikTok, and Instagram is not just an additional task, but a direct response to the pandemic and the needs of Generation Z. Reinforcing this finding is that teachers now act as "content producers" by creating application tutorial videos, interactive media, and educational resources, which differs from their previous role as technology consumers. Interviews reveal that this role emerged as a strategy to maintain learning connections during remote learning, where digital content serves as a bridge between teachers and students. This indicates that the shift is not only technical but also emotional, with teachers feeling

responsible for innovating for the well-being of their students. [Asare & Yap \(2025\)](#) emphasize that training in soft skills, such as digital communication and creativity, has accelerated the adoption of this role, although there is still a gap in technology mastery. Thus, this shift reflects a holistic adaptation to social and technological change.

### ***Implementation***

The implementation of the dual role of teachers at Sungai Miai 2 Elementary School shows a practical transformation in daily routines, where teachers are not only tasked with being traditional educators but also as producers of educational content. This involves the integration of TPACK (Technological Pedagogical Content Knowledge), a framework that combines mastery of subject matter (content knowledge), teaching techniques (pedagogical knowledge), and the use of technology (technological knowledge) to create effective digital learning products. Interviews with sixth-grade homeroom teachers revealed that this process begins with planning content tailored to teaching needs, such as creating coding tutorial videos using the Canva application. The production of this content usually takes 2-3 hours, utilizing simple, easily accessible applications, allowing teachers to adapt to time and resource constraints. The integration of TPACK not only enriches teaching methods but also responds to the demands of the digital age, where teachers must balance technical and pedagogical aspects to produce content that is relevant and interesting to students.

In the content production process, field observations show that teachers integrate TPACK gradually. For example, they begin by identifying learning materials that require a visual or interactive approach, then select appropriate technologies, such as Canva for graphic design or simple video recording platforms. Interviews confirm that this step involves exploring digital tools, where teachers learn through trial and error to produce content such as video tutorials that combine explanations of coding concepts with practical demonstrations. This shows that TPACK is not just theory, but is applied in daily practice, although it is still limited to the use of basic technology. Additional documentation, such as the production process, reinforces these findings, showing that teachers are actively developing technical skills to support their dual role as content creators, which ultimately increases efficiency in lesson preparation.

The implementation of the generated content is evident in daily learning sessions, where video tutorials and digital media are used as material introductions or review tools. Observations show that teachers integrate this content to spark student enthusiasm, such as playing coding videos on Canva before class discussions, which allows students to learn visually and interactively. Interviews reveal that this approach helps teachers overcome time constraints in the classroom, as digital content can be prepared outside of teaching hours. Data triangulation from interviews, observations, and documentation shows consistency in improved learning outcomes, where students are more engaged and able to understand complex concepts through media tailored to Generation Z's learning styles. Thus, the integration of TPACK in this implementation not only improves the quality of teaching but also proves the effectiveness of the dual role of teachers in the context of basic education.

Field documentation also revealed variations in the implementation of dual roles, including collaborative efforts with students to create content together. Although most of the production was done independently by teachers, as seen in the video tutorials, there were cases where students were involved, for example in a simple project to create digital posters

using the Canva application. Interviews explained that this collaboration aimed to build students' digital literacy skills, while also lightening the teachers' workload. However, this variation is still limited, with the majority of content produced individually due to time constraints and students' technical limitations.

Through the TPACK lens, the shift in the role of teachers at Sungai Miai 2 Elementary School can be analyzed more deeply, where the combination of mastery of subject matter, pedagogy, and technology results in innovative digital learning products. However, field data shows that TPACK mastery is still partial, with the main focus on technical aspects such as video production and the use of simple applications, while pedagogical dimensions such as in-depth learning design and content effectiveness evaluation are not yet fully developed. This is in line with the findings of [Harmadi et al. \(2025\)](#), which describe teachers' TPACK in Indonesia as "moderate" or partial, where the shift occurs more quickly in technical production than in digital professional strengthening. In other words, teachers act as creators of simple content, but have not yet fully integrated complex pedagogical elements, such as learning differentiation or formative assessment through digital media. This analysis highlights the need for further development to achieve holistic TPACK.

For informants, there were no technical issues that interfered with self-readiness and time management. Data triangulation showed consistency in increasing student enthusiasm and learning outcomes, which strengthened the validity of the findings. Implicitly, this dual role of teachers requires institutional support, such as more intensive TPACK training, to bridge the gap between technical and pedagogical aspects. Overall, this implementation marks a positive step toward adaptive digital education, but strengthening the digital professional dimension remains crucial to ensure long-term sustainability and effectiveness. Further research could explore the long-term impact on student competencies and teacher professional development.

## **Impact**

### *Impact on Learning*

The positive impact on learning at Sungai Miai 2 Elementary School is evident in the increased interactivity and accessibility of materials through digital content, which extends the reach of learning beyond the physical classroom. Interviews with teachers and students in the learning class show that learning has become more interesting and easier to understand. Field observations reveal an increase in student participation of up to 50-70%, where post-video discussions encourage students to share their thoughts and ask questions, which was previously rare in traditional teaching methods. Documentation of digital content, such as video recordings on YouTube or TikTok platforms, shows that this approach supports the "Blended Learning" model as proposed by [Yuniarti \(2020\)](#), where students can review the material at home, thereby improving their understanding and retention of information. This is consistent with findings that digital content not only improves time efficiency in the classroom but also facilitates more personalized learning, especially for students who need repetition to master the material. These findings reinforce that digital content contributes to the development of students' critical thinking skills through independent information seeking ([Cynthia & Sihotang, 2023](#)). Content documentation shows that students exposed to tutorial videos are more active in seeking additional sources, such as related articles or videos on YouTube, which improves their ability to analyze and synthesize information. Observations indicate that student participation in online discussions following digital content reaches its

peak when the material is presented interactively, encouraging students to think critically about the application of concepts in daily life. These findings are in line with literature highlighting the importance of blended learning for 21st-century education, where digital content is a key tool for building students' cognitive skills, although it requires supervision to avoid the risk of gaps in research by [Apriliya et al. \(2025\)](#) and [\(Naila et al., 2021\)](#).

#### *Impact on Teacher Professionalism*

The impact of the shift in the role of teachers as producers of educational content at Sungai Miai 2 Elementary School on their professionalism is significant, where professionalism is no longer limited to compliance with professional codes of ethics but extends to adaptive and reflective abilities in facing social and technological transformations. The research findings show that teachers are required to combine pedagogical, professional, social, and personality competencies with digital and public communication competencies, which increase their competitiveness and relevance in the modern era. Interviews with informants revealed that this process encourages them to continue learning digital tools such as Canva or social media platforms, thereby broadening their professional insights. Observations show that teachers who are innovative in creating digital content, such as interactive video tutorials, are considered more competent and capable of responding to the needs of the times, especially in the context of post-pandemic education. This is consistent with [Mukarromah & Andriana \(2022\)](#), which emphasizes that the integration of these competencies strengthens the identity of teachers as adaptive educators, although it requires continuous training to avoid skill gaps.

The findings of this dual role also present a professional dilemma, in which teachers must balance their additional workload with their primary responsibilities. On the one hand, activities as content creators enrich their insights and teaching methods, making teachers more reflective and creative in delivering material. Interviews confirm that this strengthens pedagogical and professional aspects, such as the ability to design more engaging learning experiences. On the other hand, the dilemma arises from the risk of fatigue or time conflicts, where content production is often done outside of working hours, which can reduce the quality of direct teaching. These findings highlight the need for institutional support to manage this dilemma, so that teachers' professionalism is not burdened by excessive digital demands. More broadly, this phenomenon shows that teacher professionalism is evolving towards a more inclusive and collaborative direction, where they are no longer limited to a single classroom but become part of a global learning ecosystem. This is in line with the findings of [Naila et al. \(2021\)](#), which emphasize the role of teachers in building inclusive ecosystems through digital media. The implication is that schools need to integrate digital professional development into their policies to support teachers in navigating this transformation effectively.

#### *Impact on Students*

Although the digitization of education carries the risk of access gaps, the results of this study show a more dominant positive impact on students in the classroom, especially in terms of increased motivation and digital skills development. Based on field observations conducted at Sungai Miai 2 Elementary School, according to students, lessons have become more enjoyable due to the integration of technology such as online learning platforms and interactive applications. In addition, observations and in-depth interviews with students revealed that they were more engaged in the learning process. Digitalization not only expands access to knowledge but also builds social and digital communication skills, which are important for

preparing students for an increasingly modern future. This is in line with the findings of [Astutia et al. \(2025\)](#)'s previous study, which emphasized that young people, especially Generation Z, are more responsive to learning methods that involve digital elements. Furthermore, Generation Z students in this study feel more connected to their peers and teachers through digital platforms, without any particular obstacles in the implementation of digitization in schools. Full support from government policies, relevant provincial agencies, schools, as well as teachers and parents, plays a crucial role in minimizing obstacles. Discussion of these results highlights that this connection encourages inclusive learning, where students with special needs or different backgrounds can participate more equally, as well as individualized learning tailored to each student's learning pace. Overall, these findings show that digitization not only enriches the student experience but also builds a foundation for a more equitable and effective education in the future.

### ***Challenges and Barriers in Embracing These Two Roles***

Although the shift in the role of teachers as producers of educational content at Sungai Miai 2 Elementary School offers significant benefits such as increased learning interactivity and material accessibility, the study also reveals several dilemmas that need to be considered. First, there is a risk of shifting the focus from pedagogical quality to the logic of popularity, where social media algorithms and "trending" trends on platforms such as TikTok or Instagram can influence teachers' priorities. Second, the potential for superficial learning arises if digital content is produced without strong pedagogical guidance and parental support, where students may only watch videos without contextual understanding, thus failing to build critical thinking skills. Third, the challenge of professional identity management becomes a major dilemma, as teachers must maintain ethics and professional image in the digital public sphere, avoiding inappropriate or controversial content that could damage their reputation. This dilemma shows that the role of content creator is not automatically synonymous with increased professionalism. An explicit professional orientation is needed so that content production activities strengthen, rather than weaken, teachers' pedagogical tasks. Without this guidance, this transformation could lead to the neglect of the essence of education, where digital popularity trumps academic integrity ([Aspandi & Muttaqin, 2025](#)). Interviews revealed that most obstacles were related to time management as content producers, as the amount of time spent in the classroom made content production feel like an additional burden. Ethical barriers, such as algorithms that prioritize trending demands on social media, were considered minor obstacles that could be overcome through the selection of more education-oriented platforms or creative yet meaningful content strategies. With this approach, teachers can better manage their professional identities, ensuring that digital content is not only popular but also educational. The implication is that to optimize this dual role, policies supporting time allocation and technical training are needed, so that these dilemmas and challenges do not hinder the positive potential of digital education transformation.

### ***Solutions***

The results of this study identify several practical solutions to overcome the challenges faced by teachers in the digitization of education, including continuous training, collaboration between teachers, and personal time management. One concrete example is in the creation of educational content, where teachers can produce material little by little in between daily activities, so that they can maintain an up-to-date presence on social media accounts as

educational creators. Discussion of these results shows that this approach not only reduces workload but also encourages creativity and consistency, allowing teachers to adapt to the demands of the digital age without sacrificing teaching quality. Thus, this solution helps teachers build a strong professional identity in the digital space, while maintaining a balance between teaching duties and innovation. Meanwhile, field observations show the effectiveness of teacher collaboration at Sungai Miai 2 Elementary School, where this practice fosters a supportive culture of sharing resources and ideas. These findings confirm that collaboration among peers accelerates the adoption of innovation, especially in schools with limited resources. Overall, these results highlight that a combination of structured training and collaboration can transform challenges into opportunities, ensuring that teachers are better prepared to face changes in digital education.

The solutions proposed based on the research findings are: (a) Schools/education agencies need to recognize and accommodate the dual role of teachers through the allocation of scheduled time for content production, for example, adjusted workloads or special hours for digital material development. (b) Training programs should go beyond basic technical skills such as editing and platform use, and include modules on digital instructional design, public communication ethics, professional brand management, and the use of data to improve learning outcomes. This underscores the need to develop PDC in addition to TPACK.

## **CONCLUSION**

The transformation of the role of teachers in the digital age from mere instructors to educational content creators has brought significant changes to the professionalism of teachers at Sungai Miai 2 Elementary School. Teachers are not only users of technology, but also producers of digital knowledge who play a role in expanding access to learning and increasing student motivation. This dual role enriches teachers' pedagogical, social, personal, and professional competencies, but also presents new challenges such as time constraints, technical obstacles, and ethical demands in the digital space. Thus, this study confirms that teacher professionalism in the digital age depends on their ability to adapt reflectively and creatively in integrating technology into learning practices, without losing the essence of ethics and pedagogical values. This proves that teachers at the elementary school level can be pioneers of contextual and inspiring digital education innovation. However, for this dual role to truly contribute to improving the quality of education, institutional support and policies are needed to encourage the continuous strengthening of Technological Pedagogical Content Knowledge (TPACK) and Professional Digital Competence (PDC).

Theoretically, this study expands the understanding of the concept of teacher professionalism in the context of 21st-century education. This study shows that the TPACK framework, which has been used to understand the integration of technology in learning, needs to be expanded with the dimension of Professional Digital Competence (PDC), which emphasizes the aspects of ethics, professional identity, and digital public communication. Thus, this study contributes to conceptual modifications in modern teacher professionalism theory, namely that professionalism not only includes the ability to teach in the classroom, but also the ability to play an active role as a producer of knowledge and an agent of digital literacy in the public sphere of education. Practically, the results of this study provide a number of recommendations for various educational stakeholders. Schools and principals need to provide dedicated space and time for teachers to develop digital content as part of their

professional activities, for example by allocating specific hours for the creation of innovative and interactive digital-based learning media. Education agencies and policymakers should design continuous training programs that focus not only on the technical aspects of content creation, but also on digital instructional design, publication ethics, and professional brand management for teachers. Teachers themselves are encouraged to cultivate a reflective and collaborative culture in producing educational content, with an emphasis on pedagogical value, character development, and local context. Furthermore, teacher training institutions can use these findings as a basis for updating teacher education curricula by incorporating materials on professional digital literacy and creative social media-based learning practices.

Several limitations were found in this study: (a) this case study was based on one school and one key informant, so the generalization of the findings is limited; (b) quantitative data on more in-depth learning outcomes, such as before/after with valid measures, were not presented, so claims about improved learning outcomes need to be verified with comparative quantitative studies; (c) Descriptive observation of social media documentation requires systematic content analysis to objectively assess the pedagogical quality of the content. Recognition of these limitations is important so that policy recommendations are not overapplied without additional evidence, and can be a suggestion for further research.

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