

Integrating Teacher Professional Ethics, Guidance Counseling, and School Management for 21st Century Education: A Systematic Review

¹Mahlaini Azizah Harahap*, ¹Chardinal. DV, ¹Eggi Martiansyah, ¹Syarifuddin,
¹Ferialia Eka Putri

¹Universitas Sriwijaya, Indralaya, Sumatera Selatan, Indonesia

DOI: <https://doi.org/10.70115/cahaya.v4i1.447>

Article Info

Article history

Received : February 10, 2026

Accepted : May 29, 2026

Published : May 29, 2026

Keywords

Guidance and Counseling,
School Administration,
Systematic Literature Review,
Teacher Professional Ethics,
Twenty-first-century
education

Corresponding Author

Mahlaini Azizah Harahap
Universitas Sriwijaya, Indralaya,
Sumatera Selatan, Indonesia

*E-mail:

mahlainiazzh@gmail.com

ABSTRACT

This study aims to analyze the urgency of integrating teacher professional ethics, guidance and counseling, and school management in facing the challenges of 21st-century education. This study used the Systematic Literature Review (SLR) method with planning, conducting, and reporting stages. Data were obtained from various scientific journals published between 2022 and 2026 through databases such as Google Scholar. The initial search results found 100 articles, which were then selected based on inclusion and exclusion criteria, resulting in 24 articles worthy of analysis. The results show that teacher professional ethics plays a role in shaping character and professionalism, guidance and counseling supports the holistic development of students, and school management is a key factor in improving the quality of education. The integration of these three aspects is crucial for creating an education system that is adaptive, innovative, and oriented to the needs of the 21st century.



This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.

Copyright © 2026 Mahlaini Azizah Harahap et. al.

How to Cite:

Example: Harahap, MA., et al. (2026). Integrating Teacher Professional Ethics, Guidance Counseling, and School Management for 21st Century Education: A Systematic Review. CAHAYA: Journal of Research on Science Education, 4(1), 8-23.

<https://doi.org/10.70115/cahaya.v4i1.447>

INTRODUCTION

The 21st-century education is marked by rapid changes due to the development of science, technology, and globalization, which directly impact education systems worldwide, including Indonesia. This transformation demands an improvement in the quality of human resources who are adaptive, creative, and possess critical thinking skills. 21st-century education also requires the integration of technology-based learning innovations that can enhance scientific literacy, critical thinking abilities, and creativity of students in facing global challenges (Nurmasyitah, 2025). In this context, education is not just about imparting knowledge, but also about shaping students' character, attitudes, and social skills. Innovative learning strategies have been proven to increase active student engagement, making learning more effective and meaningful (Riswadi et al., 2025). Therefore, teachers play a crucial role as key figures in the increasingly complex and strategic education process, as they are required to adapt to various changes and integrate multiple professional aspects into daily educational practice (Ketaren et al., 2025).

Along with this complexity, teacher professional ethics become a fundamental foundation in carrying out their duties and responsibilities. Professional ethics not only serve as behavioral guidelines but also as moral control in interactions between teachers and students, fellow educators, and the community. In the context of guidance and counseling, the application of ethics is very crucial because it relates to confidentiality, trust, and the intense interpersonal relationship between counselor and counselee. However, in practice, the implementation of professional ethics for guidance and counseling teachers still faces various challenges, such as a lack of deep understanding of the code of ethics and inconsistency in its application across different educational levels (Muna et al., 2025).

Furthermore, guidance and counseling play an important role in helping students develop their potential to the fullest, academically, socially, and emotionally. Guidance and counseling teachers not only provide support services but also act as agents of change capable of creating a conducive and positive learning environment. In the era of modern education, guidance and counseling services are required to be more adaptive to the diversity of students and technological developments, necessitating strong and continuous professional competencies. This shows that the role of guidance and counseling teachers cannot be separated from the overall education system (Anggraini, 2025).

On the other hand, school management is an important aspect that supports the overall success of education implementation. Effective management can integrate various educational components, including curriculum, educators, and guidance and counseling services, creating synergy in achieving educational goals. The development of adaptive educational management needs to be supported by learning innovation, educational evaluation, and strengthening school policies oriented toward improving the quality of education (Aulia et al, 2025). In the context of guidance and counseling, good management is necessary to ensure that the services provided run systematically, planned, and sustainably. Without integrated management, the implementation of guidance and counseling services tends to be suboptimal and less impactful on student development (Harahap et al., 2025).

Furthermore, the development of digital technology in the 21st century presents both challenges and opportunities for education, especially in guidance and counseling practices.

The emergence of technology-based counseling services (cyber counseling) demands that guidance and counseling teachers acquire additional competencies in information and communication technology. This indicates that the integration of professional ethics, counseling competencies, and educational management becomes increasingly important in facing the dynamics of modern education. Without this integration, educational services may fail to meet the increasingly diverse needs of students (Gustini et al., 2022).

However, the reality on the ground shows that there are still various problems in integrating these three aspects. One of them is that some guidance and counseling teachers do not have the appropriate educational background, which affects the quality of services provided. In addition, a lack of cooperation between teachers, counselors, and school management also becomes an obstacle in realizing a comprehensive and integrated education system. This indicates a gap between the ideal concept and its implementation in practice, which requires serious attention from various parties (Budiman et al., 2023). Based on these issues, a comprehensive approach is needed to examine the urgency of integrating teacher professional ethics, guidance and counseling, and school management in facing the challenges of 21st-century education. The systematic literature review (SLR) approach is a relevant method to analyze various previous research findings systematically and in depth. Through SLR, it is expected to obtain a more comprehensive overview of the importance of integrating these three aspects and their implications for improving the quality of education.

Thus, this study aims to conduct a systematic literature review on the urgency of integrating teacher professional ethics, guidance and counseling, and school management in facing the challenges of 21st-century education. The results of this review are expected to provide theoretical and practical contributions to the development of educational policies and the enhancement of professionalism among teachers and school counselors in addressing the continuously evolving dynamics of education.

METHOD

This study uses a Systematic Literature Review (SLR) approach to systematically examine the urgency of integrating teacher professional ethics, guidance and counseling, and school management in facing the challenges of 21st-century education. SLR is a research method aimed at identifying, evaluating, and interpreting relevant research findings systematically, transparently, and replicably, resulting in a more comprehensive and valid synthesis of findings (Kitchenham & Charters, 2007). The SLR approach in this study refers to three main stages: planning, execution, and reporting, designed to minimize bias and ensure the research process is conducted in a structured manner.

In the planning stage, the researcher formulates research questions (RQ) using the PICOC approach (Population, Intervention, Comparison, Outcomes, Context). The population in this study includes teachers, counselors, and school management; the intervention involves the integration of professional ethics, guidance and counseling services, and school management; the outcomes are improvements in education quality and educator professionalism; and the research context is 21st-century education. Additionally, a review protocol is developed, covering search strategies, selection criteria, and data techniques.

In the execution stage, a comprehensive literature search was conducted through scientific databases such as Google Scholar and other relevant sources, focusing on publications from 2022 to 2026. The search strategy used keyword combinations like "teacher professional ethics," "guidance and counseling," "school management," "21st-century education," and "systematic literature review," connected by Boolean operators (AND, OR). The initial search yielded 100 articles. Then, a selection process was carried out using inclusion and exclusion criteria. Inclusion criteria included: (1) scientific journal articles indexed with ISSN, (2) articles published within the last five years, (3) articles relevant to the research topic, and (4) articles in Indonesian or English. Exclusion criteria included articles that were irrelevant, lacked clear methodology, or were incomplete. Based on this selection process, 24 articles were deemed suitable for further review.

The next stage is data extraction, which is conducted systematically on the 24 selected articles by identifying key information such as author, publication year, research objectives, methods, and main findings. After that, a quality assessment study is carried out to ensure the validity and credibility of the sources used. The final stage is data synthesis, performed narratively by grouping findings based on the main themes: teacher professional ethics, guidance and counseling, and school management. Through this process, the researcher can identify patterns, relationships between variables, and compare existing studies.

By applying this SLR approach, the study is expected to provide a systematic, objective, and comprehensive overview of the importance of integrating these three aspects in creating an adaptive, innovative education system that meets the demands of the 21st century.

RESULTS AND DISCUSSION

1. 21st-Century Educational Transformation as a Holistic System

The transformation of 21st-century education is an inevitability that cannot be separated from the dynamics of global change characterized by the development of digital technology, the flow of globalization, and the increasing complexity of future competency demands. In this context, education can no longer be understood merely as a linear process oriented toward the transfer of knowledge, but rather as a holistic and integrative system. This transformation encompasses three main dimensions, namely pedagogical, psychological, and managerial aspects, which interact with one another in shaping an adaptive and sustainable educational ecosystem. From a pedagogical perspective, the shift in learning paradigms requires a transition from teacher-centered learning to student-centered learning. Learners are no longer viewed as passive recipients but as active individuals who construct their knowledge through interaction, experience, and reflection. The Problem-Based Learning approach is capable of fostering critical thinking skills and enhancing students' active engagement in the learning process (Aini et al., 2023). This is in line with the demands of 21st-century skills, such as critical thinking, creativity, collaboration, and communication (Fathonah et al., 2025). Research shows that the integration of innovative and technology-based learning approaches can enhance student participation and promote the development of these competencies more effectively. Inquiry-based learning models and digital simulations have also been proven to significantly improve students' scientific literacy (Solehayati et al., 2025).

In addition to the pedagogical aspect, the psychological dimension also constitutes an inseparable part of educational transformation. Students in the modern era face various challenges, both academic and socio-emotional in nature. Therefore, the education system is required not only to focus on academic achievement but also to pay attention to students' psychological well-being. Guidance and counseling services become important instruments in supporting this aspect, particularly in helping learners develop self-regulation skills, manage stress, and build healthy social relationships (Bhakti et al., 2025). Thus, educational transformation must be able to integrate cognitive and affective dimensions in a balanced manner.

Furthermore, the managerial aspect also plays a strategic role in determining the success of educational transformation. Effective school management functions not only as an administrative organizer but also as a driver of innovation and change. In this context, the leadership of school principals becomes a key factor in creating an educational environment that is conducive, adaptive, and oriented toward quality improvement. Studies indicate that the role of school principals in managing and supporting guidance and counseling services contributes significantly to the effectiveness of educational programs in schools. The transformation of 21st-century education is also strongly influenced by the development of digital technology. Technology functions not only as a learning aid but also as a medium that transforms the ways of learning, interacting, and accessing information (Fredika et al., 2026). The concept of Education 5.0 emphasizes that future education must be capable of integrating intelligent technologies, such as artificial intelligence and data-driven learning, in order to create more personalized and adaptive learning experiences (Elfera et al., 2025). This requires readiness not only from students but also from teachers and educational institutions in developing adequate digital literacy.

However, technology-based transformation also presents its own challenges, particularly regarding ethical aspects and the wise use of technology. Without a strong foundation of values, the utilization of technology has the potential to generate negative impacts, such as the misuse of information or the decline of social interaction. Therefore, the integration of technology and ethical values becomes highly important in ensuring that educational transformation proceeds sustainably and remains oriented toward character building. Overall, the transformation of 21st-century education leads to the establishment of an adaptive, innovative, and sustainable educational system. This system requires the integration of various educational components, ranging from curriculum, learning methods, and support services to school management. Thus, the success of educational transformation is determined not merely by a single aspect, but by the synergy of all elements within the educational system itself.

2. Strengthening Professional Ethics and the Role of Guidance and Counseling

Within the framework of holistic educational transformation, teacher professional ethics becomes one of the main pillars that determines the quality and direction of education. Teachers, as the primary actors in the learning process, bear responsibility not only for transferring knowledge but also for shaping the character and values of learners. Therefore, teacher professional ethics cannot be separated from educational practice itself. Teacher

professional ethics encompasses various aspects, such as integrity, responsibility, honesty, and commitment to the comprehensive development of students (Munawir et al., 2025). Teachers who possess strong professional ethics are able to create a learning environment that is conducive, fair, and respectful of diversity.

Research indicates that the application of ethics in educational practices, including counseling services, contributes to increasing students' trust and improving the quality of interaction between teachers and learners. This demonstrates that professional ethics is not merely a normative aspect, but also has direct implications for the effectiveness of learning (Nurbatra, 2023). Axiological studies in education emphasize that ethical values are not merely normative but directly influence educational policy, curriculum development, and teachers' classroom practices. The integration of moral and ethical values into teacher training programs is a key recommendation for creating a more holistic and socio-culturally relevant education (Junaedi, 2026).

In the context of 21st-century education, the role of teachers has also undergone significant transformation. Teachers no longer function as the sole source of information, but rather as facilitators who assist students in accessing, understanding, and critically processing information. In addition, teachers also serve as mentors and role models in shaping students' character. This role has become increasingly complex due to the demand for integrating technology into learning, which requires additional competencies as well as ethical awareness in its use (Nurkhalifah et al., 2025). In line with the strengthening of teacher professional ethics, guidance and counseling (GC) services have also undergone significant development. Guidance and counseling are no longer viewed as supplementary services, but rather as an integral part of the educational system that functions to support the comprehensive development of students. The guidance and counseling approach, which was initially curative in nature, has now shifted toward preventive and developmental approaches that emphasize problem prevention and the development of students' potential.

Guidance and counseling services play a strategic role in helping students face various challenges, whether related to academic, social, or emotional aspects. Through guidance and counseling services, students can receive support in developing self-regulation abilities, improving social skills, and planning their future, including career-related aspects (Faqih et al., 2026). Research shows that guidance and counseling services contribute significantly to helping students develop career readiness and independence in decision-making.

In addition, guidance and counseling also play a role in fostering students' psychological well-being, which is one of the important indicators of educational success. Students who possess good psychological conditions tend to be more capable of adapting to learning demands and demonstrate higher learning motivation. Therefore, the integration of guidance and counseling services into the educational system becomes highly important in supporting educational transformation that is oriented toward the holistic development of individuals. Collaboration between teachers and counselors also becomes a key factor in improving the effectiveness of educational services. Subject teachers and counselors need to work together in identifying students' needs and designing appropriate interventions (Dari et al., 2022). Research indicates that teacher support for guidance and counseling programs can enhance the effectiveness of these services and strengthen student-centered learning

approaches. Thus, the synergy between teachers and counselors becomes an essential element in creating an educational system that is responsive to students' needs.

In the era of Society 5.0, the role of guidance and counseling teachers has become increasingly complex, particularly in responding to technological developments and rapid social change. Guidance and counseling teachers are required to possess digital competencies as well as the ability to utilize technology to support counseling services. In addition, they must also be able to understand the psychological dynamics of students influenced by technology use, such as social media (Prayoga et al., 2024).

Research shows that these challenges require the enhancement of professionalism as well as adaptation to ongoing changes. Overall, strengthening teacher professional ethics and optimizing guidance and counseling services are two complementary aspects in supporting the transformation of 21st-century education. Both play important roles in shaping students who are not only academically competent but also possess character, independence, and readiness to face global challenges. The integration of ethical dimensions and psychosocial services will ultimately create an educational system that is more humanistic, inclusive, and sustainable.

3. School Management and the Integration of Educational Technology

School management, which serves as the foundation for delivering high-quality education, includes the organization, planning, implementation, and evaluation of all educational activities (Junindra et al., 2022). A more flexible, interactive, and change-oriented approach to school management has replaced traditional bureaucratic patterns in the advancement of modern education. Transformational leadership is one of the relevant strategies in this context. The ability of a leader, particularly the school principal, to inspire the entire school community, establish a clear vision, and encourage sustainable positive change is emphasized in transformational leadership. In addition to carrying out administrative duties, school principals act as catalysts for innovation as transformative leaders who are capable of creating a cooperative, reflective, and transparent school culture (Riska et al., 2023).

In practice, transformational leadership is demonstrated through several important indicators, including empowering all human resources within the school, fostering a strong commitment to the school's vision and mission, and providing high enthusiasm to teachers and educational staff. Through training, workshops, or other self-development activities, effective school principals motivate teachers to continuously improve their professional competencies. In addition, transformational leadership strongly emphasizes the value of honest communication and the active involvement of all school personnel in decision-making processes. This ensures that everyone feels they have a role and responsibility in achieving educational goals, which in turn creates a positive and productive working environment. The implementation of this leadership strategy results in innovative teaching methods, improved quality of the learning process, and the creation of a school atmosphere that maximizes student development (Aulia et al., 2024). The constructivist approach to educational organization management emphasizes the importance of active learning, decision-making based on shared knowledge, and the development of adaptive managerial models. These principles strengthen collaborative dynamics in schools and foster sustainable governance (Iswanto, 2026).

These efforts to maximize learning outcomes require school administrators to focus on providing accommodating learning resources, given that the use of digital interactive media designed with a deep-learning approach has been shown to boost students' interest in learning while addressing their limited attention spans caused by the dynamic nature of the learning environment (Zain et al., 2026). The integration of technology in education has now become a necessity due to the rapid advancement of technology. The use of digital learning media has been proven to enhance the effectiveness of learning and facilitate students' understanding of abstract concepts in a more contextual manner (R. S. Aulia et al., 2025). Access to information, distribution of materials, and learning evaluation are only some of the advantages offered by educational technology during the learning process. Technology integration refers to the purposeful use of technology to achieve learning objectives more effectively and efficiently; it goes beyond merely using digital devices. For example, the use of Learning Management Systems (LMS) enables teachers to assign tasks, manage learning materials, and conduct assessments (Safitri et al., 2025). In addition, collaborative platforms such as online discussion forums, instructional videos, and interactive learning software can increase students' participation in the educational process.

The use of technology in the classroom also encourages the development of higher-order thinking skills. STEM-based learning and modern technology have been proven to improve students' problem-solving abilities and creativity in science learning (Asshagab et al., 2024), such as critical, creative, collaborative, and communicative thinking. Instead of merely absorbing knowledge passively, students are now required to actively seek, evaluate, and understand knowledge from various sources.

Technology also enables the implementation of modern teaching strategies such as blended learning, flipped classrooms, and digital project-based learning. These approaches allow students to learn more flexibly, independently, and according to their own learning preferences. Therefore, integrating technology into the classroom not only enhances the learning process but also prepares students to face the opportunities and challenges of life in the digital era (Wati et al., 2024). The development of digital technology-based learning media, such as Android-based applications, has been shown to significantly improve student motivation and learning outcomes. Expert validation indicates that well-designed technology-based learning media fall into the "highly suitable and effective" category (Restiani & Wahyudi, 2024), underscoring the importance of integrating standardized technology into innovations in learning management in schools (Restiani & Wahyudi, 2024).

However, despite all its advantages, there are unavoidable drawbacks to the use of technology in the classroom, particularly concerning issues of digital literacy and professional ethics. Plagiarism, the spread of false information (hoaxes), copyright violations, and unethical behavior in the digital world are just some of the problems that can arise from the use of technology without a thorough understanding of ethics (Rahmania et al., 2025). Consequently, it is the responsibility of educators to set an example in the use of technology and guide students in using it wisely. Academic integrity, respect for the work of others, and the constructive and beneficial use of technology are examples of professional ethics in technology use (Qowim et al., 2024).

In addition, improving digital literacy is essential to facilitate the effective integration of technology in the classroom. Digital literacy includes not only the use of technology but also the ability to understand, evaluate, and apply information critically (Anjabah et al., 2025). Students must be able to identify reliable and relevant information and understand how technology affects everyday life. Through various direct and integrated learning activities, educators and educational institutions play an important role in fostering the principles of digital literacy. Students with strong digital literacy are not only able to utilize technology, but are also capable of using it intelligently, critically, and responsibly (Solehayati et al., 2025).

Overall, the ability of school administration to successfully combine transformational leadership with the efficient use of educational technology has a significant impact on improving the quality of education. Technology integration enhances the learning experience by making it more participatory and relevant to the demands of the times, while visionary and creative leadership fosters a school climate that is adaptable to change. To ensure the optimal use of technology and prevent negative impacts, these factors must be balanced with the implementation of professional ethics and the development of digital literacy. Effective school administration, learning technology, ethical awareness, and digital literacy working together will create a high-quality and sustainable educational ecosystem capable of producing a generation that is prepared to face future challenges (Fahman, 2024).

4. The Synergy of the Three Pillars and the Implications of Transformation

Strong collaboration among the various key elements of the school environment is essential to create a high-quality and sustainable education system (Fitriana, 2025). Guidance and counseling services, school administration, and teachers' professional ethics are three main pillars that hold highly strategic importance in this regard. To build a comprehensive educational system, these three elements must be integrated and mutually supportive rather than functioning separately. Guidance and counseling services support students' psychological and social development, teachers' professional ethics provide the moral and professional foundation for learning, and school administration ensures that the entire educational process is focused, organized, and effective. When these three components work together effectively, a learning environment is created that emphasizes character development and students' overall well-being in addition to academic achievement.

In order for children to develop in a balanced manner by considering their social, emotional, and cognitive needs, these three pillars must work together. The teacher's learning process facilitates the cognitive aspect, which relates to intellectual capacity and knowledge acquisition. Teachers' professional ethics are essential to ensure that the educational process is carried out honestly, fairly, and responsibly. Teachers who uphold professional ethics will respect student diversity, foster a positive learning environment, and refrain from negative behaviors such as discrimination or abuse of power. Meanwhile, the role of guidance and counseling services has a significant impact on the emotional aspect, which includes students' attitudes, values, and feelings. Guidance and counseling teachers help students understand themselves, manage their emotions, and resolve various social and personal problems that may hinder their ability to learn (Rahmadhea, 2024).

However, interaction within a school environment that is well managed by school administration helps students develop their social characteristics. Effective school administration will create an inclusive and safe school environment that encourages cooperation among students (Wahyudi, 2023). The leadership of the principal is very important in ensuring the smooth implementation of various educational programs, including learning activities and guidance and counseling services (Hamdi et al., 2025). As a result, collaboration among guidance and counseling services, school administration, and teachers' professional ethics will create the best balance in students' development, enabling them to succeed academically while also developing strong social and emotional intelligence.

The practical implications of these three pillars working together require concrete actions in several areas related to the delivery of education. First and foremost, improving educational, professional, social, and personal competencies is essential to strengthen teacher professionalism. In order to carry out their duties as effectively as possible, especially in facing educational challenges in the digital era, teachers must continuously develop themselves. One of the most important aspects of professional development is the ability to manage classroom diversity, where the implementation of differentiated instruction strategies is considered highly effective in optimizing students' academic achievement while respecting their different learning paces (Anisa et al., 2026).

Second, guidance and counseling services must be optimized by ensuring the availability of competent counseling personnel, well-structured service programs, and adequate supporting facilities. Guidance and counseling services are now viewed as an essential component of the educational process that helps students succeed in their studies, rather than merely as a complementary service (Muslihati, 2024).

Third, integrating the various components of learning requires creative school leadership. In addition to creating a school culture that focuses on students' holistic development, principals are expected to implement policies that encourage collaboration between guidance counselors and subject teachers. The ability to use technology, manage resources efficiently, and respond quickly and appropriately to change are also characteristics of innovative leadership (Sabarini & Hendayana, 2025). The synergy among these three pillars can be realized in regular learning processes through strong leadership.

Nevertheless, comprehensive analysis regarding the integration of these three elements is still lacking in educational research and practice in Indonesia. A comprehensive understanding of how the synergy among teachers' professional ethics, guidance and counseling services, and school management can be successfully implemented remains limited, as most studies tend to examine each component independently. Considering the characteristics of the Indonesian education system, this gap highlights the need for more multidisciplinary and contextual studies (Khotimah & Ikhwanah, 2025). Furthermore, empirical research is needed to provide verifiable evidence of how these three pillars work together to improve the quality of education.

Therefore, a key step in promoting more comprehensive and sustainable educational change is to strengthen the synergy between guidance and counseling services, school administration, and teachers' professional ethics (Rahmadhea, 2025). The dedication of every individual is essential in this effort, as is the support of educational programs that promote

comprehensive human resource development. The school system will be able to develop a generation that is not only intellectually intelligent but also possesses strong character, good social skills, and is prepared to face various challenges in the future if these three pillars are optimally integrated (Saputra, 2024).

5. Scope of Educational Innovation in the Integration of Ethics, Guidance and Counseling, and School Management

In the context of 21st-century education, educational innovation is no longer understood merely as a refreshment of teaching methods, but rather as a systemic transformation that encompasses various dimensions, ranging from pedagogy and technology to the governance of educational institutions. Therefore, it is important to clarify the scope of educational innovation so that the integration of teachers' professional ethics, guidance and counseling services, and school management can be implemented in a more directed and impactful manner (Kurniawan, 2025). Contextually, the scope of educational innovation in this study can be classified into four main dimensions.

First, pedagogical innovation includes the development of student-centered learning models, differentiated instruction, as well as the integration of project-based learning and problem-based learning approaches. This innovation plays a role in increasing student engagement and fostering the development of 21st-century skills such as critical thinking, creativity, collaboration, and communication. In the context of integration, teachers do not only innovate in teaching methods but must also consider ethical aspects in learning interactions as well as students' psychological needs, which are supported through guidance and counseling services.

Second, educational technology innovation includes the utilization of Learning Management Systems (LMS), artificial intelligence (AI), and digital platforms to support both learning and counseling services. This innovation expands access to education and enables the personalization of learning and counseling processes. However, the use of technology must be framed within professional ethics, particularly regarding student data privacy, academic authority, and responsible technology use (Alotaibi, 2024). Thus, the integration of technological innovation and professional ethics becomes a crucial aspect in ensuring that educational innovation remains accountable and ethical.

Third, innovation in guidance and counseling services includes the development of preventive and developmental approaches based on students' needs, including the use of cyber counseling and data-based assessment. This innovation enables counseling services to become more responsive to the socio-emotional dynamics of students in the digital era. In addition, the integration of counseling services with learning processes and school management becomes an important indicator in creating a holistic education system (Sabarrudin et al., 2026). In this context, innovation does not only lie in service methods but also in cross-role collaboration between teachers, counselors, and school management.

Fourth, innovation in educational management emphasizes transformational leadership, data-driven decision-making, and strengthening an adaptive school organizational culture that is responsive to change. Innovative school management functions as an enabler that allows the implementation of various pedagogical, technological, and guidance and counseling

innovations to run synergistically (Sahra et al., 2025). Without innovative management support, various educational reform efforts tend to be partial and unsustainable.

Furthermore, literature reviews indicate that the research gap in educational innovation in Indonesia still lies in the lack of integration among these dimensions. Most studies continue to focus on innovation in a partial manner, such as learning or technology innovation alone, without linking them to aspects of professional ethics and students' psychosocial services. In fact, the challenges of 21st-century education demand a more integrative and multidisciplinary approach.

Therefore, the scope of educational innovation in this study emphasizes that effective innovation must be integrative, collaborative, and value-based. The integration of teachers' professional ethics, guidance and counseling services, and school management serves as a foundation for developing educational innovations that not only improve academic quality but also shape character, psychological well-being, and students' readiness to face global challenges. By broadening the scope of this innovation, it is expected that future research can be more directed in developing comprehensive and contextual educational innovation models in accordance with the needs of the Indonesian education system.

CONCLUSION

This study shows that the integration of teachers' professional ethics, guidance and counseling services, and school management is an urgent necessity in facing the challenges of 21st-century education. Based on the results of a systematic literature review, these three aspects are closely interrelated and complement each other in building a holistic, adaptive, and sustainable education system. Teachers' professional ethics serve as the moral foundation for the implementation of education, ensuring a fair, responsible, and character-oriented learning process for students. On the other hand, guidance and counseling services contribute to supporting students' psychological, social, and emotional development, thereby enhancing their learning readiness and independence in facing various challenges. Meanwhile, school management functions as the main driving force in integrating all educational components through visionary, innovative, and adaptive leadership toward change, including the utilization of educational technology.

The results of the study also show that the integration of these three pillars is able to create an effective, inclusive, and responsive learning environment that meets the needs of students in the digital era. However, there are still discrepancies between the ideal concept and its implementation in practice, particularly related to the lack of collaboration among educators, limited professional competence, and the suboptimal application of ethically based technology. Therefore, strategic efforts are needed in the form of improving teacher professionalism, optimizing guidance and counseling services, and strengthening school management based on collaboration and technology. With optimal synergy among these three aspects, the education system is expected to produce a generation that not only has academic excellence but also strong character, social intelligence, and readiness to face global dynamics in a sustainable manner.

REFERENCES

- Aini, M., Ali, L. U., & Suhirman. (2023). Pengembangan Lembar Kerja Peserta Didik (LKPD) Berbasis Problem Based Learning (PBL) Pada Materi Elastisitas Untuk Melatih Kemampuan Berpikir Kritis. *CAHAYA Journal of Research on Science Education*, 1(2), 73–91. <https://doi.org/https://doi.org/10.70115/cahaya.v1i2.73>
- Alotaibi, N. S. (2024). The Impact of AI and LMS Integration on the Future of Higher Education : Opportunities , Challenges , and Strategies for Transformation. *Sustainability*, 16(23), 1–21. <https://doi.org/https://doi.org/10.3390/su162310357>
- Anggraini, H. A. (2025). Peran Guru Bimbingan Dan Konseling Dalam Penerapan Etika Guru Bimbingan Dan Konseling. *JUBIKOPS : Jurnal Bimbingan Konseling Dan Psikologi*, 5(1), 49–57.
- Anisa, I., Sari, L. N., Lestari, W., & Iman, Muhammad, L. N. (2026). Efektivitas Pembelajaran Berdiferensiasi dalam Meningkatkan Hasil Belajar Siswa: Studi pada SMP Negeri 2 Sakra. *SEMESTA Jurnal Ilmu Pendidikan Dan Pengajaran*, 4(1), 22–29. <https://doi.org/https://doi.org/10.70115/semesta.v4i1.363>
- Anita Ulan Dari, Hendratno, S. (2022). Pengembangan Buku Ajar IPS Bermuatan Karakter Budaya Suroboyo untuk Meningkatkan Hasil Belajar Siswa Sekolah Dasar. *Jurnal Basicedu*, 6(4), 6453–6462. <https://doi.org/https://doi.org/10.31004/basicedu.v6i4.2987>
- Anjabah, A., Suliva, D., Fanani, M. F., & Milla, N. (2025). Nusantara Educational Review Pendekatan Teknologi dalam Pengembangan Aplikasi Media Interaktif untuk Meningkatkan Literasi Digital. 3(1), 85–92.
- Asshagab, S. M., Galib, L. M., Ledang, I., Halmuniati, & Jamdin, Z. (2024). Menggali Potensi Mahasiswa Melalui Pendekatan Stem Untuk Meningkatkan Keterampilan Pemecahan Masalah Dan Kreativitas Dalam Pembelajaran Mekanika. *Journal of Research on Science Education*, 2(2), 78–89. <https://doi.org/10.70115/cahaya.v2i2.182>
- Aulia, E., Nufus, B., Riyanto, Y., & Setyowati, S. (2024). Strategi dan pendekatan kepemimpinan dalam meningkatkan kualitas pendidikan. 06(02), 185–202.
- Aulia, R. S., Chusni, M. M., & Kariadinata, R. (2025). Efektivitas Model Pembelajaran Problem Based Learning Dengan Media “Vlab Suhu Dan Kalor” Terhadap Hasil Belajar. *SEMESTA Jurnal Ilmu Pendidikan Dan Pengajaran*, 3(November), 134–147. <https://doi.org/https://doi.org/10.70115/semesta.v3i3.334>
- Bhakti, C. P., & Azfin, T. A. (2025). Pengembangan Buku Panduan Kelompok Psikoedukasi Teknik Permainan untuk Mengembangkan Social Awareness Siswa SMP. *Jurnal Pembelajaran, Bimbingan, Dan Pengelolaan Pendidikan*, 5(3). <https://doi.org/10.17977/um065.v5.i3.2025.7>
- Budiman, N., Kusumaningsih, N. L., & Nadhira, N. A. (2023). Guru bimbingan dan konseling sebagai profesi khusus. *Inspirasi Dunia: Jurnal Riset Pendidikan Dan Bahasa*, 2(3), 91–101.
- Hamdi, Z., Apriandi, M. M., Rizaldo, E., Dewi, S., Suriani, L., Apriantari, B. R., & Astuti, M. (2025). Efektivitas Asistensi Mengajar Dalam Meningkatkan Kualitas Dalam Pembelajaran Di SDN 1 Aikmel Utara 1. 3(1), 34–43.

- Fahman, Z. (2024). Social Studies in Education Transformasi Sosial dalam Pendidikan Karakter di Era Digital : Peluang dan Tantangan. 02(02), 191–206.
- Faqih, N., & Achmad Miftachul 'Ilmi. (2026). Determinant Factors Of Career Readiness In Urban Students : Systematic Literature Review In The Implementation Of Guidance And Counseling. JKPI: Jurnal Konseling Pendidikan Islam, 7(2), 151–175. <https://doi.org/https://doi.org/10.32806/jkpi.v7i2.1160>
- Fathonah, N. I., Naufal, M., & Augis, M. N. (2025). Analisis Konseptual Pembelajaran Student Oriented pada Kurikulum Merdeka. The Alacrity : Journal Of Education, 5(3), 1144–1150. <https://doi.org/https://doi.org/10.52121/alacrity.v5i3.895>
- Fitriana, A. S. (2025). Strategi Manajemen Pendidikan dalam Meningkatkan Kualitas Siswa yang Kompetitif di Kancan Global. 3(1), 1–7.
- Fredika, A., & Mahardhani, A. J. (2026). Redefining the Role of School Principal in the Digital Era : Strategis for instilling Digital Ethics in Generation Alpha. Journal of Educational Sciences, 10(1), 1280–1291. <https://doi.org/https://doi.org/10.31258/jes.10.1.p.1280-1291>
- Gustini, N., Ibrahim, T., & Pratama, W. E. (2022). Hubungan Manajemen Konseling Online Dan Kompetensi Teknologi Informasi Dan Komunikasi Guru Bimbingan Konseling. ISEMA, 7(2), 173–184.
- Harahap, J. S., Hayati, R., & Dasril. (2025). Manajemen Bimbingan Konseling Dalam Meningkatkan Penguasaan Keterampilan Layanan Konseling Guru Bk. CONSEILS, 5(April). <https://doi.org/10.55352/t2j74739>
- Iswanto, H. (2026). Konstruktivisme dan Inovasi Manajemen Organisasi Pendidikan : Sebuah. SEMESTA Jurnal Ilmu Pendidikan Dan Pengajaran, 4(1), 81–88. <https://doi.org/https://doi.org/10.70115/semesta.v4i1.402>
- Junaedi, D. (2026). Aksiologi dalam Pendidikan: Menjembatani Etika, Nilai, dan Praktik Pendidikan. SEMESTA Jurnal Ilmu Pendidikan Dan Pengajaran, 4(1), 42–60. <https://doi.org/https://doi.org/10.70115/semesta.v4i1.397>
- Junindra, A., Nasti, B., & Gistituati, N. (2022). School-Based Management In Improving The Quality Of Education In Elementary School Manajemen Berbasis Sekolah (Mbs) Dalam. 10(1), 88–94.
- Ketaren, M. A., Sitanggang, R., Sinambela, I. Y., & Brahmana, B. B. S. (2025). Profesionalisme Guru Di Abad 21 : Mengintegrasikan Pembelajaran Pada Kurikulum Merdeka Teacher Professionalism In The 21st Century : Integrating Learning In The Independent Curriculum. JIIC Jurnal Intelek Insan Cendikia, 2(6), 10798–10802.
- Khotimah, K., & Ikhwanah, M. (2025). Studi Komparatif Kebijakan Pendidikan Inklusif di Indonesia : Tantangan dan Solusi Implementasinya. 4(4), 1310–1319.
- Kurniawan, S. (2025). Transformation Education System and Challenges and Opportunities in the 21 st Century. Nuris Journal of Education and Islamic Studies, 5(2), 139–150. <https://doi.org/https://doi.org/10.52620/jeis.v5i2.121>
- Muna, N., Laksono, B. A., Shelamitha, N., & Mawaddah. (2025). Analisis Kesesuaian Praktik Etika Profesi Guru BK dengan Standar ABKIN di Sekolah SMP, SMA, dan SMK. Counselle, 5(2), 10–11. <https://doi.org/https://doi.org/10.32923/dzv51170>

- Munawir, Dewi Citra Puspita Sari, I. F. (2025). Etika Profesi Guru Terhadap Pembentukan Karakter Siswa. *Awwaliyah: Jurnal PGMI*, 8(1), 75–83. <https://doi.org/https://doi.org/10.58518/awwaliyah.v8i1.3427>
- Muslihati, M. (2024). Jurnal Kajian Bimbingan dan Konseling Peran Bimbingan dan Konseling dalam Penguatan Pendidikan Karakter di Sekolah Menengah Kejuruan Peran Bimbingan dan Konseling dalam Penguatan Pendidikan Karakter di Sekolah Menengah Kejuruan. 4(3). <https://doi.org/10.17977/um001v4i32019p101>
- Nurbatra, L. H. (2023). E-Module Design Workshop as Professional Development Program for Pre-School Teachers. *International Journal of Community Service Learning*, 7(2), 135–142. <https://doi.org/https://doi.org/10.23887/ijcsl.v7i2.57681>
- Nurmasyitah. (2025). Integrasi Teknologi Nano Sel Surya Dalam Pembelajaran IPA: Studi Kajian Pustaka. *CAHAYA Journal of Research on Science Education*, 3(1), 16–24. [https://doi.org/DOI: https://doi.org/10.70115/cahaya.v3i1.212](https://doi.org/DOI:https://doi.org/10.70115/cahaya.v3i1.212)
- Pendidikan, P., Membangun, S., Yang, G., & Jawab, B. (2025). *Jurnal Ilmu Pendidikan dan Pengajaran*. 3(1), 28–33.
- Prayoga, A., Purwoko, B., & Habsy, B. A. (2024). Bimbingan dan Konseling Sekolah di Era Society 5.0: Sebuah Kajian Sistematis. *Jurnal Bimbingan Dan Konseling Ar-Rahman*, 10(1), 52–61. <https://doi.org/10.31602/jbkr.v10i1.14982>
- Qowim, A. N., Afif, N., Mukhtarom, A., & Fauziah, E. (2024). Pendidikan Karakter Dalam Era Digital : Pengintegrasian Nilai-Nilai Moral Dalam Kurikulum Berbasis Teknologi. 6(1), 18–32.
- Rahmadhea, S. (2024). Pengembangan Program Bimbingan Untuk Meningkatkan Keterampilan Sosial Siswa. 2(2), 46–53.
- Rahmadhea, S. (2025). Kolaborasi Guru Bimbingan dan Konseling dengan Guru Mata Pelajaran dalam Mendukung Proses Belajar Siswa. 3(1), 8–13.
- Restiani, D. A., & Wahyudi, M. (2024). Pengembangan Media Pembelajaran Fisika Berbasis Android Pada Materi Pesawat Sederhana Menggunakan Adobe Animate. *CAHAYA \ Journal of Research on Science Education*, 2(1), 50–69. <https://doi.org/https://doi.org/10.70115/cahaya.v2i1.32>
- Riswadi, Amrullah, Z., & Ulum, B. (2025). Integrasi Metode Active Learning dalam Penguatan Nilai-Nilai Islami pada Pembelajaran PAI. *SEMESTA Jurnal Ilmu Pendidikan Dan Pengajaran*, 3(3), 102–112. <https://doi.org/https://doi.org/10.70115/semesta.v3i3.319>
- Sabarini, N. E., & Hendayana, Y. (2025). Membangun Daya Saing yang Kuat : Studi tentang Inovasi , Kepemimpinan , dan Kemampuan Beradaptasi di Kalangan. 4(3), 149–159.
- Sabarrudin. Nurul, Faqih, I. (2026). Digital Transformation in Guidance and Counseling Services and Its Implications for the Development of Pancasila-Based Student Character. *MIKAILALSYS*, 4(1), 405–420. <https://doi.org/https://doi.org/10.58578/mikailalsys.v4i1.9819>
- Safitri, A., Tinggi, S., & Tarbiyah, I. (2025). Pemanfaatan Teknologi Digital dalam Manajemen Pembelajaran Pendidikan Islam di Era Society 5 . 0. 02(01), 42–49.
- Sahra, A. P., Komalasari, K., Kayyis, I. I., Andrian, M., & Iskandar, S. (2025). Evaluasi Manajemen Sekolah Dasar Studi Kasus dalam Menantang Paradigma Konvensional

- dan Menciptakan Inovasi Pendidikan Berkelanjutan. *JURNAL ILMIAH GLOBAL EDUCATION*, 6(2), 313–322. <https://doi.org/https://doi.org/10.55681/jige.v6i2.3818>
- Saputra, E. E. (2024). Pengembangan Keterampilan Sosial Siswa Sekolah Dasar dalam Konteks Pendidikan Multikultural Pada Mata Pelajaran IPS. 2(3), 158–164. <https://doi.org/10.70115/semesta.v2i3.175>
- Siti Nurkhalifah, R. S. P. S. (2025). Pengaruh Pemanfaatan Chatgpt Dalam Model Pembelajaran Problem-Based Learning Terhadap Hasil Belajar Siswa Kelas X Smk Negeri 1 Medan. *Pendas : Jurnal Ilmiah Pendidikan Dasar*, 10(03), 230–240. <https://doi.org/https://doi.org/10.23969/jp.v10i03.34338>
- Solehayati, R., Kariadinata, R., & Chusni, M. M. (2025). Penerapan Model Pembelajaran Inquiry Berbantuan Simulasi PhET untuk Meningkatkan Literasi Sains Peserta Didik Kelas XII 1. *SEMESTA Jurnal Ilmu Pendidikan Dan Pengajaran*, 3(3), 123–133. <https://doi.org/https://doi.org/10.70115/semesta.v3i3.330>
- Wahyudi, M. F. (2023). Manajemen Kepemimpinan Kolaboratif dalam Mewujudkan Budaya Lingkungan Inklusif di Lembaga Pendidikan Endang Sasmita Nurcahaya 1 , Sri Rejeki 2 ,Ferany Ardiana 3 ,. 1(1).
- Wati, S., Labuhanbatu, M. A. N., & Utara, S. (2024). Penguatan Kompetensi Guru Dalam Menghadapi Era Digital. 10(2).
- Zain, R., Arostegi, A., Suliastri, E., Yusrianti, & Elvina. (2026). Penggunaan Media Interaktif Berbasis PowerPoint dengan Pendekatan Deep Learning Dalam Meningkatkan Minat dan Pemahaman Belajar. *SEMESTA Jurnal Ilmu Pendidikan Dan Pengajaran*, 4(1), 30–41. <https://doi.org/https://doi.org/10.70115/semesta.v4i1.396>