

A STUDY OF THE LITERATURE ON THE ANALYSIS OF ETHICAL DILEMMAS IN EDUCATIONAL PRACTICE

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Abstrak

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This study aims to clarify the analysis of ethical issues in education. The method used in this study is a review of relevant scientific literature. The research procedure begins with collecting articles, screening them, selecting them, discussing them, and concluding with conclusions. The data used comes from national journals. The results of the study indicate that among the 15 articles studied, there are 5 articles that align with the topic being analyzed. Moral issues in education are complex challenges faced by teachers, students, and educational institutions. Various situations involving conflicting ethical values often force difficult decisions, especially regarding fairness, privacy, and how personal values can influence the learning process. Some of the main issues that arise include fairness in attention to high-achieving students and those who need more assistance, the obligation to report that conflicts with student privacy, and how teachers' personal views can affect objectivity in teaching. These ethical problems, although not always have immediately clear solutions, demand high responsibility and integrity from educators in carrying out their duties.

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INTRODUCTION

Education plays a vital role in character formation and individual growth, and contributes to the advancement of the community as a whole. As a process involving interactions between teachers and students, education often faces various challenges, one of which is ethical issues. Ethical issues in education refer to value conflicts that arise when educators make decisions, which impact their actions during the learning process. Ethical issues frequently encountered by educators include considerations of fairness, student privacy, the influence of educators' personal values, and educational policies that may not always be fair (Berkowitz, 2010; Kinsella, 2006).

According to Banks (2016), ethical issues generally arise when diverse and



sometimes conflicting values need to be considered in every decision made. For example, educators are often faced with the choice between giving more attention to outstanding students or providing more assistance to students experiencing difficulties. In this situation, is the decision based on principles of fairness or the needs of each student? Furthermore, educators often face dilemmas related to limiting students' privacy for the sake of their well-being, especially when there is a risk to the students' safety or mental health (Hansen, 2008).

Education is inseparable from the values and policies implemented by educational institutions. These policies are often influenced by bias and injustice, which can complicate educational practice (Peters, 2017). Therefore, it is crucial for educators and policymakers to understand these ethical dilemmas well so they can make fair and wise decisions throughout the educational process. The purpose of this study is to analyze ethical dilemmas that arise in educational practice using a literature review approach. By evaluating various previous studies, it is hoped that deeper insights can be gained into the ethical issues frequently faced by educators and the ethical approaches that can be applied to address these challenges. In this way, this study is expected to make a significant contribution to the development of more inclusive, just, and ethical educational policies, as well as serve as a reference for educators in addressing ethical dilemmas they encounter in their daily practice.

LITERATURE REVIEW

Ethical conflicts in education relate to situations where teachers must make choices involving conflicting ethical values. Kohlberg (1981) explained that these conflicts often arise in choices related to justice, empathy, and professional obligation. Researchers such as Lovat and Toomey (2009) divide ethical issues in education into three main categories: first, between justice and empathy; second, between educational institution policies and student interests; and third, between professional integrity and personal interactions with students.

Several ethical approaches used to explore these conflicts include deontology (Kant's), which emphasizes moral obligation, and utilitarianism (Mill's), which evaluates choices based on the greatest good for the greatest number of people. Both approaches are commonly applied in the context of classroom policy and management by teachers.

Ethics education for prospective teachers is crucial for their ability to navigate these conflicts professionally. Strike & Soltis (2004) argue that ethics training prepares teachers to make fair and wise decisions while prioritizing students' interests. Furthermore, research by Lovat (2015) indicates that teachers are often caught between strict school discipline and students' personal circumstances, highlighting the importance of balancing ethical values in educational practice.

This literature review outlines the underlying issues of ethical conflicts faced by teachers and the relevant theoretical and research foundations, providing a clear understanding of this topic in the educational field.

METHODOLOGY

The method applied in this study is literature analysis. Literature analysis is a crucial step that serves as the foundation in developing a research plan. This process involves searching for and examining various sources, including books, scientific

articles, and other publications relevant to the topic being researched, in order to compile a manuscript related to a particular issue or theme (Marzali, 2016). In the context of literature analysis for writing academic works such as undergraduate theses, dissertations, and dissertations, researchers explore sources related to the theme and problems that are the focus of the study, including research variables, previously applied theories, and findings from other relevant studies, regarding the methods used in the research and other aspects (Marzali, 2016).

Literature analysis is conducted with the awareness that knowledge is constantly changing and evolving, that the research themes and variables to be studied have been the focus of previous academic research, and that researchers can learn from their experiences. Therefore, researchers are not in a position to be the first to explore these topics and issues. There are two main purposes of literature analysis. First, this analysis aims to compile articles that aim to introduce new research in a particular field that practitioners in that discipline need to know. Sometimes, this analysis can be published for the public interest. Examples of this type of analysis can be found in the Annual Review of Anthropology, the Annual Review of Sociology, and others. Researchers just starting out in a particular field can use these annual review publications as initial references (Tjahjono, H., 2018).

The second purpose of a literature review is to provide support for ongoing research. In this regard, the purpose of a literature review is to broaden the researcher's understanding of the topic being studied, assist in formulating the research problem, and facilitate the selection of appropriate theories and methods to apply in the study. By evaluating the findings of other studies, researchers can determine whether to copy, reproduce, or critique a particular study. These findings from other studies will serve as references for their own research. By critiquing existing research articles, researchers have the opportunity to generate new innovations. This article will focus on literature reviews for research purposes, particularly for students learning to write scientific articles (Marzali, 2016). Based on this explanation, researchers utilized a literature review by analyzing scientific articles from national journals published between 2021 and 2025 as one method for conducting the research. The procedures applied in the literature review in this study are :

1. Article Collection (Searching and downloading articles). This article collection step involves searching and downloading articles from Google Scholar using keywords related to the research theme or title.
2. Article Reduction (Reducing the number of articles based on the variables in the title). Article reduction involves selecting and summarizing core information, emphasizing key points, identifying themes and patterns, and eliminating irrelevant data. This process results in a more concise article that presents a clear understanding while also assisting researchers in collecting and locating additional data if needed.
3. Article Display (Compiling and organizing selected articles). After the articles have gone through the reduction process, the next step is to organize or present the selected articles. This presentation is done in the form of tables, summaries, and by showing the relationships between variables.
4. Organization and Discussion

At this stage, organization and analysis are carried out based on the type of literature review undertaken. In this phase, the type of literature review used is a theoretical

review. This review is a specific analysis in which the author discusses several theories or concepts that highlight a particular topic and compares these theories or concepts based on their assumptions, logical consistency, and the scope of their explanation.

5. Drawing Conclusions

The process of drawing conclusions is carried out by considering the results of the organization and analysis completed previously.

RESULTS AND DISCUSSION

In the initial phase of collecting writings based on the elements listed in the title 'Analysis of Ethical Dilemmas in Educational Practice,' out of 15 writings, 5 were found to be relevant to the topic of the title. In the step of screening the writings, 10 had to be removed because one element did not match the theme of the title. The writings on the analysis of ethical dilemmas in educational practice, totaling 5, are presented in Table 1 below:

No	Writer	Year Of Publication	Article title	Journal Name	Issue Number	Number Of Pages
1	Muzain Faqih, dkk.	2025	Professional Teaching Ethics in the Perspective of Contemporary Education: A Qualitative Analysis Based on Literature Review	Intelek Insan Cendikia Journal	Vol. 2 No.12	15 Pages
2	Imas Kurniawaty, dkk.	2022	The concept of ethical dilemmas in decision-making: a literature review in the teacher mover module	Basedu journal	Vol. 6 No.3	7 Pages
3	Sumingse Eunike, ddk.	2025	Ethical decision-making in the field of education	Journal of Social and Humanitarian Education	Vol.4 No.1	2169-2183
4	Tedy Permana Perangin Angin, dkk.	2025	Professionalism and ethics of elementary school teachers in shaping the character of future teacher students: a	Tambusai Education Journal	Vol. 2 No. 2	24596-24600

			theoretical and practical study.			
5	Mahktum Yahdi Abrory	2024	Ethical challenges in the teaching profession	Maliki interdisciplinary journal	Vol. 2 No. 9	

In the first article, written by (Muzain Faqih Zuhri, et al., 2025) with the title "Professional Ethics of Teaching in the Perspective of Contemporary Education: A Quantitative Analysis Based on Literature Review," this article discusses the values in the teaching profession in relation to modern education influenced by digital advancements and social changes. This qualitative research based on a literature review found that the main principles of teaching ethics include integrity, responsibility, fairness, empathy, practical wisdom, and professionalism. However, its implementation still faces challenges such as a lack of understanding of ethics, pressure from organizational structures, and limited ongoing training. Therefore, a model is needed to strengthen the professional ethics of teachers that is responsive to technological developments and the dynamics of modern education.

In the second article, written by (Imas Kurniawaty, Aiman Faiz, 2022), titled Ethical Dilemma Concept in Decision Making: A Literature Review in the Teacher Leader Module. This article discusses ethical dilemmas in the decision-making process, examined through the Teacher Leader Module. The study uses a literature analysis method to evaluate decision-making patterns related to ethics for teachers and prospective school principals. The findings of this study reveal nine stages in decision-making related to ethical dilemmas, based on moral principles, leadership in learning, and professionalism. This article emphasizes that understanding ethical dilemmas can help teachers think reflectively and constructively so that decisions made can prioritize moral and ethical values in the field of education.

In the third article written by Sumingse Eunike and Rencan Charisma Marbun (2025), titled 'Ethical Decision-Making in the Field of Education,' this article explores important stages for educators and leaders in the field of education to make ethical choices when facing conflicts of interest in the school environment. The emphasis is on the role of moral values as the main reference in every decision made. This article explores important stages for educators and leaders in the field of education to make ethical choices when facing conflicts of interest in the school environment. The emphasis is on the role of moral values as the main reference in every decision made.

In the fourth article written by Tedy Permana Perangin Angin, et al. (2025), titled 'Professionalism and Ethics of Elementary School Teachers in Shaping the Character of Prospective Educators: Theoretical and Practical Studies,' this article discusses professionalism of a true educator as a combination of teaching skills and moral principles. The development of prospective teachers' personalities needs to begin with internalizing the professional code of ethics, so that they can become trustworthy, fair, and responsible role models for future generations. The essence of this article is that the character of educators is a key factor in the field of education. A professional educator is an individual who can combine scientific expertise with ethical actions, thus being able to serve as a real example for students and the surrounding community.

In the fifth article written by (mahktum yahdi abrory, 2024), titled Ethical Challenges in the Education Profession, the article discusses how the quality of education greatly depends on the ethical integrity of its teachers. In facing the challenges of the times, educators need to continuously enhance their ethical competencies to be able to guide students in dealing with various moral dilemmas in daily life. Successful education is education that can produce individuals who are both intelligent and virtuous. To achieve this, teachers on the front lines must possess solid ethical competence and be able to serve as real examples for students when facing various difficult situations.

CONCLUSION

Based on the analysis of the literature on ethical dilemmas in educational practice, it can be concluded that of the 15 articles published between 2021 and 2025, five were relevant to the variables studied. Overall, it can be said that good education depends not only on the teaching skills of teachers but also on high professional ethical standards. Teachers must be good role models, face various challenges that arise, and educate students with an ethical approach that prioritizes strong moral values.

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