



IMPLEMENTATION OF TEACHER PROFESSIONAL ETHICS WITH THE CONCEPT OF EDUCATION

Nazlah Damia¹, Jenny Maharani²

^{1,2}Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara
Email: ¹ nazladamia285@gmail.com, ² Jennymaharani376@gmail.com

Abstract

This research discusses the implementation of teacher professional ethics in an educational context, exploring various aspects involving integrity, justice and responsibility. Teachers, as key agents in the educational process, are expected to carry out their duties with full ethics and morality. Personal and professional integrity, fairness in learning, honesty, transparency, conflict management, professional responsibility, and respect for diversity are the key elements analyzed. The application of teacher professional ethics is important to create a balanced and inclusive learning environment. This research illustrates how teachers can build ethical relationships with students, parents, and colleagues, and how they can ensure that their decisions are sound based on moral principles. Student diversity is recognized as an important aspect, and this research highlights the importance of respecting and understanding differences to create learning spaces that advance each individual. An educational concept that can help a teacher can be said to be professional by doing it in the implementation of teaching and learning activities. What teachers must do in teaching and learning activities are: praying, raising students' enthusiasm, providing motivation, sincerity in teaching, enthusiasm in teaching and learning activities, honesty, fairness, authority/charisma, love for students, attention to students, direction in talents, talent interest training, good personality and evaluation in learning. The results of this research provide insight into the challenges and opportunities in implementing teacher professional ethics, and contribute to further understanding of how ethics can become a solid foundation in developing a quality education system. Practical implications of this research include the development of training programs for teachers that strengthen their understanding of professional ethics and method apply them effectively in educational contexts.

Keywords : Teacher Profesional Responsibility, Moral education for Teachers

Introduction

Education has a central role in shaping the character and future of the next generation. In this context, the teacher's role becomes crucial not only in delivering lesson material, but also in guiding students to become individuals with integrity and responsibility. Teacher professional ethics is the main foundation in ensuring that education is carried out well with high moral standards. The importance of implementing teacher professional ethics in the concept of education not only includes aspects of personal integrity, but also active involvement in shaping student character. In this view, this research will explore various dimensions of implementing teacher ethics, ranging from fairness in learning to conflict management and ethical relationships with students. Dynamic changes in society and technological developments require teachers to not only master subject matter but also uphold moral values in their every action. By digging deeper into the implementation of teacher professional ethics, it is hoped that this research can provide a deeper view of how teachers can become agents of moral change in the world of education. Through a better understanding of the challenges and opportunities teachers face in implementing professional ethics, it is hoped that this research can contribute to the development of training programs and policies that support the development of sustainable and ethical education.

Research Methodology

This research uses a qualitative descriptive approach, with the Guttman Scale method developed by Louis Guttman. The Guttman scale is also called a scalogram or scale analysis. Louis Guttman developed this scale for overcome the problems faced by Likert and Thurstone. In addition, the Guttman scale has an assumption according to Babbie (Sukardi, 2011: 149) that the basis of the fact that several items are under consideration must be proven to be a stronger indicator of one variable compared to other variables. Based on the explanation above, this qualitative descriptive approach is an approach in understanding the general description of the activity process carried out by each teaching teacher, understanding the professional ethics of teachers contained in the concept of KH education. Hasyim Asy'ari, understands teaching and learning activities with teachers implementing professional teacher ethics. The researcher's presence in this research was as a participant observer, apart from being an observer, the researcher also acted as a participant who functioned as a data collector. In order for the researcher to gain the trust of the informants and research subjects, the researcher informs the respondent of the identity or status of the researcher. This step is intended so that researchers can obtain the necessary data. This research was conducted using an online survey using the Google Forms system with respondents from economics education alumni, FKIP Siliwangi University class of 2016.

Result & Discussion

The implementation of teacher professional ethics in the concept of education plays a central role in shaping student character and ensuring the quality of education. Various important aspects need to be considered in this discussion.

1. Integrity and Moral Values

Teachers as Moral role models are expected to uphold integrity and moral values in all their actions. The discussion includes how teachers' personal integrity is reflected in their teaching practices and daily interactions.

2. Fairness and Inclusivity

It is important to discuss how teachers ensure fairness in learning, providing equal opportunities for all students regardless of differences. The concept of inclusivity and appreciation of diversity also needs to be considered.

3. Transparency and Communication

Implementation of professional ethics involves transparency in communication with students, parents and colleagues. The discussion includes how teachers ensure that information regarding student progress is conveyed honestly and openly.

4. Professional Responsibilities

Teachers need to continually improve their skills and engage in professional coaching. How this professional responsibility is realized in teacher self-development needs to be the focus of discussion.

5. Conflict Management

In the context of this discussion, it is necessary to emphasize how teachers manage conflict, both between students and in interactions with parents and colleagues. The application of ethics in dealing with conflict is a key aspect.

6. Respect for Diversity:

How teachers create a learning environment that respects student diversity and creates an inclusive space needs attention. Discussions can include concrete strategies for integrating diversity in the curriculum and daily interactions.

The teaching profession should be seen in a broad relationship. A number of recommendations can be made as follows : (1) The role of education must be seen in the context of overall development, which aims to shape humans according to the nation's ideals. Development cannot possibly be successful if it does not involve humans as actors and at the same time as development goals. To make development a success, it is necessary to organize a relevant education system. The education system is designed and implemented by people who are experts in their fields. Without adequate expertise, it is difficult for education to be successful. The expertise possessed by educational personnel is not possessed by members of society in general, but is only possessed by certain people who have undergone teacher training in a planned and systematic manner (2) It is not possible to see and feel the results of education in a short time, but they can be seen over a long period of time, perhaps even after one generation. That is why the educational process cannot be mistaken or wrong, even if only a little. Mistakes made by people who are not experts in the field of education can damage the next generation and have consequences will continue on. That's why the hands that manage the education system from a welding up to the class must consist of professional staff within with a and education (3) School is a professional institution. The

school aims to shape students into adult humans with mature and tough personalities, who can be accountable and responsible towards society and themselves. In time, school graduates must be able to work to fill existing jobs. They must be prepared through educational programs at school. People have entrusted their children to be educated at school. They do not have enough time to educate their children as expected. They do not have the necessary knowledge and skills to pass on to their children. Part of the responsibility for children's education lies in the hands of teachers and other educational personnel, which is why teachers must be educated in the educational profession, in order to have the necessary competencies to carry out their duties and function efficiently and effectively. This is only possible if the position, function and role of teachers are recognized as a profession (4) In accordance with the nature and criteria of the profession as explained above, it is clear that the work of a teacher must be carried out by people who serve as teachers. The work of a teacher is work that is full of service to society, and needs to be organized based on a certain code of ethics. The code of ethics regulates how a teacher must behave in accordance with, norms-work norms, both in relationships with students and in relationships with colleagues (5) As a logical consequence of these considerations, every teacher must have professional competence, personality competence and social competence. Thus he has the authority to teach to be given reasonable compensation in accordance with function and duties.

Thus, a prospective teacher should have taken a teacher education program at a particular educational institution. The teaching profession should be seen in a broad relationship. A number of recommendations can be made as follows: (1) The role of education must be seen in the context of overall development, which aims to shape humans according to the nation's ideals. Development cannot possibly be successful if it does not involve humans as actors and at the same time as development goals. To make development a success, it is necessary to organize a relevant education system. The education system is designed and implemented by people who are experts in their fields. Without adequate expertise, it is difficult for education to be successful. The expertise possessed by educational personnel is not possessed by members of society in general, but is only possessed by certain people who have undergone teacher training in a planned and systematic manner (2) It is not possible to see and feel the results of education in a short time, but they can be seen over a long period of time, perhaps even after one generation. That is why the educational process cannot be mistaken or wrong, even if only a little. Mistakes made by people who are not experts in the field of education can damage the next generation and have consequences will continue on. That's why the hands that manage the education system from a welding all the way into the classroom must be consists from professionals in the field of education (3) School is a professional institution. The school aims to shape students into adult humans with mature and tough personalities, who can be accountable and responsible towards society. society and towards himself. In time, school graduates must be able to work to fill existing jobs. They must be prepared through educational programs at school. People have entrusted their children to be educated at school. They don't have enough time to educate their children properly expected. They do not have the necessary knowledge and skills to pass on to their children. Part of the responsibility for children's education lies in the hands of teachers and other educational personnel, which is why teachers must be educated in the educational profession, so that they have the necessary competencies to carry out their duties and functions efficiently and effectively. This is only possible if the position, function and role of the teacher are recognized as a profession and (4) In accordance with the nature and criteria of the profession as explained above, it is clear that the work of a teacher must be carried out by people who serve as teachers. The work of a teacher is work that is full of service to society, and needs to be organized based on a certain code of ethics. The code of ethics regulates how a teacher must behave in accordance with the norms of his work, both in relationships with his students and in relationships with his colleagues (5) As a logical consequence of these considerations, every teacher must have professional competence, personality competence and social competence. Thus, he has the authority to teach and be given reasonable compensation in accordance with his functions and duties.

Conclusion

Implementing teacher professional ethics in education is a crucial step to achieving quality learning goals. The teacher's example in implementing moral values such as integrity, justice and responsibility can shape students' character. By practicing professional ethics, teachers can create a safe, supportive and encouraging learning environment. Additionally, respect for diversity and equality can increase inclusiveness in the classroom. Ethics can be interpreted as a philosophical discipline that is very necessary in interactions between humans in choosing and deciding on the best possible patterns of behavior based on the prevailing moral scales. Work ethic is an internal demand for internal ethical behavior create a performance good and productive work. The Teacher Code of Ethics in Indonesia can be formulated as a set of values and norms- well-organized, systematic teacher professional norms in a complete system. The Indonesian Teacher Code of Ethics is a very important tool for forming the professional attitudes of pro member teaching profession. The aim of a profession in compiling a code of ethics is to uphold the

dignity of the profession, safeguard and maintain the welfare of its members, increase the dedication of members of the profession, and improve the quality of the profession and the quality of the professional organization. Determination of a code of ethics may not be carried out individually, but must be carried out by an authorized organization in accordance with the profession. In conclusion, the implementation of teacher professional ethics not only influences the quality of education, but also shapes positive values in future generations.

References

- Friday, 2000. Professional ethics as a teacher. Garuda Portal.
- Hamalik, Oemar. (2004). Competency Based Teacher Education Approach. Jakarta :Literary Earth
- Mawardi Kholid. Journal of Educational Alternative Thought:Morality of Educational ThoughtK. H. Hasyim asy'ari. Yogyakarta: Madness, 2008.
- Mulyasa, E. (2002). Competency Based Curriculum, Concepts, Characteristics and Implementation. Bandung :Rosdakarya Teenager
- Mulyasa, E. (2006). Becoming a Professional Teacher Creates Creative and Fun Learning. Bandung :Rosdakarya Teenager
- Mulyasa, E. (2007). Competency Standards and Teacher Certification. Bandung :Rosdakarya Teenager
- Ruslan, 2013. Teacher ethics in the teaching and learning process. Bima Muhammadiyah University.
- Supriadi, Dedi. (1998). Raising the Image and Dignity of Teachers. Yogyakarta: Adicita Karya Nusa
- Syahrul, 2009. Professional development and teacher competency based on morals and culture. Volume 1. MEDTEK
- Zulhimma, 2013. The Existence of Teaching Professional Ethics in the World of Educators