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## Improving The Professionalism Of Teachers By Understanding The Philosophy Of Education And Implementing The Professional Code Of Ethics

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### ABSTRACT

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Education is a means of acquiring knowledge. In this context, a teacher or educator serves as a guide. Not a few teachers violate and ignore the Teachers' Code of Ethics, even though the Teachers' Code of Ethics is very important for the world of education. Whatever the profession, there must be binding standards to ensure that the profession and the teaching profession are well run. Professional teachers are certainly bound by the existing code of ethics, but unfortunately there are still many teachers with professional teacher certification who do not reflect professionalism and violate the teacher code of ethics. This paper aims to respond to the concerns of educational practitioners who feel that there are still many people who do not act and behave in accordance with the rules. Therefore, it is very important to understand and respect the professional code of ethics, especially in the teaching profession, because by understanding and respecting the professional code of ethics that has been established, doing work and service will feel very happy. The enforcement of this code of ethics must also be based on constructive principles, among others: Tut Wuri Handayani Principle, Justice Principle, Family Principle, Communication Principle and Teacher Principle. These principles are in line with the philosophy of education initiated by philosophers of education.

**Keywords:** History of the article, Code of Ethics for Teachers, Philosophy of Education



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### 1. INTRODUCTION

The position of a human being is an integral part of society, with inherent rights and obligations due to their existence. Similarly, members of any organization will always have positions, rights, and obligations that are determined based on prevailing socio-cultural and legal values. In modern society, various professions exist, ranging from paramedics, doctors, soldiers, and police to prosecutors, lawyers, judges, notaries, journalists, and educators.

A teacher is a professional who educates, guides, assesses, trains, and evaluates students. It is important to have a code of ethics as it provides normative principles that may not be covered by formal laws. A code of ethics is internally normative and complements formal constitutional principles, making it an essential tool for ensuring professional conduct. To gain a better understanding of the role of professional ethics codes in different organisations, it may be helpful to compare them based on the following description. The codes govern interactions and transactions in various sectors, including social economy, public services such as transport, trade, public administration, traffic administration, social culture (especially education and health), social politics, and law, all with the aim of promoting the welfare of society.

## 2. DISCUSSION

Education is widely considered a fundamental aspect of human life, as it plays a crucial role in promoting progress and development. As noted by II (1977), a lack of education can lead to stagnation and even decline. Being a teacher requires a strong passion for knowledge and a continuous pursuit of it. According to Ottu and Tamonob (2021), teachers are motivated to engage in deep thinking when acquiring knowledge. Teachers play an important role in determining educational success as they are directly involved with students as both subjects and objects of learning. The term 'code of ethics' refers to the written laws of a society, nation, or state that govern professional conduct. As Soelaeman Soemardi points out, every profession comprises of two aspects: professionalism as technical expertise and professional ethics as the foundation of morality. Ethics is a set of behavioural norms that arise from socio-cultural values such as traditions and customs, or philosophical teachings. The code of ethics can be compared to the oath taken by professionals in a particular position or profession. It applies only to the relevant professional personnel or, in a limited way, to internal groups in certain fields of work.

Etymologically, a 'code of ethics' refers to a set of rules, procedures, signs, and ethical guidelines that guide professional conduct. In other words, a code of ethics provides a framework of ethical rules and procedures to guide behaviour. Ethical actions are based on the values and norms adopted by a particular group or society. According to Sumaryono, the code of ethics serves as a means of social control, deterring interference from external parties, misunderstandings, and conflicts. The consistency and sincerity of professionals in fulfilling their assigned obligations is a testament to their character. This dedication serves as both motivation and a demonstration of their commitment to their clients, scientific field, nation, and colleagues. It also reflects positively on their profession's image and reputation. The teaching profession in the Republic of Indonesia is considered an honourable and noble occupation due to its aim of fostering the development of virtuous and knowledgeable individuals (*insan kamil*). The goal of education is to cultivate cultural and moral subjects, making the profession highly respected. The teaching profession is often associated with noble qualities such as authority, knowledge, love, and patience. Teachers are seen as leaders who nurture their students and help them grow. The teaching profession is often associated with noble qualities such as authority, knowledge, love, and patience. These traits contribute to the high regard in which the profession is held.

When carrying out their duties as a teacher, it is important to understand and comply with the norms that govern the relationships between teachers, students, parents, colleagues, and supervisors. The role of a teacher is a professional one, and as such, there is a code of ethics that must be followed. This Code of Ethics provides guidance on how teachers should interact with learners, peers, parents, and the community. In the future, this guideline will differentiate between appropriate and inappropriate teacher behaviour and outline their responsibilities as educators. The Code of Ethics aims to present teachers as individuals of honour, nobility, and dignity. Therefore, it is important to continue seeking understanding and coherence on ethical issues for teachers. In the current educational context, it is important to ensure that teachers have a clear understanding of how the Code of Ethics applies to them as professionals. It has been observed that some teachers may carry out their duties without this understanding.

The description above suggests that a professional code of ethics can act as a guiding principle for professionals to fulfill their cultural, state, and moral obligations. This means that the code of ethics encourages genuine commitment without external pressure or oversight from superiors and managers. It supports internal self-awareness, self-regulation, and self-monitoring while also promoting a sense of community within the group.

## 3. RESEARCH METHODS

The article utilizes a research method that combines literature and literacy studies. Literature analysis is employed to develop a theoretical framework and gain a deeper understanding of the concepts of teacher professional ethics, multiculturalism, and inclusive education related to the issues under discussion. The available data has been analyzed in accordance with the existing problems and sourced from Google Scholar as a reference.

## 4. RESULTS AND DISCUSSION

### A. Teacher and the Teacher Code of Ethics

Teachers play a vital role in education as they are equipped to address any issues that may arise. The teaching profession is a specialized field that operates based on professional principles and goals (Fattah, 2018). Teachers are instrumental in supporting students' development to help them achieve their goals for a better life (Nurkholisah, 2017).

A teacher has various responsibilities assigned to them, including moral, educational, societal, and scientific responsibilities (Hamalik, 2002). As stated in Article 20 of Law Number 14 of 2005 concerning teachers and lecturers, teachers have specific duties (Rohman, 2009).

- a. Plan learning, implement quality learning processes, assess and evaluate learning outcomes.
- b. Continuously improve and develop academic qualifications and skills in line with developments in science, technology and the arts.
- c. Maintain and promote national unity and integrity.
- d. Comply with laws, regulations, the Teachers' Code of Ethics, religious values and the law.

Ethics has a great impact on people's daily lives. Ethics affect human character because they help people decide what to do and what to avoid. All aspects of human life are coloured by ethics. The teachers' code of ethics is a code that binds all teachers' attitudes and actions (Djamarah, 2000: 49). From this it can be concluded that this code of ethics for teachers is very necessary. Because they can avoid arbitrary actions or committing immoral acts against the students they teach (Pratiwi, 2022). In order to practice the ethics that educators must have, educators must be able to comply with the rules and norms enforced in the code of ethics.

### **B. Teacher Professionalis**

In the Great Dictionary of the Indonesian Language, professional is associated with work experience, having specialised intelligence, being qualified in a profession that can generate funds (payment). It can be said that a person is professional when he or she has met the standards set in the particular field in which he or she works. Specialised knowledge, which not everyone has, and general professionalism can guarantee its benefits. A professional is not someone who is forced to work in this field, but is born from a passion, from a deep interest that comes from within, that radiates in daily life and can be enjoyed by others. The goal of a professional is not only his own pleasure, even if it comes from taste, but to build others (Sutiono, 2021).

Professions are activities carried out with expertise, specialised knowledge and skills in a particular field in accordance with predetermined goals. Abdul Hamid quotes Maister (1997) who argues that professional teachers must not only have technical and managerial knowledge, but also have high attitudes and development of skills and behaviours that are reflected according to the needs (Hamid, 2017). According to Robert W. Rechey in Danim (2003) cited by (Akhwan, 2003), the main characteristics that teachers must have are: First, the concern for humanitarian services rather than personal interests. Second, the awareness of teachers to learn the concepts and principles of professional knowledge that support their expertise. Third, the quality and ability to keep up with developments in the growth of the position and the demands of educational institutions in general. Fourth, a commitment to a code of ethics. Fifth, to have an organisation that can improve standards of service, professional discipline and the welfare of its members. Sixth, to see the profession as a lifelong and permanent career.

### **C. Improving Teacher Professionalism**

Professionalism is an experience that a person has in a particular field and has been able to transfer professionalism (knowledge) to people who need it. A professional teacher is a person who is truly an expert in his or her field and is able to perform his or her duties well and has high competence and commitment in performing his or her duties and responsibilities (Sutiono, 2021). According to Purwanto (2004) in (Muhson, 2004), teachers must always try to do five things to improve their professionalism. First, understand the requirements of existing professional standards. This should be a top priority because:

- i. Global competition now allows teacher mobility across borders.
- ii. As a professional, the teacher has to keep up with the demands of global professional development and the demands of a society that wants better services.

Secondly, to achieve the required qualifications and competences. By achieving the appropriate qualifications and competences, teachers will be in a strong bargaining position and will meet the required standards. This improvement in quality and competence can be achieved through in-service training and various other certification efforts. Third, building good and inclusive relationships with colleagues, including within the organisation. Teachers can seek to build good and inclusive relationships with colleagues through networking.

### **D. The Role of the Code of Ethics in Improving Teacher Professionalism**

The Teacher Code of Ethics is an educational effort to achieve the noble ideals of the Indonesian nation and state as stated in the preamble of the 1945 Constitution, which is absolutely necessary as an orderly and orderly means as a guideline that is a shared responsibility. A code of ethics is very important for a profession, especially in the teaching profession because as a professional it is necessary to have a code of ethics for teachers

and make it a guideline that regulates the work of teachers in service where the code of ethics is a provision that binds all attitudes and actions of a teacher (Desvianny & Susanto, 2020). It can be concluded that the code of ethics for teachers is very necessary because the existence of a code of ethics can avoid arbitrary actions or doing bad things to students.

Teachers need to have certain requirements in order to carry out their duties and responsibilities properly in order to achieve the learning objectives. With the Teachers' Code of Ethics implemented in schools, every teacher is required to follow and implement it. The existing code of ethics has been proven to improve the professionalism of teachers in schools. The development of the code of ethics in schools is carried out in such a way that the code of ethics that has been established makes teachers increasingly committed and professional in the educational process. The aim of this development is to enhance the existing code of conduct to ensure it is more comprehensive and relevant, thereby facilitating the achievement of the general purpose of education in schools. It is widely acknowledged that the education system and teachers are influential factors in determining the success of their students. This is the driving force behind the need for improvement (AR, 2016). To enhance the quality and professionalism of teaching, it may be beneficial to explore various steps and strategies, including the recruitment of teachers and the implementation of a teacher code of ethics. These efforts can take on both formal and non-formal approaches.

## 5. CONCLUSION

Higher education is considered a center for the development of knowledge, human personality, and culture. It is important to foster leadership and partnership between lecturers and students in fulfilling the Tridharma of Higher Education. To promote a culture of higher education as a scientific institution and campus as a scientific community, it is suggested that a more democratic lecturer-student relationship be developed. This can be achieved by implementing the principles of Tut Wuri Handayani, kinship, and partnership. The teacher's responsibility is to perform the tasks assigned to them. The topics of moral responsibility and responsibility in the field of schooling, as well as teacher responsibility in society and science, are of great importance. The Teacher Code of Ethics is a binding code that governs all teacher attitudes and actions, and is necessary to prevent arbitrary actions or immoral acts against the students they teach. In order to maintain ethical standards, it is important for educators to follow the regulations and guidelines set forth in the Code of Ethics. Good teacher ethics can develop and implement good teaching practices, and their implementation is consistent with good behaviour. The aim of a professional is not only his or her own pleasure, even if it comes from taste, but to build up others. Professions are activities carried out with expertise, specialised knowledge and skills in a particular field in accordance with predetermined goals. Professional teachers must have not only technical and managerial knowledge, but also high attitudes and the development of skills and behaviours that are reflected in accordance with the needs. Teachers are educators who are more competent than their students, enabling them to impart knowledge that is beneficial to students' lives. Teachers are professionals whose role is to educate, instruct, guide, direct, train, advise and assess students in formal, primary and secondary education.

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