

Violent Behavior of Teacher and Comprehension of The Professional Code of Ethics for Teachers

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Abstract— Comprehension of Professional Code of Ethics for Teachers influences to the violent behavior of teachers towards their students, considering that professional ethics is an effort to eliminate violent behavior in schools. Professional Code of Ethics for Teachers as a tool in controlling the quality of teachers. It is an important research considering that violent behavior (bullying) can hamper children's psychological development. The focus of the research is about teachers's comprehension on the Professional Code of Ethics for Teachers as a foundation for preventing violent behavior of teacher, and about the teachers's construction relates to violent behavior. This sociology legal perspective research using behavioristic and constructivistic theories. These theories are used to examine the violent behavior of teachers as a continuous dialectical process in both the perpetrator and the victim. The research locates in some elementary schools in Surabaya with the teacher as the subject. Data obtained through interviews and Focus Group Discussions involving teachers, school managements and parents of students. The collected data was analyzed constructively with the Husserl's Phenomenology school. The results showed that most teachers did not understand the Professional Code of Ethics for Teachers, so teachers constructed that violence was still needed in the administration of education in schools provided with restrictions and aimed at disciplining the students. The results also indicate that were a necessary for a socialization of the Professional Code of Ethics for Teachers to increase teachers's comprehension as a foundation for behaving in implementing their duties.

Keywords— Professional Ethics, Teacher, Violent Behavior

I. INTRODUCTION

Government Regulation Number 19 of 2005 on National Education Standards [1] regulates that: Strategies for enhancing teacher's professionalism are carried out through teacher qualification programs are minimum bachelor degree, teacher professional certification, and development of teacher professional organizations. Through the teacher professional organization, the Professional Code of Ethics for Teachers are prepared which aim to control the quality of professionalism. Supervision is carried out in terms of client services, professional development and its relationship with the government. In 2008 the Teachers Association of Indonesia (PGRI) as a large teacher organization succeeded in developing the Ethics Code of Teacher. Nevertheless up to now there are still many violent behavior (bullying)

committed by teachers towards their students. Bullying is defined as repeated and harmful behaviour, characterised by a strong imbalance of power between the bully and the victim [2]. For example, three students of elementary school in Garut, West Java, became victims of violence committed by their teacher. The victims were allegedly mistreated by being burned with cigarettes because they could not do some mathematical counting [3]. Another example, in the middle of January 2019, cyberspace was stirred by a viral video showing some students being forced to consume runny food in a bucket by their seniors. The students were allegedly following the orientation of the flag-raisers (Paskibraka). The viral video on social media shows seniors treating them like animals. Another incident was the tragic death of Aldama Putra, a student of the Academy of Aviation Safety Engineering (ATKP) Makassar who was persecuted by his seniors [4]. Commission for Child Protection of Indonesia survey shows that 87.6% of students have experienced violence committed by their own teachers.

Bullying has a dangerous impact on students who experience it, it interfering with concentration, health, even lead to depression. Involvement in bullying behaviours is a widespread phenomenon in childhood and adolescence that can have a negative impact on health such as later anxiety problems [5], depression and selfharm [6], [7], antisocial behaviour [8], and suicide or attempted suicide [9], [10], as well as substance misuse and poor educational outcomes [11]. Refer to Jamaludin Ancok, the violent behavior of teachers is a result of teacher's over heavy burdens and school institutions priority on cognitive aspects rather than cultural and character education [12].

Article 6 paragraph (1) letter f of the Professional Code of Ethics for Teachers arranged by Teachers Association of Indonesia states "...Teacher buildings relationships with students based on compassion and avoids physical violence that is beyond the norms of education...". The teacher's comprehension on Article 6 paragraph (1) letter f is the focus of research that is associated with the violent behavior of teachers towards their students. Another focus of research is the construction of teachers about violent behavior towards their students. These two issues are interrelated, because the construction of the teacher's thought depends on his/her comprehension on the Professional Code of Ethics for

Teachers as the foundation for behaving in implementing his/her duties.

II. RESEARCH METHOD

Behavioristic theory observes that violent behavior is a forming process of socialization in family and school. Constructivistic theory observes that violent behavior is a dialectical social construction between social structures (education) and individuals. These theories are used because violent behavior of teacher does not have to be understood as an action to reorganize social order in school. Violence is not about behavior at a time situation, but is a continuous dialectical process in both perpetrators and victims related to violence itself.

The method of this research is qualitative with a phenomenological approach by searching for the meanings of the phenomenon of violent behavior of teacher towards their students. The search for meanings of social phenomena is carried out by tracing teacher's construction of violent in school. This phase will begin by knowing the teacher's comprehension on the Professional Code of Ethics for Teachers.

This research was located in Surabaya considering its cultural heterogeneity. Elementary School as a research target because its a place to instill basic values and students are still idolized the teacher. The research subjects were teachers who were involved in teaching and learning process.

Data obtained by deep interviewing and focus group discussions involving teachers, school management and parents of students. In-depth interviews intended to knowing correlation between comprehension on the Professional Code of Ethics for Teachers and the construction of teachers related to violent behavior of teacher. Through focus group discussion expected that opinions between informants can be cross-checked so that researchers are able to capture the essence of each opinion.

The constructivist technique of Husserl's phenomenology was used to analyze the collected data. The results of in-depth interviews were explained to obtain experiences of varied subjects about teacher violence. From the explanation, the researcher made an interpretation based on the context, the text and the perpetrators-victims with the teacher's comprehension on the professional ethics.

III. RESULT AND DISCUSSION

Article 1 number 4 of Law Number 14 of 2005 on Teachers and Lecturers regulates that teachers as professionals must obtain professional requirements, "Professionals are profession or activities carried out by someone and become a source of income for life that requires expertise, skills, or ability that suitable to certain quality standards or certain norms and require professional education". This means that to become a teacher requires a certain educational background, and has sufficient skills.

Teachers in carrying out their profession are required to become members of the teacher professional organization. The teacher professional organization has the responsibility

of controlling the quality of teachers by regulating them in the Professional Code of Ethics for Teachers. Teacher must understand the ethics as a foundation for carrying out his/her profession. Teacher's comprehension on professional ethics is very influential on their construction of violent behavior in carrying out his/her duties.

Construction can be interpreted as the building of knowledge or cognitive structure of a person as a result of his/her social learning so far. Construction is the accumulation of knowledge and the results of interactions between a person and his/her social environment.

The interviews with the teachers show the following results: most of teachers have a view that professional ethics are only applied to elitist professions such as doctors, even though there are many searching results on internet show that the Teachers Association of Indonesia (PGRI) has compiled the Professional Code of Ethics for Teachers that enacted on January 1st, 2013 [13]. Logically, if the Professional Code of Ethics for Teachers is available and not all teachers know it, then the problem lies on the socialization of the Codes. The data shows that there are still many teachers who do not know of the Professional Code of Ethics for Teachers which means that most teachers also do not understand it.

If it is related to the teacher's construction of violent behavior at school, it shows that the comprehension on the professional ethics is not very influential. The results of interviews with teachers show that basically teachers do not agree on violent behavior at schools. But they admit that sometimes violent behavior is still carried out in verbal form such as giving negative labels (such as the fool, the lazy, the troublemaker) to discipline the students. Some teachers do physical violence on students whose economically downward. This happens because teachers do not comprehend the professional ethics and triggered by the students naughtiness who do not get enough attention from their parents and require harsher handling. Another thing that triggers it is that lower-middle class parents do not comprehend the law and consider the teacher's behavior as natural thing.

The illustration above shows that the teacher only constructs violent behavior from a physical and verbal perspective. Though violence is a behavior that includes verbal, physical, psychological and sexual.

IV. CONCLUSION

Teacher's comprehension for the Professional Code of Ethics for Teachers are generally weak and implies to the relationship between teachers and students. This condition illustrates why teachers still behave violently towards students in carrying out their professional duties at school.

In general, teacher's construction of violent behavior is only viewed from a verbal and physical perspective and most of them do not agree on violent behavior at schools for any reason.

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