

CODE OF ETHICS FOR TEACHER AS LEGAL PILLAR TO IMPROVE EDUCATIONAL PROFESSIONALISM

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Abstract-Education is the principle of a country in shaping the quality human resources. The implementation of education is the main foundation in the process of civilizing and empowering the nation's generation to students, therefore the teacher has an important role in carrying out the learning process in schools that leads to the maturation process to become a whole person. Teachers are one of the professions in the field of education, so that in carrying out their duties and functions is limited by a code of ethics as a guide in carrying out their profession. The substance of this code of ethics is the direction of the teacher in improving and developing professionalism as an educator. In line with the discussion, the article discuss the teacher's code of ethics as a legal pillar to improve the professionalism of educators will formulate three concepts, that is, (1) the teachers' code of ethics as the principle guideline in carrying out the learning process; (2) the teachers' code of ethics is the norm in carrying out education; and (3) the teachers' code of ethics as a legal basis for carrying out the teaching profession.

Keywords-code of ethics, teacher, professionalism, educator.

I. INTRODUCTION

Educating the life of the nation is the responsibility of the government through education programs. In the opening of Constitution at fourth paragraph year 1945 which reads " Then than that to form a Government of the Republic of Indonesia that protects all the people of Indonesia and all of Indonesia's bloodshed and to advance the general welfare, educate the lives of the nation". This means that one of the goals of the Unitary State of the Republic of Indonesia is to educate the lives of the nation. This shows that education has the highest priority in building quality and dignified human resources. The progress of a country is influenced by the quality or quality of education of

its citizens. Based on this statement, education programs in Indonesia continue to improve towards the development of human resources towards modern citizens. This cannot be separated from the role of a teacher in education.

Teachers have a major influence on the success of the education system in Indonesia , therefore teachers have a central role in the success of education in the direction of combating poverty, promoting peace, social justice, human rights, democracy, cultural diversity and cultural awareness. In line with the notion, a teacher in carrying out his duties and functions in the success of education in Indonesia needs a legal, that is, in the form of a code of ethics. The Indonesian teacher's code of ethics is the result of the formulation of the Central Conference of the Indonesian Teachers Association (PGRI). This code of ethics is a single rule that must be obeyed by teachers throughout Indonesia in carrying out their professional duties.

II. DISCUSSION

A. The Principle of Code of Ethics for Indonesia Teacher.

The code of ethics comes from two words, namely code and ethics. In the Indonesian dictionary code means writing, while ethics comes from the word "ethos" which means character, behavior, or noble of character. Then ethics has the meaning of norms, principles, or rules [1]Then, the code of ethics is defined as rules relating to morality or norms in written form.

Before reviewing the concept of understanding the Indonesian teacher's code of ethics, it is first to understand the meaning of the professional code of ethics, that is, an ethical order agreed upon by a particular community group. The code of ethics is generally included in social norms, but if there is a code of ethics that has rather normal sanctions in the category of legal norms based on decency. The Code of Ethics can also be interpreted as a pattern of rules, procedures, signs,

ethical guidelines in carrying out an activity or work. The code of ethics is a pattern of rules or procedures to guide behavior and culture. The purpose of the code of ethics is that professionalism provides the best services to service users. The existence of a code of ethics will protect unprofessional actions. [2]describes several characteristics from the code of ethics, as following:

- a. The behavior that is done has been ingrained and integrated into a personality that distinguishes between one individual and another.
- b. This behavior can be done easily without thinking again, this is as a result of the state of the act is ingrained.
- c. The action that is carried out arises from the pressure of others.
- d. The act carried out is in real condition, not pretending or acting.
- e. The act was carried out on the basis of intention solely because of God, so that the act referred to was worth worship and later received a reward in return on his side.

From the definition and characteristics, the concept of professional ethics in question is the teaching profession. In the Indonesian Teacher's Code of Ethics document section one of article 1, it is explained that the Indonesian teacher's code of ethics is the norms and principles agreed and accepted by Indonesian teachers as guidelines for attitudes and behavior in carrying out professional duties as educators, community members and citizens. Further explained in Article 2, the Indonesian teacher's code of ethics is an attitude and behavior guideline aimed at placing teachers as respectable, noble and dignified professions protected by the Law. From these two explanations, it implies that the Indonesian teacher's code of ethics is one of the legal pillars to protect the teaching profession in carrying out its duties and functions in a professional manner. [3]states that the teacher's adherence to the code of ethics will encourage the teacher to behave in accordance with the rules that have been agreed upon and determined by the organization or profession association while carrying out professional duties and life as citizens and community members. This means that the self-actualization of a teacher in implementing the process of education and learning in a professional, dignified, and ethical manner will be realized in accordance with the goals of national education aspired. Based on this statement, the Indonesian Teachers' Code of Ethics serves as a set of moral principles and norms that underlie the implementation of teacher professional duties and services in relation to students, parents or guardians of students, schools and their professional partners, professional organizations, and the government in

accordance with religious, educational, social, ethical and humanitarian values.

[4]there are six principles of code of ethics that are inherent in a teacher's profession, namely (1) main trust in the profession, meaning that the relationship between the teacher and students must trust and respect each other, respect this must be done by a teacher to create a sense of comfort of a student towards the teacher; (2) maintain professional relationships with students; (3) respects the uniqueness and diversity of students; (4) work in a collaborative manner with colleagues, parents, guardians, and care; (5) act with honesty and integrity; (6) keep their professional knowledge and practice up to date. Of the six principles, it can be concluded that the teacher's code of ethics is intended as a teacher's guide to improving the quality of education. Further explained in the book "The Code of Professional Conduct for Teachers" that the teacher's code of ethics has three objectives, namely (1) to guide the teacher in carrying out his duties as educator and teacher and uphold the honor and dignity of his profession; (2) as an education community in informing teacher understanding in the education process; (3) as legal position and guidelines in improving teacher discipline in the learning process.

National Educating System concerning the national education system states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students on the path of formal education. This main task will be realized effectively in achieving the level of professionalism reflected in competencies, skills, skills or skills that meet certain quality standards or ethical norms. Based on this, the teacher must understand and implement the code of ethics as a corridor or direction in carrying out his duties towards professionalism. According to[5] mentions three teacher competencies, including (1) *Knowledge criteria*, namely the intellectual abilities possessed by a teacher which includes mastery of subject matter, knowledge of how to teach, knowledge of learning and individual behavior, knowledge of guidance and counseling, knowledge about society and general knowledge; (2) *Performance criteria*, namely the ability of teachers related to various skills and behaviors, which miss teaching skills, guide, assess, use teaching aids, associate and communicate with students and skills in preparing teaching preparation or teaching planning; (3) *product criteria*, namely the ability of the teacher to measure the ability and progress of students after attending the teaching and learning process. for achieving these three competencies a teacher must also pay attention to the values contained in the teacher's code of ethics, namely religious values and Pancasila; the values of pedagogic competence,

personal competence, social competence, professional competence; identity values, human dignity and dignity which includes the development of physical health, emotional, intellectual, social, and spiritual [6].

B. Kode Etik Guru Sebagai Pedoman Dasar dalam Melaksanakan Pembelajaran Teachers' Code of Ethics as The Principle of Learning

The era of globalization presents a major challenge to the world of education, especially with the increasingly uncontrolled development of technology that has a major influence on the development of the nation's generation. In social life, education has a function as a social machine that has responsibility in controlling the impact of globalization. This is a teacher as the main factor in taking a role to prepare students as young people in improving the knowledge that must be possessed and noble character. However, in reality in carrying out its role the teacher collides with a reality that is not supportive, such as public complaints about violence committed by teachers in the education process. With the Indonesian Child Protection Commission, it should function as a legal force to protect children in Indonesia, but on the contrary this legal product is used as a tool to certify children's mistakes. This has an impact on the increasingly difficult teacher in carrying out the task to enforce discipline.

In education is known as the provision of punishment as one of the tools in instilling the character of students as an effort to achieve the goals of education. With the existence of the Child Protection Act juridically prohibiting acts of violence against students. Even though a teacher has an academic orientation in forming the character of students. This causes a teacher to be in a dilemmatic position, namely on the other hand the teacher must shape the character of students who are clashed with the existence of the Child Protection Act, and on the other hand the teacher is required to enable students to achieve their goals. On this basis the teacher needs to have directives that have the legal power to remain as a guide in carrying out their duties to achieve educational goals, that is, through the Indonesian teacher's code of ethics.

In the learning process, teachers not only transfer knowledge but also transfer the integrated values of fish in learning material. [7] states that the learning process is an interaction between students and teachers or the process of interaction activities between two human elements, students as learning parties as well as the main object and the teacher as the teaching party. Based on the role of the code of ethics is very important to control and

maintain the behavior of teachers in the process of integrating values into students through the learning process. besides from being a teacher control tool [8] explained that the teacher's code of ethics can be used as a preventive tool in minimizing the occurrence of violations of law in the field of education. From this statement, it can be interpreted that the code of ethics can really be used as an effort to prevent violations of law in the field of education conducted by the teacher, so that teachers in carrying out their profession can maintain their quality and behavior. Enforcement of the code of ethics as a teacher's guide to the learning process in the classroom must be truly implemented, maintained and respected. This means that if a teacher violates the code of ethics, then the sanctions that have been set must be truly imposed by the Honorary Board of Indonesian Teachers' Essence. This is done as a strategy to improve their competence. [9] suggests that teachers must have 10 competencies which include (1) mastering the material in the field of study; (2) managing teaching and learning programs; (3) managing the class; (4) the use of media and learning resources; (5) mastering educational foundations; (6) managing teaching and learning interactions; (7) assessing student achievement for the sake of learning; (8) recognize the function of guidance and counseling services in schools; (9) know and organize school administration; (10) understanding the principles and interpreting the results of educational research. [10] further stated that through the development of these competencies, teachers are expected to be able to contribute significantly in improving the quality of education. Therefore, to meet these demands the teacher must be able to implement the teacher code of ethics in the learning process which is seen as the most important thing in answering all challenges in the world of education in the global era.

The code of ethics is a benchmark for a teacher in carrying out his professional duties in the field of education. The purpose of implementing the teacher's code of ethics includes (1) upholding the teacher's code of ethics; (2) keep and maintain the welfare of its members; (3) improve the quality of the teaching profession; and (4) improve the quality of professional organizations.

C. Teachers' Code of Ethics Become a Norm in Implementing Education

Currently education is faced with very complex problems, ranging from the problems of students, teachers, and teacher relations with students. Republic of Indonesia Law No. 20 concerning the National Education System Chapter

II Article 3 states that "National education functions to develop the ability, and form character, and dignified national civilization in the framework of educating the life of the nation, aimed at developing the potential of students to become faithful human beings, and devoted to God Who Almighty, noble, healthy, knowledgeable, capable, creative, independent and a democratic and responsible citizen. As an effort to actualize the function of education in Indonesia which leads to the achievement of the nation's ideals, there needs to be norms as a rule that applies in the field of education. One form of norms in the field of education is the Code of Ethics for teachers, which contains rules that must be obeyed and followed by teachers in achieving their professional duties. This teacher code of ethics does not only regulate teachers, but also regulates the relationship of teachers with students, parents or guardians, and the community. Therefore, the code of conduct is very important in implementing the education system in Indonesia.

[11]states that the purpose of establishing a code of ethics is to uphold the dignity of the profession, protect violations from malpractice, improve the quality of the profession, maintain the quality standards and status of the profession, and enforce the bond between the teaching profession's staff. The following is the function of the teacher's code of ethics as a driver of success in matters:

- a. Demanding students being good attitude
- b. As a direction for teachers in implementing education standards.
- c. As a bastion of teacher protection in carrying out his duties and professional functions in the field of education.
- d. As a tool of solidarity and unifying the teaching profession.
- e. As a supervisory tool with compressive power and binding for educators in carrying out learning tasks.

The success of education does not only depend on the system and management, but the role of the teacher is very dominant as a determinant. As one of the basic indicators the teacher must be able to create the best learning atmosphere that supports the success of education and is able to develop and improve the quality of education through government policies in the field of education. As one of the norms in the field of education, the code of ethics becomes signs or signs in the field of education which are made on the basis of mutual agreement with the intention to be carried out or carried out by a group of teachers in the form of rules that have been systematically arranged related to moral values for measure the actions of an educator from the way work is done in the profession in the service of a teacher related to the world of education.

D. Teacher's Code of Ethics as a Legal Principles for Teacher Professionals

The implementation of effective teacher professional standards not only requires internal encouragement in the form of teacher understanding and appreciation, but also external encouragement in the form of discipline throughout the teacher. [12] said that the teacher's code of ethics is an inner bond that is capable of giving birth to teacher's behavior that is noble and commendable. This pattern of behavior is expected to consist of three statements, namely "*ing ngarso sung tulodo, ing madya mangun karsa, tut wuri hardayani.*"

The mandate of Act No. 14 of 2005 that the Code of Ethics of Teachers and Education Personnel Teachers Based, among others: (1) Organization of the teaching professional authority to establish and enforce a code of conduct of teachers; (2) the code of ethics serves to maintain and enhance the honor and dignity of teachers in carrying out their duties as professionals; (3) the code of ethics contains norms and ethics that bind teacher behavior in the execution of professional duties; (4) teacher professional organizations form a teacher honor council; (5) membership and work mechanism of the Teacher Honorary Board are regulated in the teaching profession organization; (6) Teacher Honorary Board formed to oversee the implementation of the code of conduct of teachers and provide recommendations mop budget sanctioning the code of conduct by the teacher; (7) recommendation Teacher Honorary Board being objective no discrimination and no conflict with the articles of association of professional organizations as well as laws and regulations; (8) professional organization of teachers required to implement the recommendations Teacher Honorary Board.

Professional Ethics for teacher education personnel based on ethics developed by the professional organization consisting of: First, a noble profession that includes teacher morality must be maintained; superiority of behavior, reason, and dedication. Second, development of humanitarian duties, must prioritize virtue and prevent humiliation; educate the life of the nation and build character and culture. Third, the profession with sincerity, by prioritizing aspects of the reliability of competence as a resource; develop the potential of students to become whole human beings.

The establishment of the teacher's code of ethics as a legal basis is based on evaluation results from legal conditions that is related to teacher protection from various regulations, as following:

- a. The right of teachers to obtain protection in carrying out their professional duties in the concept of citizenship law is a legal right that

must be fulfilled by the state and / or the parties specified in the law.

- b. In the framework of implementing the rights and obligations of teachers optimally it needs protection.
- c. In order to optimally implement children's rights, it requires protection for children.
- d. In the implementation of human rights requires protection of the owners of human rights.
- e. In the implementation of copyright requires protection of the copyright owner.
- f. The implementation of teachers' rights and obligations in their implementation is often faced with the implementation of children's rights, human rights, and copyright.

From the six regulations above, become the principles in shaping teachers code of ethics appropriate and harmonious with other protections so that between teacher protection and other protection to realize the aspired education system .

III. CONCLUSION

The Indonesian Teacher Code of Ethics is a norm and principle that is agreed and accepted by Indonesian teachers as an attitude and behavior guideline in carrying out professional duties as an educator, community member, and citizen. The teacher's code of ethics as a legal pillar in improving educator professionalism includes (1) the teacher's ethics as the principles carrying out the learning process, that is, controlling and maintaining teacher behavior in the process of integrating values into students through the learning process; (2) the principle guideline of teacher ethics is the norm in carrying out education leading to a basic rule for educators in carrying out their duties and functions to achieve the goals of national education aspired; (3) the teacher's ethics as a legal basis for carrying out the teaching

profession is formulated through synchronization and harmonization of the evaluation results of the legal conditions of teacher protection.

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