

**THE ROLE OF THE CODE OF ETHICS TO IMPROVE PROFESSIONALISM OF
ENGLISH TEACHERS**

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ABSTRACT

This research explores the role and implementation of the Teacher Code of Ethics in increasing the professionalism of educators in Indonesia, exploring aspects of the attachment of religious values and norms in the context of Eastern culture. The main focus of this research is on the role of Islamic religious teachers, who are inherently expected to comply with the Code of Ethics as ethical foundation in the profession. Using a qualitative approach with literature analysis, this research explores theories that support the role of codes of ethics in the educational context in Indonesia. The National Education System Law and the definition of teachers as professional education personnel are the main basis. The results of this research are the need to instill awareness about the teacher code of ethics, continuous evaluation of its implementation, and efforts to increase professionalism through self-reflection on learning practices. Research also shows that implementing a code of ethics is the main key in realizing the common goal of improving the quality of education in Indonesia. By understanding and implementing a code of ethics, it is hoped that teachers can make a positive contribution to building a reputation and appreciation for their role in the world of education.

Key Words: Teacher, Implementatuon, Code od Ethic

INTRODUCTION

As a country that adheres to an eastern culture, Indonesia has a lot of attachment to

the values and norms of customs and religion. All aspects in it always have integration with religious values. This is also the reason why Indonesia is nicknamed a country rich in culture and religion. Pancasila as the foundation and icon of the nation and the state of the Indonesian people has an attachment.

Muslim Indonesians make up the majority. This is seen from population data that the Muslim population in Indonesia will reach 240.62 million in 2023. This amount is equivalent to 86.7% of the national population of 277.53 million people. The existence of these data makes the values and norms of life of the Muslim population indirectly play a major role in the characteristics. The character formed then involves many aspects involved. Such as government, law, economy, health, and education. Education is a crucial sector to advance a country (Roger Dale, 2000). Islamic education is an impactful subject as a potential aspect of educating a civilized and religious generation of the nation. This assumption cannot be separated from how Islamic religious teachers teach in schools.

The teacher is a person who is intimidated and imitated. Becoming a teacher means through education where a prospective teacher is not only forged with his knowledge and knowledge but also with his personality. Religious teachers who are identical to the expected figure of a religious person certainly need to comply with the existing code of ethics. The code of ethics is made as a standard of a person's ability to deserve the status of a teacher. Specialists are also at stake on how a teacher teaches and complies with the existing code of ethics. Quoted from Law of the Republic of Indonesia no. 20 of 2003 concerning the National Education System (Sisdiknas) chapter I article 1 paragraph 20 states that learning is a process of interaction between students and educators and learning resources in a learning environment.

A teacher is someone whose job is to be a teacher (Poerwadarminta, 1996). A teacher is someone who is responsible and has authority in the field of education and teaching which is under a formal educational institution (Drs. Moh. Uzer. Usman, 1996). A teacher is one of the educational staff who has a big role in educating students, especially in teaching and learning activities in the school environment (Ahmadi, 1977). Teachers are professional staff who help parents to educate children at the school education level (Suparlan, 2006). When viewed from a terminology perspective, a profession can be described as a job that is based on special education and training whose aim is to provide skilled services with a determined salary (Robinson & Basari, 1986). A profession can also be referred to as an open promise, which states that a person dedicates himself to a position or service because that person feels called to hold that job (Piet, 1994).

Quoted from the Big Indonesian Dictionary, Professional is concerned with a profession that requires special intelligence to carry it out. Based on the opinion expressed by Korten & Alfonso (1981), professionalism is a match between the abilities possessed by the

bureaucracy and the needs of the task. Ethics is a word taken from the Greek "ethos" which means nature, character, or lifestyle. The use of the word code of ethics has a meaning which means terms or conditions related to morals and morals. Based on the theories above, it can be concluded that a teacher is an "element". An important factor and element to support the running and occurrence of educational activities (learning and teaching) is the presence of a teacher in a forum or class. The teacher is a figure who occupies a central position in education. Therefore, the presence of teachers in the education process is a necessity (Syaiful Rizal, 2018).

Improving the quality and quality of educators cannot be separated from the character education of teaching staff which is accompanied by directions and instructions that are formulated and summarized into a certain guideline known as a code of ethics. The teacher code of ethics is a benchmark for the actions of Indonesian teachers in carrying out professional duties in the field of education (Windarto, 2021). The teacher code of ethics is a series of provisions or values regarding teacher etiquette as teachers which includes aspects of norms, character, traditions and culture (Asnawir, 2002).

Teachers are educators who are more competent than their students, enabling them to share knowledge that is beneficial for their students' lives. The teacher is a professional tasked with educating, teaching, guiding, directing, training, advising and assessing students in formal, primary and secondary education (Hamid, 2017). It could be said that teacher are educators who are mandated by the state and educational institutions to transmit their knowledge to students and as implementers of what is regulated in Law no. 20 of 2003.

Professional teachers also need to have basic characteristics to differentiate them from other teachers who have not yet entered the profession. The characteristics referred to are all the attitudes and actions of teachers both at school and outside school in providing services, increasing knowledge, guiding and motivating students. According to Robert W. Rechey in Danim (2003) quoted by (Akhwan, 2003), the main characteristics that teachers must have are: first, prioritizing humanitarian service rather than personal interests. Second, teacher self-awareness to learn concepts and principles of special knowledge that support their expertise. Third, have quality and be able to keep up with developments in job growth and the demands of educational institutions in general. Fourth, have a commitment to a code of ethics. Fifth, there is an organization that can improve service standards, professional discipline and the welfare of its members. Sixth, view the profession as a lifelong and permanent career

The presence and role of teachers in the scope of education is highly expected because teachers can solve every problem that arises in the world of education. The teaching profession is a special field of work that is practiced based on professional principles and professional goals (Fattah, 2018). Teachers play a key role in supporting the development of students so that they can achieve their dreams for a better life (Nurkholisah, 2017).

Apart from that, teachers must be able to create a comfortable atmosphere in the classroom so they can act as parents at school (Mulyasa, 2005). The responsibility of a teacher is the task that a teacher must carry out for the tasks given to him. Moral responsibility, responsibility in the field of schooling, responsibility of teachers in the field of society, responsibility in the field of science (Hamalik, 2002). The Teacher Code of Ethics is a code that binds all teacher attitudes and actions (Djamarah, 2000: 49). From this it can be concluded that this teacher code of ethics 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 adopted in the Code of Ethics. Good teacher ethics can develop and implement good teaching practices, and their implementation is consistent with good behavior (Islammilyardi & Sopiandah, 2019).

Based on this description, it can be concluded that a code of ethics is a basic guideline that functions as a tool, guide, director and guide for activities that can influence individual functions and the functions of certain groups or organizations. The teacher code of ethics was formed and initiated as an effort to create qualified and competent teaching staff in the realm of Indonesian education. With the existence of a teacher code of ethics, it is hoped that every teaching staff who serves will use the code of ethics as a guide to improving professionalism.

METHODS

The research method used in this research is a qualitative approach with a focus on literature analysis. The first step involves a review of the literature relevant to the role of Codes of Ethics in enhancing teacher professionalism. The documents that are the main data source involve the Code of Ethics that applies to teachers as well as scientific and practical literature in the fields of education and professional ethics. Content analysis will be used to extract important information from the Code of Ethics and related literature, while theme analysis will help identify patterns and relationships between various concepts related to the role of the Code of Ethics in the context of teacher professionalism. The use of this library research method is expected to provide in-depth insight into how the Code of Ethics can contribute to increasing teacher professionalism through an in-depth understanding of the values, norms and ethical guidelines that educators must adhere to.

Findings and Discussion

The teacher code of ethics is norms and principles that have been established, agreed upon and accepted by teaching staff in Indonesia and act as guidelines for attitudes and behavior in carrying out professional duties as educators, members of society and citizens. The

establishment of a code of ethics for teachers in Indonesia was established through the XX PGRI Congress VI/KONGRES/X/PGRI.2008.

Some of the points listed in the teacher code of ethics are as follows:

1. Dedicated teachers guide students as a whole to form human builders who have the spirit of Pancasila.
2. Teachers have professional honesty in implementing the curriculum according to the needs of each student.
3. Teachers carry out communication, especially in obtaining information about students, but avoid all forms of abuse.
4. Teachers create an atmosphere of school life and maintain relationships with students' parents as best as possible for the interests of students.
5. Teachers maintain relationships with the community around their school and the wider community for educational purposes.
6. Teachers individually and/or jointly strive to develop and improve the quality of their profession.
7. Teachers create and maintain relationships between fellow teachers both based on the environment and within the overall relationship.
8. Teachers work together to maintain and improve the quality of the Professional Teacher Organization as a means of service.
9. Teachers implement all provisions which constitute Government policy in the field of Education.

Through the code of ethics described above, it can be concluded that the code of ethics is formed as a guideline for a job, in this case the code of ethics acts as an educational guideline which functions to develop and guide teaching staff in imparting knowledge while guiding students to achieve their goals - objectives that have been set by the relevant educational institutions or bodies.

The teacher code of ethics also requires a teacher as an educator to be able to build and have good relationships with fellow teachers, students, parents and the surrounding community. Teachers are also required to have awareness of improving the quality of education and the level of their work both individually and collectively.

Through several journals and scientific works that have been analyzed in this research, it can be found that the main focus of each journal has the same goal, namely advancing and improving the quality of education in Indonesia by paying attention to and increasing the understanding and awareness of teaching staff regarding the existence of codes. ethics that

must be implemented by teaching staff so that they can realize the common and main goal, namely developing the quality of Indonesian education. Some points that can be taken from these journals are as follows:

- a. There is a need to instill and re-approach the teacher code of ethics to teaching staff. This is suggested based on research taken from one of the journals which found that there are several teachers who still do not understand or even know what is meant by a teacher's code of ethics.
- b. The importance of evaluating teachers' codes of ethics in order to achieve the main goals which are the main focus not only for educational institutions but also for the future of the country. The main focus in question is the development and progress of the quality of education in Indonesia.
- c. Increase self-reflection on learning targets, materials and practices. By being aware of and implementing the code of ethics described in the previous paragraph, teachers are expected to be able to adapt and use the elements contained in the code of ethics stated both theoretically and practically during the learning and teaching process.
- d. Supporting teacher development and efforts to develop through creativity and teaching methods that have been adapted by teaching staff to surrounding elements that include the environment and conditions of students.

Implementing a code of ethics is one of the efforts of educational institutions to improve the quality of teaching staff in Indonesia. Improving the quality of teachers and education in Indonesia has become one of the keys to progress and the aspirations of this country, therefore discussions, research and finding solutions have become the main missions that are continuously discussed for the sustainability and progress of this nation. Implementing and instilling awareness in education actors (teachers, instructors, etc.) regarding the importance of actualizing the teacher's code of ethics is an initial effort to improve the quality of education in Indonesia. With the awareness to continue to progress and realize the code of ethics that has been studied and prepared together, it is hoped that the quality of education in this country can continue to develop so that it can compete with other developed countries and can follow the current of globalization that is currently occurring. By implementing the teacher code of ethics, teaching staff are also expected to become more professional towards the tasks and goals that have been entrusted to them. Therefore, implementing a code of ethics is not only to improve the quality of education but also to increase the professionalism of teaching staff.

CONCLUSION

The teacher code of ethics is a standard that has been established, agreed upon, and accepted by teachers in Indonesia. It serves as a guideline for attitudes and behavior in carrying out their responsibilities as educators, community members, and citizens. Codes of ethics help teachers to continuously improve their professionalism by emphasizing the importance of continuous learning, reflection on teaching practice, and improving the quality of education. By adhering to a code of ethics, teachers contribute to the establishment of a positive reputation for their profession, which can help inspire public trust and appreciation for the role of teachers in education.

A code of ethics is an important foundation that helps teachers carry out their duties with professionalism, integrity and responsibility, which in turn supports improving the quality of education and healthy relationships in the educational environment. A code of ethics serves as a guideline for a job. In this case, the code of ethics functions as an educational guideline, helping teachers teach and helping students achieve the goals set by the relevant educational institutions or bodies.

A code of ethics is a basic guideline that functions as a tool, guide, director and guide for activities. This has an impact on how a person's functions are carried out by individuals as well as by certain groups or organizations. In an effort to create qualified and proficient teaching staff in the field of Indonesian education, a teacher code of ethics was created and proposed. With the existence of a teacher code of ethics, it is hoped that every teacher is committed to using it as a guide to improving their professionalism.

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