

Teacher Professional Ethics

Fauziah Fathuddin*¹, Rustina Rustina² & Saepudin Mashuri³

¹ Faculty of Islamic Religious Education, Universitas Islam Negeri Datokarama Palu, Indonesia

² Universitas Islam Negeri Datokarama Palu, Indonesia

³ Universitas Islam Negeri Datokarama Palu, Indonesia

Corresponding Author: Fauziah Fathuddin, E-mail: fauziahfathuddinamir@gmail.com

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ABSTRACT

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Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education. Professional teachers should be able to assume and carry out their responsibilities as teachers to their students, parents, community, nation, state, and religion.

The teachers' duties and responsibilities are to teach students and also guide them as a whole so that a Muslim personality is formed. In carrying out their duties and responsibilities, teachers have rights in the form of income, promotions, opportunities to increase competence, utilize learning facilities and infrastructure, freedom to give assessments, gain a sense of security, freedom of association, opportunities to play a role in determining educational policies, developing qualifications and competencies, and training and professional development.

1. Introduction

Basically, education is the duty of both parents. Parents are not obligated to send their children to educational institutions. However, the development of knowledge, skills, attitudes, and the necessities of life are so broad, deep, and complex that parents are no longer able to carry out their own educating children's tasks.

Apart from not being able to afford it because of the vast development of knowledge and skills, educating children at home today is very uneconomical. In this advanced era, more tasks for parents as educators are left to schools. It is cheaper, more efficient, and also more effective. Nonetheless, schools and parents should remain aware of the history of education. Parents and schools must cooperate well, starting from the planning, implementation, and evaluation of education. The one who is obliged to discuss education is not only the minister of education because education is not the interests of the state but the community and the parents. Education has existed long before the emergence of the state. The more people talk about education, the better. The minister of education needs as much input as possible to improve the quality of education. The basic principle is that cooperation between communities and schools needs to be established well in the process of education, even in planning and evaluating education.

In the field of education in schools, the teacher's task is mostly to educate by teaching. The duties of most educators are in the form of habituation, setting a good example, giving praise and encouragement, and other things that can positively affect children's maturity. So, in general, teaching is only part of the task of educating (Tafsir, 2016: 125).

¹Fauziah Fathuddin is Student of Islamic Education Study Program at Postgraduate School, Universitas Islam Negeri (UIN) Datokarama Palu, Indonesia. This paper was presented at The 1st International Conference on Islamic and Interdisciplinary Studies (ICIIS) 2022, as a presenter, held by the Postgraduate School Universitas Islam Negeri Datokarama Palu, Indonesia.

2. Literature Review

2.1 Teachers' Obligation

A teacher is known as someone who must be looked up to and imitated, in the sense of a person with charisma or authority that needs to be imitated and emulated. Quoting the opinion of Laurence D. Hazkew and Jonathan C. Mc Lendon in their book *This is Teaching* (p.10): "Teacher is a professional person who conducts classes." (Teacher is someone who has the ability to organize and manage the class). Meanwhile, according to Jean D. Grambs and C. Morris McClare in the *Foundation of Teaching, An Introduction to Modern Education*, p.141: "teachers are those persons who consciously direct the experiences and behavior of an individual so that education takes places.

Teachers are adults who are consciously responsible for educating, teaching, and guiding students. People called teachers are those who have the ability to design learning programs and are able to organize and manage classes so that students can learn and ultimately reach a level of maturity as the ultimate goal of the educational process. Teacher is a profession, which means a position that requires special expertise and cannot be done by anyone outside the field of education.

A person can be called a responsible human being if he is able to make choices and make decisions on the basis of certain values and norms, both those that come from within himself and those that come from his social environment. Thus, it can be said that humans are responsible if they are able to act on the basis of moral decisions. Every professional teacher must fulfill the requirements as a responsible human being in the field of education, and at the same time, he also carries out a number of responsibilities outside the field of education.

Teachers as educators are responsible for passing on values and norms to the younger generation so that a process of preserving and transmitting values occurs or even creating new values. Modern technology, such as computers and others, cannot replace this role. There are many human elements, attitudes, value systems, feelings, motivations, habits, and others that must be taught by teachers. A teacher is considered successful in carrying out the task if he is professional in his teaching field. In addition, the noble task of a teacher is rewarded to a high degree by Allah swt. because they teach knowledge to others. One of the most determining factors in the learning process in the classroom is the teacher. The main task of the teacher is to teach and educate.

In general, the duties and responsibilities that must be carried out by the teacher are inviting others to do good. This task is synonymous with Islamic da'wah, which aims to invite Muslims to do good. Allah SWT. said in Q.S. Ali Imran verse 104::

و لتكن منكم امة يدعون الي الخير ويامرون بالمعروف وينهون عن المنكر واو التلك هم المفلحون

Meaning:

Let there be a group among you who call others to goodness, encourage what is good, and forbid what is evil. It is they who will be successful.

The profession of teacher is called a helper because he conveys good things in accordance with Islamic teachings so that other people can implement Islamic teachings.

Professionalism is the demand of every job. Moreover, the teaching profession deals with living things in the form of children or students with various characteristics. Working as a teacher becomes more difficult when it comes to improving the abilities of the students while their own abilities stagnate.

Following are some of the basic reasons teachers must be professional, according to Iskandar (2009):

1. The teacher is responsible for preparing quality, faithful, pious, and knowledgeable human resources who understand the technology.
2. The teacher is responsible for the survival of a nation by preparing the students to become future leaders. Student today, leader tomorrow.

3. The teacher is responsible for the continuity of the culture and civilization of a generation. Change of attitude and behavior.

Therefore, the concept of professionalization can be used to refer to a dynamic process in which jobs change their essential characteristics towards a real profession. Teacher professionalization must be nurtured when prospective teachers are still in their early stages.

Professional teachers are required to have particular competencies. In addition, the teacher is also required to carry out the obligations imposed on him. Article 20 of the Law of the Republic of Indonesia No. 14 of 2005 concerning Teachers and Lecturers states that teachers have several obligations in carrying out their duties, namely:

1. Planning learning, carrying out quality learning processes, and assessing and evaluating learning outcomes;
2. Improving and developing academic qualifications and competencies sustainably in line with developments of science, technology, and art;
3. Acting objectively and non-discriminatively based on considerations of students' gender, religion, ethnicity, race, certain physical conditions, or family background, and socio-economic status in learning;
4. Uphold the laws and regulations, and the teacher's code of ethics, as well as religious and ethical values; And
5. Maintaining and fostering national unity and integrity.

By carrying out the obligations mandated by the law mentioned above, a teacher will be able to survive amid the increasingly rapid development of science and technology. Likewise, students will respect him more because they see their teacher as someone who can always be imitated and looked up to.

Houston, quoted by Mujib and Mudzakkir (2006: 93), stated that competence is an adequate task or possession of the knowledge, skills, and abilities demanded by one's position. From this understanding, it is understood that a professional job requires several fields of knowledge that must be deliberately studied and then applied for the public interest. Professional work requires special skills and expertise in carrying out the profession. Teachers as professional jobs also require particular skills and expertise in carrying out their duties, commonly called teacher competence. Teacher competence is a set of knowledge, skills, and behaviors that must be owned, internalized, and mastered by a teacher so that he can carry out his professional duties. With the mastery of these competencies, the achievement of national education goals can be realized.

The Law of the Republic of Indonesia No. 14 of 2005 concerning Teachers and Lecturers states that competence includes pedagogic, personal, social, and professional competence. Furthermore, in the elucidation of the law, it is explained that pedagogic competence is the ability to manage student learning; Personality competence is the ability of a solid personality, has noble character, is wise, and has authority and is a role model for students; Professional competence is the ability to master subject matter broadly and in-depth; And social competence means the teacher's ability to communicate and interact effectively and efficiently with students, fellow teachers, parents/guardians of students, and the surrounding community.

Theoretically, the four competencies can be separated, but practically, the four competencies cannot be separated from each other. The four intertwine in an integrated manner inside a teacher.

1. Pedagogical competence is a set of abilities and skills related to learning interactions between teachers and students in the classroom. This competence includes the teacher's ability to explain the materials, implement learning methods, ask and answer questions, manage classes, and conduct evaluations.

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2. Personal competence is a set of abilities and personal characteristics that reflect the reality of the attitudes and behavior of teachers in carrying out their duties in everyday life. This competency gives birth to teachers' characteristics of being patient, calm, responsible, democratic, sincere, intelligent, respectful of others, stable, friendly, firm, courageous, creative, initiative, and others.

3. Social competence is a set of abilities and skills related to relationships or interactions with other people. Teachers are required to have the skills to interact with the community, especially in identifying, analyzing, and solving community problems. In society, a teacher is still an elite figure who is considered to have considerable moral authority. One of the consequences of this role to remain attached to the teacher is that the teacher must have the ability to relate and communicate with other people.

4. Professional competence is a set of abilities and skills towards mastery of a subject matter in-depth, intact and comprehensive. It is not enough for teachers who have professional competence to only have formal mastery of material, but must also have the ability to relate to other subject matter in certain subjects. For example, a fiqh teacher who teaches the subject of marriage does not sufficiently master material related to fiqh normativity but must also master and understand marriage materials related to population development. Consequently, the teacher must master the material related to the population. Interpretation (tafsir) teachers who teach the subject of damage to the face of the earth it is not enough to explain the terminology of damage normatively. However, the damage must be seen from sociological, psychological, geographical, and cultural aspects. The teacher will be able to explain the material if he masters sociology or anthropology material.

2.2 Teachers' Rights

The teachers, as professional workers, are expected to direct all attention to carry out their professional duties with full responsibility. For this reason, teachers must be given certain rights to fulfill their duties and responsibilities. In the Law of the Republic of Indonesia No. 14 of 2005 concerning Teachers and Lecturers, Chapter IV Article 14 paragraph 1 states that in carrying out professional duties, teachers have the right to :

1. Obtain income above the minimum living needs and social welfare insurance;
2. Get promotions and awards according to work assignments and achievements;
3. Obtain protection in carrying out duties and intellectual property rights;
4. Obtain the opportunity to improve competence;
5. Obtain and utilize learning facilities and infrastructure to maintain the smooth running of professional duties;
6. Have the freedom to provide assessments and participate in determining graduation, awards, and/or sanctions for students in accordance with educational rules, teacher code of ethics, and laws and regulations;
7. Obtain a sense of security and assurance of safety in carrying out tasks;
8. Have the freedom to associate with professional organizations;
9. Have the opportunity to play a role in determining education policy;
10. Obtain the opportunity to develop and improve academic qualifications and competencies; and/or
11. Obtain training and professional development in their field. Professional teachers are required to have special competencies.

3. Results and Discussion

After describing the obligations and rights of a teacher above, teachers can recognize and carry out the functions of professional educators. They can claim their rights as teachers when they have carried out their obligations well. The duties and responsibilities of a teacher are not only teaching or conveying obligations to students but also guiding them as a whole so that a Muslim personality is formed. In this regard, Zainal Abidin (1989: 29) emphasized that the main duties and responsibilities that must be carried out by teachers, especially Islamic religious education teachers, are to guide and direct the entire personality development of students in Islamic teachings. According to al-Gazali, teachers must have good morals because students always see their educators as examples they must follow.

4. Conclusion

Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education. Professional teachers should be able to assume and carry out their responsibilities as teachers to their students, parents, community, nation, state, and religion.

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Along with these rights, teachers also have obligations to plan lessons well, develop their qualifications and competencies on an ongoing basis, act objectively, uphold regulations, and maintain national unity and integrity. Professional teachers must have special expertise called competence in carrying out their professional duties. These competencies are pedagogic, personal, social, and professional competence. The four competencies intertwine in an integrated manner within a teacher.

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