

## The Influence of Code of Ethics and Competence on Teachers' Work Behavior at Mts Negeri Palu

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### ABSTRACT

This study aims to determine the influence of the code of ethics and competence both partially and simultaneously on the work behavior of teachers in MTs Negeri 2 Palu City. The code of ethics has indicators including norms of teachers' relationships with students, parents, peers, the community, professions and professional organizations, and the government. Competence has indicators including pedagogic, personality, social and professional competence. Work behavior has indicators including social skills, work quality, work habits and self-control. This study is a quantitative research using an ex post facto research design. The research population is all students in MTs Negeri 2 Palu City grades VII, VIII, and IX totaling 708 people. Sampling uses *stratified random sampling*, and 10% of each class so that the sample totals 84 people. The data collection technique uses a questionnaire. Data analysis was carried out with the SPSS version 25 program with a multiple linear regression analysis model. The results of the multiple linear regression test obtained a regression equation of  $Y = 0.620 + 0.291 X_1 + 0.692 X_2$ . The results of the t-test obtained a significance value of the code of ethics variable of  $0.004 < 0.05$  and a significance value of the competency variable of  $0.000 < 0.05$ . This shows that the code of ethics and competence partially affects the work behavior of teachers in MTs Negeri 2 Palu City. In addition, the results of the F test obtained a significance value of  $0.000 < 0.05$ . This shows that the code of ethics and competence simultaneously affect the work behavior of teachers in MTs Negeri 2 Palu City. The coefficient of determination was obtained with the value of *R Square* = 0.588, the percentage of simultaneous influence of code of ethics and competence on work behavior was 0.588 or 58.8% and the remaining 41.2% was influenced by other variables. This study shows that the better the code of ethics and competence, the better the teacher's work behavior.

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### 1. Introduction

The Indonesia nation as a country that pays attention to education. This is reflected in the preamble to the 1945 Constitution which states that Indonesia's state education seeks to educate the nation's life. This is the basis for the implementation of education that must be carried out fairly and comprehensively for every citizen of Indonesia. Of course, what is expected from the implementation of education is the realization of superior human resources and able to compete in the global era.

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One of the components of education is teachers. Teachers play a role and become the determinant of the quality of students and the success of education. Teachers are expected to carry out their duties and responsibilities professionally through a series of actions and behaviors according to the competencies and norms set. Quality teachers are the hope of all educational institutions, so it is necessary to improve or develop competencies through effective management and management. Sagaf S. Pettalongi said that teacher development based on the concept of TQM (*Total Quality Management*) can be carried out through planning, recruitment, education and training, as well as assessment and compensation (Sagaf S. Pettalongi, 2016).

One of the problems faced by education in Indonesia is the low competence of teachers. Based on the results of the *Right Education Index* (RTEI) report, it was found that the level of education quality in Indonesia is still below the Philippines and Malaysia. Occupying the sixth position with a gain value of 38.61. This indicates that Indonesia's education is still below average standards. Another source, namely according to UNESCO data in the *Global Education Monitoring* (GEM), the fact that there are around 25 percent of teachers who have not met the academic qualification requirements. In addition, around 52 percent do not have a professional certificate (Anggi Nabila, 2019). These results indicate that teacher competence needs special attention in the aspect of self-development both through education and training so that teachers can improve their quality and competence as a teacher and can encourage educational achievement and be able to compete with other countries.

Various efforts have been made in order to improve the quality and competence of teachers, both carried out by the government, non-governmental organizations and on the initiative of the teachers themselves. There are various programs such as teacher education in universities, teacher professional education (PPG), education and training (DIKLAT) both by ministries and organizations, seminars, workshops, teacher learning communities (MGMP/KKG) and so on. Although these efforts have been made. However, it is up to each teacher to be able to apply the results of the education and training that he has obtained into the education and teaching process. The key to the success of a teacher is when he has awareness of his profession and carries out his profession with sincerity and dedication.

A teacher is required not only to have scientific insight and knowledge, but to have a good personality and behavior, The teacher's behavior is regulated in a rule called the code of ethics or professional ethics. The code of ethics or ethics of the teacher profession is a principle or norm that has been agreed upon and accepted as the basis and guideline for attitudes and behaviors for teachers in carrying out their professional duties and responsibilities as an educator, citizen of the community, nation and state. In addition, the Guidelines for Attitudes and Behaviors include moral values that differentiate between good teacher behavior and bad teacher behavior, behaviors that can and should not be done when carrying out their professional responsibilities in teaching, guiding, educating, training, directing, evaluating and assessing students, as well as in daily life both inside and outside the school environment (Ambros Leonangung Edu, Florianus Dus Arifian & Mikael Nardi, 2017).

Teachers' work behavior can be interpreted as a teacher's response or reaction in the form of actions, attitudes and assumptions towards work, as well as working conditions (Herawati, 2021). The work behavior displayed by the teacher is the behavior of the individual as part of the personality and manifestation of the work environment. Teachers as a figure who is responsible for educating and coaching students. Therefore, teachers not only display professionalism in teaching, but must be strengthened with good personality and work behavior. So that the expected quality of education can be achieved.

The existing reality shows that there are still teachers who carry out their work without discipline both in terms of teaching time and teaching methods, doing their duties just to abort their obligations, in addition, there are still some teachers who lack innovation and concern for the development of students, and feel satisfied with what has been undergone. It is important for teachers to always reflect, whether during their work as a teacher they have experienced development in a better direction, or in fact doing their work just to abort their obligations.

Teachers' work behavior can be improved through the implementation of the teacher's code of ethics. Teacher code of ethics as signs and guidelines in teacher work behavior in schools/madrasas. The teacher's code of ethics must be internalized by every teacher and manifested through positive personality and work behavior. The teacher's code of ethics is a principle and norm that is the basis of behavior for teachers in carrying out their duties and responsibilities (Saihu & Taufik, 2019). Because the substance of the code of ethics is the ethical and moral values agreed upon by Indonesia teachers, the implementation of the code of ethics for every teacher is a must and needs to be done in directing work behavior according to the applicable code of ethics.

Another factor that affects teachers' work behavior is teacher competence (Arif et al., 2023). Teacher competence is believed to be a determinant of the quality of a teacher and at the same time a determinant of student success. Teacher competence in the form of knowledge and skills will be seen in a teacher through behavior or performance in the education and teaching process. According to Hidayat and Fathurrochman, competence is knowledge and skills that are mastered and as part of a person so that they can perform good behaviors (Nurhadi, 2017). Thus, it can be said that to improve teachers' work behavior, it can be done by increasing competence. Or in other words, the better the teacher's competence, the better the teacher's work behavior.

The author's observations at MTs Negeri 2 Palu city include: the code of ethics is a guideline for teachers, it can be seen from the existence of teacher documents that contain the code of ethics, intense madrasah coaching is carried out both by madrasah supervisors and from the Ministry of Religion. The increase in teacher competence can be seen from the percentage of teachers who have obtained certification, participation in training and MGMP/KKG. In addition, it is undeniable that sometimes teachers display poor work behavior, such as not being on time in class, not caring about the tasks given, not being enthusiastic in carrying out assignments, and ignoring the abilities and differences of students. The author assumes that the poor work behavior is caused by teachers who are not consistent or have not fully implemented the code of ethics. In addition, the low competence of teachers is related to knowledge and skills in educating and teaching. Based on this, the author is interested in conducting research on the influence of code of ethics and competence on teachers' work behavior at MTs Negeri 2 Palu City. The purpose is to determine the influence of the code of ethics and competence both partially and simultaneously on the work behavior of teachers in MTs Negeri 2 Palu City.

## **2. Literature Reviews**

### **2.1 Teacher code of conduct**

In an effort to understand the teacher's code of ethics comprehensively, it is first necessary to know the meaning of the terms code of ethics and teachers. based on etymologically, the term code of ethics consists of two words, namely 'code' and 'ethics'. The word code comes from the French language which means rule or norm. Meanwhile, the word ethics is derived from the word *etiquette* which means system or behavior (Moh.Farhan, 2018).

The code of ethics is an ethical guideline, a pattern of rules or procedures, carrying out an activity or work. Ethical means in accordance with the values and norms that apply to a certain group or society. If associated with a profession, the code of ethics is a guideline, procedure or rule as a standard in carrying out the activities of a profession (Suwignyo Widagdo, Mohammad Archi Mauliyda & Emy Kholifah R, 2020). The definition of a teacher in general can be interpreted as someone who has the role and responsibility of educating. The definition of a teacher in particular can be interpreted as a person who has responsibility for the development of students by striving for the development of all potentials they have, covering three domains, namely cognitive, affective and psychomotor aspects (Muhlison, 2014).

The teacher's code of ethics can be considered as a collection or set of values and norms in the teaching profession in a systematic and well-organized manner and intact. The teacher's code of ethics has a function as a moral foundation and a guideline for behavior for every teacher as a citizen of PGRI (Teachers Association of the Republic of Indonesia) in carrying out his duties and responsibilities as a teacher, wherever he or she is, both at school and outside of school or in the community (Hermawansyah, 2019).

The code of ethics is a rule and must be able to be obeyed by teachers because it aims to: (1) Every teacher has signs as a form of guidelines for behavior and daily deeds as an educator, (2) Every teacher reflects on himself and checks his behavior. Whether or not it is in accordance with the profession he wears, (3) Every teacher maintains his behavior so as not to damage his good name and dignity as a professional educator, (4) Every teacher returns immediately, if it turns out that the behavior carried out so far clashes with the values and norms that have been set, (5) Every teacher's behavior is always in harmony and harmony and does not contradict his profession as an educator, So that it can be a role model for students and the community (Marjuni, 2020).

As for the PGRI congress, the formulation of the teacher's code of ethics is as follows: (1) Teachers are dedicated to guiding students as a whole to form Indonesia people with the spirit of Pancasila, (2) Teachers have professional honesty in implementing the curriculum according to the needs of each student, (3) Teachers hold communication, especially in

obtaining information about students, but avoid all forms of abuse, (4) Teachers create the atmosphere of school life and maintain relationships with students' parents as best as possible, (5) Teachers maintain good relationships with the community around the school and the wider community for the sake of education, (6) Teachers individually or jointly strive to develop and improve the quality of their profession, (7) Teachers create and maintain relationships between fellow teachers both in the work environment and outside the work environment, (8) Teachers jointly maintain, foster, and improve the quality of professional teacher organizations as a means of service, (9) Teachers implement all provisions issued by the government in the field of education (Umar Sulaiman, 2021).

In efforts to realize Indonesia's code of ethics for teachers, there are still several factors that are felt as obstacles that hinder it. These factors include: (1) Teachers' personal qualities, (2) Teacher education, (3) Educational facilities and infrastructure, (4) Education system, (5) Teachers' positions, careers and welfare, (6) Government policies (Heri Susanto, 2020).

## **2.2 Teacher competence**

Teacher competence is rational behavior or behavior that can be held accountable to a teacher to achieve goals. Competence is aimed at rational performance or performance (Abd. Rahman Getteng & Rosdiana, 2020). Another definition defines teacher competence as a combination of various abilities that must be possessed and mastered by teachers in carrying out their duties which include knowledge, skills and behaviors (Muhiddinur Kamal, 2019). The competencies in Law of the Republic of Indonesia number 14 of 2005 concerning Teachers and Lecturers state that teacher competence is a set of knowledge, skills and behaviors that must be possessed, lived and mastered by teachers (Musa Marengke, 2019).

There are several characteristics contained in teacher competence, including: (1) Competence contains the aspect of motive, namely what is thought and cooled down as the reason for doing something, (2) Competence contains the aspect of nature, namely the characteristics that exist in the teacher, (3) Competence contains the aspect of self-concept, namely the teacher's view and assessment of him, (4) Competence contains the aspect of Knowledge, namely the insight and information possessed by the teacher, (5) Competence contains aspects of skills, namely the ability to do something related to physical and mental aspects (Muh. Ilyas Ismail, 2010).

Competency measurement is carried out by looking at existing indicators. at least there are several competencies that must be possessed by teachers, namely: First, pedagogical competence. It is interpreted as the teacher's ability to manage learning. Pedagogic competence includes several things, including: Teachers have an understanding and insight into the foundations of education, Teachers understand students, Teachers develop curriculum/syllabus, Teachers design learning, Teachers carry out interactive educational learning, Teachers utilize technology in learning, Teachers evaluate students' learning, Teachers develop and actualize the potential of students. Second, personality competence. It is interpreted as the personal ability of a teacher (Taraju, Nurdin, & Pettalongi, 2022).

Personality competencies include several things, including: Teachers have a steady and stable personality, Teachers as mature individuals by displaying independence and work ethic, Teachers as wise and wise individuals, Teachers as authoritative individuals, Teachers have noble morals, Teachers are objective in evaluating their performance, Teachers become role models for students and society, Teachers independently and continuously carry out self-development (Nuur, Nurdin, & Adam, 2022). Third, social competence is defined as the ability of teachers in social relations in society. Social competence includes several things, including: Teachers are able to communicate, both orally, in writing, and gestures, Teachers strive to use communication and information technology well, Teachers are able to effectively get along with students, fellow teachers, education staff, parents/guardians of students, and the community. Fourth, professional competence. It is interpreted as the teacher's ability to master the subject matter and its methodology broadly and deeply (Abd. Rahman Getteng & Rosdiana, 2020).

## **2.3 Teachers' work behavior**

Teachers are one part of educational institutions. Efforts to understand how teacher behavior can be a basis for understanding for an educational institution. Work behavior is the self-actualization of people at work through work attitudes (Tatiek Ekawati Permana, 2022). This opinion shows that work behavior is a work attitude as a manifestation of the individual's self at work. Another definition explains that work behavior is a person's response or response that arises in the form of a person's attitude, assumptions and actions towards their work, situations and conditions experienced in the work

environment, and related to the treatment of a leader towards employees (Diah Ayu Kusumawati, 2015). This meaning implies that work behavior is a form of individual response due to the influence of the individual's external influence, namely the environment.

It is known that an individual's behavior influences his or her success in doing his or her job. This happens in various areas of life. Work behavior by some people is interpreted as motivation, habits or work culture. According to Sinamo and Santoso, there are at least eight work behavior paradigms that produce eight main work behaviors as a basis for achieving success in both organizational and social aspects, namely working thoroughly, working sincerely, working hard, working right, working creatively, working seriously, working perfectly and working superior (Sunaryo, 2017).

To measure work behavior, there are several indicators that become benchmarks, namely: (1) Social skills (*Cooperatives - social skills*). Social skills are the ability to communicate socially between workers to cooperate in order to achieve common goals (Nurdin, Scheepers, & Stockdale, 2022; Nurdin, Stockdale, & Scheepers, 2014). (2) Work *quality*. Quality means how well the work is done. To gain recognition and appreciation from both superiors and colleagues, workers must do their best work in accordance with their guidelines or duties. (3) *Work habits*. Work habits are related to worker behavior in the workplace that leads to positive or negative behavior. (4) *Personal presentation*. Self-control at work is the ability of workers to control and control behavior at work. The ability to control oneself as a reflection of a professional worker (Sumartik, 2018). Based on this description, it can be concluded that teachers' work behavior as actualization in the form of teachers' attitudes and actions in carrying out their duties has at least two aspects. First, teachers' work behavior is related to other people, for example, social interaction relationships and self-control. While the second is the teacher's work behavior related to his work, for example, the quality of work, habits at work including motivation, commitment, and seriousness.

### **3. Methodology**

This research was carried out at MTs Negeri 2 Palu City. This study uses a quantitative approach, where the data to be revealed based on the research variables is presented in the form of numbers (Nurdin, Agam, & Adawiyah, 2023). The research design used is an ex post facto research design, which is when the independent variables have occurred when the researcher begins to observe the bound variables. The phenomenon that occurs related to the research variables in the study occurs naturally and without any control or manipulation. The research population is all students in MTs Negeri 2 Palu City which totals 715 people. Given the large population of the study and it is not possible to take data as a whole, sampling is carried out. Sampling was carried out by *stratified random sampling* technique so that the selected sample could represent a subgroup in the population. The number of samples taken was 84 people. The variables in this study are code of ethics and competence as independent variables and work behavior as bound variables. The data collection technique carried out to reveal the data of the research variables is a questionnaire. Before the questionnaire is used to reveal data, validity and reliability tests are first carried out to ensure the validity and reliability of the research instrument. Furthermore, the research data that has been collected is processed and analyzed using multiple linear regression analysis. However, before the analysis is carried out, an assumption test consisting of a normality test, linearity test, multicollinearity test and heterokedasticity test is carried out (Nurdin, Pettalongi, Askar, & Hamka, 2021). The results obtained from the test or analysis of multiple linear regression will be concluded to answer the formulation of the problem and hypothesis of the proposed research, as well as the conclusion and implications of the research.

### **4. Results and Discussion**

#### **4.1 The influence of the code of ethics on the work behavior of teachers at MTs Negeri 2 Palu City**

Based on the results of tests conducted using the SPSS program, it is known that there is a partially significant influence between the code of ethics on the work behavior of teachers at MTs Negeri 2 Palu City. This is shown by the results of the t-test with a significance value that is smaller than the level of significant ( $0.004 < 0.05$ ) which means that the code of ethics has a partially significant effect on the work behavior of teachers in MTs Negeri 2 Palu City by 29% and the remaining 71% is influenced by other factors outside the study. Thus, the hypothesis that there is a partial influence between the code of ethics on the work behavior of teachers at MTs Negeri 2 Palu City is accepted.

The results of this study are relevant to the previous research conducted by Ayu Riski Larasati in 2020 regarding "The Effect of the Implementation of the Teacher Code of Ethics on Teaching Discipline at SMKN 2 Rejang Lebong". Based on the data

analysis conducted by the researcher, several conclusions were obtained, namely the application of the teacher's code of ethics is in the good category, teaching discipline is in the good category, and the conclusion of the study states that there is a positive and significant influence between the application of the teacher's code of ethics on teaching discipline at SMKN 2 Rejang Lebong (Ayu Rizki Larasati, Hamengkubuwono, Arsil, M. Yogi Ramadhan, 2020). The results of this study mean that the code of ethics has an influence on teachers' work behavior, one of which is related to teaching discipline.

This result is in accordance with Nasution's theory which states that the work of a teacher is a profession and has a code of ethics. The teacher code of ethics as a system and rules on how teachers should interact with students, peers, students' parents and the community. The teacher's code of ethics will guide every behavior of a teacher, so that the teacher's appearance will be well directed, and will even continue to improve (Muhammad Jufni, Syifa Saputra & Azwir, 2020).

The teacher's code of ethics is a stipulation that must be a guideline for every teacher in carrying out their duties and responsibilities in the education and teaching process. Teachers who obey the code of ethics will be encouraged to always behave based on the norms determined by professional organizations in carrying out professional duties and as members of society, so that teachers' expectations in learning and education that are quality, professional, ethical and dignified can be realized (Monalisa Rahman, 2022).

The teacher's code of ethics is something that must be used as a guideline and obeyed by every teacher in carrying out his duties and responsibilities in the profession as an educator. Teachers' obedience to the code of ethics certainly boils down to good work activities or behaviors. In addition, teachers' obedience to the code of ethics will also maintain their authority and image as educators. With demiki, it can be concluded that the code of ethics is one of the factors that affect teachers' work behavior. Efforts to improve teachers' work behavior can be made by maximizing the implementation of the teacher's code of ethics (Umam, Nurdin, & Pettalongi, 2022).

#### **4.2 The effect of competence on teachers' work behavior in MTs Negeri 2 Palu City**

Based on the results of tests conducted using the SPSS program, it is known that there is a significant partial influence between competence and teachers' work behavior in MTs Negeri 2 Palu City. This is shown by the results of the t-test with a significance value smaller than the level of significant ( $0.000 < 0.05$ ) which means that competence has a partially significant effect on the work behavior of teachers in MTs Negeri 2 Palu City by 69% and the remaining 31% is influenced by other factors outside the study. Thus, the hypothesis that there is a partial influence between competence and teacher work behavior in MTs Negeri 2 Palu City is accepted.

The results of this study are relevant to the results of previous research conducted by Amiruddin Rauf, Husain AS and Muhammad Fahreza W in 2021 regarding the influence of teacher competence on the professional behavior of elementary school teachers in Liukang Tangaya District, Pangkep Regency". The results of the study showed that there was an influence of teacher competence on the professional behavior of elementary school teachers in Liukang Tagaya District, Pangkep Regency (Amiruddin Rauf, Husain AS & Muhammad Fahreza, 2021).

Teacher competence is the ability possessed by teachers in carrying out their duties and responsibilities as educators and teachers. Competence is something that must be mastered and possessed by teachers. Mastery of teachers related to their competencies will direct their behavior to be more professional. Competence is a complete picture of potential, knowledge, skills, and attitudes, related to a profession that is manifested in the form of behavior or performance (Rabukit Damanik, 2019). The competence possessed has an impact on the professional behavior of teachers in carrying out their duties and responsibilities or it can also be said that competence is a factor that affects the teacher's work behavior (Santoso, Nurdin, & Pettalongi, 2022). The quality and performance produced by teachers will be based on the teacher's ability or competence. A teacher has good competence will certainly produce good work behavior or performance and vice versa, the low competence of a teacher will cause poor quality of work behavior or performance.

Based on this, it can be concluded that competence is one of the factors that affect teachers' work behavior. Competence has a great influence on work behavior or it can be said that competence is the main source of teacher quality. Thus, the improvement of teachers' work behavior can be done through increasing the competence or ability of teachers related to aspects of pedagogical competence, personality competence, social competence, and professional competence.

### **4.3 The influence of code of ethics and competence on teachers' work behavior at MTs Negeri 2 Palu City**

Based on the results of calculations carried out using the SPSS program, the results of the study were obtained which showed that there was a significant simultaneous influence between the code of ethics and competence on the work behavior of teachers at MTs Negeri 2 Palu City. Based on the results of multiple linear regression analysis, the value of the code of ethics regression coefficient (X1) is 29.1% and the value of the competency regression coefficient (X2) is 69.2% and the constant number is 0.620, so that the regression equation can be written in the form  $Y = 0.620 + 0.291 X_1 + 0.692 X_2$ . The equation has the meaning that if the values X1 and X2 are considered constant/fixed or do not change, then Y is 0.620 then the regression coefficient value of X1 is 0.291 means that every increase in the code of ethics variable will increase the work behavior variable by 0.291 units assuming that X2 is fixed. Then the value of the regression coefficient X2 of 0.692 means that every increase in the competency variable of one unit will increase the work behavior variable by 0.692 units assuming that X1 is fixed. This means that the direction of the model is positive.

Based on the results of the tests carried out, the value of the R Square determination coefficient was obtained of 0.588 or 58.8%. This shows that the magnitude of the influence of the code of ethics and competence on the work behavior of teachers in MTs Negeri 2 Palu City is 58.8% and the remaining 42.2% is explained by other variables outside this regression model. The number 0.588 means that teachers' work behavior is influenced by the code of ethics and competence simultaneously by 58.8%. Furthermore, the results of the test conducted related to the results of the simultaneous significance test of the F test obtained a significance value that was smaller than the level of significant, which was  $0.000 < 0.05$ , which means that simultaneously the code of ethics and competence had a significant effect on the work behavior of teachers in MTs Negeri 2 Palu City. So it can be concluded that the hypothesis of this study, namely that there is a simultaneous influence between the code of ethics and competence on the work behavior of teachers at MTs Negeri 2 Palu City, is accepted.

The results of this study are in accordance with the results of previous research conducted by Pipin Erlina, Sakdiah Wati and Diah Isnaini Asiati in 2020 regarding "The influence of teacher code of ethics, work discipline and teacher competence on the professionalism of teachers of Palembang State High School. The results of the study show that the code of ethics, work discipline and teacher competence simultaneously have a significant effect on the professionalism of teachers of Palembang State High School (Pipin Erlina, Sakdiah Wati & Diah Isnaini Asiati, 2020).

Every teacher is expected to do his or her job professionally. Professional teachers are teachers who carry out their duties and responsibilities through work behavior that is in accordance with the set competency standards. In addition, a teacher's work behavior is also expected to be in accordance with the teacher's personality ethics or code of ethics. The results of this study are in accordance with the opinion that the code of ethics and teacher competence are the main components of professional standards as well as regulations for professional behavior stipulated in certain procedures and supervision systems (Hafsah M. Nur & Nurul Fatonah, 2022). This means that both are standards in the development of the teaching profession that have been set.

Based on Gibson's theory of the individual behavior framework, the theory explains that from the environmental aspect, one of the variables that affect work behavior is policies and rules. If associated with the teaching profession, the variable policies and rules can be referred to as rules or codes of ethics. From the individual aspect, one of the variables that affects work behavior is abilities and skills which means abilities and skills. If associated with the teaching profession, these abilities and skills are referred to as teacher competencies (Bernard Tewal, Adolfin, Merinda H.ch. Pandowo & Hendra N. alums, 2017).

The code of ethics is part of the system of norms or rules that apply in schools/madrasas. Meanwhile, teacher competence is an aspect that comes from a teacher. Thus, it can be said that the teacher's code of ethics is one part of the environment and competence is an individual variable. Both have an influence on teachers' work behavior as the results of tests and theories that have been put forward previously, so it can be said that the code of ethics and competence has an influence on teachers' work behavior. Thus, it can be said that the better the code of ethics and competence possessed by teachers, the better the work behavior displayed will be.

## **5. Conclusion**

The conclusions of this study include: (1) the code of ethics partially affects the work behavior of teachers in MTs Negeri 2 Palu City, (2) Competence partially affects the work behavior of teachers in MTs Negeri 2 Palu City, (3) The code of ethics and

competence simultaneously affect the work behavior of teachers in MTs Negeri 2 Palu City. The results of the study show that the code of ethics and competence are important factors in efforts to improve the quality of teachers' work behavior in schools/madrasas. Therefore, the maximum implementation of the code of ethics and the improvement of teacher competence are absolutely carried out.

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