

CHAPTER I

INTRODUCTION

This chapter discusses the issues and significance of the study's topic. It provides information on the background of the study, questions of research, objectives of the study, and the significance of the study.

1.1 Background of the Study

Teachers have a huge impact on the education system. Teachers, therefore, play a central role in the success of education in combating poverty and promoting peace, social justice, democracy, cultural diversity, and cultural awareness (Maryanto & Khoiriyah, 2018: 224). As educators, teachers impart values, knowledge, and skills in the hope that students will acquire and apply a range of knowledge in their daily lives to become individuals with their characteristics. Teachers always do the primary task of educating, assessing, and evaluating students professionally. Teachers can only work as professionals if they have academic degrees, skills, and an educator certificate that meet the standards for each type and level of education (Sidiq, 2018: 1).

In the age of globalization, teachers' role becomes increasingly important. Only through professional teachers' guidance, every student can become proficient, competitive, and productive individuals who will act as a national asset in facing fierce competition in the future (Daud, 2022). In order for teachers to carry out their duties properly, it is necessary to create a code of ethics, namely the Teachers' Code of Ethics. A teacher code of ethics is a norm or moral rule that regulates the behavior of teachers (Ahmadi, 2018).

Teachers use codes of ethics to defend the dignity of their profession, safeguard and maintain the well-being of their members, increase members' devotion to the profession, and promote the quality of the profession and professional organizations (Nurjan, 2015). The codes of ethics expect teachers to be able to work optimally and professionally, especially in developing the character of their students and

upholding the authority of the institution and the teaching profession in the practice of their profession. Teachers fully realize that the codes of ethics for teachers are necessary to be established as a guide of life in their positions as educators.

The code of ethics for teachers in Indonesia has been established by *PGRI (Persatuan Guru Republik Indonesia)* which outlines two things, namely as a statement of basic principles of views on the position, duties, and responsibilities of teachers (Jaja, 2013). Several other teacher professional organizations may also have formulated their own codes of ethics. This study focuses on the 2021 version of the Indonesian Code of Ethics issued by PGRI.

Buchari (in Mifta, 2019: 5) explains *Persatuan Guru Republik Indonesia* realizes that education is a service to God Almighty, the nation, the homeland, and humanity. Indonesian teachers who have the spirit of *Pancasila* and the Constitution Republic of Indonesia 1945 feel responsible for the realization of the ideals of the Independence Proclamation of the Republic of Indonesia, so Indonesian teachers are all called upon to carry out their duties based on the following fundamentals:

1. The teachers devote themselves to guiding students to form a *Pancasila* human being as a whole;
2. The teachers have professional honesty in implementing the curriculum according to the needs of each student;
3. The teachers communicate, especially in obtaining information about students but avoid all forms of misuse;
4. The teachers create an effective learning environment and maintain relationships with the parents as well as possible in the best interests of students;
5. The teachers maintain good relationships with the society around their school and the wider society for the interests of education;
6. The teachers individually and/or collectively strive to develop and improve their professional quality;
7. The teachers create and maintain relationships among fellow teachers in the work environment and overall relationships;
8. The teachers collectively maintain and improve the quality of professional teacher organizations as a facility of their dedication;
9. The teachers implement all regulations that constitute government policy in the field of education.

Teachers who are Indonesian citizens and foreigners employed as teachers in the territory of the Republic of Indonesia must obey the Indonesian Teachers' Ethics Code (Barnawi & Arifin, 2014). This code of ethics requires teachers to acknowledge the obligations and prohibitions to uphold morality and be good role models for their students.

However, there is a slight difference in the facts found in Abdul Rahman's research (2010) entitled "*Implementasi Kode Etik Guru dalam Proses Pembelajaran di SMP Negeri 6 Polewali*", the result showed that there were still some teachers who stated that they had not been able to implement the entire teacher code of ethics. This is also in line with Lusita Yustiara's research (2019) entitled "*Implementasi Kode Etik Guru dalam Proses Pembelajaran di SDN 55 Bengkulu Selatan*", the result showed that there were also still several teacher codes of ethics that had not been implemented optimally, it was regarding professional honesty, and improving the quality and dignity of the profession. Based on the various demands that must be fulfilled as a teacher and the facts that occur in the field, the author was interested in conducting research with the title **"Implementation of the Teachers' Code of Ethics: A Descriptive Study of the English Teacher at SMPK S2 Surabaya."**

1.2 Statements of the Problem

From the background of the study above, there were problems that can be identified:

- 1) Are the Indonesian teachers' codes of ethics pertaining to the teacher-student relationship implemented by the English teacher at SMPK S2 Surabaya?
 - a. Does the English teacher devote herself to guiding students to form a Pancasila human being as a whole?
 - b. Does the English teacher demonstrate professional honesty in implementing curriculum according to the needs of each student?
 - c. Does the English teacher create an effective learning environment?

2. How does the English teacher implement the Indonesian teachers' codes of ethics pertaining to the teacher-student relationship at SMPK S2 Surabaya?

1.3 Objectives of the Study

This research aims:

1. To find out whether the Indonesian teachers' codes of ethics pertaining to the teacher-student relationship are implemented by the English teacher at SMPK S2 Surabaya.
2. To find out how the English teacher implements the Indonesian teachers' codes of ethics pertaining to the teacher-student relationship at SMPK S2 Surabaya.

1.4 Significance of the Study

a. For the school:

- 1) To improve the school in the future so that it will be better.
- 2) The English teacher can implement the teacher code of ethics optimally.
- 3) As information that implementing the teachers' code of ethics is important.

b. For the author:

- 1) Gaining knowledge and experience in problem-solving.
- 2) Improving the knowledge that the author has gained in college.
- 3) Completing and fulfilling the requirements for the degree of *Sarjana Pendidikan* at Widya Mandala Surabaya Catholic University.

1.5 Scope and Limitation of the Study

To avoid misinterpretation and misunderstanding in this study, the researcher specifies the scope and limitation. The scope and limitation of this research are focused only on the implementation of the three 2021 version of the *PGRI (Persatuan Guru Republik Indonesia)* teachers' code of ethics by the English

teacher pertaining to the teacher-student relationship on guiding students to form character and competence based on the *Pancasila* values, demonstrating professional honesty in implementing the curriculum according to the student needs, and creating an effective learning environment to increase motivations of the students to study at SMPK S2 Surabaya.

1.6 Theoretical Framework

1. Implementation

The most important form or phase of the policy process is implementation. The decision of policymakers will not be implemented successfully unless they are implemented in an effective way.

2. Indonesian Teachers' Code of Ethics

The nine points in the Indonesian teacher code of ethics include the duties of teachers:

- a. Teacher is solely devoted to the goal of creating optimal educational learning.
- b. Teacher is only able to carry out their duties and professions according to his/her capabilities.
- c. Teacher communicates to obtain information about students' abilities, interests, and talents.
- d. Teacher creates a safe and comfortable school environment.
- e. Teacher builds good relationships with students, parents, and society.
- f. Teacher always improves and develops his/her professional quality.
- g. Teacher establishes mutual cooperation with colleagues.
- h. Teacher maintains and improves the *PGRI* organization quality.
- i. Teacher creates a strong bond with the government.

3. Competencies of Teachers

The Law of the Republic of Indonesia No. 14 of 2005 on Teachers and Lecturers Article 10 states that the competencies of teachers include pedagogical, personality, social, and professional competencies. Based on the Regulation of the Minister of National Education of the Republic of Indonesia No. 16/2007 on Standards for Academic Qualifications and Teacher Competencies, Article One Section one, states that every teacher must meet the standards of academic qualifications and competencies.

1.7 Definition of Key Terms

In order for this research not to widen the discussion, the author sets some definitions of key terms contained in the title as follows:

1. Implementation

Implementation is the process of applying concepts, policies, or plans that are done by one or more individuals to have an impact in the form of knowledge, skills, and attitudes

2. Code of Ethics

The code of ethics is a set of rules that each member must comply with and practice in their duties and daily life in the society (Octavia, 2020). A code of ethics is a kind of agreement between professional groups that provide public services such as law, healthcare, or education and the people who depend on those services (Schwimmer & Maxwell, 2017). The code of ethics for teachers in Indonesia, formulated by PGRI, is a moral foundation and guidance for the behavior of PGRI teachers in carrying out their dedication to work as teachers.

3. Teacher

A teacher is someone who educates others in order for them to gain knowledge, skills, or values. In addition, a teacher is a competent person who guides students in the process of teaching and learning.

4. Competency

In Annas, et al. (2019), competency is the professional ability to apply knowledge, skills, and experience in carrying out activities on a particular job to produce the required results (Parker, 2014). Teachers' competencies are divided into four competencies, namely pedagogical, social, personality, and professional competency.

1.8 Organization of the Thesis

To ease the explanation, understanding, and review of the problem to be studied, it is necessary to have a thesis organization so that the discussion will be more systematic.

1. Chapter I: Introduction

This chapter is an introductory chapter consisting of eight sub-chapters, namely the background of the study, the statement of the problem, the objective of the study, the significance of the study, the scope and limitation of the study, the theoretical framework, the definition of key terms, and the organization of the proposal.

2. Chapter II: Review of Related Literature

This chapter contains a literature review on the implementation, code of ethics, teacher, and Indonesian teachers' code of ethics.

3. Chapter III: Research Methodology

This chapter contains research methodology in which the discussion is methodological. In this chapter, the research systematics present the research design, researcher instrument, source of data, data collection procedures, data analysis techniques, and validity of findings (triangulation).

4. Chapter IV: Findings and Discussion

This chapter reports various data and information regarding the implementation of the teachers' code of ethics by the English teacher pertaining to the teacher-student relationship at SMPK S2 Surabaya.

5. Chapter V: Conclusion and Suggestions

This chapter is the final chapter or the last discussion of this research. The discussion consists of two sub-chapters. First is about the conclusion of the

research results and the second is suggestions as the end of the research that the author has conducted.