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Code of Ethics and Teacher Professionalism Challenges During the Covid-19 Pandemic

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ABSTRACT

The enactment of Large-Scale Social Restrictions (PSBB) then changed to the Enactment of Community Activity Restrictions (PPKM) level 1, 2, 3, and 4 so that learning activities in schools are carried out online through online learning applications. This condition becomes a test for the professionalism of teachers in carrying out learning to be addressed positively in the form of creative and innovative steps so that learning activities continue with reference to quality learning criteria and still adhere to the teacher's professional code of ethics. The findings of the study showed that the professionalism of teachers in the covid-19 pandemic had an impact on teachers trying to improve their competence using information and communication technology both conceptually and skilled in operating it. Research conducted on Guidance and Counseling (BK) teachers shows the role of BK teachers in educational units is very important, because it is an integral part in the education system. The situation and conditions of learning in the network (online), cause differences in responding to the learning process and its impact between learners and teachers. The presence of guidance and counseling teachers, for example, is considered to be able to bridge between the subject teacher and the child who is experiencing learning problems. The comfort of learners in learning will be a determinant of teaching success. A sense of comfort is closely related to the confidence of learners. This condition requires cooperation between principals, subject teachers and guidance and counseling teachers in order to provide color in teaching success that still heeds the code of ethics and upholds professionalism.

Keywords: Teacher, Code of Ethics, Professionalism, Covid-19 Pandemic

1. INTRODUCTION

The teacher's work cannot be separated from the prevailing values. [20]. On the basis of the values embraced by teachers, educational activities can take place in a clear direction and bag decisions based on values. [11]. Teachers should act on the basis of values, personal and professional ethics, and legal procedures. It is in this relationship that teachers should understand the basics of the teacher's code of ethics. [8].

Ethics is the decision-making of human morals and their interactions in society. In general, ethics can be interpreted as a philosophical discipline concerned with human behavior and moral decision making. A profession requires a code of ethics to regulate the patterns of action of the stakeholders of the profession. The professional code of ethics is an order that becomes a guideline in carrying out the duties and activities of a profession. The pattern of order should be followed and obeyed by everyone who carries out the profession. [1]

A professional code of conduct is required for several reasons, including the following [13]: (1) To protect the profession in accordance with the provisions and policies that have been established by the government based on applicable legislation. This code of ethics will give the possibility of the profession can regulate itself and carry out its functions automatically in the control of applicable legislation. (2) To avoid any disagreements and disputes from the implementers. Thus the code of ethics can maintain and improve the internal and external stability of the profession. (3) Protect practitioners in society especially in relation to cases of malpractice (wrong practices). If the practice activities are in accordance with ethical lines then the practice peilaku can be considered to meet the standards. (4) Protect learners from practices that deviate from those who are professionally un authority.

The work of teachers requires a professional code of ethics so that educational services can be carried out professionally [3]. A professional code of ethics as a standard set of behaving, developed on the basis of the agreement of values and morals in that profession. Thus

the teacher's code of ethics was developed on the basis of values and morals that became the basis for the implementation of the teaching profession. In Indonesia, Pancasila has been followed as a source of basic values, practical values, and operational values for the behavior of the Indonesian nation. This means that all professional activities of teachers in Indonesia should be derived from the values and morals of Pancasila. These values are then spelled out specifically in the concept and activities of educational services in various orders. [2]

The code of ethics is a mutual agreement of the members of a profession so that this code of ethics is determined by professional organizations that get approval and agreement from its members. Especially regarding the code of ethics of the teacher profession in Indonesia, PGRI has formulated this code of ethics at the XIII Congress in Jakarta in 1973. This code of ethics is continuously preached to every PGRI member and teacher in general. [14].

As for the scope of the contents of the Indonesian teacher code of ethics [7], covers aspects of professional teacher qualifications, the scope of teacher duties and activities, and relationships with other institutions or parties concerned. In the qualification aspect, it covers the knowledge aspects, skills, attitudes, and personal qualifications of the teacher. Within the scope of its duties, the code of ethics includes duties as a person, professional official of teachers, members of the public, and citizens. The teacher's code of conduct contains basic guidelines of conduct in (1) guiding, teaching, and training students; (2) relationships with students, peers, organizations, parents, governments, and society; (3) personal and professional development; and (4) exercise the discretion of the government profession.

During the Covid-19 pandemic, the implementation of the teacher code of ethics faced challenges in realizing professionalism. Teachers must continue to develop their professional abilities, especially during the Covid-19 Pandemic, development programs that support the continued learning while still trying to optimally follow the rules contained in the teacher code of ethics. [19]

Based on the description above, what is discussed in this article is the extent of the teacher code of ethics and the challenges of teacher professionalism in Indonesia during the Covid-19 pandemic.

2. METHOD

The writing of this article uses a qualitative approach, the method used is literature search (literature review) which is reviewing literature related to research problems. Second, data collection techniques through library research related to the formulation of the issues discussed. Research data is processed and analyzed using

the technique of triangulation of sources, times and places, and presented in qualitative descriptive form.

3. RESULTS AND DISCUSSION

3.1 Code of Professional Ethics

Indonesian teachers realize that education is a field of devotion to God Almighty, the nation, and the State, as well as humanity in general. [18]. Indonesian teachers who are Pancasila-minded and loyal to the 1945 Constitution, are also responsible for the realization of the ideals of the Proclamation of Independence of the Republic of Indonesia on August 17, 1945. Therefore, Indonesian teachers are called to fulfill it by practicing the basics.

3.1.1 Concept of Code of Ethics

It is customary that every profession has a code of ethics, teachers like other professional jobs, doctors, notaries, and architects, and so on; As a professional field of work, teachers have a code of ethics. Law No. 8 of 1974 on Staffing Points. Article 28 states that "Civil Servants have a code of ethics as a guideline for attitudes, behavior of acts inside and outside the ministry". In the explanation of the Law stated by the existence of this Code of Ethics, Civil Servants as State Apparatus, State Servants, and Public Servants have guidelines for attitudes, behaviors, and actions in carrying out their duties and in the association of daily life. Furthermore, in the Civil Service Code of Ethics, the basic principles of the implementation of the duties and responsibilities of civil servants are also outlined. From this description we can conclude, that the code of ethics is a guideline for attitudes, behavior, and actions in carrying out tasks and in everyday life. [13]

In the opening speech of the PGRI Congress to XIII, Basuni as Chairman of PGRI stated that the Indonesian Teacher Code of Ethics is the moral foundation and guidelines for the behavior of PGRI citizen teachers in carrying out calls of service to work as teachers. From the opinion of the Chairman of PGRI, it can be concluded that in the Indonesian Teacher Code of Ethics there are two main elements, namely: (1) as a moral basis, and (2) as a guideline for behavior. [17]

In the Constitution, Article 43, stated as follows: (1) to maintain and improve the honor, and dignity of teachers in the implementation of professional duties, teacher organizations form a code of ethics; (2) the code of ethics referred to in paragraph (1) contains norms and ethics that bind the behavior of teachers in the implementation of professional duties. [15]

The code of ethics of a profession as outlined above, is the norms that must be beautiful zed and practiced by each member in carrying out the duties and association

of daily life in society. These norms contain instructions on how they carry out their profession, and prohibitions, on what should not be done or implemented, not only in carrying out professional duties, but in the association of daily living in society.

3.1.2 Purpose of the Code of Ethics

Basically, the purpose of formulating a code of ethics in a profession is for the benefit of members and the interests of the professional organization itself. In general, the purpose of establishing a code of ethics is as follows [10]: (1) Upholding the dignity of the profession. The code of ethics can maintain the views and impressions of outsiders or the public, so that they do not look down on the profession in question. Therefore, every code of ethics of a profession will prohibit various forms of acts or behavior of its members that can defame the profession.[6]. (2) To maintain and maintain the welfare of its members. Well-being includes being born (or material) as well as the inner (spiritual, emotional, and mental). The code of ethics generally contains prohibitions to commit acts that harm the welfare of its members. For example, by setting minimum rates for honorarium members of the profession in carrying out their duties, so that anyone who holds tariffs below the minimum will be considered reprehensible and detrimental to colleagues. In terms of mental well-being, the code of ethics generally gives instructions to its members to carry out their profession. (3) Guidelines for behavior. The code of ethics contains rules that limit inappropriate and dishonest behavior for members of the profession in interacting with fellow members of the profession. (4) To increase the devotion of members of the profession. The code of ethics is concerned with increasing the service activities of the profession, so that members of the profession can easily know the duties and responsibilities of their devotion in carrying out their duties. Therefore, the code of ethics formulates the provisions that need to be done by members of the profession in carrying out their duties. (4) To improve the quality of the profession. The code of ethics contains norms and recommendations so that members of the profession always strive to improve the quality of service of its members. (5) To improve the quality of professional organizations. The code of ethics requires each member to actively participate in fostering professional organizations and organizationally designed activities.[13]

That the purpose of a profession as discussed above is to draft a code of ethics is to uphold the dignity of the profession, maintain and maintain the welfare of members, improve the devotion of members of the profession, and improve the quality of the profession and the quality of professional organizations. [5]

3.1.3 Determination Code of Ethics

The code of ethics can only be established by a professional organization that applies and binds its members, usually carried out at a congress of professional organizations. Thus, the establishment of a code of ethics should not be done individually, but must be done by the organization, so that people who are not members of the profession, cannot be subject to the rules in the code of ethics. The code of ethics will only have a strong influence in enforcing discipline among the profession, if everyone who carries out the profession joins the profession in question. [15]

If everyone who runs a profession automatically joins an organization, then there is a guarantee that the profession can be carried out purely and well, because every member of the profession that commits serious violations there is a code of ethics that can be penalized. [15]

3.1.4 Sanctions Violation of the Code of Ethics

Often the State interferes in the affairs of the profession, so that things that were originally only the code of ethics of a particular profession can be increased into the rule of law or rules that provide sanctions that are coercive, both in the form of civil and criminal sanctions.

For example, in this case if a member of the profession competes dishonestly or fraudulently with fellow members of his profession, and if it is considered cheating is serious, then it can be prosecuted in court. In general, because the code of ethics is a moral foundation, guidelines for attitudes and behaviors and deeds; A sanction against a violation of the code of ethics is a moral sanction. Anyone who violates the code of ethics will get reproach from his colleagues, while the sanctions that are considered the toughest are violators expelled from professional organizations.

3.2 Indonesian Teacher Code of Ethics

Indonesian teachers realize that education is a field of devotion to God Almighty, the Nation, and the State, as well as humanity in general. Indonesian teachers who are Pancasila and loyal to the 1945 Constitution, are also responsible for the realization of the ideals of the Proclamation of Independence of Indonesia August 17, 1945. Therefore, The Indonesian Teacher is called to fulfill his work by believing the following basics: (1) Devoted teachers guide students to form a whole Indonesian human being who is Pancasila-spirited. (2) The teacher has and implements professional honesty. (3) Teachers try to obtain information about learners as material for guidance and coaching. (4) Teachers create the best school atmosphere that supports the success of the teaching-learning process. (5) Teachers maintain good relationships with the parents of students and the

surrounding community to foster a shared role and sense of responsibility towards education. (6) The teacher personally and together maintains and enhances the quality and dignity of his profession. (7) The teacher maintains professional relationships, family spirit, and social solidarity. (8) Teachers jointly maintain and improve the quality of PGRI organization as a means of struggle and devotion. (9) Teachers implement all government policies in the field of education. [13]

The first Teacher Code of Ethics contains the understanding that the main concern of a teacher is the learners. His attention is solely devoted to learners, namely developing their potential optimally by seeking the creation of an educative learning process. Through this process, it is expected that learners will be incarnated as full human beings who are Pancasila spirited. The whole man in question is a man balanced between his physical and spiritual needs. Not only physically healthy, but also psychologically healthy. Pancasila-spirited human beings mean people who in the life of the nation and state always heed and apply the values contained in Pancasila. [4]

The ninth Teacher Code of Ethics "Teachers implement all Government policies in the field of education". This code of ethics is based on two assumptions, first because teachers as elements of the State apparatus (as long as they are civil servants), secondly because teachers are experts in the field of education, therefore it is natural for teachers to carry out all government wisdom in the field of education, while in accordance with the teacher's ability and do not harass the dignity and dignity of the teacher itself.[9]

3.3 Teacher Code of Ethics and Professionalism in the Covid-19 Pandemic

The world of education, especially formal education managed by the state, is one aspect of basic services of citizens who also experience the impact caused by government policies related to handling covid-19. Large-scale social restrictions (PSBB) then changed to the Enactment of Community Activity Restrictions (PPKM) level 1, 2, 3, and 4 to make learning activities in schools generally done online (online) both through online learning applications such as google classroom, Learning Management System (LMS) managed by each institution / school or done through video conference applications such as WhatsApp Video Call, Instagram, Zoom Meeting, Google Meet, and WebEx. This condition becomes a test for the professionalism of teachers in carrying out learning to be addressed positively in the form of creative and innovative steps so that learning activities continue with reference to quality learning criteria and still adhere to the teacher's professional code of ethics.

The findings of the study showed that the professionalism of teachers in the covid-19 pandemic period is doing to improve their competence, especially

by improving the ability to use information and communication technology both conceptually and skilled in operating it. Capabilities in the field of information and communication technology in this case are able to use various E-learning applications, such as Classroom and social media such as WhatsApp (WA) and Instagram (Ig). [12]

Other research conducted on Guidance and Counseling (BK) teachers shows the role of BK teachers in educational units is very important, because it is an integral part in the education system. The situation and conditions of learning in the network (online), cause differences in responding to the learning process and its impact between learners and teachers. The presence of guidance and counseling teachers, for example, is considered to be able to bridge between the subject teacher and the child who is experiencing learning problems. The comfort of learners in learning will be a determinant of teaching success. A sense of comfort is closely related to the confidence of learners. This condition requires cooperation between principals, subject teachers and guidance and counseling teachers in order to provide color in teaching success. [16]

In carrying out his duties, teachers as professionals are considered necessary to be guided by a code of ethics. This is a testament to his commitment to his educational profession. As a member of this professional organization, he has actually been bound by the values and norms of the organization contained in the standard of teacher behavior called the Teacher Code of Ethics. The teacher's code of ethics must be applied by the teacher in carrying out his duties. Because there are many problems from all aspects that he lived when carrying out his duties. However, in this section the exposure is much lifted from the scope of the learning process as the main task of a teacher, which is to teach learners.

4. CONCLUSION

The world of education, especially formal education managed by the state, is one aspect of basic services of citizens who also experience the impact caused by government policies related to handling covid-19. Large-scale social restrictions (PSBB) then changed to the Enactment of Community Activity Restrictions (PPKM) level 1, 2, 3, and 4 to make learning activities in schools generally done online (online) both through online learning applications such as google classroom, Learning Management System (LMS) managed by each institution / school or done through video conference applications such as WhatsApp Video Call, Instagram, Zoom Meeting, Google Meet, and WebEx. This condition becomes a test for the professionalism of teachers in carrying out learning to be addressed positively in the form of creative and innovative steps so that learning activities continue with reference to quality

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2. AUTHORS' CONTRIBUTIONS

1. Hasnawi Haris as the head of research implementer is responsible for coordination and research ideas and corespondensi author
2. Bakhtiar as member I, acts as an initial problem analysis at the research site and assists in data analysis.
3. Andi Aco Agus Andi Amri Karaka acts as a data collector in the field, analyzes data, and completes article manuscripts

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