

Teacher Ethics in Installing Student Character Through a Positive Discipline Program

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Abstract: This study aims to describe teacher ethics in instilling student character through a positive discipline program. This study uses a descriptive qualitative method. Data collection techniques are carried out by observation, documentation and interviews. The sources in this study were the principal and teachers of Pembina Pemenang State Kindergarten, North Lombok. Data were analyzed by data reduction, data presentation, and data verification. The results of the study show that in implementing a positive discipline program, teacher ethics are needed to be good examples for students. One of the methods applied is the implementation of positive discipline through class beliefs. This is considered very effective in forming the character of students who obey the rules, teachers understand that rules must be enforced fairly but also ensure that each student is treated with respect for their dignity such as being willing to listen to students' opinions. By integrating ethical values into everyday education and ensuring that teaching practices reflect equity and diversity, teachers can create a supportive learning environment for all students. Thus, positive discipline programs are not just about enforcing rules, but also about developing strong, positive student character that will have a long-term positive impact on students and society as a whole.

Keywords: Teacher Ethics; Student Characteristics; Positive Discipline

INTRODUCTION

In the context of educational development in this millennial era, teacher ethics is a topic that is very relevant and important to discuss. As educators, teachers have a very crucial role in shaping the character and personality of students. Teachers are not only seen as teachers of science, but also as moral and spiritual guides to students (Apriyanto et al., 2019). Therefore, teacher ethics in carrying out their duties greatly determines the quality of the education provided.

The quality of education is seen as the result of the process of empowering and cultivating individuals so that they are able to meet developmental needs and fulfill social, cultural and religious demands in their living environment (Firman Mansir, 2021). Education like this implies that any

efforts made in the context of education should be focused on efforts to facilitate the process of individual development in accordance with the religious and life values adhered to. One of the efforts that must be made to facilitate the process of individual development is human resources that are directly related to the world of education, namely teachers (Ramdhani, 2013). The future of education really depends on teachers, this is because teachers are one of the elements that are directly involved in the real learning process.

Basically, teachers already have a code of ethics that must be implemented. Teacher ethics is not only related to teacher interactions with students, but also includes relationships with parents, fellow colleagues and the wider community (David et al., 2023). As a respected figure, teachers have the responsibility to maintain good and harmonious communication with all related parties. This good relationship reflects noble morals and promotes synergistic cooperation in supporting student development (Ramdhani, 2013).

Teachers are required to form students with noble character. Teacher ethics includes moral principles that guide interactions with students. An ethical teacher will demonstrate a fair, honest attitude and respect the dignity of every student (Kholis, 2022). These ethical principles are important in creating a conducive learning environment and supporting student character development. Teachers must be a good example for students. The teacher's attitudes and behavior inside and outside the classroom will influence how students perceive and imitate these actions. Teachers must treat all students fairly without discrimination. Fair treatment will build a sense of trust and respect among students. Teachers must demonstrate integrity in their actions (Devi et al., 2023). This includes being honest in assessments, transparent in communication, and consistent in applying rules.

This is in line with Ki Hajar Dewantara's philosophical thoughts on education, namely that a teacher must always be *Ing Ngarso Sung Tulodho* (In front of giving an example), *Ing Madyo Manguh Karso* (In the middle of raising enthusiasm), *Tut Wuri Handayani* (Behind giving encouragement) (Sajadi, 2019). As a teacher, you should always be able to guide your students to find a way in learning to achieve their goal of a happy life in the future.

Based on initial observations, researchers found that sometimes, teachers unconsciously discriminate against students based on social background, ethnicity or academic ability (Agustina & Rahaju, 2021). If this is left unchecked, it can damage students' confidence and hinder their character development. Students who feel treated unfairly may become less motivated and less self-confident (Agustina & Rahaju, 2021) Additionally, teachers often do not receive adequate training on professional ethics and how to apply them in

educational contexts. Without a solid understanding of ethics, teachers may make decisions that are unwise or inconsistent with good ethical principles.

Some students also have difficulty managing their emotions, which can influence their behavior negatively (Firman Mansir, 2021). They act as they please, without paying attention to the rules that have been set. Even though the teacher has reminded him as often as possible, this still continues to happen. Students also often show selfish behavior and this often escalates into conflict with fellow students (Kuswanto, 2015).

RESEARCH METHODOLOGY

The research approach used in this research is a descriptive qualitative approach. The researcher chose this qualitative approach so that the researcher could obtain broader and in-depth information regarding the focus of the problem to which the answer must be found in this research (Agustina & Rahaju, 2021).

Qualitative research is a research procedure that produces descriptive data in the form of written and spoken words from people and observed behavior. Qualitative research aims to obtain data that is more complete, more in-depth, credible and meaningful, so that the research objectives can be achieved (Ibrahim, Muhammad Buchori, 2023). Thus, in this research, the qualitative approach used is descriptive, because the researcher will only reveal data in the form of expressions and behavior of the people being studied. So this qualitative approach was chosen so that researchers can obtain broader and in-depth information regarding the matters that are the focus of the problem in this research (Krisnawanti & Psd, 2016).

The research location is at the Pembina Pemenang State Kindergarten North Lombok. The data collection techniques used were observation, documentation and interviews. As for data analysis techniques, researchers use data analysis procedures in accordance with the explanation according to Miles, Huberman in that the stages carried out in data analysis are; First, reduce the data, where if the data obtained from the field is quite large, then the researcher needs to summarize and choose the things that are the focus of the problem in this research, then present the data, in presenting the data from the interviews that have been conducted and the researcher has summarized and has grouped, then the researcher presents it according to the focus of the problem in this research and the final step in data analysis draws conclusions according to the data that has been obtained and presents it according to the focus of the problem in this research, namely "teacher ethics in instilling student character

through positive discipline programs (Mejillón González Yuri Lisbeth Tutor:, 2022).

RESULTS AND DISCUSSION

Result

Based on the results of observations and interviews that have been conducted, Pembina Pemenang State Kindergarten North Lombok seeks to improve teacher ethics and student characteristics through programs that have an impact on students, one of which is the application of positive discipline (Gemnafle & Batlolona, 2021).

By implementing positive discipline, teachers can create a classroom atmosphere that supports active and collaborative learning, and help students develop the ability to self-regulate and behave constructively (Akrim et al., 2020). Discipline is very important to teach and get used to in children from an early age every day. Because, discipline will shape a child's positive character so that in the future he will be able to decide for himself which actions should be taken and which should be avoided in his daily life (Candana, 2021).

One of the efforts to implement positive discipline, Pembina Pemenang State Kindergarten North Lombok teachers apply class beliefs, with the aim of fostering student involvement in forming class beliefs to achieve a shared dream class for effective learning, realizing independent learning on the side of students, creating all-way communication between teachers and students - students, get used to positive culture and discipline (Wartoyo, 2022).

Based on the results of an interview with one of the teachers at Pembina Pemenang State Kindergarten North Lombok, he said that

"As good educators, of course we hope that the learning process will run smoothly and actively. However, it cannot be denied that there are things that make the classroom atmosphere noisy and uncontrolled. So it is very important for us to implement class beliefs in our respective classes. "The habits in this class will develop into positive habits or culture at the Pembina Pemenang State Kindergarten North Lombok institution."

This class belief must be on the side of the student and formulated together with the student to build their independence. The teacher is only a facilitator in this case. As a good facilitator, the teacher will be a good listener and wise in respecting students' opinions.

Figure 1. Teacher Facilitates students
Establishing Class Beliefs



Source: Researcher documentation, 2024

Class beliefs are made universally, covering various aspects of agreements or rules that already apply in the class. A positive school culture is structured and systematically involving all school stakeholders (Krisnawanti & Psd, 2016). The positive culture of this school is created to improve the character of the human resources at the school (Kuswanto, 2015). The class beliefs that are created should truly originate from the needs of students in forming a positive culture. Exploring all positive potential things to use as a basis for class beliefs and truly consciously believe in them together (Safitri et al., 2022).

Figure 2. Students choose the appropriate picture
with the class beliefs he understands



Source: Researcher documentation, 2024

The sentences used are also universal and positive sentences that students can easily remember. However, because the students who are the object of research are kindergarten students, the words used are described in the form of pictures.

Picture. 3: Class Confidence Pictures and Words



Source: Researcher documentation, 2024

Next, the teacher classifies the group of words chosen by the students into sentences that contain the meaning of goodness or belief which is the core of the rule.

Discussion

Teacher ethics is the main basis for carrying out educational tasks, because an ethical teacher is not only a role model for students, but also creates a conducive and harmonious learning environment. An understanding of teacher ethics includes aspects such as professionalism, responsibility, and commitment to the holistic development of students (Sains, 2022). Meanwhile, understanding student characteristics is the key to implementing effective learning strategies.

Students come from diverse backgrounds with unique characteristics that influence the way they learn and interact (Rahayu et al., 2023). These characteristics include cognitive, emotional, social and physical aspects. Recognition and in-depth understanding of these characteristics allows teachers to design and implement more personalized and inclusive teaching methods, which in turn can improve learning outcomes and student engagement (Ibrahim, Muhammad Buchori, 2023).

Teachers have an important role in establishing an inclusive and fair learning environment for all students. However, findings show that teachers often, without realizing it, apply bias or discrimination against students based on their social background, ethnicity, or academic ability (Reza et al., 2022). These

biases can occur implicitly and are often not realized by teachers themselves, but they have a significant impact on students' educational experiences. If this is left unchecked, it can damage students' self-confidence and hinder their character development (Handayani & Hasrul, 2021). Students who feel treated unfairly may become less motivated and less self-confident. Additionally, teachers often do not receive adequate training on professional ethics and how to apply them in educational contexts. Without a solid understanding of ethics, teachers may make decisions that are unwise or inconsistent with good ethical principles. Students have difficulty managing their emotions, which can affect their behavior negatively (Sajadi, 2019). They act as they please, without paying attention to the rules that have been set. Even though the teacher has reminded him as often as possible, this still continues to happen. Students also often show selfish behavior and this often escalates into conflict with fellow students (Candana, 2021).

In terms of teacher ethics, teachers should understand that Teacher ethics are moral values and principles that regulate and direct a teacher's behavior in carrying out their duties. Teacher ethics involves values such as honesty, responsibility, professionalism, humility, and commitment to education. Teacher work ethics also include attitudes, behavior and actions that must be demonstrated by a teacher in conveying knowledge and educating students (Ramdhani, 2013).

Not only from the teacher's perspective, researchers also observed student characteristics. According to the Big Indonesian Dictionary (KBBI), characteristics are mental traits, habits, character and habits possessed by a person that are relatively permanent. Meanwhile, student characteristics are the overall pattern of behavior or abilities possessed by students as a result of their nature and environment, thus determining their activities in achieving their ideals or goals (Agustina & Rahaju, 2021). Learner characteristics are also a very important component in learning design. The results of observations that researchers have carried out show that student characteristics have experienced significant changes. Occasionally, researchers observe students who violate class rules, such as throwing rubbish carelessly, not tidying up their toys, talking by shouting and often disturbing friends who are playing. If this is left unchecked it will certainly have a negative impact on the development of students' character in the future. Then this will become a culture that will be passed down continuously (Gunawan, 2016).

To develop better teacher ethics and student character. The principal and teachers at the Pembina Selamat Kindergarten implement a positive discipline program through class belief building activities. Positive discipline is an approach that combines an understanding of student characteristics with the

application of teacher ethical values (Sutrisno, 2021). Positive discipline is a way of implementing a disciplinary attitude that aims to raise awareness and empower children to do things independently without the lure of punishment, bribes, threats or gifts. Positive discipline aims to establish good behavior through rewards and support rather than punishment. This approach focuses on developing students' social and emotional skills, as well as encouraging responsibility and autonomy (Taufiqur Rahman & Siti Masyarafatul Manna Wassalwa, 2019).

In this class belief, teachers and students will express what kind of beliefs they want to implement in the class or school. The class beliefs that have been prepared and agreed upon by the members of the Pembina Pemenang State Kindergarten North Lombok school include: every class member needs to respect each other and feel safe, every class member needs to feel comfortable when studying, every class member needs to be his best self, and every class member needs to be with each other. Help (Putra et al., 2019).

This class belief is prepared by considering the involvement of all class members, namely teachers and students, class beliefs are not too many so that they are easy to remember and easy to understand by all class members, use positive sentences, class beliefs are something that can be applied in the classroom environment, and need to be reviewed. returning to class beliefs that have been established so that they are relevant to current developments (Gemnafle & Batlolona, 2021).

The implementation of this class belief program is very appropriate and suitable for young children, because the initial foundation in this education is to form students' character with noble morals (Krisnawanti & Psd, 2016). This class belief is also an application of the Ministry of Education and Culture's research and technology program through an independent learning platform on the topic of positive discipline. This learning opportunity is utilized by Pembina Pemenang State Kindergarten North Lombok educators to continue to improve professionalism and shape teacher ethics in realizing students' religious character and noble character (Firman Mansir, 2021).

CONCLUSION

The application of teacher ethics in instilling student character through positive discipline programs not only improves discipline in the classroom, but also builds a strong moral foundation in students (Rafid & Tinus, 2019). This is important to create a generation that is not only intellectually intelligent but also morally and emotionally mature. To make this happen, teacher ethics is the initial foundation for its implementation. Pembina Pemenang State

Kindergarten North Lombok teachers lovingly guide their students to have good character and noble morals. The application of positive discipline in education is an effort to not only manage student behavior but also to form strong and positive characters. The role of teacher ethics plays a key role in the success of the program (Kuswanto, 2015). Teachers who are successful in instilling positive characteristics in students through positive discipline demonstrate a high commitment to ethical values such as integrity, honesty, empathy and responsibility (Wati, 2020). They act as role models who are consistent in their daily behavior and decision making. Effective teachers in positive discipline programs appreciate the importance of consistency in the application of rules and fair consequences for each student (Candana, 2021). One way that is implemented is the implementation of positive discipline through class beliefs. This is felt to be very effective in forming the character of students who obey the rules, teachers understand that the rules must be applied fairly but also ensure that each student is treated with respect for their dignity (Devi et al., 2023). Teachers build strong relationships with students, listening to their needs, and providing guidance appropriate to individual situations. Through good ethical practices in positive discipline, teachers can have a significant influence on the formation of student character. They help students develop the social, emotional, and moral skills necessary to succeed not only in school but also in their future lives (Candana, 2021).

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