

Teacher's Code of Ethics: Implementation by Mathematics Teachers in Cirebon City and Regency

Herani Tri Lestiana

Jurusan Tadris Matematika, FITK, IAIN Syekh Nurjati Cirebon

Email: herani@syekhnurjati.ac.id

Abstract

A teacher must uphold the teacher's code of ethics, both when carrying out professional obligations in the school environment or outside the school, so that he can carry out his duties and responsibilities as a professional teacher well. This research aims to (1) find out how the teacher code of ethics is implemented in SMP/MTs and SMA/MA/SMK in Cirebon Regency and City, and (2) find out the obstacles faced by teachers in implementing the teacher code of ethics. The method used in this research is a descriptive method with data collection using questionnaires, observation and interviews. The subjects of this research were 125 Mathematics teachers in SMP/MTs and SMA/MA/SMK in Cirebon Regency and City. The research results show that Mathematics teachers in Cirebon Regency and City have implemented the teacher code of ethics very well with average questionnaire scores of 4.62 and 4.52 respectively. Mathematics teachers in Cirebon Regency and City also show a very good category in implementing each aspect of the code of ethics, namely the relationship between teachers and students, with parents/guardians of students, with the community, with colleagues, and with their profession. Obstacles faced by teachers in implementing the teacher's code of ethics include (1) the diversity of students' characters and backgrounds in one class, (2) differences in educational patterns between parents/guardians and difficulties in communicating with parents/ student guardians, (3) a feeling of reluctance to remind teachers not to take actions that demean the dignity of the teaching profession, (4) lack of opportunities for some teachers to develop the quality of the teaching profession, and (5) communities seem indifferent and don't care about the development of education around them.

Keywords: teacher's code of ethics, mathematics teachers, teacher profession

Abstrak

Seorang guru harus menjunjung tinggi kode etik guru, baik ketika melaksanakan kewajiban profesi di lingkungan sekolah ataupun di luar sekolah, agar dapat menjalankan tugas dan tanggung jawabnya sebagai profesi guru dengan baik. Penelitian ini bertujuan untuk (1) mengetahui bagaimana implementasi kode etik guru di SMP/MTs dan SMA/MA/SMK di Kabupaten dan Kota Cirebon, dan (2) mengetahui kendala yang dihadapi guru dalam mengimplementasikan kode etik guru. Metode yang digunakan dalam penelitian ini adalah metode deskriptif dengan pengumpulan data menggunakan angket, observasi, dan wawancara. Subjek penelitian ini yaitu 125 guru Matematika di SMP/MTs dan SMA/MA/SMK di Kabupaten dan Kota Cirebon. Hasil penelitian menunjukkan guru Matematika di Kabupaten dan Kota Cirebon sudah menerapkan kode etik guru dengan sangat baik dengan rata-rata skor perolehan angket masing-masing 4.62 dan 4.52. Guru Matematika di Kabupaten dan Kota Cirebon juga menunjukkan kategori sangat baik dalam penerapan masing-masing aspek kode etik, yaitu hubungan guru dengan siswa, hubungan dengan orang tua/wali siswa, hubungan dengan masyarakat, hubungan dengan rekan sejawat, dan hubungan terhadap profesinya. Kendala yang dihadapi guru dalam mengimplementasikan kode etik guru diantaranya (1) keberagaman karakter dan *background* siswa dalam satu kelas menjadi kesulitan bagi guru untuk bisa memberikan pembelajaran yang terbaik, (2) perbedaan pola didik antara orang tua/wali dan kesulitan komunikasi dengan orang tua/wali siswa, (3) rasa segan untuk saling mengingatkan guru untuk tidak melakukan tindakan yang merendahkan martabat profesi guru karena rentan memunculkan konflik atau salah paham antar guru, (4) kurangnya kesempatan juga menjadi kendala bagi beberapa guru untuk mengembangkan mutu profesi guru mengikuti perkembangan teknologi, dan (5) kesenjangan ekonomi mempengaruhi pandangan masyarakat terhadap dunia pendidikan, sehingga terkadang sebagian masyarakat seolah acuh dan tidak peduli dengan perkembangan pendidikan disekitarnya.

Kata Kunci: kode etik guru, guru matematika, profesi guru

INTRODUCTION

Ethics (*Ethic*) has the meaning of a set of norms, principles and values relating to right or wrong, rights and obligations in a set of morals, customs, manners and etiquette adopted by society (Mulyasa, 2006). Professional ethics are really needed as a basis for work behavior. The

formulation of ethics in a job is called a code of ethics. According to Sadikin and Wedra (2021), a code of ethics is a guideline for attitudes and behavior in carrying out daily tasks. This code of ethics aims to uphold the dignity of the profession, maintain the welfare of its members, and improve the quality of the profession and the

quality of professional organizations (Soetjipto & Kosasi, 2009)

A professional code of ethics is created by an organization and is approved by all members of the profession. In the teaching profession, PGRI (Teachers Association of the Republic of Indonesia) has established the Indonesian Teachers' Code of Ethics (KEGI) which is stipulated through the Decree of the XXI PGRI Congress No. VI/KONGRES/XII/PGRI/2013. According to the KEGI Preamble, it is stated that a teacher is dedicated and devoted to develop students' potential to become human beings who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens. Mentioned in Part 1, the Indonesian Teacher Code of Ethics (KEGI) is a guideline for attitudes and behavior in carrying out professional duties as educators, community members and citizens. The code of ethics provides guidelines for how teachers build relationships and interact with students, parents/guardians, colleagues, the community, the profession, professional organizations, and the government (Edu, Arifin, & Nardi, 2017). With the existence of a teacher code of ethics, it is hoped that teachers will be able to carry out their duties well (Fahruddin & Sari, 2020).

A teacher's code of ethics is a principle or norm that must be implemented by teachers as a guide in forming professional behavior and attitudes of members of the teaching profession. The teacher's code of ethics regulates teachers' attitudes and behavior so that they remain professional and dignified (Prihanto, Pakpahan, and Tarigan 2022). The teacher's code of ethics has a very important and strategic position, role and function in supporting the existence and sustainability of the teaching profession. The teacher's code of ethics functions as a guide for teachers in carrying out the duties and obligations of the teaching profession both in the school environment and in the community (Larasati, Hamengkubuwono, Arsil, & Ramadhan, 2020). Apart from that, the code of ethics plays an important role in preventing teachers from committing disgraceful actions that can harm themselves or others (Sulaiman, 2021). Therefore, in carrying out their duties and

responsibilities, teachers must act according to the guidelines set out in the teacher code of ethics.

A teacher must uphold the teacher's code of ethics, both when carrying out professional obligations in the school environment or outside the school, so that he can carry out his duties and responsibilities as a professional teacher well. Teachers' demands for implementing the teacher's code of ethics in the learning process are a challenge in the world of education. This can be seen from the fact that there are still many teachers who do not realize how important the teacher code of ethics guidelines that have been established are and there are still many teachers who do not understand in depth the applicable teacher code of ethics (Saputra, 2022). Some teachers may know the points of the teacher's code of ethics, but have not implemented them properly in carrying out their duties and obligations (Yustiara, 2019; Huriyah, 2021). Teachers may also unknowingly violate the code of ethics. Several problems related to implementing the teacher code of ethics include ignoring school regulations, and teachers' low commitment so they cannot provide the best service or learning for students (Mustaghfiroh, Ariyanti, Adha, & Sultoni, 2020).

Based on the background above, the aims of this study are to (1) find out how the teacher code of ethics is implemented by mathematics teachers in SMP/MTs and SMA/MA/SMK in Cirebon Regency and City, and (2) find out the obstacles faced by mathematics teachers in implementing the teacher's code of ethics.

METHOD

This research was a qualitative research. According to Moleong (2009), qualitative research aims to explore phenomena experienced by the subject in a holistic and in-depth manner which is presented through oral and written descriptions. Qualitative research results are not processed and presented through statistical processes or other calculations. The data analysis is qualitative, although the data obtained is presented in numbers such as percentages.

The method used in this research was descriptive method. The descriptive method is a method for describing or explaining the

phenomenon of a problem being studied (Roosinda, et al, 2021). According to Nurdin and Hartati (2019), the descriptive method aims to obtain detailed actual information, identify problems, and carry out comparisons or evaluations.

The data of this study are collected through questionnaires, observation and interviews. According to Hermawan (2019), a questionnaire or questionnaire is a data collection technique that is carried out by giving several written questions or statements to respondents. The questionnaire used in this research contains several aspects of implementing the teacher's code of ethics as stated in the Decree of the XXI Congress of the Teachers' Association of the Republic of Indonesia No. VI/KONGRES/XII/PGRI/2013, namely aspects related to the relationship between teachers and students, the relationship between teachers and parents/guardians, the relationship between teachers and the community, the relationship between teachers and colleagues, and the relationship between teachers and their profession. The description of aspects of the teacher's code of ethics used in this research is presented in Table 1 below.

Table 1. Aspects in Implementing the Code of Ethics

No	Aspects in Implementing the Code of Ethics	Question item
1.	Teacher and Student Relationships	18
2.	Teacher Relationship with Parents/Guardians	6
3.	Teacher Relations with Society	6
4.	Teacher Relations with Colleagues	8
5.	Teachers' Relationship to the Profession	6
Amount		44

The questionnaire regarding the implementation of the teacher's code of ethics is a closed questionnaire that uses a Likert scale with a weight between 1 and 5. Apart from the closed questionnaire, researchers also provide an open questionnaire to find out what obstacles/obstacles are encountered when

implementing the teacher's code of ethics. The results of obtaining questionnaire data are calculated using the following formula:

$$Score = \frac{Score\ obtained}{Maximum\ score}$$

The teacher is said to have implemented the teacher's code of ethics well or not based on the following scoring scale:

Table 2. Scoring Scale for Implementation of the Teacher Code of Ethics

Score	Information
4.01 – 5.00	Very good
3.01 – 4.00	Good
2.01 – 3.00	Pretty good
1.01 – 2.00	Not good
0.00 – 1.00	Very less

Observations and interviews in this research were used to find out an in-depth perspective and directly observe the implementation of the teacher code of ethics in schools. Observation is a data collection process carried out by observing and recording directly to obtain a real picture of a phenomenon to answer research questions (Hermawan, 2019).

This research was conducted at SMP/MTs and SMA/MA/SMK in Cirebon Regency and City with the subject being mathematics teachers at these schools. A total of 75 schools and 125 mathematics teachers participated in this research, with the following details.

Table 3. Number of Schools and Respondents

	SMP/MTs		SMA/MA/SMK	
	S	R	S	R
Regency	35	57	13	29
City	13	22	14	17
Amount	48	79	27	46

S: number of schools

R: number of respondents

RESULTS AND DISCUSSION

Based on analysis results questionnaire, it appears that the implementation of the code of ethics by mathematics teachers at SMP/MTs and SMA/MA/SMK in Cirebon Regency and City is not much different. Mathematics teachers in Cirebon Regency and City have implemented the

teacher's code of ethics very well. This is shown by the average score obtained from the teacher code of ethics implementation questionnaire in Cirebon Regency and City, respectively 4.62 and 4.52. The average score on the implementation questionnaire for each aspect of the code of ethics is also not much different between Mathematics teachers in Cirebon Regency and City. Mathematics teachers in Cirebon Regency and City show a very good category in implementing each aspect of the code of ethics, namely the relationship between teachers and students, relationships with parents/guardians of students, relationships with the community, relationships with colleagues, and relationships with their profession. A recapitulation of the results of the questionnaire analysis on the implementation of the code of ethics by mathematics teachers in Cirebon Regency and City is shown in Table 4, Table 5 and Graph 1.

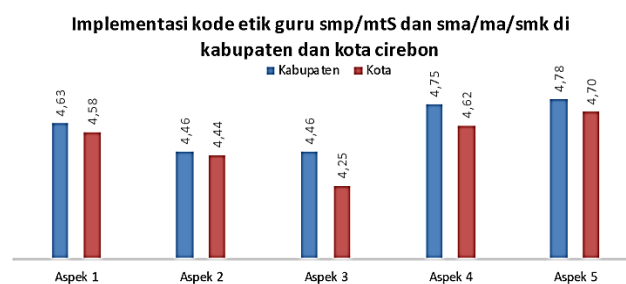


Figure 1. Graph of the implementation of the code of ethics for Math teachers in Cirebon city and regency

Relationship with Students

The relationship between teachers and students is a two-way relationship, which means that when teachers show passion and enthusiasm in teaching, students will respond well. Teachers are not only tasked with providing knowledge but also educating students' attitudes, morals and skills. Therefore, the relationship between teachers and students must always be maintained well.

Aspects of the relationship between Mathematics teachers and students in Cirebon Regency and City are included in the very good criteria. This can be seen from the professional behavior of teachers in teaching, guiding, directing, training, assessing and evaluating learning outcomes. Teachers always pay attention to students' needs in the learning process, view and treat students fairly and do not discriminate, and provide learning services by adjusting the characteristics of different students. Based on the results of observations, examples of the relationship between teachers and students can be seen, namely in the teaching and learning process, there is good interaction and there is reciprocity or discussion from both directions. This aims to enable students to be active in learning, especially mathematics lessons. Teachers also communicate well and closely with students, while still paying attention to values and norms in communicating. By establishing a close relationship between teachers and students, the students will respect and obey the teacher. Apart from that, it can motivate and encourage students to be enthusiastic in the process of teaching and learning activities.

According to several teachers, each student has a different personality and needs, therefore

Table 4. Implementation of the Code of Ethics for Middle School/MTs and SMA/MA/SMK Teachers in Cirebon Regency

Aspects	S	R	Min	Max	Mean
Aspect 1	48	86	4.06	5.00	4.63
Aspect 2	48	86	3.50	5.00	4.46
Aspect 3	48	86	3.33	5.00	4.46
Aspect 4	48	86	4.13	5.00	4.75
Aspect 5	48	86	4.17	5.00	4.78

S: number of schools

R: number of respondents

Table 5. Implementation of the Code of Ethics for Middle School/MTs and SMA/MA/SMK Teachers in Cirebon Regency

Aspects	S	R	Min.	Max.	Mean
Aspect 1	27	39	3.78	5.00	4.58
Aspect 2	27	39	3.00	5.00	4.44
Aspect 3	27	39	3.00	5.00	4.25
Aspect 4	27	39	4.00	5.00	4.62
Aspect 5	27	39	4.00	5.00	4.70

S: number of schools

R: number of respondents

teachers must pay attention to this so they can help and develop according to their abilities. During the learning process, the teacher also always helps students who have difficulty working on questions. Teachers not only teach but also must be able to become a consultation space for students. When a student has a problem or could be called "naughty," the teacher never stops advising and guiding the student so that the student can be better than before. Likewise, for students who are lazy in doing their assignments, the teacher reprimands and directs them well so that students always do their assignments on time. Teachers always value and appreciate each student's achievements, for example by providing verbal and non-verbal reinforcement. In addition, when learning activities take place, teachers often include humor, *games*, or *ice breaking* to eliminate boredom in students. This indicates that teachers really care about their students so that they remain enthusiastic about learning. The importance of building good relationships between teachers and students is so that teaching and learning activities can run smoothly. A harmonious teacher and student relationship will make students more enthusiastic and comfortable in learning. In line with this, according to Dewi (2020), good teacher communication skills make the learning message to be conveyed better understood by students so that it will be easier to achieve learning goals. Good communication between teachers and students can also arouse students' interest and motivation in learning (Prayudha and Malik, 2021).

Apart from positive things in the relationship between teachers and students, the results of observations and interviews also show several shortcomings of teachers in maintaining their relationships with students. From the results of interviews and observations, there are teachers who do not pay attention to differences in student characteristics in class. Teachers use monotonous mathematics learning strategies so that students have difficulty understanding the material.

Relationship with Parents/Guardians of Students

The teacher/homeroom teacher is the person who communicates most often with

parents, so the teacher's role in maintaining a good relationship will also determine the student's parent/guardian perception of the school. Forms of implementing a good code of ethics in relation to parents/guardians of students include establishing good communication between teachers and parents/guardians of students. Teachers always motivate parents/guardians to participate in improving the quality of student education. The relationship between teachers and parents/guardians must be well established because both have a big role and influence on the quality of children's education. Aspects of the teacher's relationship with the student's parents/guardians are good criteria seen from the teacher respecting the students' parents/guardians who consult about the students' condition, development and aspirations, and the teacher also maintains a professional relationship with the students' parents/guardians and does not use them to gain advantage. personal.

Collaboration between teachers and parents/guardians of students is very important because basically the collaborative relationship between parents/guardians of students and teachers has the same goal, namely to improve and develop students' abilities or potential in both academic and non-academic fields. Good communication between teachers and parents/guardians of students can influence student motivation and learning success (Pusitaningtyas, 2016; Rospida, 2015). When at school, students are fully the responsibility of the teachers, while at home, students again become the responsibility of the students' parents/guardians. For this reason, parents need to know how their children are developing and how they can train their children's abilities at home. So that parents can help encourage their children's development to be better and they can achieve their dreams.

In communicating the condition and development of students, teachers submit reports on the condition and development of students to parents/guardians via telephone/*chat*, meet in person, or in a forum when distributing report cards at the end of the semester. Based on an interview with one of the student's parents, the teacher always communicates with the student's

parents through the whatsapp to inform about activities at school, provide reports on student progress, and other school problems.

For example, if a student is absent from school for several days without information or without a permission letter, the teacher will call the parent/guardian to find out how the student is doing. If there are students who have problems or have good achievements, the teacher will communicate this to their parents/guardians. Another example is when a student's parents/guardians have difficulty paying tuition fees, the teacher calls each student's guardian to discuss the problem and help find a solution. Schools also always send permission letters to parents/guardians for student activities that will be carried out, such as LDKS activities, camps, competitions, holding meetings, letters regarding the school budget, and other permission letters.

In order to improve the quality of education, at the P5 event (Project of Strengthening Pancasila Student Profile) teachers/schools send invitations to parents/guardians of students to attend and participate and motivate students at the P5 event. P5 activities are a means of creativity for students, by displaying works in the form of writing, speech, movement or products. Therefore, by inviting parents/guardians of students, teachers hope that they can motivate and support their children to continue to be creative and achieve.

Apart from communicating regarding the condition and development of students in terms of education, communication between teachers and parents/guardians is also established to discuss school developments. For example, private schools hold teacher meetings or conferences with parents/guardians to discuss the budget amount for building a prayer room, field or other school facilities. Parents/guardians of students are part of the school/madrasah committee which can play a role in improving the quality of learning and education in general (Bisri, 2020; Mustadi, Zubaidah, & Sumardi, 2016). The progress of a school can be influenced by the good or bad relationship between the two.

Relations with the Community

Teachers also establish communication and collaboration with the community to advance

education and accommodate community aspirations in developing and improving the quality of education and learning. Good communication and cooperation between teachers and schools and the community will create a good view of the community towards teachers and schools. To achieve this, it is necessary to have teacher competence and behavior that is in accordance with the local community structure so that there are no clashes of understanding.

The aspect of teacher relations with the community is included in the very good criteria. This is demonstrated by teachers who always respect the values and norms that apply in society and apply them at school. Teachers also always maintain their honor and dignity, and are role models for society. An example of implementing a code of ethics in relation to the community is that teachers use good grammar and are polite when communicating with the community.

A teacher should maintain relations with the community in all matters, especially matters relating to improving the quality of students and schools. Every time there is an activity at school or outside school, the teacher represents the school to communicate with the community. For example, if there are activities outside the school or in the community, the school will discuss and ask for permission or consideration from the surrounding community first. Another example is when there are social or religious activities at school, such as recitations or commemoration of the Prophet's birthday, the school always invites community leaders and the surrounding community to participate.

Relationships with Colleagues

One of the professional attitudes that teachers must have is an attitude that shows desire to carry out cooperation, mutual respect, mutual respect, mutual understanding and mutual responsibility. Because if this has developed in a teacher, a feeling of shared destiny will arise and will be aware of the common interest, will not be selfish and will not prioritize one's own interests. Fellow teachers can exchange ideas, argue, correct, improve in order to create quality education for students. Although every human being has a different character, nature, thoughts and abilities. However, this is not the reason a

teacher cannot have good relationships with his colleagues. Because professional teachers will always prioritize the common interest.

A teacher should create and maintain good relationships between teachers in his work environment, and should create a family spirit inside and outside his work environment, as written in paragraph 7 of the teacher's code of ethics that "teachers maintain professional relationships, a family spirit and social solidarity". Therefore, the teacher's relationship with colleagues will be seen from how the teacher builds an atmosphere of kinship, solidarity and mutual respect between colleagues inside and outside the school. The relationship between teachers and their colleagues is demonstrated by good communication between the principal, teachers, staff and school employees. Maintaining and creating harmonious relationships with colleagues or professionals is very important. Because the success of an educational institution or school occurs if there is a good relationship between the principal and teachers, teachers and fellow teachers and with all members of the school community.

The implementation of the code of ethics for teachers in SMP/MTs and SMA/MA/SMK City and Regency in relation to colleagues is included in the very good category. This can be seen when teachers motivate and guide each other with colleagues to advance the educational process. Teachers also share knowledge, skills and experiences to improve their professionalism as teachers. As an example, at the beginning of the implementation of the independent curriculum, there were still many teachers who did not understand and were still confused regarding the implementation of the independent curriculum. In this situation, teachers help each other in understanding the independent curriculum. Teachers also help each other when working on learning administration such as annual programs, semester programs and ATP/Syllabus. If in a school there are many older teachers who understand little about technology such as computers, then teachers who are younger and more knowledgeable will help these teachers.

Based on observations in several schools, after teaching activities, teachers gather and discuss teaching activities. In the discussion, teachers shared experiences regarding learning material, student character, and any obstacles or obstacles during teaching to improve the quality of learning. Teachers help each other and provide input in preparation for Teacher Mobilization, teacher assessment and in preparation for other school activities.

At one school, relationships between teachers are strengthened by activities called *Smart Gathering* which aims to improve good relations and strengthen ties between teachers. In some schools, teachers also hold meetings to communicate and share information, input, and enthusiasm in carrying out school activities. The family spirit between teachers is also visible at school. For example, visiting each other if a colleague is sick or experiences an accident.

Relationship with Profession

A teacher's code of ethics in relation to his profession is demonstrated when the teacher accepts tasks as a form of responsibility and shows his integrity as a teaching profession. Teachers are required both individually and as a group to always improve the quality and uphold the dignity of their profession. An example of the application of the teacher code of ethics in relation to the teaching profession is that teachers always develop their professionalism on an ongoing basis. For example, taking an active part in the mathematics professional organization MGMP (Subject Teachers' Conference), and by taking part in PPG activities, seminars or workshops to improve the quality of their profession. Some teachers develop themselves and their creativity by creating *youtobe channel* which contains learning videos that are very useful for students in learning.

Teachers also try to improve and advance the field of education and carry out their professional duties responsibly. As an example, teachers strictly obey the rules at school, and are always disciplined in carrying out their duties. Teachers also always complete professional and educational administrative tasks well, such as creating syllabi and lesson plans.

The results of questionnaires and interviews show that teachers do not carry out actions that

could lower the dignity of the teaching profession, such as immoral or criminal acts. Teachers also do not accept gifts for personal gain that could damage teacher professionalism.

Barriers to Implementing the Teacher Code of Ethics

Although the level of implementation of the code of ethics by mathematics teachers in SMP/MTs and SMA/MA/SMK in Cirebon City and Regency is included in the very good category, there are several obstacles faced by the teachers so that they are not optimal in implementing the teacher code of ethics. Several teachers said there was a lack of information about the teacher's code of ethics so that teachers had not really implemented it.

For example, some teachers said that students' character and *background* diverse in one class also creates difficulties for teachers to be able to provide the best learning for students. This is because a teacher must anticipate and adapt learning and communication methods to each student's characteristics.

In terms of the relationship between parents/guardians of students, the obstacles experienced by teachers include differences in educational patterns between parents/guardians and the school so that teachers in some schools have difficulty adapting and changing students' characters for the better. Heterogeneous environments and backgrounds also make communication methods between teachers and students' parents diverse. Some parents are easy to communicate with, and others are difficult to communicate openly about student progress. Several schools also mentioned difficulties in communicating with parents/guardians of students due to technological limitations. Apart from that, there are some parents/guardians of students who do not support and motivate students in the educational process.

In their relationships with colleagues, several teachers said that they sometimes felt reluctant to remind each other not to take actions that demeaned the dignity of the teaching profession because they were prone to giving rise to conflict or misunderstanding between teachers. In relation to the profession, some teachers complain that the government does not facilitate teachers to develop their

professionalism. Lack of facilities and infrastructure, as well as lack of opportunities are also obstacles for some teachers to develop the quality of their teaching profession following technological developments. This is in line with the research results of Yustiara (2019) and Patta (2019) which stated that the components of the teacher code of ethics that are still not implemented by teachers are in terms of developing and improving the quality of the teaching profession.

In maintaining relations with the community, several obstacles were also found. The economic gap in society influences people's views on the world of education, so that sometimes some people seem indifferent and don't care about the development of education around them. For example, the local community does not participate enough in activities and improving the quality of education at school.

CONCLUSION

A teacher must uphold the teacher's code of ethics, both when carrying out professional obligations in the school environment or outside the school, so that he can carry out his duties and responsibilities as a professional teacher well. Based on the research results, Mathematics teachers in Cirebon Regency and City have implemented the teacher code of ethics very well with average questionnaire scores of 4.62 and 4.52 respectively. Mathematics teachers in Cirebon Regency and City also show a very good category in implementing each aspect of the code of ethics, namely the relationship between teachers and students, relationships with parents/guardians of students, relationships with the community, relationships with colleagues, and relationships with their profession. However, there are several obstacles faced by teachers in implementing the teacher code of ethics, including (1) diversity of character and *background* students in one class make it difficult for teachers to be able to provide the best learning, (2) differences in educational patterns between parents/guardians and difficulties in communicating with parents/guardians of students, (3) feelings of reluctance to remind each other of teachers not to take inappropriate actions. demeans the dignity of the teaching

profession because it is prone to giving rise to conflict or misunderstanding between teachers, (4) lack of opportunities is also an obstacle for some teachers to develop the quality of the teaching profession following technological developments, and (5) economic inequality affects society's view of the world of education, so that sometimes some society seems indifferent and does not care about the development of education around them.

REFERENCES

- Bisri, A. M. (2020). Studi Analisis Komite Sekolah/Madrasah Dalam Mengawal Kualitas Pendidikan. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 1(1), 51-64.
- Dewi, P. Y. A. (2020). Hubungan gaya komunikasi guru terhadap tingkat keefektifan proses pembelajaran. *Purwadita: Jurnal Agama dan Budaya*, 3(2), 71-78.
- Edu, A. L., Arifin, F. D., & Nardi, M. (2017). *Etika dan Tantangan Profesionalisme Guru*. Bandung: Alfabeta.
- Fahrudin, A. H., & Sari, E. N. T. (2020). Implementasi Kode Etik Guru dalam Pembelajaran Pendidikan Agama Islam di SMA Negeri 1 Sukodadi Lamongan. *Tarbiyatuna: Jurnal Pendidikan Islam*, 13(2), 151-169.
- Hermawan, I. (2019). *Metodologi Penelitian Pendidikan (Kualitatif, Kuantitatif dan Mixed Method)*. Kuningan: Hidayatul Quran.
- Larasati, A. R., Hamengkubuwono, H., Arsil, A., & Ramadhan, M. Y. (2020). Pengaruh Penerapan Kode Etik Guru Terhadap Kedisiplinan Mengajar Di SMKN 2 Rejang Lebong. *Nuansa: Jurnal Studi Islam dan Kemasyarakatan*, 13(2), 151-158.
- Mulyasa, E. (2006). *Menjadi Guru Profesional*. Bandung: Remaja Rosdakarya.
- Mustadi, A., Zubaidah, E., & Sumardi, S. (2016). Peran Komite Sekolah Dalam Peningkatan Mutu Pembelajaran Di Sekolah Dasar. *Jurnal Cakrawala Pendidikan*, 35(3).
- Mustaghfiroh, M., Ariyanti, N. S., Adha, M. A., & Sultoni, S. (2020). Upaya Peningkatan Komitmen Kerja Guru Bidang Studi (Studi Kasus di SMK Riyadlul Quran Kabupaten Malang). *JDMP (Jurnal Dinamika Manajemen Pendidikan)*, 5(1), 22-28.
- Nurdin, I., & Hartati, S. (2019). *Metodologi Penelitian Sosial*. Surabaya: Media Sahabat Cendekia.
- Patta, M. (2019). *Implementasi Kode Etik Guru di Sekolah Menengah Kejuruan Lembaga Pemberdayaan Masyarakat Desa Kabun Kecamatan Kabun Kabupaten Rokan Hulu* (Skripsi, Universitas Islam Negeri Sultan Syarif Kasim Riau).
- Prayudha, J., & Malik, A. A. (2021). Efektivitas Komunikasi Terhadap Proses Belajar dalam Pembelajaran Online. *DAWUH: Islamic Communication Journal*, 2(1), 33-40.
- Prihanto, J., Pakpahan, D. F., & Tarigan, D. P. (2022). Peran Kode Etik Untuk Meningkatkan Profesionalisme Guru Pendidikan Agama Kristen. *Journal of Industrial Engineering & Management Research*, 3(3), 157-163.
- Pusitaningtyas, A. (2016). Pengaruh komunikasi orang tua dan guru terhadap kreativitas siswa. *Proceedings of the ICECRS*, 1(1), v1i1-632.
- Rahman, M., & Amri, S. (2014). *Kode Etik Profesi Guru*. Jakarta: Prestasi Pustaka Jakarta.
- Roosinda, F. W., Lestari, N. S., Utama, A. G. S., Anisah, H. U., Siahaan, A. L. S., Islamiati, S. H. D., ... & Fasa, M. I. (2021). *Metode Penelitian Kualitatif*. Yogyakarta: Zahir Publishing.
- Rospida, A. (2015). *Hubungan Guru dan Orang Tua Siswa dan Pengaruhnya terhadap Peningkatan Motivasi Belajar Siswa di Madrasah Aliyah Negeri Bontoharu Kabupaten Kepulauan Selayar* (Skripsi, Universitas Muhammadiyah Makassar).
- Sadikin, A., & Wedra, A. (2021). Implementasi Kode Etik Guru di Lingkungan Sekolah Dasar Negeri 09 Sungai Cubadak Baso Kabupaten Agam. *Almufi Jurnal Pendidikan*, 1(3), 154-159.
- Saputra, M. B. A. (2022). *Implementasi Kode Etik Guru dalam Meningkatkan Kinerja Guru PAI di SMA Negeri 2 Buay Bahuga*

Way Kanan (Skripsi, UIN Raden Intan Lampung).

Soetjipto, & Kosasi, R. (2009). *Profesi Keguruan*. Jakarta: Rineka Cipta.

Sulaiman, U. (2021). *Etika Profesi Keguruan*. Gowa: Alauddin University Press.

Yustiara, L. (2019). *Implementasi Kode Etik Guru dalam Proses Pembelajaran di SDN 55 Bengkulu Selatan* (Skripsi, IAIN Bengkulu).