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**SUMMARY**

This sheet contains a summary of the author's experience in teacher practice related to the topic of codes of ethics and professional ethics for teachers, which includes several things such as:

1. The Author's role, as Chair of the Foundation in managing a school in PIK2, Jakarta, Indonesia.
2. Ensure the academic qualifications of the teachers who will teach
3. Ensuring teachers' competence means the authority (power) to determine (decide) something from a teacher, including Pedagogical Competency, Personality Competency, Social Competency, and Professional Competence.
4. Ensure that teacher certification is available.
5. Applied teacher ethics
   * + 1. Prioritize nobility, security, safety, health, and the benefit of society and the environment.
       2. Practice only in the area of competence.
       3. Express opinions to the public only objectively and based on comprehensive truth.
       4. Act as an honest and trustworthy party to the Assignor or Employer.
       5. Avoid deceptive act​
       6. Behave honorably, and responsibly, be virtuous, and obey the law to uphold the dignity, reputation, and efficacy of the profession.

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**CHAPTER I INTRODUCTION**

* 1. **Background​**

According to the definition, a teacher is someone who works in the field of education. A teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal education, basic education and secondary education.

Teachers are one of the most important components in education, where teachers play a very vital role in the implementation of formal education in particular. For the sake of providing good education, teachers as part of it are required to have qualifications in accordance with standards set by the government and master pedagogical, professionalism, personality and social competencies as regulated in Minister of National Education Regulation No. 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies. Apart from these demands, teachers are further obliged to carry out their duties and functions as implementers of education.

Teachers must realize that the teaching position is an honorable, protected, dignified and noble profession. Therefore they must uphold professional ethics. They devote themselves and are devoted to making the nation's life intelligent and improving the quality of people who have faith and noble character and master science, technology and art in creating an advanced, just, prosperous and civilized society. (Damodar Suar, 2014).

* 1. **Teacher’s Duties**

This teacher's job explained in Chapter XI Article 39 Paragraph (2) Law no. 20 of 2003 concerning National Education System , Article 20 Law No. 14 of 2005 concerning Teachers and Lecturers and Article 52 of the Regulations Government No. 74 of 2008 concerning Teachers, namely :

1. Planning learning;
2. Carrying out a quality learning process.
3. Assess and evaluate learning outcomes.
4. Guiding and training learners/students.
5. Carrying out research and community service.
6. Carry out additional tasks attached to the main activity as appropriate; And
7. Improve and develop academic qualifications and competencies on an ongoing basis.

Furthermore, teachers' duties are explained in more detail in Regulation of Education Republic of Indonesia No. 35 of 2010 concerning Technical Instructions for Functional Teacher Positions and Credit Scores, including:

1. Develop learning curricula in educational units;
2. Develop a learning syllabus;
3. Prepare a Learning Implementation Plan (RPP);
4. Carrying out learning activities;
5. Develop measuring instruments/questions according to subjects;
6. Assess and evaluate learning processes and outcomes in subjects in the class;
7. Analyzing learning assessment results;
8. Carrying out learning/improvement and enrichment by utilizing the results of assessments and evaluations;
9. Carry out guidance and counseling in the class which is their responsibility (specifically for class teachers);
10. Become a supervisor of assessment and evaluation of learning processes and outcomes at school/madrasah and national levels;
11. Mentoring novice teachers in induction programs;
12. Guiding students in extracurricular activities in the learning process;
13. Carrying out self-development
14. Carrying out scientific publications and/or innovative work; And
15. Do a presentation scientific.
    1. **Teacher function**

The intended function of the teacher here to​ include in teachers ' duties explained above, however, there are several other functions contained in points d and e Article 20 Law no. 14 of 2005 concerning Teachers and Lecturers as well points a, b, and c Article 40 Paragraph (2) Law no. 20 of 2003 concerning National Education System, namely:

1. Maintain and foster national unity and integrity;
2. Uphold statutory regulations, laws, and teachers' codes of ethics, as well as religious and ethical values;
3. Creating an educational atmosphere that is meaningful, fun, creative, dynamic and dialogical;
4. Maintaining a professional commitment to improving the quality of education; And
5. Set an example and maintain the good name of the institution, profession, and position by the trust given to him.
   1. **Problem**

Teachers always display their performance professionally with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in formal education, both early childhood education, primary education, and secondary education. They must have high abilities as the main resource and noble personalities to realize national education goals.

One of the requirements for the teaching profession is that it must have a code of ethics that will serve as a guideline in the implementation of the profession.

The teacher's code of ethics must be adhered to and adhered to by the teacher. The work or profession of a teacher is not a simple profession, teachers are not only limited to teaching and carrying out learning but also need to provide service to advance the world of education. Violations of the teacher's code of ethics can result in sanctions up to revocation of the profession and rights and obligations as a teacher.

The Indonesian teacher code of ethics can be formulated as a collection of values and norms of the teaching profession that are well structured and systematic in a complete and unified system (Soetjipto and Kosasi, 1999). The code of ethics for teachers in Indonesia includes:

1. A devoted teacher guides participants to educate to form a complete Indonesian human being with the spirit of Pancasila.
2. Teachers try to obtain information about students as material for guidance and coaching.
3. Teachers create the best school atmosphere that supports the success of the teaching and learning process.
4. Teachers maintain good relationships with parents and the surrounding community to foster participation and a sense of shared responsibility for education.
5. Teachers individually and collectively develop and improve the quality and dignity of their profession.
6. Teachers jointly maintain and improve the quality of the PGRI organization as a means of struggle and service.
7. Teachers implement all government policies in the field of education.

The many codes of ethics that have been presented above, show that these codes of ethics are very closely related to education and are automatically binding on people who choose teaching as their profession. The teaching profession cannot be separated from the world of education. Without teachers, education cannot be carried out. (Syed Zubair Haiderm 2021)

A binding code of ethics makes the teacher's position a role model. Teachers must be able to pay attention to many interests, not only personal interests but also group and general interests, even the interests of the nation. The teaching profession must be able to balance and know what should take priority among the many things that must be carried out as the rights and obligations of the teaching profession.

**CHAPTER II. UNDERSTANDING PROFESSION, TEACHER PROFESSION, AND TEACHER ETHICS**

This chapter contains morals, ethics, and ethics related to teachers. In 2021, the Teacher Ethics Education Council established the Teacher Code of Ethics as a moral, ethical, and ethical reference in conducting teacher practice.

* 1. **Understanding​ Profession**

The definition of profession according to the Big Indonesian Dictionary is a field of work that is based on certain educational skills (skills, vocations, etc.) (KBBI 2003). Meanwhile, according to Kunandar, the definition of a profession is a job or position that requires certain skills. This means that a job or position called a profession cannot be held by just anyone, but requires preparation through special education and training (Kunandar 2008). The Ministry of Education and Culture defines a profession as work that requires further education in science and technology which is used as a basic tool to be implemented in various useful activities (DEPDIKNAS 2003).

Based on the opinions above, it can be explained that a profession is a skill that requires competence (knowledge, attitudes, and skills) obtained through certain education or training as a source of family livelihood. For a job to become a profession, certain requirements are required. According to Sukmadinata, there are ten criteria for a position to be said to be a profession, namely: Having social function and significance, Having certain expertise/skills, Expertise obtained by scientific theory and methods Based on clear scientific disciplines, Obtained through certain education, Application and socialism of values. professional values, Having a code of ethics, Freedom to give judgment in solving problems at work, Having professional responsibility and autonomy, There is recognition from society, and rewards for professional services. (Bojan Borstner, 2014).

* 1. **Teaching Profession**

The definition of teachers as a profession is confirmed in the Law on Teachers and Lecturers in Article 1 paragraph 1 which states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in basic education and secondary education ( NS Sukmadinata 2002) Meanwhile, the definition of the teaching profession according to Oemar Hamalik states that teaching is an educational profession, therefore it is natural for this profession to have an appropriate place among other professions. The educational profession demands professional competence from teachers (Trianto & Titik 2006). The definition of the teaching profession according to Trianto and Titik Triwulan Tutik states that teachers are professional staff who have the same rights and obligations as doctors, pharmacists, advocates and other professions. . This also includes legal protection in carrying out duties and obligations. Based on the definition above , it can be explained that teaching is a job that requires professional competence in carrying out its main task, namely educating and teaching. (Syed Zubair Haider, 2021)

* 1. **Teacher Ethics**

The meaning of this code of ethics has been discussed and developed by several figures who have different points of view. But basically, it has the same meaning. Socrates was a philosopher who lived in Roman times and is considered the first founder of ethics, where he outlined ethics as a structured science. In fact, until now ethics continues to develop, and this can be felt by the phenomena and realities in society. (Bojan Borstner, 2014)

Etymologically, the code of ethics comes from the two words "code" and "ethics". Code comes from the French "Code" which means norm or rule. Meanwhile, ethics comes from the word "Etiquette" which means procedures or behavior. Temporary that, Elizabeth B. Hurlock defines Act in demand as follows: " Behavior which may be called 'true morality' not only conforms to social standards but also is carried out value, it comes with the transition from external to internal authority and consist of conduct regulated from within." This means that behavior can be said to be true morality, not only under community standards but also carried out voluntarily. This behavior occurs through a transition from forces that are outside (self) to inside (self) and there is a determination in doing (acting) that is regulated from within (self). (Mahona Joseph Paschal, 2023)

Next is the definition of a teacher, namely all people who have the authority and responsibility to guide and develop students, either individually or classically, at school or outside school. As educators, teachers are divided into two, namely: First, natural teachers and official teachers. Natural teachers are adults who educate their children. They are called natural because they have a blood relationship with the child (the educated). Second, in-service teachers, namely those who provide education and teaching in schools. Their role is especially visible in educational and teaching activities in schools, namely transforming culture in an organized manner for the development of students, especially in the fields of science and technology.

So, the Teacher Code of Ethics can be interpreted as teacher ethics rules. This means that the rules regarding teaching (which concern teacher work) are seen from a moral perspective. The word morality is something that is related to good and bad according to applicable general provisions. In this case, decency is defined as modesty, politeness, and civility. (Mahona Joseph Paschal, 2023)

Thus, what is meant by the Indonesian Teacher Code of Ethics are guidelines/rules/norms of behavior that must be adhered to and followed by professional teachers in Indonesia in carrying out their daily responsibilities as professional teachers.

Professionalism is closely related to professions that require special skills to carry them out. A professional is someone who is truly an expert in their field and relies on their expertise as their livelihood. A professional must be able to master his knowledge in depth, be able to carry out creativity and innovation in the field he is involved in, and must always think positively while upholding professional ethics and integrity.

Professionalism is a manifestation of optimal efforts made to fulfill what has been said, in a way that does not harm other parties, so that actions can be accepted by all elements involved.

Ethics is essentially a view of life and guidelines on how people should behave. And ethics comes from human consciousness which is a guide to which actions are good and which are bad. Ethics is also an assessment of the qualifications of a person's actions (Mertokusumo, 1991).

Associated with a profession that is a job with special skills, demands knowledge and responsibility, is dedicated to the interests of many people, has a professional organization, and has recognition from society, as well as a code of ethics, so that ethics is a tool for self-control for each member of the profession. (Bojan Borstner, 2014).

In professional ethics, a profession has a high moral commitment which is usually expressed in the form of special rules that become a guide for everyone who develops the profession in question. These rules are the rules of the game in carrying out or carrying out this profession which are usually referred to as a code of ethics that must be fulfilled and obeyed by every profession. The aim is for professionals to provide the best possible services or products to the public and protect them from unprofessional actions, thereby gaining trust in the eyes of the public. (Fatih Şahin, 2021).

**CHAPTER III. CASE STUDY**

This portfolio contains 5 (five) case studies related to the topic of codes of ethics and professional ethics for teachers. The author shares what he has experienced while working in his teacher practice experience.

* 1. **Case Study 1: Shortcuts in Learning**

Teaching without preparation will not only students but also teachers as professionals. Teachers should view learning as a system, where if one component is disrupted it will certainly disrupt the entire system. Taking shortcuts in learning results in classroom learning taking place in a haphazard and directionless manner.

Various cases show that many teachers feel that they can teach well, even though they cannot show the reasons underlying this assumption. These false assumptions are often misleading and reduce creativity, so many teachers like to take shortcuts in learning, both in planning, implementation, and evaluation. Regarding planning, teachers are required to make effective and efficient teaching preparations. However, in reality, for various reasons, many teachers take shortcuts by not making preparations when they want to carry out learning so teachers teach without preparation. Teaching without preparation, apart from being detrimental to teachers as professionals, will also seriously disrupt the development of students. Many negative teacher behaviors that hinder students' development are caused by the behavior of teachers who like to take shortcuts in learning.

Teachers realize that preparation has an important role in learning, but many teachers often do not make teaching preparations, especially written preparations. There are times when teachers make written teaching preparations just to fulfill administrative demands or are ordered by the school principal because they want supervision at their school. Maybe you have heard the words of a school principal calling for teachers to prepare for teaching because they want to have supervisors or assessments in their school. This is a big mistake because teaching preparation is a preparation that teachers must make to carry out learning, not to present it to supervisors.

* 1. **Case Study 2 : Waiting for students to behave negatively**

In classroom learning, teachers are faced with several students who all want attention. Students will develop optimally through positive teacher attention, whereas negative attention will hinder student development. They are happy if they receive praise from the teacher, and feel disappointed if they receive less attention or are ignored. Unfortunately, most teachers are trapped by a wrong understanding about teaching, they think that teaching is conveying material to students, and they also think that teaching is providing a certain amount of knowledge to students. Not a few teachers often ignore the personality development of students, and forget to give praise to those who do good and don't cause problems.

Usually, new teachers pay attention to students when they are noisy, not paying attention, or sleepy in class, thus waiting for students to misbehave. This condition often gets the wrong response from students, they think that if they want to get the teacher's attention or attention, they have to make mistakes, make noise, be disruptive, and carry out other disciplinary actions. Students often have fights, just because they don't get enough attention and take it out through fighting. The results of the research show that most students do not know how to properly get attention from teachers, parents, and the community around them, but they know how to annoy their friends and how to make noise and fights, and this is what they then use to get attention.

* 1. **Case Study 3: Ignoring student diversity**

The next mistake that teachers often make in learning is ignoring the individual differences of students. We know that each student has very basic individual differences that need to be taken into account in learning. Students have very varied emotions and often exhibit several behaviors that seem strange. In general, these behaviors are relatively normal and can be handled by creating a conducive learning climate. However, because teachers in schools are faced with many students, teachers often have difficulty knowing which behavior normal and reasonable, and which behavior is disciplinary and needs special treatment.

Each student is unique, they have different strengths, weaknesses, interests, and concerns. Family background, socio-economic background, and environment make students different in their activities, creativity, intelligence, and competence. Educators should be able to identify individual differences in students and determine the characteristics that characterize their class, from these individual characteristics the characteristics that educators should start lessons with. In this case, teachers must also understand the characteristics of students that must be developed and those that must be redirected.

* 1. **Case Study 4 : Assuming the smartest students are always stupid**

Another mistake that teachers often make in learning is feeling like they are the smartest in their class. This error stems from the condition that in general students at school are relatively younger than their teachers, so the teacher feels that these students are stupider than themselves, students are seen as glasses that need to be filled with water. This feeling is very misleading because in current conditions students can learn via the Internet and various mass media, which teachers may not yet enjoy. This happens especially in cities, when students come from rich families whose homes have various facilities and complete learning infrastructure, as well as subscriptions to newspapers and magazines that may have more than one edition, while teachers do not yet have them.

**3.5 Case Study 5: Discriminatory**

Discriminatory means unfair action. Discrimination often occurs in the learning process. These include, among other things, when teachers ask questions, provide guidance, provide services for borrowing and borrowing educational tools and facilities, and what teachers do most often when giving grades.

The basis for discrimination varies, including gender, appearance, certain attitudes towards students, family relationships, and social relationships at home. A learning process that contains a discriminatory element is no longer effective. Not all students feel the comfort and enjoyment created by the teacher.

In other words, some students are disadvantaged. The development of students will be hampered by such conditions. Mistakes are often made by teachers, especially in giving assessments, where teachers should do it fairly because grades are a reflection of student's behavior as a form of appreciation according to their efforts during the learning process. As a teacher, he should be able to eliminate things that can harm students' development.

Good and effective learning can provide ease of learning to students fairly and equitably (not discriminatory) so that they can develop their potential optimally. Fairness in learning is the teacher's obligation in learning, and the students' right to obtain it. In practice, many teachers are unfair, which is detrimental to students' development, and this is a mistake that teachers often make, especially in assessment. Assessment is an effort to give rewards to students according to the efforts they make during the learning process. Therefore, giving assessments must be done fairly, and truly reflect the behavior of students. However, in practice, quite a few teachers misuse assessment, for example as a means for revenge, or even as a means to channel affection outside of their responsibilities as teachers.

If observed, the verses in the poem show the teacher's injustice in giving assessments. How a teacher has abused assessment, just because of his feelings of "love" for certain students. This has always been done by teachers, especially young teachers, from the past until now. Whether they realize it or not, this action has been detrimental to the development of students, especially if students find out about this, it will reduce the authority of teachers so that they no longer want to respect their teachers, or even take them for granted.

**Chapter IV. CLOSING**

* 1. **Common**

The author worked from 1984 to the present currently carrying out professional skills, especially in civil engineering skills by upholding the code of ethics and ethics of the engineering profession as well as professionalism for the benefit of the social environment and society in a trustworthy and sustainable manner by applicable laws and regulations and the Indonesian constitution. As the leader of the technical/Engineering team, optimize all members and existing resources according to their respective competencies to ensure that the geothermal power plant production process and its supports, including human resources, use raw materials and energy usage in an economical, reliable and safe incident free operation and now as chairman of a school foundation.

Always apply the principles of inter-team cooperation to achieve joint resolutions based on honesty, mutual trust, and upholding professional integrity without any conflict of interest.

Always ensure knowledge and competence and that the work team always develops with appropriate education and training programs every year. Always dedicate my knowledge and skills in various Joint forums both within the work environment and outside work (seminars or conferences) as a form of responsibility to take an active role in providing education and transferring professional insight/experience to the community.

Always work actively and professionally in providing objective information and statements related to engineering tasks (mechanical engineering) both in terms of providing work mentoring and career development for members and subordinates in the work environment.

* 1. **Conclusion**

From the description, one can conclude that in work an undergraduate teacher at a school must own condition as a competent professional insured answer in a way academics to produce participant quality education specifically in the field education so that expected serve need participant educate with the best.

There is teacher ethics which regulates the actions of a teacher or education graduate to avoid all forms of action that will harm themselves, their students, and their environment. So, when working, it is best to start with sincere intentions and a high moral commitment to develop the profession in question.

Based on the 5 existing case studies, it is hoped that teachers can follow educational developments and student development, especially in terms of educational ethics so that it is hoped that a teacher can act as a coach who guides students and also as their friend who can be firm but still friendly.

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