



Educational Ethics in Developing Character Learners

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Abstract

Educational ethics is a moral foundation in developing students' character. In this context, teachers are responsible for guiding students not only in academic aspects, but also in ethical values, integrity and social responsibility. Educational ethics includes the development of positive attitudes, morality, and interpersonal skills, all of which are important for forming a balanced person and contributing positively to society. In this process, teachers must pay attention to moral principles, justice and empathy in order to create a learning environment that supports the growth of good character in students. Teachers need to be role models in implementing ethical values, along with providing thought-provoking teaching. critical and moral reflection on students. The application of educational ethics also includes fair treatment of all students, without discrimination based on background or ability. In addition, learning should promote respect for diversity of cultures and views, helping students understand universal values, such as tolerance and cooperation. The importance of educational ethics lies in the formation of strong character in students, so that they can become responsible citizens and have integrity. In an ever-changing global context, teachers need to continually update their approaches in line with relevant ethical values to ensure that education is not just about knowledge, but also the formation of good character for future generations.

Keyword: *educational ethics, students, character*

PRELIMINARY

Educational ethics that emphasize critical thinking in developing students' character is a less important factor in developing arithmetic knowledge. Teachers as the main educators in the learning process have moral integrity to guide students in

developing moral principles, integrity and social integrity. In this context, discussions of educational ethics do not only focus on morality; they also discuss how teachers can be role models, encourage critical thinking, and create learning environments that encourage positive and persistent character

development. This article will explain many educational practices that aim to improve student performance and develop student character. (Tanyid, 2014)

Educational ethics is not simply a set of rules, but a moral foundation that guides interactions and teaching in the classroom. Along with that, teachers need to understand and apply moral principles, such as justice, honesty and responsibility, to help students internalize these values in everyday life. Awareness of cultural diversity and understanding how ethical values are contextual are important in creating an inclusive environment that supports holistic character development. (Annur et al., 2021)

The importance of educational ethics is increasingly prominent in facing the challenges of the modern era, where technological changes and the complexity of social issues demand strong character. Therefore, this article will review the role of educational ethics in shaping morality, building leadership, and stimulating critical thinking in students. By detailing these aspects, we can understand how teachers can become moral architects in guiding future generations.

Methods

In this research, the library method is used, this research method is intended to obtain sharpness of thinking in order to analyze problems through reviewing various written sources through expert opinions

expressed in previous books and journals, as well as supporting data collection instruments. and deepen the study of research problems.

Research And Discussion

A. Educational Ethics

According to the Big Indonesian Dictionary, the word "ethics is the science of what is good and bad, about moral rights and obligations. A collection of principles/values relating to morals, values regarding right and wrong that are adhered to by society." If researched properly, ethics is not just a science of good and bad or not just a value, but more than that, ethics is a good habit and an agreement made based on something that is good and right. (Maidiantius Tanyid, 2014)

Talking about education, it can have a very broad meaning, "in the broadest sense, education is the same as life. Education is all situations in life that influence a person's growth. Education is a learning experience. Therefore, education can also be defined as the overall learning experience of each person throughout his life. In the broadest sense, according to Redja Mudyahardjo, education does not take place within a certain age limit, but lasts throughout life (lifelong) from birth (even from the beginning of life in the womb) until death. "Apart from that, in the broadest

sense, the place where education takes place is not limited to one particular type of living environment in the form of a school, but takes place in all forms of human living environments" (TAS'ADI, 2016)

Ethics and education are two very close subjects and cannot be separated from each other. A person who has an education and is said to be educated will be seen from his way and lifestyle which shows good ethics (deeds and words), polite and courteous. This is the basis for ethics, because according to Umar Tirtaraharja, "Education aims to help students to develop their human potential. Human potential is the seed of the possibility of becoming human. "Education runs well and is successful if an educator understands and applies the concept of good example based on good ethics and morals." (Annur et al., 2021)

Educational Ethics can be interpreted as the science or study of ethics, regarding the theory of how one should behave or do and not act towards other people, especially in educational practice. Educational ethics itself contains socially accepted rules of behavior that put pressure on educational officials to maintain a high sense of value and be honest and fair in providing services to the public. If education is meant in a formal institution, then teachers, students

and all other personnel must have good ethics in their daily behavior. (Tas'adi, 2016)

According to Rukiyanti, the characteristics of ethics include that they remain valid even if no one else is watching, ethics are absolute or absolute. Ethics is found in the perspective from the inner side of humans and ethics is closely related to human actions or treatment. (Annur et al., 2021)

In general, ethics can be divided into two types. Referring to the definition of ethics above, several types are as follows:

1) Philosophical Ethics is an ethics that originates from thinking activities carried out by humans, in other words, ethics is part of philosophy. Talking about philosophy, we need to know the nature of ethics, namely; Empirical, namely the branch of philosophy that discusses something that exists or is concrete. For example, legal philosophy which studies law; Non Empirical, namely philosophy that tries to go beyond concrete things by as if asking about something that is behind all concrete phenomena.

2) Theological Ethics Basically theological ethics is found in every religion. This theological ethics is part of ethics in general because it contains various elements of general ethics and can be understood if you understand ethics in general. Indonesian people believe that the creator of the

universe is God Almighty. Everyone who lives will return to Him and will be responsible for their actions in the world. (Annur et al., 2021)

In the explanation of the book Ta'lim Muta'al Limada there are at least four reasons for the ethical goals of students towards teachers, namely:

- a) Teachers guide students to make students become better students and more polite towards teachers.
- b) Teachers guide students to make students respect and appreciate teachers more.
- c) The teacher guides the student's soul to become a true human being, one who understands that he is a servant of Allah SWT
- d) The teacher guides the student's soul to travel the path to the blessing of Allah SWT.

B. Character Education

According to Kevin Ryan, the word character comes from the Greek *charassein*, which means to engrave (paint, draw), like someone who paints paper, carves stone or metal. Rooted in such an understanding, character is then defined as a sign or characteristic of a view that character is a 'pattern of behavior that is unique in character.

at individual, a person's moral state'. After passing through the childhood stage, a person has character, a predictable way that a person's character is related to the behavior of those around him. (Sukatin et al., 2022)

Character education is a system of instilling character values in school members which includes components of knowledge, awareness or will, and actions to implement these values, both towards God Almighty (YME), oneself, others, the environment and nationality. so that we become human beings. (Annur et al., 2021)

Zubaedi stated that character education basically includes the development of substances, processes, atmosphere or environments that inspire, encourage and make it easier for someone to develop good habits in everyday life. (Harun, 2013)

According to Lickona, his book entitled "Education for Character: How Our Schools Can Teach Respect and Responsibility" states that one of the reasons why character education is necessary for a nation is the fact that the most striking deficiencies in children are in terms of values. moral values. In general, their teachers say it started with family problems. Parents' lack of attention is one of the main reasons why schools now feel compelled to get involved in the education of moral values and character. (Ningsih, 2015)

Character education can also take the form of a "hidden curriculum" such as time management, initiative, ethics/integrity, thinking ability, willingness to learn, commitment, desire to achieve something/motivation, encouragement of energy/excessive enthusiasm, verbal communication, creativity/out of box thinking, analytical skills, able to deal with stress, self-management (taking responsibility), problem solving, cooperation and mutual cooperation (cooperation), adaptability and wisdom (adaptability/flexibility), team work, independence (self-reliance / independence), want to hear (listening), and so on. (Arsyad, 2013)

Shaping the character of a student so that he/she becomes a person who is moral, has noble character, is tolerant, tough and has good behavior. According to Zubaedi, several functions of character education (in Muhammad Fadhillah & Lilif Mulifatu Khorida, 2013: 27-28) are as follows:

- a) The function of forming and developing potential is to have good thoughts, good hearts, good behavior, in accordance with the Pancasila philosophy of life.
- b) The function of improvement and strengthening is that character education can improve and strengthen the role of the family,

educational unit, community and government in order to move towards an advanced, independent and prosperous nation.

- c) The filter function, with character education, will make it easier to sort and filter out foreign cultures that are not in accordance with Pancasila and the cultural characteristics of the nation.

According to Licokona, basically the initial concept of character education is like the goal of education, which in essence is to humanize humans, build and shape human beings or complete humans. What this means is that education is expected to produce humans who are able to actualize themselves with the abilities they have and can change and shape human life independently, intelligently and with complete character. (Annur et al., 2021)

Lickona said that there are at least seven reasons why character education must be given to citizens from an early age, namely:

- a. This is the best way to ensure students have good personality and character in their lives.
- b. This education can help improve students' academic achievement.
- c. Some children cannot form strong characters for themselves elsewhere.

- d. Can form individuals who value and respect other people and can live in a pluralistic society.
- e. As an effort to overcome the root of social moral problems, such as dishonesty, impoliteness, violence, low work ethic, etc.
- f. It is the best way to shape individual behavior before entering the world of work/business.
- g. As a way to teach cultural values that are part of the work of a civilization.
- h. From the explanation above, we realize that character education is very important for everyone. In this way, teachers, lecturers and parents should always instill good character values in their students. Character development must continue to be carried out holistically from all educational environments, namely family, school and community. (Annur et al., 2021)

C. IMPLEMENTATION OF CHARACTER EDUCATION

According to the Minister of National Education (2011,6) character education is an effort to instill good habits (habituation) so that students are able to behave and act based on the values that have become their personality. And also character development is carried out using a

systematic approach n integrative by involving families, educational units, government, civil society, legislative members, mass media, the business world and the industrial world (To the Minister of National Education, 2010).

According to Murphy (1998, 22) character education is education that is based on core ethical values rooted in a democratic society, in particular, respect, responsibility, trust, justice and honesty, caring, and civic virtue and citizenship. From the definition above, it appears that character education refers to the process of cultivating values, in the form of understandings, procedures for caring for and living up to those values, as well as how a student has the opportunity to be able to practice these values in a real way.

Hurlock (1993) explains that children's development is influenced by at least six environmental conditions, namely: pleasant interpersonal relationships, emotional states, parenting methods, early roles given to children, family structure in childhood and stimulation of the surrounding environment. . These are the six factors that according to Megawangi (2004) are the starting points for the formation of good character. The character education intended here is more related to how to instill certain values in students, such as values that are useful for their personal development as individual and social beings in the school

environment. (Rukiyati & Haryatmoko, 2018)

From the description above, it can be concluded that character education is values education, character education, moral education, character education, which aims to develop students' ability to make good and bad decisions, maintain what is good, realize and spread that goodness in everyday life. day with all my heart.

Education has a fundamental role in personal and social development, to accelerate the pace of harmonious human development so that it can eradicate humans from poverty, backwardness, ignorance, violence and war, as well as character education. According to the Minister of National Education (2011, 2) character education aims to develop the values that shape national character, namely Pancasila, including: (1) developing the potential of students to become people with good hearts, good thoughts and good behavior; (2) Building a nation with Pancasila character; (3) developing the potential of citizens to have a confident attitude, be proud of their nation and country and love humanity.

Ramli (2003) adds that character education has the same essence and meaning as moral education and moral education. The goal is to shape children's personalities so that they become good human beings, citizens and good citizens. The criteria for a

good human being, a good citizen, and a good citizen for a society or nation, in general, are certain social values, which are heavily influenced by the culture of the community and nation. Therefore, the essence. Character education in the context of education in Indonesia is values education, namely education of noble values originating from the culture of the Indonesian nation itself, in order to develop the personality of the younger generation.

Character Education also aims to improve the quality of the implementation and results of education in schools which leads to the achievement of the formation of students' character and noble morals in a complete, integrated and balanced manner in accordance with graduation competency standards. Through Character Education, it is hoped that students will be able to be independent. Improve and use knowledge, study and internalize and personalize noble character and moral values so that they are manifested in daily behavior.

Education units have actually been developing and implementing character-forming values through the operational programs of their respective education units. This is a precondition for character education in the education unit which is further strengthened by 18 values from the Curriculum Center's empirical study. The precondition values in question include:

religion, mutual cooperation, cleanliness, discipline, togetherness, caring for the environment, hard work, and so on.

There are 18 character values originating from religion, Pancasila, culture and national education goals to further strengthen the implementation of character education in educational units, namely: Religious, Honest, Tolerant, Discipline, Hard work, Creative, Independent, Democratic, Curiosity, Enthusiasm Nationality, Love for the Motherland, Respect for Achievement, Friendly/Communicative, Love of Peace, Love to Read, Care for the Environment, Social Care, Responsibility.

Character education aims to improve the quality of implementation and results of education in schools which leads to the achievement of the formation of students' character or noble morals as a whole, integrated and balanced as appropriate.

ai with graduation competency standards. Through character education, it is hoped that students will be able to independently improve and use their knowledge, study, and internalize and personalize character values and noble morals so that they can be realized in everyday behavior.

In the implementation of character education, it cannot be separated from the function and objectives of national

education, namely, national education functions to develop abilities and shape the character and civilization of a dignified nation in order to make the life of the nation intelligent, aimed at developing the potential of students so that they become human beings who have faith and are devoted to God Almighty. , have noble character, be healthy, knowledgeable, capable, creative, independent, and be a democratic and responsible citizen. From the research results, the implementation of character education in schools is carried out outside the classroom or in the classroom during class hours. This is intended so that students better understand the character values and attitudes that are formed during the implementation of character education, so that students will behave appropriately. both in the school environment and in the community in the future.

Conclusion

Educational ethics is the basis for forming student character, taking inspiration from the behavior of teachers as ethical role models and creating a learning environment that supports the development of moral values. By emphasizing morality, integrity, and social responsibility, educational theory helps produce a generation that is not only intelligent in an academic sense but also moral and contributes positively to society.

Educational ethics encourages the development of characteristics in the form of ethical challenges in the classroom and practical approaches. In this context, research and evaluation related to educational theory emphasizes the need for efforts to achieve success in achieving the goal of developing student character. In this way, education is not just a means of educating individuals; rather, education is intended to develop individuals who possess not only a high level of academic knowledge but also the high moral character necessary to face the challenges of modern life.

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