



# Enforcement of Educator Professional Ethics as the Main Pillar in Early Childhood Education

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## Abstrak

Penelitian ini bertujuan untuk mengeksplorasi peran penting etika profesi dalam membentuk karakter anak usia dini, menganalisis tantangan yang dihadapi oleh guru Pendidikan Anak Usia Dini (PAUD) dalam menerapkan etika profesi, serta menyajikan strategi yang dapat digunakan untuk memperkuat etika profesi dalam konteks PAUD. Metode penelitian yang digunakan adalah kajian literatur, di mana data relevan dikumpulkan sebagai sumber utama. Hasil penelitian menunjukkan bahwa penegakan etika profesi pendidik diperlukan untuk menciptakan lingkungan yang mendukung perkembangan peserta didik. Namun, tantangan yang ada memerlukan pendekatan strategis untuk mengatasinya, seperti meningkatkan kesadaran akan pentingnya etika profesi, memberikan pelatihan yang sesuai, dan memperkuat kerjasama antar guru PAUD dalam memecahkan masalah yang berkaitan dengan etika profesi.

**Kata kunci:** Etika Profesi, Pendidikan Anak Usia Dini, Peran Pendidik

## Abstract

Local original revenue is one of the sources derived from the development of regencies and cities which includes revenues from taxes, regional levies, regional property results and the results of other segregated regional wealth management, and other legitimate regional revenues. Local revenues in recent decades have shown a significant increase. This study seeks to determine the effect of government spending, population, inflation and GRDP on local original income in West Nusa Tenggara Province in 2010-2021. The method used in this study is a quantitative panel data regression model and a *Generalized Method of Moments* (GMM) approach taking annual district or city data. The results of statistical testing show that government spending has a significant positive effect on local original income, population has a significant positive effect on regional original income, GRDP has a significant positive effect on regional original income, while the inflation variable shows insignificant results on regional original income due to continuous increases in the price of goods and the money supply determines the inflation rate, The more money supply, the higher the inflation rate.

**Keywords:** Local Original Revenue<sup>1</sup>, Government Expenditure<sup>2</sup>, Number of Population<sup>3</sup>, Inflation<sup>4</sup>, GRDP



## **Introduction**

The implementation of education is a systematically structured organization, which aims to develop abilities and shape individual character, focusing on increasing the potential of students. As technology advances, as professional educators, our goal is to achieve effective and efficient learning for the younger generation. In addition to providing knowledge, as teachers we are also responsible for forming positive character in students. However, as educators, we must also adhere to established ethics. Many teachers today neglect their obligations in accordance with government policies in supporting teaching and learning. By adhering to these ethics, we can create harmonious relationships between individuals, by promoting values such as mutual respect, mutual respect, and mutual assistance. (Widiansyah, 2019)

According to Early childhood education is a crucial phase in the formation of the foundation of children's development, where the role of teachers is key in nurturing, guiding, and stimulating the development of their potential. More than just providing care, this education aims to help children develop the skills and abilities necessary to become independent, disciplined, and responsive to knowledge. The age range of early childhood, which is generally from birth to six years, in accordance with the provisions in Law Number 20 of 2003 concerning the National Education System, confirms the importance of this period as a foundation for further development. Early childhood education is not just preparation for formal education, but also an important early investment in

shaping children's futures by providing a solid foundation for their development. (Wandi & Nurhafizah, 2019)

Today's approach to education demands that educators not only be teachers, but also moral and intellectual leaders who play a crucial role in shaping the future of young people. In carrying out this role, they are responsible not only for equipping millennials with the knowledge and skills needed in the fast-changing modern era, but also for building a strong character, integrity, and global insight. They are expected to be role models in attitudes, values, and actions, so as to inspire and guide future generations towards more stable, peaceful, just, and prosperous leadership. It requires educators to have a deep understanding of different fields of science, technology, and art, while sticking to religious and moral values. In addition, they are also expected to carry out their duties with high professionalism, with an undivided focus on educating, teaching, guiding, directing, and evaluating the development of each individual holistically. (Wandi & Nurhafizah, 2019)

The role of teachers in the educational process is the foundation that holds the key to the successful development of students, with a broad and profound impact on their cognitive, emotional, and social development. The concept of teacher ethics goes beyond mere behavior, encompassing the norms, actions, and personalities that form the moral foundation of educational interactions. Within the complexity of education, there is a complex and inevitable web of relationships between teachers and students, which are at the core of effective

teaching and learning. Ethical aspects that teachers should consider, from maintaining a spiritual connection with God to maintaining physical hygiene and proper appearance, all of which affect the learning atmosphere and overall well-being of students. Therefore, awareness of teacher ethics is not only a moral obligation, but also a key element in building a learning environment that supports and empowers each individual to reach their maximum potential. (Eliza et al., 2022)

Muis (2017) The importance of the teacher's role lies not only in his ability to deliver subject matter, but also in his ability to be an agent of change in shaping the character of students and guiding them in applying moral values in everyday life. To create an educational environment that allows teachers to carry out these tasks well, teacher education in colleges must be conducted conscientiously and seriously. One of the key aspects in this process is the Ethics and Teaching Professions course, which aims to help prospective teachers develop the qualities and skills necessary in carrying out their duties. This course not only highlights the technical aspects of classroom teaching and the application of character values, but also provides a deep insight into the moral responsibilities inherent in the teaching profession. Teachers are expected not only to be effective teachers, but also to be inspirational role models for students, as well as to have the ability to understand and apply various educational concepts and theories effectively in practical contexts. Thus, comprehensive and value-oriented teacher education plays an important role in preparing the nation's next generation to

face future challenges with firm confidence and integrity. (Hasan & Darmiyanti, 2023)

Teacher ethics goes beyond just the concept of respecting and applying the values of professionalism; He also summarized the instillation of positive behavior in students as an integral part of the educational process. The concept of professionalism in this context not only includes mastery of skills and knowledge in accordance with quality standards or norms in work, but also reflects dedication and integrity in carrying out educational tasks responsibly. In early childhood education, where the interaction between teacher and protégé forms the basis of learning, teacher ethics has more profound implications. This involves adherence to Indonesia's rules and regulations, which serve as a framework for responsible and moral educational practices. Ethics, as a guide to good or bad behavior in life, encourages teachers to not only understand and internalize moral values, but also to explore and apply them consistently in every aspect of their profession. Therefore, teacher professional ethics does not only refer to technical competence in their fields, but also involves the development of attitudes and behaviors that reflect high ethical values and awareness of their impact on the development of students and society at large. (Eliza et al., 2022).

The challenge of applying educator professional ethics in Early Childhood Education (ECCE) involves various complex aspects. ECCE teachers are faced with tasks that require rigor and sensitivity to moral values and professionalism. They must be able to instill good behavior in children from an early age, but are often faced with

various challenges, such as limited resources and a less supportive environment. In addition, effective and adequate classroom management is also the main focus, because teacher interaction with early childhood requires a special approach and delivery of material that is appropriate to their level of development. In addition, because this period is an important period of character building, ECCE teachers must also ensure that their teaching practices are in accordance with established ethical values, while paying attention to applicable regulations in the national education system. By addressing these challenges, ECCE teachers can ensure that they are performing their roles responsibly and making a positive contribution to the formation of future generations. (Budiyanto, 2020) (Jamilah et al., 2023)

The purpose of this study is to identify the important role of professional ethics in shaping the character of early childhood, analyze various challenges faced by Early Childhood Education (ECCE) teachers in implementing professional ethics, and present various strategies that can be used to strengthen professional ethics in the context of ECCE. Thus, this article aims to provide a deeper understanding of how professional ethics is a key pillar in achieving the goals of holistic and quality early childhood education

### **Research Methods**

This research uses a literature study method that involves a series of activities related to library data collection, reading, recording, and material processing. The data collection process was carried out by accessing various reading sources, including

articles, scientific journals, *e-books*, and library genesis, which became the main reference in this study. Before searching for primary and secondary sources, researchers first determine the research topic and formulate the problem to be studied. This approach allows researchers to gain a comprehensive understanding of the research topic as well as ensure that the necessary data can be found effectively.

In conducting literature studies, researchers carefully evaluate various sources of information to ensure their relevance to the research topic. In addition, researchers also pay attention to the credibility and reliability of the sources used. Thus, this literature study process allows researchers to gain deep insight into the issue under study as well as devise a solid conceptual framework for further research.

## **Results and Discussion**

### **A. Ethics**

Professional ethics play a vital role in forming the foundation of moral values and positive behavior in early childhood, a critical phase in individual development. In early childhood education, teachers have a responsibility to act professionally in providing a learning environment that suits the unique needs and stages of psychological development of each child. They must be able to create a learning atmosphere that is not only active, creative, and effective, but also fun, thus allowing children to internalize moral values naturally. Wandu & Nurhafizah (2019)

In addition, within the framework of professional ethics, teachers are also expected to respect the dignity and individual rights of students, treat them

fairly and objectively, and protect them from all forms of threats that can interfere with their learning process and development. By ensuring the confidentiality of students' personal information and maintaining professional relationships that do not interfere with personal interests, teachers can set a strong example and support the overall development of early childhood character, cementing a solid moral foundation for their future. (Caterine et al., 2019)

In order to achieve optimal development and learning for early childhood, the role of teacher professional ethics shows complexity that includes a deep understanding of children's individual characteristics and needs, as well as the factors that influence their development. Teachers need to be able to create healthy, supportive, and challenging learning environments, while building close relationships with families and communities to empower them in the child's learning process. Responsible observation, documentation and assessment are also important parts, with the goal of understanding the child's development holistically and working with the family on objective evaluation. Professional ethics in early childhood education play a crucial role in ensuring that every child has fair and stimulating opportunities to reach their maximum potential, while strengthening positive partnerships between teachers, families, and communities. Maghfiroh & Eliza (2021)

In the context of the teaching and learning process, the role of a teacher involves a complex and structured set of tasks. Teachers are not only expected to use

approaches appropriate to the child's individual developmental stage, but also to have an in-depth understanding of knowledge in the field of early childhood education and the ability to develop meaningful curricula. In addition, being a professional in early childhood education also plays a central role, emphasizing self-identification in the field, respecting ethical standards and professional values, and continuing to apply collaborative learning, reflection, and critical perspectives in teaching practice. A holistic, professionalism-oriented approach not only shapes effective teachers in supporting child development, but also has a significant positive impact on the quality of student learning experiences in early childhood education. Mustafa & Suryadi (2022)

Professional ethics have a significant influence in creating an environment that supports the development of early childhood character. According to , In carrying out educational duties, a teacher is faced with demands to act professionally, taking into account the individual needs and stages of psychological development of each child. This includes the teacher's ability to create a learning atmosphere that is not only active and fun, but also allows children to internalize moral values and positive behaviors naturally. In addition, in the context of professional ethics, teachers are expected to respect the dignity and rights of children, and guard them from any actions that may interfere with their development and well-being. A balance between professionalism, sensitivity to individual needs, and the application of moral values in interactions with students, a teacher can create an inclusive, safe, and

enriching learning environment for each child they mentor. Wandu & Nurhafizah (2019)

The results of other studies by emphasizing the importance of close relationships between teachers, families, and communities cannot be doubted in creating a supportive, constructive, and challenging learning environment for early childhood. Through strong collaboration between the three entities, teachers can combine a development-sensitive approach to child development with meaningful and relevant curriculum use. In addition, the consistent application of professional ethical principles plays an important role in forming a strong moral foundation for children. By creating an inclusive learning environment, where every aspect of a child's life is recognized and valued, teachers are able to have a significant positive impact on the overall character building of early childhood. Through close collaboration with families and communities, teachers not only extend the reach of children's education, but also enrich their learning experience by building deep connections between formal learning contexts and the realities of everyday life. Synergistic relationships between teachers, families, and communities are key in ensuring that every child has a fair opportunity to grow and develop into an influential individual in society. Maghfiroh & Eliza (2021) (Rahmawati, 2019)

According to , there are two ethics of educators. The first ethic is the teacher's ethics towards himself and the second ethic is the teacher's ethics towards students. The teacher's ethics towards himself

includes various aspects which include authority, calmness, tenacity, readiness of nature, gratitude, emotional management, and positive response to change and good sustenance management. Meanwhile, in teacher ethics towards students, it is explained that teacher moral behavior includes aspirations for the pleasure of Allah, good intentions, love of knowledge, respect for the personality of students, providing opportunities to show intelligence, providing understanding according to ability, prioritizing praise before punishment, upholding students, providing motivation, fair treatment, and providing assistance according to ability. Maghfiroh & Eliza (2021) (Nofriyanti et al., 2019)

Meanwhile, according to in carrying out their duties, professional teacher ethics includes several important aspects that summarize their responsibilities and obligations in the educational process. First, teachers are expected to comply with all regulations and laws related to the field of education, including compliance with government policies related to curriculum and other regulations governing the learning process. Second, teachers also have a moral responsibility to guide students based on the values of Pancasila, which is the moral foundation in Indonesian education, as mandated in the Indonesian Teacher Code of Ethics and the teachings of Ki Hajar Dewantara. Eliza et al. (2022)

In addition, as a professional, teachers are expected to continue to strive to improve the quality and quality of educational services provided to the community. This includes continuous self-development, competency improvement,

and the application of best practices in teaching. Finally, teachers are also responsible for ensuring that the working environment in schools supports their productivity and fulfillment of duties in accordance with the standards set out in Law No. 20/2003 on the National Education System. By adhering to this ethic, teachers can play an optimal role in achieving the vision of quality and inclusive national education, as well as make a significant contribution in shaping a young generation with integrity and global competitiveness.

In the process of implementing teacher educator ethics as the main pillar in early childhood education, there are many challenges and problems in it. According to the following problems faced in the application of teacher ethics: Edu et al. (2017)

### **1. Low Teacher Competence**

Teachers in Indonesia still face the challenge of low competence, as evidenced by the low results of the Teacher Competency Test (UKG). In 2015, the national average score of UKG only reached 56.69, slightly above the target of 55, with the target increasing in subsequent years. This low UKG score shows that many teachers have not mastered pedagogic and professional competencies well. Pedagogic competence includes the ability to manage learning, understand student characteristics, and develop curriculum, while professional competence includes mastery of material and use of information technology. Teachers who are less competent in these two aspects have an impact on the quality of education provided, where students

have difficulty understanding the material due to less effective learning strategies.

The phenomenon of imbalance between professional and pedagogic competence is also revealed from the results of UKG, where the average value of professional competence is higher than pedagogic competence. This indicates that the teacher is more familiar with the learning material than how to deliver it. This condition has the potential to cause difficulties for students in understanding the material, because the learning strategies used are less effective. Low pedagogic competence reduces the quality and taste of teachers in the learning process, which should be exclusively owned by teachers through special education. This imbalance threatens the prestige of the teaching profession, as there is no significant difference between teaching conducted by teachers and scholars who are not teachers, given the absence of effective learning strategies.

### **2. Lack of Professional Development Spirit**

The enthusiasm of teachers in Indonesia to develop themselves and become more professional is still low. Many teachers have not shown strong motivation to continue learning and empowering themselves throughout their lives. Although the era of teacher professionalism in Indonesia began with the declaration by President Susilo Bambang Yudhoyono in 2004 and the passage of the Teachers and Lecturers Law in 2005, and followed by various certification programs, the results have had more impact on increasing the



number of certified teachers than the quality of education they provide. Certification programs such as certification through portfolio assessment, Teacher Professional Training Education (PLPG), and Teacher Professional Education (PPG) aim to make teachers more professional, but the results have not shown significant improvements in the quality of education.

Kompas's R&D survey and World Bank publications show that teacher certification programs have not had a significant impact on teacher quality and student learning outcomes. Most respondents rated the quality of teachers as unchanged or even worse after the certification program. The World Bank also found that the achievement of students taught by certified teachers was not significantly different from students taught by non-certified teachers. Certification programs that have drained large budgets have not been able to improve student learning outcomes at the elementary and junior high levels, so efforts to improve teacher professionalism in Indonesia need new evaluations and strategies to be more effective in improving the quality of education.

### **3. Thickness of Individualism in Professional Life**

Currently, the teaching profession is faced with the problem of the dominance of the spirit of individualism in the appreciation of duties and vocations as educators. Many teachers tend to exercise their profession independently, regardless of peer

collaboration. This indicates that they view responsibility as a private matter, free from cooperation. In fact, professional autonomy does not mean working individually without collaboration. The broad concept of professionalism should encourage teachers to see their profession in a broader context, compare and evaluate their work systematically and collaboratively with fellow teachers.

This phenomenon of individualism is compounded by an academic culture in schools that erects barriers between teachers and peers, often greater than between teachers and students. Teachers often teach in enclosed rooms and rarely discuss with colleagues the teaching experience, which is legitimized as academic freedom. In addition, this isolation also prevents constructive observation and supervision of instructional activities. As a result, collaborations such as peer observation, lesson study, and action research are still rarely carried out by teachers in Indonesia. Collective activities such as teacher working groups (KKG) and subject teacher deliberations (MGMP) have also not been optimal, reflecting the strong individualism in the teaching profession.

### **4. The Sufficiency of Teachers Who Are Still False**

Efforts to uphold teacher professionalism in Indonesia are still constrained by the uneven distribution of teachers, although statistically the number of teachers nationally appears sufficient. Factually, many schools still lack teachers, especially in remote,

disadvantaged, and frontier areas. Although the data shows an excess of 143,729 teachers overall, the need for teachers at the basic education level reaches 492,765 people in 34 provinces. This uneven distribution has left 105 districts with a shortage of teachers, while 371 districts have an oversupply of teachers.

The uneven distribution of teachers has an impact on different workloads in each school, which in turn affects teacher professionalism. Teachers in schools that lack teaching staff have higher workloads, increasing the risk of stress and reducing opportunities for personal and career development. Conversely, teachers in schools with sufficient or excessive teaching staff have a lighter workload, resulting in more time and opportunities to develop themselves and careers. This imbalance hampers efforts to improve the quality and professionalism of teachers in Indonesia.

#### **5. Politicization of the Teaching Profession and Weak Professional Organizations**

Efforts to uphold teacher professionalism in Indonesia are still plagued by political interests. Teachers are often victims of abuse of political power and the object of immature new policy experiments of the government. These policies are often enforced, making teachers guinea pigs without adequate preparation. In addition, teacher mutations are often carried out arbitrarily on the basis of political interests, especially ahead of regional elections, rather than professional considerations. Teachers who do not

conform to political interests can be sanctioned, dismissed from office, or transferred without regard to their professional qualifications.

Teacher professional organizations, such as PGRI, should be able to protect teachers from harmful political practices. However, this organization still faces many internal problems, such as managing management, membership, finance, and administrative systems. In addition, the role of teacher professional organizations is still limited to places to learn together and exchange teaching experiences. There has not been much effort to become a political forum that fights for the rights and obligations of teachers, protects the profession, and advances education in general. The organization needs to strengthen its function in supervising its members and defending them from discriminatory treatment to improve teacher professionalism.

Despite various problems in the education system, teacher ethics as educators must still be upheld as the main pillar in ECCE (Early Childhood Education) education. explained that teacher ethics includes moral and professional responsibilities in educating children, which includes attitudes, behaviors, and values taught to them. Early childhood is at a critical phase of development where they begin to form a basic understanding of the world and themselves. Therefore, ECCE teachers must practice high ethics to guide them in a positive, safe, and supportive way. Strong teacher ethics will ensure that children receive a high-quality education,

which forms the basis for their cognitive, emotional, and social development. Sudrajat (2020) (Susanti, 2017)

Upholding teacher ethics as the main pillar of ECCE education is very important because early childhood education has a long-term impact on children's academic success and well-being in the future (Wahyudi, 2018). When ECCE teachers uphold ethical principles, they create a healthy and positive learning environment, where children feel valued and supported. This not only helps children in reaching their full potential, but also instills important moral and social values.

With strong ethics in place, ECCE teachers play an important role in shaping children's character from an early age, teaching them about the importance of integrity, cooperation and empathy in their daily interactions. In addition, upholding teacher ethics in ECCE education is essential to building a strong foundation for future generations, ensuring they grow into individuals of character and contribute positively to society. Teacher ethics not only reflect individual qualities, but also form the moral and social foundation for children's development, influence their future direction and make a meaningful contribution to the progress of society as a whole.

Eliza et al. (2022) explained that the understanding of morality and ethics of teachers is an important aspect in the context of education. A good understanding of the difference between right and wrong behavior is fundamental to forming universal moral standards. For teachers, this includes maintaining good behavior and avoiding behavior that harms students, as

well as participating in ethical reflection to find appropriate actions in interacting with others. Knowledge of teacher ethics also involves understanding the moral complexities in teaching practice, including the various views and values that may compete in the context of classroom and school life.

Syriac (2021) Explaining the understanding of the character of teachers as moral agents is the main foundation in upholding professional ethics in education. An ethical teacher not only has knowledge of what is right and wrong, but is also able to apply it in everyday actions. Qualities such as fairness, courage, loyalty, and empathy are important examples of moral principles that should be applied in teaching practice. In addition, the relationship established between teachers and students can form a deep moral understanding in students, teaching values such as honesty, respect, and empathy.

In the classroom, teachers' decisions and actions have a significant moral impact. In planning the curriculum, evaluating students, and managing the classroom, teachers must consider moral values such as fairness, caring, and integrity. An environment underpinned by high moral standards enables effective teaching and supports students' moral development. In addition, teachers' self-awareness of their moral and professional responsibilities is an important factor in maintaining public trust and ensuring high quality education. (Ramli, 2018)

## **B. Solutions in enforcing ethics**

Solutions for enforcing educator ethics according to his book entitled Edu et al. (2017) The ethics and

challenges of teacher professionalism are as follows:

### **1. Provide a Teacher Library**

Teachers need to be encouraged to broaden their reading interests and horizons by providing special libraries, both in teachers' rooms at school and in their homes. The library should be diverse, including various types of reading materials from newspapers to journals, as well as digital facilities such as internet access and DVD/VCD. Through the library, teachers can continue to interact with different ideas, information, and theories, enrich their thinking and skills, and open opportunities for discussion and reflection related to educational developments. As such, library teachers play a key role in enhancing their vision and problem-solving abilities in the face of changing educational challenges, while supporting the development of literacy skills that can be shared with students.

### **2. Create a Teacher's Journal**

To strengthen the professionalism of teachers, it is important for them to keep a journal as part of their practice. This journal not only records experiences and reflections, but also encourages teachers to write scientific papers. The process of writing this journal involves complex intellectual activities, honing critical thinking skills, and deepening understanding of educational issues. In addition, journaling forms the professional identity of teachers, familiarizes them with scientific principles and develops positive traits such as openness, honesty and

perseverance. Thus, journaling is not only an individual practice, but also supports teacher professional development and positive transformation in education.

### **3. Practice Various Teaching Models or Approaches**

According to Asmani, teacher professionalism can be built and improved by practicing various learning models or approaches. The author agrees with this opinion, emphasizing that the term model or approach is broader than method, encompassing approaches, methods, techniques, and learning objectives. Effective teachers use a variety of teaching models and assessment strategies that are appropriate to the situation, goals, and objectives to be achieved. This ability is developed through experience, training, consultation, collaboration, and hands-on practice, so practice of various learning models or approaches is very important.

### **4. Conduct Action Research**

The ethical integrity of the teacher profession can be enhanced through classroom action research. In addition to assisting in planning, implementing, and observing learning, this research facilitates joint reflection with peers, strengthens cooperation between teachers, and shapes teachers as reflective practitioners. With the ability to diagnose learning strengths and weaknesses, classroom action research supports teachers' creative and innovative practice, bridges the gap between theory and practice, improves

educational practice, and supports professional growth.

#### **5. Attend Education and Training (Training)**

The integrity of teacher professional ethics can be improved through various education and training activities, such as upgrades, workshops, and seminars, which update teachers' knowledge and skills in accordance with the demands of the times. Involvement in training reflects teachers' commitment to learning without space and time limitations, ensuring they are not outdated, while revamping LPTK, empowering teacher professional organizations, and revitalizing teacher group activities also support the upholding of professional ethical integrity.

#### **6. Distribute Teachers Evenly**

To uphold teacher professional ethics, restructuring of teacher placement needs to be carried out so that their distribution is more evenly distributed in various regions. This is important to prevent an unbalanced workload, which can lead to stress and reduce opportunities for self-development and career. Two key things in achieving equitable distribution are having a valid database of the number and location of teachers, as well as providing special incentives to teachers on duty in remote areas, to attract teachers from other regions.

#### **7. Freeing Teachers from Political Pragmatism and Strengthening Professional Organizations**

A teacher should be able to stay away from political influence. This is because it will interfere with the focus of

the teacher as an educator who is educating the nation's successors. Educators should not be used as a testing tool in political matters because it will interfere with the fulfillment of educators' obligations and responsibilities. In the context of the organization, it must be strengthened again in the process of teacher service. This is because teachers will avoid discriminatory treatment and will fight for the rights of educators.

On this basis, maintaining the integrity of teacher professional ethics is a key element in ensuring optimal quality of early childhood education. Teacher ethics consists of various aspects, ranging from relationships with oneself to relationships with learners. Upholding this ethic faces a number of challenges that have been described in detail in the previous discussion. To overcome this challenge, concrete steps are needed that can truly be a milestone in upholding educator professional ethics as a key pillar in the context of early childhood education or ECCE. By carrying out these measures, teachers can strengthen their profession as moral agents and have a significant positive impact in the formation of early childhood character and the improvement of the overall quality of education. (Putri & Maslahah, 2022)

#### **Conclusion**

The conclusion of this analysis confirms that teacher professional ethics play a crucial role in shaping the character and development of early childhood. Teachers need to act professionally, respect the dignity and rights of learners, and

protect them from all forms of interference. The importance of close relationships between teachers, families, and communities is also emphasized to create a healthy and challenging learning environment. There are various challenges in the application of teacher ethics, such as low teacher competence, lack of enthusiasm for professional development, pseudo-teacher adequacy, and politicization of the teaching profession.

To overcome these challenges, measures are needed such as the provision of teacher libraries, the creation of teacher journals, the application of various teaching models or approaches, the implementation of classroom action research, participation in education and training, the restructuring of teacher placement, and the liberation of teachers from political pragmatism and the strengthening of professional organizations. By implementing these measures, teacher professional ethics can be properly upheld, ensuring that early childhood education has a long-term positive impact on child development and society as a whole.

The implication of various challenges and solutions in the application of teacher educator ethics in early childhood education is the importance of collective awareness and mutual commitment from various relevant parties. Solutions such as providing teacher libraries, creating teacher journals, practicing various teaching models or approaches, conducting action research, participating in education and training, and distributing teachers equally, require support and cooperation from the government, educational institutions, teacher professional organizations, and the community. In this context, efforts to

improve teacher professionalism and ethical integrity are not only the responsibility of individual teachers, but are also the result of close collaboration between various *education stakeholders*. Thus, the implementation of these solutions will be more successful if supported by supportive policies, adequate infrastructure, and a work culture that values and encourages teacher professional development.

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