LEADERSHIP COLLABORATION AND PROFESSIONAL ETHICS BETWEEN TEACHERS

Hosaini *[1]
Universitas Bondowoso, Indonesia
hosaini2612@gmail.com

Zainuddin
Sekolah Tinggi Agama Islam At Taqwa Bondowoso, Indonesia
ghazalizain9@gmail.com

Abdul Halim
Universitas Bondowoso, Indonesia
abdulhalimnawafil@gmail.com

Muhamad Risal Tawil
Politeknik Baubau, Indonesia
risaltawil@gmail.com

Ifadhila
Politeknik Pertanian Negeri Pangkep, Indonesia
ifadhila@polipangkep.ac.id

Abstract
Applying teacher leadership in the learning process is crucial in the classroom since it can greatly increase student learning achievement. To become a professional teacher, you must have professional education ethics in carrying out the educational process both at school, at home and in the community. The ongoing education process must adhere to the ethics, morals and etiquette that develop in society so that the education process can run in accordance with national education goals. The purpose of this writing is to describe teacher leadership and professional ethics. In this writing the method used is the literature study method. The conclusion of this research is that learning leadership and professional ethics can improve teacher teaching performance. Effective quality education must formulate and articulate learning objectives, guide development, improvement and learning processes, evaluate teacher performance and develop it, and develop learning programs that can meet needs.
Keywords: Leadership, professional ethics, teachers.

INTRODUCTION

Because education is a tool for enhancing and increasing the quality of human resources, it is crucial to the survival of the state and the country (Sitopu et al., 2024).

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[1] Correspondence author.

Indonesian society still has serious education problems in development, especially those related to the quality, meaning and effectiveness of education. Education is the most important element in people's education (Afni et al., 2024). No nation or country can progress without first advancing the world of education (Antika et al., 2024). Progress coming in the world of education has a positive impact on increasing human resources (Sitanggang, Muin, & Sitompul, 2017).

As for education, especially in a school environment, it influences learning leadership (Nurhayati et al., 2023; Nurdiana et al., 2023; Erwan et al., 2023). Learning leadership is an action taken (main) with the aim of further developing a productive and satisfying work environment for teachers, and ultimately this condition can develop (Tubagus et al., 2023; Aslan & Shiong, 2023; Muharrom et al., 2023).

According to the code of ethics for educators, educators must uphold professional relationships, a spirit of kinship, and social solidarity (Sarmila et al., 2023; Sulastri et al., 2023; Haddar et al., 2023). This means that educators must establish and preserve relationships among themselves within their workplace as well as a spirit of kinship and social solidarity that extends beyond it. How important harmonious relationships are to create a strong sense of brotherhood among fellow members of the profession (Aslan & Pong, 2023; Tuhuteru et al., 2023; Astuti et al., 2023). In the work environment, namely at school, teachers should show an attitude of wanting to work together, respect, understanding and a sense of responsibility towards fellow school personnel. This attitude is expected to give rise to a sense of shared destiny and responsibility, awareness of common interests, and not prioritizing one's own interests by sacrificing the interests of others. In this way, school progress in particular and educational progress in general can be carried out well (Herwina Bahar, 2019).

In carrying out his profession, a teacher realizes that there is a need for professional teacher ethics as a guideline for attitudes and behavior that reflect moral values as educators of the nation's children. Teacher ethical provisions that are reflected in life are called teacher professional ethics. When carrying out their duties, a teacher must be fully aware of the teacher's code of ethics, which is a guideline for attitude and behavior that shows the moral values and ethics of the position as a teacher. Teachers' obedience to the code of ethics will trigger them to behave in accordance with permitted norms and avoid norms that are not permitted.

Professionalism is an understanding that teaches that every job is the work of a professional. Professionals are people who have a profession. Professional refers to the specific qualities required of people in a particular profession. A teacher must have qualifications that include three things: personality competence, human skills and professionalism. If all teachers in Indonesia had these skills, researchers are confident that the teaching and learning process will run perfectly and produce reliable results. The main element of the quality of a teacher's qualifications who stands out as an educator and teacher is having a level of knowledge that is certainly different from

others. This is a strong foundation for becoming a professional teacher. teaching materials, classroom management, use of teaching and learning facilities and assessment of student learning outcomes. Teacher performance refers to how well a teacher executes their roles and obligations in order to guide students' acquisition of knowledge and skills that raises their learning attainment. (Hamid, 2020).

Looking at the teaching and learning process from the perspective of teacher activities shows that teachers have a major role. He acts as a decision maker in relation to planning, implementation and assessment/evaluation. The main things that need to be done are to change the emphasis of education from teaching to learning, establish collaborative structures and procedures that allow instructors to collaborate to enhance learning, and make sure that professional development happens and is directed toward school objectives.

Teachers serve as leaders and role models for students, thus they must exhibit the primary conduct (main personality). This means that teachers must live their teachings in addition to merely demonstrating them; in other words, they must embody their positive traits throughout their entire being. Teachers have a great deal of responsibility since pupils require assistance, especially from educators. The innate bond between parents and children, or those in charge of their upbringing, reflects this reliant nature (Farris & Jonnes, 2019).

Naturally, in light of this, a teacher must likewise possess moral principles and high moral standards in order to set an example for his students on how to live morally. Teachers serve as role models for pupils, instilling morality, ethics, and standards in them from a young age. As a result, they become markers of their effectiveness in the classroom and in educating students. In the eyes of the public, educators constantly defend morality and ethics; they are always correct, looked up to, and emulated; they serve as role models for students and consistently present themselves as the social order's defenders of morality and ethics. In order to prevent any abnormalities, instructors, being professionals, require guidelines or a code of ethics.

RESEARCH METHOD

A methodical and iterative methodology was used to obtain a complete understanding of subjects connected to teacher leadership and professional ethics during the literature search for this extensive review. Clearly outlining the literature study's parameters, identifying key themes including the theoretical framework, optimization techniques, social and cultural variables, and practical implementation recommendations are among the first steps (Paré & Kitsiou, 2015).

Relevant keywords and search queries are found in order to efficiently query academic databases. Terms such as "leadership", "ethics", "teacher professionalism", and their modifications were chosen to guarantee a thorough search. Prominent scholarly databases such as PubMed, Google Scholar, ERIC, and PsycINFO were

searched. Boolean operators (AND, OR) improve the retrieval of pertinent literature by sharpening search queries (Lambert et al., 2014). The inclusion and exclusion criteria are developed in accordance with the specified scope. This stage makes sure that the chosen research and articles satisfy specific requirements related to theme, publishing date, and academic respectability. Strict screening protocols were implemented, which involved assessing the abstract and title. Significant data from chosen research, such as methodology, conclusions, and key findings, were methodically extracted. The goal of this data extraction procedure is to collect the necessary facts to create a cohesive story and spot broad themes in the literature. Organizing the data to create a coherent story that addresses the goals and research questions is the synthesis and analysis step (Mukaet al., 2024). Iterative procedures for the literature search and review allowed for ongoing improvement and validation of results.

RESULT AND DISCUSSION
Teacher Leadership in the Classroom

In a classroom setting, instruction is designed to facilitate two-way communication between students and teachers as well as between students themselves. It is rather evident from these two exchanges what each person's learning tasks and patterns are. Children at an early age are children who are at the golden age for learning. This is because there is an opportunity to study at greater length and breadth in receiving all the learning material in class. Both in terms of knowledge and skills that can still be developed further in order to maximize the potential that children have. Therefore, it is quite unpleasant if the teacher presents the content to the class in front of them every time during subject hours. Students will become less critical thinkers as a result, and they won't learn anything new in the classroom. Incidents like this are not allowed in the learning process which should require students to be more active, creative and innovative in discovering new things during classroom learning. (Hidayat et al, 2022).

To guarantee that students are learning, a teacher has to be able to efficiently manage the resources in both the classroom and the school. Apart from that, the teacher must also be a leader during the learning process. But the teacher's role is more as a facilitator than as a center for all information to students.

Applying teacher leadership In the classroom, the learning process is vital since it can greatly increase student learning achievement. In addition, you can create a learning community for the residents and transform your class into a learning environment. The learning process in the classroom essentially requires a teacher and students. And there is a need for two-way interaction between the two. This interaction makes teachers reluctant to give students the opportunity to express their opinions during learning. These activities include two-way interaction which requires If students

speak up and are brave enough to voice their thoughts, learning will happen more quickly and efficiently. (Pusbangtendik, 2014).

Leadership is an art and process of influencing a group of people so that they are willing to work seriously to achieve the goals of a group. Leadership is the ability to invite other people to achieve predetermined goals with enthusiasm. Thus, the essence of leadership in the classroom is the ability to influence and mobilize students to achieve learning goals in the classroom. In the classroom, leadership is viewed as a crucial position that involves formulating policies and making decisions to address a variety of issues, even in the most complicated situations (Latimer et al, 2016).

The following factors need to be taken into account when analyzing the elements of teacher leadership in the classroom: (1) the sequence of teacher activities within the classroom learning system; (2) influencing and setting an example; (3) give orders in a persuasive and humane manner but still uphold discipline according to the applicable rules; In order to improve cooperative relationships between students, it is important that students: (4) obey directives in line with their assigned roles and authorities; (5) use your influence and authority within the bounds; and (6) Encourage or guide every student to finish their assignments. Fostering and utilizing already-existing resources in the classroom and school is part of this, as well as motivating individuals and groups to implement learning so that it proceeds smoothly (Abbas & Susanto, 2021).

The teacher, who serves as the class leader, has a major say in whether or not learning activities are considered successful in the classroom. In terms of leading, the leadership model is more akin to an individual's leadership style or type. According to Jennings (1926: 52) there are 5 leadership models that are widely known to exist, namely as follows:

1. Democratic Model

   The premise behind this leadership model is that an organization's operations will be able to function smoothly and accomplish a predetermined goal if the various issues that come up are resolved cooperatively by the official in charge and the officials under their direction who are democratic leaders who understand that the organization needs to be set up in a way that makes it clear what tasks and activities need to be completed in order to meet the established learning objectives. A teacher who leads with a democratic type sees that differences are a reality of life, there must be unity between one student and another.

2. Charismatic Model

   A charismatic leader possesses unique qualities, one of which is his extreme beauty, which enables him to draw a huge following. His followers cannot always describe in concrete terms how a particular person is admired. Followers do not question the values they adhere to, but the person still follows them. If a charismatic leader uses an autocratic style, his followers remain loyal to follow him. It is well known that

these leaders are incredibly appealing, and as a result, they typically have significant followings. However, followers of these leaders frequently do not provide an explanation for their devotion to them.

3. Laissez Faire Model

This leadership model essentially maintains the belief that its members are capable of making decisions on their own or taking care of themselves, needing as little direction or assistance as possible to carry out their individual primary tasks as part of the organization's primary tasks. In the perception of a Laissez Faire leader, he sees his role as a traffic policeman, with the assumption that members already know and are mature enough to obey the applicable regulations.

4. Autocratic Model

The model of an autocratic leader is someone who is selfish. Egoism means distorting actual factors according to what is overall and subjectively interpreted as reality. With this egoism, autocratic leaders see their role as the source of everything in class life.

5. Paternalistic Model

An individual who demonstrates paternalistic leadership is one who protects, nurtures, and assists people of the organization he leads with a fatherly demeanor. This leadership model is still common in agricultural communities. It can be said that the perception of this type of leader in organizational life will be colored by the expectations of their subordinates/students.

In practice, the five leadership models above complement or support each other in various ways, which are adapted to the situation. In other words, to achieve the effectiveness of learning, teachers in terms of implementing several of the leadership models above need to be adjusted to the demands, objectives and scope of the circumstances surrounding the school. This is what is called situational leadership (Muhammad, 2017).

The Importance of Professional Ethics in Teacher and Student Interactions

Teachers' main duties as professionals in education are to instruct students in early childhood education, formal education, basic education, and secondary school, guide, direct, instruct, evaluate, and assess pupils. Viewed from the perspective of teachers' duties and responsibilities, in essence the duties and responsibilities they carry out are the embodiment of God's mandate, the mandate of parents, and even the mandate of society and the government. In this way, the mandate entrusted to him absolutely must be held accountable (Nerlino, 2020).

To become a professional teacher, you must have professional education ethics in carrying out the educational process both at school, at home and in the community. The ongoing education process must adhere to the ethics, morals and etiquette that develop in society so that the education process can run in accordance with national

education goals. Teachers are role models for children, instilling morality, ethics, and conventions in them from a young age. As such, they have an obligation to keep these principles in their tasks and daily life, and this is a sign of their effectiveness as educators and teachers (Ahmad Zahroh, 2015).

Therefore, it is very important to prioritize ethical competence in the learning process as a priority that must be considered in the implementation of students' teaching practices. With ethics, humans can choose and decide on the best behavior in accordance with applicable moral norms, including the teaching profession which must prioritize ethics in acting. That is the function of providing the opportunity to ask questions to train strong opinions and self-confidence. Teachers must be able to be disciplined, the discipline referred to here is not a dead and passive discipline, but a living and active discipline that is based on understanding, insight and sincerity. Attitude towards work is the most important basis, because attitude underlies the direction and intensity of work performance. Manifestation of good work performance, based on a positive and reasonable basic attitude towards work. Loving one's own work is one example of an attitude towards work. Likewise, the desire to continually develop work quality and performance is a reflection of attitudes towards work (Leithwood et al, 2004).

Work orientation is also included in attitude elements such as orientation towards added results, orientation towards self-development, orientation towards community service. Work habits are patterns of work behavior shown by workers consistently. Some elements of work habits include: time management habits, self-development habits, work discipline, human relations habits, hard work habits. That will be a way to achieve success in teacher ethical competence in the learning process. Thus, work ethic is an internal demand for ethical behavior in realizing good and productive work performance. With a good and strong work ethic, it is hoped that a worker will always carry out his work effectively and productively in a healthy and developing personal condition. The realization of this performance originates from the quality of competence in personality aspects which include religious, intellectual, social, personal, physical and moral aspects. This could mean that those who are seen as having a high and strong work ethic will have an advantage. So what teachers do in the learning process will be a measure of success in teaching, especially in ethical competence in the learning process which involves a lot of interaction with students (Patras & Hidayat, 2018).

Teachers must realize that the teaching position is an honorable, protected, dignified and noble profession. Therefore they must uphold professional ethics. In order to create an enlightened, just, wealthy, and civilized society, they dedicate themselves to making the nation's life more intellectual and to raising the standard of living for those who possess faith, noble character, and mastery of science, technology, and the arts.

Teachers constantly demonstrate their professional performance since they have the primary duty of instructing, guiding, directing, training, assessing, and evaluating pupils in early childhood education, primary education, and secondary education. To achieve the aims of national education, they must possess noble personalities and outstanding abilities as the primary resource. Having a code of ethics that will act as a guide for practicing the profession is one of the prerequisites for becoming a teacher.

The instructor is required to uphold and follow the teacher's code of ethics. Teaching is a complex profession that requires teachers to do more than just impart knowledge and skills; they also have to contribute to the advancement of education in society. In addition to rights and obligations as a teacher, violations of the teacher code of ethics may result in penalties up to the profession's revocation.

Professional Ethics in Collaboration between Teachers

Establishing good working relationships with colleagues not only reflects professionalism, but also strengthens collaboration in achieving common goals. In the dynamic world of education, teachers work together to provide the best learning experience for students. This success really depends on harmony and cooperation between teachers within the school. Therefore, maintaining ethics in dealing with colleagues is an important first step in building a strong collaborative foundation.

Teacher ethics towards fellow teachers is a set of rules, values, and principles that regulate relationships between teachers and other fellow teachers. This ethic aims to create a professional, respectful and supportive work environment among educators. Teacher ethics towards fellow teachers emphasizes the importance of cooperation, honesty and positive attitudes in creating a good learning environment (Ahmad Hamid, 2020).

Teacher professional ethics is very important in building good relationships with colleagues. By implementing teacher professional ethics, teachers can create a collaborative learning environment, provide support and motivation to colleagues, and assist in their professional development. In good collaboration between teachers, the quality of education can be improved and students will get greater benefits.

Teacher ethics towards fellow teachers is an important aspect to maintain harmonious collaboration in the school environment. A conducive and mutually supportive environment will create a good learning atmosphere for all school members. The following describes professional ethics in collaboration between teachers:

1. Caring and Respectful
    The domino effect that arises from an attitude of care and respect between teachers is not something that can be underestimated. Seeing and observing the strengths and weaknesses of fellow teachers is a very necessary practice. When we are busy teaching and preparing material, there is no harm in giving each other appreciation

and support. Not only giving applause during a presentation, but also supporting when our colleagues are in trouble or need advice. Just like in everyday life, in the world of education there are also various attitudes and ethics that teachers need to pay attention to.

2. Open to Collaboration

   Collaboration between teachers is one of the keys to success in creating a dynamic and beneficial learning atmosphere for students. For example, we can share materials, experiences and innovative ideas. Thus, collaboration not only enriches knowledge and skills, but also builds trust in each other.

3. Help each other in self-development

   As educators, we must realize that self-development is not only important for students, but also for teachers. Good teacher ethics is to help each other in professional and personal development. Attending seminars together, attending training, or even giving each other book recommendations are some effective ways to support each other in developing their personal capacity and teaching abilities.

4. Maintain Effective Communication

   Sometimes, misunderstandings can occur between teachers at school. One key to avoiding this is maintaining effective communication. Don't hesitate to ask for clarification or share your feelings using polite and respectful language. By listening to each other and having dialogue, problems can be resolved better and relationships between teachers remain solid.

   Thus, let us all apply professional teacher ethics properly in our daily interactions with colleagues to create a positive and quality educational environment (Blaylock et al, 2016).

CONCLUSION

In carrying out his profession, a teacher realizes that there is a need for professional teacher ethics as a guideline for attitudes and behavior that reflect moral values as educators of the nation's children. Teacher ethical provisions that are reflected in life are called teacher professional ethics. Applying teacher leadership in the learning process is crucial in the classroom since it can greatly increase student learning achievement. In addition, it can help people create learning communities and even turn their class into a learning environment. Some professional ethics in collaboration between teachers, namely:

1. Caring and Respectful

2. Open to Collaboration

3. Help each other in self-development

4. Maintain Effective Communication

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