

## **Role of Teachers in the Implementation of Students' Code of Conduct in Economics Learning Process**

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### **ABSTRACT**

This research was designed to know the implementation of student code of conduct in the Economics learning process. The subjects of this research were the Economics subject teachers, and the object was the implementation of student code of conduct in the Economics learning process at Social Science Department of Senior High School of Muhammadiyah 1 Pekanbaru. The informants of this research were two Economic teachers. The techniques of collecting the data were direct observation, interview notes and recording the respondent answer and documentation. The technique of analyzing the data was descriptive qualitative. Based on the data presentation and analysis, it could be concluded that the role of teachers in the implementation of student code of conduct in the Economics learning process at Social Science Department of Senior High School was in the percentage of 73,43% in the range of 61%-80% and included in *good* category.

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## **1. INTRODUCTION**

Education has a very important role in all aspects of human life, because education directly affects the development of all aspects of human life. One of the controlling aspects of students in the scope of school is the existence of a code of ethics for students. Teachers are people who direct humans to a better life so that they are elevated to the level of humanity in accordance with the basic abilities possessed by humans. According to Zakiah Derajat (2014) argues that the teacher is an individual who will meet the knowledge needs, attitudes and behavior of students.

The application of the code of ethics of students in schools can be done through habituation and supervision by the teacher, because with habituation and supervision, students will be able to be trained to comply with school rules and not violate the code of ethics, besides that teachers must also dare to give penalties if there are those students who violate school rules so they are deterred and do not repeat again. This is in accordance with the word of God in Sura al-Kahf verse 2, namely:

فَيَمَّا لِيُنذِرَ بَأْسًا شَدِيدًا مِّن لَّدُنْهُ وَيُبَشِّرَ الْمُؤْمِنِينَ الَّذِينَ يَعْمَلُونَ الصَّالِحَاتِ أَنَّ لَهُمْ أَجْرًا حَسَنًا ۚ

Meaning: (He has made it) Straight (and clear) in order that He may warn (the godless) of a terrible punishment from Him, and that He may give Glad Tidings to the Believers who work righteous deeds, that they shall have a goodly Reward. The forms of code of ethics for students in Muhammadiyah 1 High School in Pekanbaru are as follows: Students who are late after the teacher enters the class must report to the picket and bring a permit from the picket, students must wear neat and clean clothes, school uniforms that have been determined according to their days, students follow all the lessons with attention, orderliness, students must bring learning equipment (Imron, 2015).

The teacher is a parent in school for students. Because the teacher is very instrumental in successfully shaping the behavior of students. Through the code of ethics, the teacher is as much as possible able to apply discipline to each of his students. A real teacher, realizing that sometimes makes the consequences for violators of the school's code of ethics. Not all codes of conduct will be followed properly if there is no willingness with the parties to obey them. The willingness of students to adhere to or deny the code of ethics is strongly influenced by the consequences, both positive and negative. In the education process, prizes and penalties are the result of compliance and denial of the code of conducts (Budiman, 2010).

According to Daryanto (2015) that the belief that students (children) need a code of conducts or discipline has existed for a long time, but there has been a change in attitudes about why they need it. In the past, it was considered that a code of conducts needed to ensure that students would adhere to the standards set by society (schools) and which children had to adhere to so that they would not be rejected by society (schools). It is now accepted that students need a code of conduct, if they are to be happy, safe, well-adjusted. Through a code of conducts they can learn to behave in a way that is accepted by members of their social group. The purpose of a code of ethics is to shape behavior in such a way that it will conform to the roles defined by the cultural group with which it is identified. And with discipline, every individual can get a balanced treatment between rights and obligations between one another. Besides that, the implementation of discipline is expected to create individuals who are independent, responsible and not dependent on others. The contents of the code of conducts include:

- a. Consideration and/or rationality why the code of ethics should be applied and obeyed.
- b. Standards of behavior that are appropriate to be displayed by students, both when there are at school, in the family environment and in the school environment.
- c. Discipline that must be followed by students, such as when school, when it's time at home, when it's time to study, time to rest.
- d. What kind of clothes should be worn in the school environment.
- e. What must be done by students related to the institution? education/school
- f. How is the relationship between students and teachers, principals, personnel? others, with friends (junior and senior), parents, the general public, guests who come to school and so on.

The learning process is the main activity of the school. According to Sadiman in Sutikno (2007: 49) that learning is a planned effort in manipulating learning resources so that the learning process occurs in students. According to Iskandar in Sutikno (2007: 50) that learning is an effort to teach students. Learning is a process that contains a series of actions of teachers and students on the basis of reciprocal relationships that take place in educational situations to achieve certain goals (Usman, 2006: 4). From some of these understandings of learning, it can be concluded that the essence of learning is all the efforts made by educators so that the learning process occurs in students. Implicitly, in learning there are activities to choose, define and develop methods to achieve the desired learning outcomes.

According to Lindgren in Sutikno (2007) states that the learning process includes three aspects, namely:

- 1) Students. Students are the most important factor, because without students there will be no learning process.

2) The learning process. The learning process is what students experience when they learn.

Learning situation. The learning situation is the environment where the learning process takes place and all the factors that affect students or the learning process such as educators, classes and interactions therein.

The role of the teacher was not only limited to educating students in the classroom, but also educating the community. However, the status and authority of the teacher is now starting to fade in line with the progress of the times, the development of science and technology. Ironically, the waning of the status and authority of the teacher is more or less caused by the teacher's own personality, such as poor behavior, ethics and personality quality and also the teacher's lack of competence in terms of competence (Ruslan, 2016).

From the research conducted by Mardiana and Gade (2019) it was concluded that the method and level of understanding of the classroom teacher towards the student code of ethics according to the results of interviews with the three principals at the Islamic Elementary School in Banda Aceh was quite good because the teacher had implemented it in fostering the code of ethics that had been agreed upon at the time). at the beginning of the year and also formulated with students in their respective classes. It is also known that during class observations the teacher approaches students with problems, the teacher acts as a parent students with an attitude of not discriminating against students, sharing so that it appears familiarity between students and teachers, mutual respect for fellow friends, polite, respectful and direct reprimand if students violate the rules are ready to be implemented by the teacher, this shows how when the teacher communicates with students. To support this, various brochures and slogans to obey the school rules were distributed to the students and in each class, there were list of violations and list of awards that were displayed in each class.

Other research by Diana (2016) resulted in the finding that the application of teacher and student ethics in the learning process is very important because ethics is a system of actions or actions behavior, a standard of right and wrong. Teacher etiquette is a standard of moral code of conduct that binds the educators in carrying out their work. That's how ethical teachers and students, the teacher must work together with students to create a pattern of good behavior during the process learning takes place. In addition, the role of the teacher towards students in the learning process, among others, by instilling the values contained in each material that is conveyed to students, the cultivation of these values will be more effective if accompanied by a good example from the teacher who will be used as an example for students. From the above activities, it is hoped that students can live up to these values and make it a part of their own lives. Then the study conducted by Larasati *et al* (2021) concluded that the implementation of the code of ethics for teachers at SMKN 2 Rejang Lebong that was analyzed using parametric statistics t test, namely one sample t test where the hypothesis with descriptive hypothesis (namely the two-tailed test) included in good category.

The above past studies were focused on the code of conducts done by teachers, while this research was carried out by having observation and interviews with students and teachers about the role of the teachers in the implementation of the code of conducts as main reference in disciplining students in senior high school. This code of ethics for students includes a variety of student rules and sanctions imposed on students who violate school regulations. School regulations include the entry of students, the obligations of students, and sanctions imposed on students contained in the code of conducts, including sanctions for reprimand, written warning given to parents, calling parents.

Based on the previous studies and early observations as displayed above, the researchers were interested in conducting scientific research with the title: *"Role of Teachers in the Implementation of the Code of Ethics of Students in the Economic Learning Process of the Social Sciences Department in Muhammadiyah 1 Pekanbaru High School"*. This research was necessary to be done since the teachers have necessary supports to implement code of conducts during learning process in order to motivate students' learning in the class with convenient condition.

## 2. METHODS

The study was a qualitative research and according to Sudijono in Hartanto and Yuliani (2019) that qualitative research was using descriptive statistics and commonly also called deductive statistics or statistics whose work level includes ways of collecting, compiling or organizing, processing, presenting and analyzing numerical data, in order to provide an orderly, concise and clear picture of a phenomenon, event or situation. The research was done in senior high school of SMA Muhammadiyah 1 Pekanbaru, Riau, Indonesia. The sources of data were originated from with teachers and students. Data collection techniques that were used in this study are as follows:

- (1) Observation: Observations made in this study are data collected by conducting direct research on the environmental conditions of the research object so that it clearly describe the condition of the research object (Sugiyono, 2013). The author immediately went down to the field to see firsthand the application of the code of ethics of students in the learning process of economics in the Social Sciences Department at Muhammadiyah 1 High School.
- (2) Interview, Interview is a conversation with a specific purpose carried out by two parties who interviewers who ask questions and interviewees who provide answers to the question. The researcher held a question and answer directly to vice head of student affairs and the student itself to obtain clearer information about the application of the code of ethics of students in the learning process of economics in the Social Sciences Department at Muhammadiyah 1 High School.
- (3) Documentation, The documentation method is a method of collecting data by viewing or recording an available report that is used to find data about things that are in the form of notes<sup>(4)</sup>. Data can be obtained from archives or records, documents relating to Senior High School Muhammadiyah 1.

After collecting the above data from the above instruments, then the researcher analyzed the data and compared the findings of the research with relevant studies and theoretical concepts that supported the research.

## 3. FINDINGS AND DISCUSSION

### 3.1 Findings

The presentation of this data is based on research conducted at the Muhammadiyah 1 High School in Pekanbaru, where the research aims to obtain data on the application of the code of ethics of students in the process of economic learning at Muhammadiyah 1 High School in Pekanbaru. The details of teachers observations were as below :

*a. The Teacher Does Not Give Entry Permit To Students Who Are Late To Enter The Class If They Do Not Bring A Letter From The Picket Teacher.*

Based on the observations that the researcher did 4 times to Mrs. X as an economics teacher in class XI IPS at Muhammadiyah 1 High School in Pekanbaru, the observation on the aspect of the teacher did not give admission to students who were late to enter the class if do not bring a letter from the picket teacher obtained a percentage of 75% in the "Good" category and the teacher did not give admission to students who were late to enter the class if you do not bring a letter from the picket teacher you get 100% percentage in the "Very Good" category.

*b. Teachers Check Learning Equipment for Students When Teaching and Learning.*

Based on the observations that the researcher did 4 times with X as an economics teacher of class XI IPS at Muhammadiyah 1 High School in Pekanbaru, the results of observations on the teacher's aspects examined the learning equipment by students when the teaching and learning process was 75% obtained in "Good" category., and the teacher's aspects examined the learning equipment by students when the teaching and learning process was 25% in the "Poor" category.

*c. The teacher does not give permission to students who leave the class without giving clear reasons.*

The observations that the author did 4 times with X as an economics teacher in class XI IPS at the Muhammadiyah 1 High School in Pekanbaru, the observation on the aspect of the teacher did not give

permission to students who left the classroom without giving clear reasons. It was obtained a percentage of 75% in the "Good" category, and the teacher did not give permission to students who left the class without giving a reason. Clearly obtained a percentage of 100% in the category "Very Good".

*d. Teachers Reprimand Students Who Are Fussing in Classes When Teaching Learning Process*

Based on the observations that the author did 4 times with X as an economics teacher in class XI IPS at Muhammadiyah 1 High School in Pekanbaru, the results of observations on the teacher's aspects admonished students who were struggling in class when the teaching learning process. It was obtained 75% in the "Good" category., an the results of observations on the aspect of the teacher admonished the students who were struggling in class during class hours. It was obtained a percentage of 100% in the category "Very Good".

*e. Reprimanding Teachers of Students Who Use Communication Devices During the Teaching and Learning Process.*

Based on the observations that the author did 4 times with X as an economics teacher in class XI IPS at the Muhammadiyah 1 High School in Pekanbaru, the observation on the aspect of the teacher admonished students who used communication tools during the learning process. It was 50% in the "Good" category, and the results of observations on the teacher's aspects admonished students who used communication tools during the learning process. 25% in the "Poor" category.

*f. The teacher punishes students who do not wear complete uniforms during the learning process*

Based on the observations that the author did 4 times with X as an economics teacher in class XI IPS at Muhammadiyah 1 High School in Pekanbaru, the results of observations on the teacher's aspects punish students who do not wear a complete uniform when the learning process is obtained 100 percent % in the "Very Good" category and the teacher aspect punish students who do not wear a complete uniform when the learning process is obtained 75% in the "Good" category.

*g. The teacher punishes students who do not do assignments at school.*

Based on the observations that the author did 4 times with X as an economics teacher in class XI IPS at Muhammadiyah 1 High School in Pekanbaru, the results of observations on the teacher's aspects of punishing students who did not do the work at school were 50% in "Good enough" category, and the results of the observation on the teacher's aspect of punishing students who did not do the work at school was 75% in the "Good" category.

*h. The teacher asks students to collect the garbage scattered in the classroom when starting learning.*

Muhammadiyah high school teachers, including one of the economic teachers, always apply so that students clean the class before starting the learning activity. The opinion above is in accordance with Kompri's opinion that, the comfort of the learning / school environment, KBM and the environment around the child is very important.

### 3.2 Discussion

Based on the above research, we concluded some of code of conducts that were in good category like *The Teacher Does Not Give Entry Permit To Students Who Are Late To Enter The Class If They Do Not Bring A Letter From The Picket Teacher, The teacher does not give permission to students who leave the class without giving clear reason, Teachers Reprimand Students Who Are Fussing in Classes When Teaching Learning Process, The teacher punishes students who do not wear complete uniforms during the learning process, The teacher punishes students who do not do assignments at school and The teacher asks students to collect the garbage scattered in the classroom when starting learning. But some like Teachers Check Learning Equipment for Students When Teaching and Learning and Reprimanding Teachers of Students Who Use Communication Devices During the Teaching and Learning Process were in poor or low category.*

The above findings was almost similar with the research done by Mardiana and Gade (2019) where the classroom teacher guidance towards the student code of ethics according to the results of interviews with the three principals at the Islamic Elementary School in Banda Aceh was quite good. This was successful implemented since the teacher had implemented it in fostering the code of ethics that had been agreed upon at the time at the beginning of the year and also formulated with students in their

respective classes. While the study done by Diana (2016) found that the application of teacher and student ethics in the learning process is very important because ethics is a system of actions or actions behavior, a standard of right and wrong. Teacher etiquette is a standard of moral code of conduct that binds the teachers in doing their work. The teacher must work together with students to create a pattern of good behavior during the process learning. Beside it, the role of the teacher towards students in the learning process can be implemented by socializing the values contained in each material that was conveyed to students, the cultivation of these values would be more effective if accompanied by a good example from the teacher who will be used as an example for students.

For the record that the Law of the Republic of Indonesia No. 14 of 2005 about regulations about teachers and lecturers in Article 20 regulates the obligations of teachers as part of professional duties; (a) teachers plan, implement, assess and evaluate learning outcomes; (b) teachers improve academic qualifications and develop competencies on an ongoing basis in line with the development of science, technology, and the arts; (c) teachers uphold laws and regulations, laws, codes of ethics, as well as religious and ethical values (UU RI No. 14, 2005).

In addition, the teacher's code of ethics also has a very important and strategic position, role and function in supporting the existence and survival of a profession. For developers, the task of the teaching profession will be a guide in acting as well as a basic reference in the ins and outs of their behavior in order to maintain and uphold dignity and authority. The Code of Ethics is a normative as well as operational reference to remain disciplined in carrying out its duties and responsibilities. (Kholil, 2015). In modern times like today, the problem for education circles is not the absence of a teacher code of ethics, but the extent to which teachers in this country have studied, understood and applied the teacher's code of ethics, both in educating children at school or in everyday life. . So that teachers really have a handle in carrying out their professional duties in terms of discipline in carrying out their duties (AR, 2016).

Finally, it was concluded that the role of teachers in applying code of ethics or code of conduct should involve or accommodate aspirations from students and the aspirations of parents who were considered in accordance with the vision and mission of the school. All disciplinary rules or codes of ethics relating to what were desired, done with what should not be done along with sanctions for violations, is the result of a compromise of all parties (students, parents, teachers, supervising teachers, and principal). Its preparation must be based on a strong commitment between all elements and components of the school and consistent with the rules and regulations applicable. The school code of ethics should still provide room for develop the creativity of school residents in expressing themselves and develop their potential.

#### 4. CONCLUSION

Based on the research findings on the way the Economics teachers in applying the code of ethics of students in the Economic learning process showed **good** results that is equal to 73.43% in the range of 61% -80%. This was shown by the teachers by not giving admission to students who were late to enter the class if they did not bring a letter from the picket teacher, check the learning equipment of students during the learning process, do not give permission to students who leave the classroom without giving clear reasons, admonish students who are struggling in class, admonish students who use communication tools when learning, punish students who do not wear a complete uniform when learning, punish students who do not do the work at school, ask students to pick up garbage scattered in the classroom when starting learning. These results are obtained from the calculation of the results of observational data conducted 4 times, containing 8 aspects of the application of the code of ethics of students in the learning process of Economics majoring in Social Sciences at Muhammadiyah 1 High School Pekanbaru.

Based on the results of the above research the author gives several suggestions relating to the application of the code of ethics of students in the process of learning economics in the Department of Social Sciences at Muhammadiyah 1 High School in Pekanbaru. The teacher should act firmly on

students who are negligent of school rules regarding the application of the code of ethics of students in the learning process.

To teachers the field of study should be consistent with the rules applied to students in school, so that students do all activities according to what has been planned. Students should comply with the code of ethics that applies in schools, especially regarding discipline, whether discipline in the classroom or outside the classroom.

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