



Professional Ethics and Teacher Teaching Performance: Measurement of Teacher Empowerment with a Soft System Methodology Approach

Desi Eri Kusumaningrum¹, Raden Bambang Sumarsono², Imam Gunawan³

Department of Educational Administration, State University of Malang, Indonesia

Email: ¹desi.eri.fip@um.ac.id, ²raden.bambang.fip@um.ac.id, ³imam.gunawan.fip@um.ac.id

Teaching, as a profession, has professional ethics arranged in the teacher's code of ethics. The code of ethics is a reference for teachers in carrying out their teaching assignments in class. Teachers' teaching performance is the teachers' achievements in planning, implementing, and evaluating learning activities. Their study uses a quantitative approach. The variables studied were professional ethics (X) and teachers' teaching performance (Y). The instrument used to measure the two variables was a questionnaire. The research respondents were 20 teachers of Junior High School in An Nur Malang Regency, East Java, Indonesia. To test the research hypothesis Pearson Product Moment Correlation was used. Hypothesis test results concluded that: there is a positive relationship between professional ethics (X) and teaching performance (Y) at Junior High School in An Nur Malang Regency, East Java, Indonesia, with a correlation coefficient of 0.498.

Keywords: *professional ethics, teacher teaching performance, teacher empowerment, soft system methodology*



INTRODUCTION

The approach that can be used in developing human resource empowerment in schools is Soft System Methodology (SSM). SSM is a method of analysis with systems thinking to analyse real-world situations using complexity and problems (Mingers and Taylor, 1992; Gunawan, 2015; Mingers, 1980). SSM is a holistic approach in seeing the real and conceptual aspects in society. SSM sees everything that happens as a human activity system, because a series of human activities can be called a system, where each of these activities is interconnected and forms a bond. The SSM approach is a very productive methodology for studying any organised human activity in achieving certain goals (Hidayatullah, 2011). Their research is the result of measurement of two variables which have an impact on the application of the SSM approach. The two variables are professional ethics and teacher teaching performance.

Ethics means character, decency, or customs. As a subject, ethics will be related to the concepts possessed by individuals or groups to assess whether the actions that have been done are wrong or right, bad or good. Ethics means a set of principles or values relating to morals, procedures (customs, courtesy), values regarding right and wrong about the rights and obligations of a group or society. Ethics is the basis for consideration in making decisions about human morals in interaction with the environment.

Ethics can be interpreted as a philosophical discipline that is very necessary in the interaction of fellow human beings in choosing and deciding the best patterns of behavior based on the scales of morals that apply. Humans in the presence of ethics, can choose and decide the best behavior in accordance with applicable moral norms. Thus, a pattern of good and harmonious relationships will be created, such as mutual respect, and help. As a reference for behavioral choices, ethics is based on applicable moral norms.

The most basic source of ethics is religion as the most basic source of belief, philosophy of life (Pancasila), community culture, scientific discipline, and profession. Teacher professional ethics are very much needed as a basis for the work behavior of teachers and other education personnel. With their work ethic, work atmosphere and quality can be realised, resulting in personal quality and performance that is effective, efficient, and productive. Ethics can be interpreted as a collection of values, principles, or morals that guide a person and / or group of people in their behaviour (Sultoni, et al., 2018). Ethics are guidelines for people or groups in behavior.

Professional ethics is demonstrated by: (1) the existence of individual awareness of the rules and values that have been applied and agreed upon; (2) the willingness of individuals to engage in dialogue with organisational entities; and (3) ethics are used as guidelines for interaction between all members of the organisation (Greenstone, 2018; Doyle and Ponder, 1977; Rogers and Webb, 1991). Teaching is a profession that also has professional ethics which must guide all teachers. The ethics are binding socially, morally, and legally, because the teacher's ethics become the teacher's reference in behaving within the educational environment and outside the educational environment. Therefore, teacher ethics can be said to be binding.



Professional ethics become a teacher's guide in carrying out their duties as an educator. The teaching performance of teachers is a variable that is influenced by variables of professional ethics (Buntoro, 2014; Putri and Imaniyati, 2017; Alim, 2017). Teacher teaching performance is the quality of the teacher in carrying out their main tasks, namely the quality of organising education and learning. Programs that can improve teacher performance in teaching are classroom management and continuous learning assessment (Bruns, et al. 2018; Kusumaningrum, et al. 2018). A series of teacher performance in learning are: (1) compiling learning plans; (2) implementing learning; (3) evaluating the process and learning outcomes; and (4) organising a follow-up learning program.

Teacher performance does not arise automatically, but needs to be identified, facilitated, and developed and maintained in order to achieve school goals. Therefore, the principal as the highest leader in the school institution, needs to know the determinants of performance in order to be able to encourage and even boost their performance to the fullest. Teacher teaching performance is operationalised by Bafadal, et al. (2018a) into a series of teacher activities in: (1) compiling learning plans; (2) implementing learning; (3) evaluating the process and learning outcomes; and (4) organising a follow-up learning program.

One of the main tasks of a teacher in a school is teaching. Teaching basically cannot be seen as a simple and easy endeavor. Quality teaching when viewed from the point of view of the system is composed by several interrelated and interrelated elements for the quality planned beforehand. Therefore, teaching for a teacher requires heavy moral responsibilities and becomes an obligation of teachers in carrying out their professional duties. The teacher is obliged to plan learning, carry out quality learning processes, and assess and evaluate learning outcomes.

Teacher performance is the teacher's work shown in carrying out the tasks, roles and responsibilities based on skills, experience, and sincerity. In their case the teacher's performance related to their teaching duties. Ideally, teachers are expected to be teachers who have the ability to realise performance that can carry out their functions and roles optimally. The optimal realisation of its functions and roles is mainly reflected through its excellence in teaching, dealing with students, fellow professional relationships, and professional skills.

Teaching performance is a work performance performed by a teacher in carrying out their duties and responsibilities in providing tutoring that contains knowledge and skills that will lead to an increase in student achievement. Good teaching performance is one of the prerequisites for the success and success of the teaching and learning process. Thus, to achieve educational goals that have been set, teachers are required to always be able to perform well.

If the teaching and learning process is reviewed in terms of teacher activities, then the teacher looks to play a prime role (Majid, 2011). The teacher functions as a decision maker related to learning planning, implementation, and assessment. The teacher's task in teaching needs to have the ability to plan, implement, and assess the results of the teaching and learning process. Their is a manifestation, appearance or performance of teachers in carrying out their professional duties as a teacher.

Therefore, teachers are needed who have views on the future (Lynch and Smith, 2013). The research question is whether there is a positive relationship between professional ethics and teachers' teaching performance..

METHOD

Their research is part of a third-year research program with the title: Development of Human Resources Empowerment Model in the Based-Pesantren Junior High School with a Soft System Methodology Approach. The research program was carried out at Pesantren-Based Junior High School in East Java, Indonesia. Their research was funded by the Ministry of Research, Technology and Higher Education. Their research was conducted with a quantitative approach. The research variable is professional ethics as the independent variable and teachers' teaching performance as the dependent variable.

Respondents or study samples were 20 teachers Junior High School at An Nur Malang Regency, East Java, Indonesia. The instrument used to measure the research variables was a questionnaire. Respondents of their study were paid when filling out a questionnaire. Data analysis uses: descriptive analysis and correlation. Descriptive analysis calculates: average, standard deviation, maximum score; minimum score; range; and interval. While the correlation analysis, namely the Pearson Product Moment Correlation (formula 1) was used to test the research hypothesis, with a confidence level of 5%. The hypothesis being tested is that there is a positive relationship between professional ethics (X) and teaching performance (Y).

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}} \quad (\text{Formula 1})$$

RESULTS

Data Description

Based on the results of the data description of the professional ethics variable (X) it is known that: the average of 76.70; standard deviation 6.16; maximum score of 87; minimum score of 64; range of 23; and intervals of 6. Frequency distribution of professional ethics variables (X) is presented in Table 1. Based on the frequency distribution of professional ethics variables (X) that is included in the medium category (40%).

Based on the results of the description of the teaching performance variable data (Y), it is known that: there is a mean of 120.20; a standard deviation of 12.22; a maximum score of 138; a minimum score of 96; a range of 42; and an interval of 11. Frequency distribution of teaching performance variables (Y) is presented in Table 2. Based on the frequency distribution of teaching performance variables (Y), it is included in the good category (35%).

Hypothesis Testing

The hypothesis of their study is that there is a positive relationship between professional ethics (X) and teaching performance (Y), tested by Pearson Product Moment Correlation analysis. Table 3 displays the work table of Pearson Product Moment Correlation calculations for the two variables. Furthermore, the results of the calculations in Table 3, calculated the Pearson Product Moment Correlation coefficient as in formula 1.

$$\begin{aligned} r_{xy} &= \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2) (N \sum Y^2 - (\sum Y)^2)}} \\ &= \frac{20 \cdot 185099 - (1534) (2404)}{\sqrt{(20 \cdot 118378 - 1534^2) (20 \cdot 291798 - 2404^2)}} \\ &= 0,498 \end{aligned}$$

The results of the calculation of the correlation is known that the coefficient $r_{xy} = 0.498$. Furthermore, the hypothesis is tested by the steps: (1) calculate the degree of freedom (df) = $N - 2 = 20 - 2 = 18$; and (2) check the Product Moment r table with α 5% known r table = 0.468. So, it can be seen $r_{table} = 0.468 < r_{count} = 0.498$; it was concluded that there was a positive relationship between professional ethics (X) and teaching performance (Y) at Junior High School at An Nur Malang Regency, East Java, Indonesia. Their means that the higher the professional ethics (X), the higher the teaching performance (Y).

DISCUSSION

Ethics is the science of what is good, what is bad and about moral rights and obligations; collections of principles or values relating to morals; and the principles of behavior that serve as guidelines (Indonesian Dictionary, 2008). Ethics is a personal value system that is used to decide what is right, or what is most appropriate, in a particular situation and decides what is consistent with the existing value system in the organisation and self (Gunawan, 2015).

Ethics is normative standard behavior in the form of moral values, norms, and good things. Ethics in education are very much needed in supporting the sustainability of values in society. A teacher, in addition, must pay attention to existing values and must also comply with ethics that apply in their environment (Gunawan, 2015). The teacher in every action must always think whether it is right and wrong to do. Observing whether the action is in accordance with the values prevailing in society and whether the action is appropriate for a teacher who is a role model for their students.

The objectives of teacher professional ethics are: (1) upholding the dignity of the teaching profession; (2) maintaining teacher welfare; (3) increasing teacher service; (4) improving the quality of the teaching profession; and (5) improving the quality of teacher organisations. Professional ethics will experience dynamics along with the development and demands of their era (Sultoni, et al., 2018). Teachers as noble professionals are required to be able to adapt to changing times, without ignoring noble values and ethics. Teachers, besides being a professional, are also considered by the general

public as role models for people's lives. Therefore, it is very important for a teacher to uphold the professional ethics of the teacher, which is arranged in the teacher's code of ethics.

Teachers who are ethical will make the atmosphere of work relations in the organisation more comfortable and avoid vertical and horizontal conflicts (Gunawan, 2015). Because ethical principles that limit the movement to behave and act. The ethics that can be guided by a teacher are: (1) maintaining the feelings of others; (2) solve problems humbly; (3) avoid coercion but will respect the opinions of others; (4) prioritising dialogical processes in solving problems; (5) responding to a problem quickly and in accordance with expertise; (6) realising mistakes and trying to improve; and (7) promoting honesty, discipline, and trustworthiness (Gunawan, 2017). Blanchard and Peale (1998) suggest that teacher ethics can be divided into several types, namely:

1. Behave in such a way that it is in line with the purpose of life. Roads that gives meaning and meaning to life. A clear personal goal is the basis for ethical behavior. A clear organisational goal will also strengthen ethical organisational behavior.
2. Behave in such a way that you personally feel proud of your own behavior. Confidence is a powerful set of tools for ethical behavior. Self-confidence is a sense of pride that is mixed with humility in a balanced manner that will foster strong beliefs when someone has to face a dilemma in determining ethical attitudes.
3. Behave patiently and be confident in your decisions and yourself. Patience helps a person to be able to continue to choose the best behavior in the long run, and to avoid the traps of things that happen suddenly.
4. Behave firmly. This means behaving ethically all the time, not just when you feel comfortable doing it. A leader who has ethics, has the toughness to stay on purpose and achieve what they aspire.
5. Behave consistently with what's truly important. This means one must maintain perspective. Perspective invites individuals to reflect and see things more clearly, so they can see what is really important to guide one's own behavior and be able to guide others.

Effective teachers according to Usman (2007) can be assessed from three dimensions, namely: (1) personal; (2) organisational; and (3) individually. Personal assessment with indicators that include the reputation earned so far and the self-assessment. The better a person's reputation, the more effective they lead their school. The higher the value of one's self-assessment, the more effective they lead their school. Organisational appraisal with indicators covering the achievement of organisational goals. The more the school organisation's goals are achieved, the more effective it will be to lead the school. Individual assessment with indicators that include satisfaction and performance. The more satisfied the people in school and outside of school, the more effective they leads their school. The higher the performance score of the principal, the more effective they leads their school.

Nugroho (2013) states there are five principles of teacher ethics, namely: fairness, transparency, responsibility, efficiency, and no conflict of interest. Teacher ethics continues to experience dynamics. The community is also looking for a model of a teacher who is considered good, caring,

advanced, and productive. That choice can be found in government, private, or community institutions. Certain teacher figures are idolized and considered ethical, which is different from other teachers who are not ethical (Gunawan, 2017). Characteristics of ethical people according to Freeman and Stewart (2006) are:

1. Having knowledge about moral values, being able to explain it and practice moral values in their life.
2. Always focus on organisational success rather than individual interests. The leader understands their position in the organisation, in the presence of members, and stakeholders. The leader recognises the values regarding the success of people towards the dream of organisational success.
3. Find people with integrity and develop trust in them. At present, what matters is people who have integrity and are responsible, not just smart and skilled. They are the ones who can be trusted to develop the organisation today and in the future.
4. Maintain, express, and develop positive values of the organisation to the community and stakeholders. Leaders need to take their step to build commitment, care, and responsibility of the organisation to the community and stakeholders.
5. Develop mechanisms for differing opinions. It is very necessary to develop innovation, institutional development or alternative organisational solutions. Leaders need to go down to find technical problems and alternative solutions from the field.
6. See positive values from the other side or experience. Leaders need to take difficult decisions (including sacrificing their interests) for the sake of the birth of benefits for the organisation, stakeholders, or others.

The 1989 XVI Teachers' Congress in Jakarta Indonesia formulated a code of ethics for teachers: (1) dedicated teachers guide students to form a wholly Indonesian person with the spirit of Pancasila; (2) teachers have and carry out professional honesty; (3) the teacher tries to obtain information about students as material for guidance and coaching; (4) the teacher creates the best possible atmosphere of the school which supports the success of the teaching-learning process; (5) the teacher maintains a good relationship with parents of students and the surrounding community to foster the participation and sense of shared responsibility towards education; (6) teachers personally and jointly develop and improve the quality and dignity of their profession; (7) the teacher maintains a professional relationship, a family spirit, and social solidarity; (8) teachers jointly maintain and improve the quality of teacher organisations as a means of struggle and devotion; (9) teachers implement all government policies in the field of education.

Buntoro Research (2014); Putri and Imaniyati (2017); and Alim (2017) concluded that the application of teacher professional ethics has a positive relationship with teachers' teaching performance, which in turn can improve student learning achievement (Gunawan, et al., 2018; Bafadal, et al., 2018b; Gunawan, 2017). Teaching performance in schools is crucial in the effort to achieve school goals. The poor performance of teachers can be seen from the real behavior that is displayed in accordance with the roles and tasks of teachers in schools, where the behavior is related to the process of



achieving the work achieved. Saondi and Suherman (2009) stated the teachers' teaching performance is the ability shown by the teacher in carrying out their teaching tasks or work.

Ethical values are important and useful for the good of someone and the good of a group of people, so that they can become human beings in accordance with their essence. Thus, the ethical values of the teaching profession are various important things that are useful for the good of teachers, students, guardians of students, colleagues, and society (Wiyani, 2015). The ethical values of the teacher's profession are then applied through positive teacher behavior when establishing relationships. There are three values of the teaching profession that must be applied by teachers through positive behavior, namely: (1) responsibility; (2) obligations; and (3) rights. Responsibility, when someone has chosen to work as a teacher, is when they automatically bear their responsibility as a teacher. The teacher has the main responsibilities as educators, instructors, mentors, directors, trainers, assessors, and evaluators of their students.

Obligations and responsibilities assumed by the teacher mean it has various obligations as contained in the Indonesian teacher's code of ethics. In other words, an obligation is something done because of responsibility. Obligations are made because of the demands of the conscience or because of the calling of the soul, not because of consideration of the mind. That is why there is a saying: working as a teacher is a calling. Then, when the teacher neglects their obligations, they will be subject to sanctions. Rights, on the other hand, when the teacher carries out their obligations to the best of their ability, they will get their rights. So, the teacher can claim their rights with the responsibilities they carry out their obligations properly. Really, it would be something that is not good if the teacher puts forward their rights rather than duties and responsibilities. It is also very inhumane when the government and the foundation ignore the rights of teachers when the teacher has implemented various logical consequences of ownership of their responsibilities.

The scope of the professional ethics of the teacher is the scope which is the core study in teacher professional ethics. The scope of the professional ethics of the teacher includes: (1) teacher ethics towards oneself; (2) teacher ethics towards students; (3) teacher ethics towards the guardians of students; (4) teacher ethics towards peers; and (5) teacher ethics towards the community. Each of the scope of the ethics of the teaching profession does not stand alone, but all are interconnected.

The teaching-learning process 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. The interaction between the teacher and students is the main requirement for the ongoing teaching-learning process. The role of the teacher is the creation of a series of behaviors that are interrelated with the progress of behavior change and the development of students for which they are intended. The professional code of ethics is essentially a system of rules or set of behavioral principles that have been accepted by groups of people who are members of certain professional organisations (Soetjipto and Kosasi, 2009). The purpose and objective of holding a code of ethics is to ensure that the work of the professional realised as it should be and the interests of all parties. Protected as appropriate.



Teaching activity is a skill which itself can be learned, as a science which is also an art. The problems of weakness in the world of education are seen by many people from the curriculum, without paying attention to the real weaknesses of the method of delivering learning material. As a result, the curriculum more often experiences an overhaul, rather than improving teaching methods, because by improving teaching methods and science, the teacher can become a professional teacher.

Effective teachers at one level may not be effective at other levels. This is caused by differences in the level of mental and emotional development of students. In other words, students have different responses to the same patterns of teacher behavior. The teacher plays a very strategic role especially in shaping the character of the nation and developing students' potential. The presence of the teacher is not replaced by other elements. The teacher has a very important role in determining the success of education. Professional teachers are expected to produce quality graduates. Teacher professionalism is a spearhead in implementing curriculum in class needs attention.

Teachers' teaching performance is related to the teachers' tasks as a teacher in the class. Good teaching performance of teachers is certainly reflected in the appearance of academic abilities and professional abilities (Rochaety, 2005). It means being able to manage the teaching and learning process in the classroom and educate students outside the classroom as well as being possible in order to achieve maximum learning outcomes. The ability of teachers related to efforts to improve the process and learning outcomes, namely: (1) planning teaching and learning programs; (2) implementing and managing teaching and learning processes; (3) assessing the progress of the teaching and learning process; and (4) mastering learning material (Sudjana, 1987; Kusumaningrum, et al., 2016).

The main tasks of the teacher are: (1) as a teacher; (2) the teacher as a guide; and (3) the teacher as class administrator (Podgursky and Springer, 2007; Sudjana, 2002; Muralidharan and Sundararaman, 2011). The teacher as a teacher places more emphasis on the task of planning and implementing teaching. Teachers in their tasks are required to have a set of teaching knowledge and technical skills, in addition to mastering the knowledge or materials to be taught. The teacher as a guide puts pressure on the task of providing assistance to students in solving the problems they face. Their task is an educational aspect, because it not only pleases the delivery of knowledge but also involves the development of personality and the formation of values in students. While the task as a class administrator is essentially a link between the management of the teaching area and management in general.

The management of the teaching field is more emphasised and is prioritised for the teaching profession. There are three important components that must be considered by teachers in the teaching-learning process, namely: (1) teaching preparation; (2) teaching implementation; and (3) interpersonal relationships (Sudjana, 2002). The three components, in the implementation are interrelated with each other, so that the mastery of the basic abilities and special skills of each teacher is needed. Strong leadership is needed in improving teacher teaching performance (Doe, 2015; Marks and Printy, 2003; Andrews and Soder, 1987).



A teacher has three main tasks, namely professional tasks, human tasks, and social tasks (Youngs and King, 2002; Wardani, 2010; Wahlstrom and Louis, 2008). The professional tasks of a teacher are to carry on or knowledge, skills and other similar values that are not yet known to students and should be known by students. Human tasks are tasks that help learners to be able to fulfill the main tasks and the human future as well as possible. Human tasks are self-transformation, self-identification and self-understanding. With education teachers should be able to help students to develop their thinking or reasoning in such a way that they are able to participate creatively in the process of cultural transformation towards civilization for the improvement of their own lives and the lives of the entire society in which they live. Community work is a consequence of the teacher being a good citizen.

Teachers' teaching performance will be good when supported by teacher mastery of competencies. Competencies that must be possessed by teachers are: (1) having knowledge about learning and human behavior; (2) has knowledge and masters the field of study they are developing; (3) having the right attitude about themselves, school, colleagues and the field of study they are developing; and (4) teaching technical skills. Suryosubroto (1997) argues that there are three things teachers must master, namely: (1) mastering learning materials; (2) the ability to diagnose student behavior; and (3) the ability to measure student learning outcomes.

Starting from the study, it can be concluded that teacher competency can be divided into three parts, namely: (1) cognitive field competence; (2) competence in the attitude field; and (3) behavioral competence (performance). Teacher performance evaluation emphasises aspects of teaching management and the implementation of teaching strategies. The teaching criteria for excellent teachers are: (1) dynamic, energetic, and assertive; (2) creative asking, so students can respond; (3) have communication skills; (4) for example in social behavior and values; and (5) as a model of rational thinkers, decision makers, and problem solvers both inside and outside teaching activities.

CONCLUSION

Based on the frequency distribution of professional ethics variables (X) included in the medium category, while the teaching performance variable (Y) included in the good category. Hypothesis testing shows there is a positive relationship between professional ethics (X) and teaching performance (Y). Teaching is always related to the goals to be achieved. Therefore, teaching must be accountable. Teachers in conducting learning activities need a guide in its implementation, so that it can be assessed and can be accounted for. Teachers through these guidelines, can know how to teach what they should. The guidelines are arranged in the professional ethics of the teacher used to carry out learning.

Table 1 Frequency Distribution of Professional Ethics Variables (X)

Interval	Category	f	%
64 - 69	Bad	2	10
70 - 75	Medium	8	40
76 - 81	Good	5	25
82 - 87	Great	5	25
Total		20	100

Table 2 Frequency Distribution of Teaching Performance Variables (Y)

Interval	Category	f	%
96 - 106	Bad	3	15
107 - 117	Medium	4	20
118 - 128	Good	7	35
129 - 139	Great	6	30
Total		20	100

Table 3 Calculation of Correlation of Professional Ethics Variables (X) with Teaching Performance (Y)

No	X	Y	XY	X ²	Y ²
1	86	131	11266	7396	17161
2	80	115	9200	6400	13225
3	64	110	7040	4096	12100
4	82	133	10906	6724	17689
5	75	111	8325	5625	12321
6	87	136	11832	7569	18496
7	75	138	10350	5625	19044
8	74	121	8954	5476	14641
9	73	124	9052	5329	15376
10	74	122	9028	5476	14884
11	84	135	11340	7056	18225
12	67	104	6968	4489	10816
13	75	112	8400	5625	12544
14	76	125	9500	5776	15625
15	77	118	9086	5929	13924
16	76	129	9804	5776	16641
17	75	98	7350	5625	9604
18	76	96	7296	5776	9216
19	87	121	10527	7569	14641
20	71	125	8875	5041	15625
Σ	1534	2404	185099	118378	291798



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