

Challenges And Solutions In Implementing The Teacher Code Of Ethics

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Abstract

<i>Article History</i> Received: 19-04-2026 Revised : 10-05-2026 Accepted: 29-05-2026	<i>A professional teacher upholds the educational code of ethics when facing challenges. The code of ethics is very important in improving the professionalism of educators. Because it functions as a guide for all their behavior, the code of ethics helps regulate and enhance teachers' attitudes, ethics, and morals. The implementation of the teacher's code of ethics is a concrete effort by educators to demonstrate professional, moral, and responsible behavior in carrying out their duties. The code of ethics is not merely a written rule but a guideline that directs the attitudes and actions of teachers in every educational interaction. Through the code of ethics, teachers are expected to display exemplary character for students, reflecting personal integrity, honesty, and a commitment to improving the quality of education. The main objective of implementing the Teacher's Code of Ethics is to create a conducive, integrity-based learning environment that supports students' overall development. The challenges faced by teachers that they have not yet resolved in carrying out their educational duties can be divided into two categories: problems originating from the teachers themselves (internal problems) and those coming from outside the teachers (external problems). To address these issues, several solutions can be implemented, including strengthening the socialization and periodic training of the code of ethics for teachers, integrating ethical values into continuous professional development (CPD) programs, as well as enhancing supervision and moral guidance by school principals and supervisors.</i>
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Introduction

A professional teacher upholds a code of educational ethics in facing challenges. A code of ethics is crucial for enhancing the professionalism of teachers. Because it serves as a guide for all their behavior, a code of ethics tends to better regulate and enhance the attitudes, ethics, and morals of teachers. By following a code of ethics, educators can better understand their responsibilities as educators and make better decisions in carrying out their work. In today's development in education, the role of teachers as educators is increasingly under

scrutiny. Education is truly an effort to develop human potential. Teachers are respected members of society and serve as role models who provide positive examples for others. Not only are teachers expected to behave as role models, but they are also responsible for their failures in guiding and teaching students, especially when student behavior shows problems caused by ineffective teaching approaches. (Annisa and Anggoro 2024)

Teachers, as a key element in the education system, have a significant responsibility in achieving these goals. Teachers need clear moral and professional guidelines to carry out their duties effectively. One such guideline is the Teacher Code of Ethics. The role of the professional code of ethics in maintaining teacher professionalism is becoming increasingly crucial amidst these changes. The code of ethics serves not only as a guideline for behavior but also as a tool for navigating the ethical challenges that arise from the use of technology. The implementation of the teacher code of ethics is a systematic effort to ensure that every teacher carries out their duties professionally, with dignity, and based on moral values (Naibaho 2025). In practice, the code of ethics is implemented through teachers' attitudes and behaviors in various aspects, from lesson planning and interactions with students to relationships with colleagues and the community. Teachers are required to demonstrate integrity, honesty, discipline, and a high sense of responsibility so that they can be moral role models for students. Furthermore, the implementation of the code of ethics is also evident in teachers' ability to maintain professionalism, such as respecting differences in student abilities, avoiding discrimination, maintaining student confidentiality, and refraining from actions that could harm the school. By internalizing these ethical values in every educational activity, teachers can create a safe, fair, and conducive learning environment, and strengthen public trust in the teaching profession. (Nurhamidah 2025)

Teacher professional development needs to be implemented continuously to ensure that the knowledge, understanding, and skills related to their duties and responsibilities remain aligned with developments in the world of education. Various competency improvement models have been designed by educational experts, tailored to the abilities and needs of educators. This paper discusses various development models aimed at developing superior teacher skills, which can be applied according to individual conditions and needs. The effectiveness of each model is greatly influenced by the situation and environment surrounding the teacher, so the diversity of models provides alternatives for educators in improving their professionalism. Teaching as a profession must also be supported by the establishment of clear standards to create a balance between the rights and obligations inherent in the role of educator. Indonesia needs not only teachers, but educators who are professional and competent in carrying out their duties as educators. These professional standards are based on two main aspects: the nature of the profession itself and the specific areas of expertise that a teacher must possess to optimally carry out their role. (Ertati, Zainal Azman 2023)

A teacher's code of ethics is a set of norms, moral values, and professional rules designed to guide teachers' behavior in carrying out their duties as educators, instructors, and mentors. This code of ethics encompasses teachers' responsibilities to students, themselves, their profession, their colleagues, the community, and even the nation. In the context of modern education, the

existence of a code of ethics is crucial because teachers are central figures who not only transfer knowledge but also shape the character, attitudes, and personalities of students. However, the implementation of the teacher's code of ethics still faces various challenges in the field, such as a mismatch between ethical ideals and actual school conditions, the emergence of professional issues, and teachers' lack of understanding of the ethical code established by professional organizations such as the Indonesian Teachers' Association (PGRI) and government regulations.

The purpose of implementing a teacher code of ethics is to ensure that every teacher carries out their duties professionally, with integrity, and responsibly in every aspect of education. The code of ethics serves as a moral guideline that directs teachers to act fairly, honestly, and respect the dignity of each student without discrimination. By implementing a code of ethics, teachers are expected to create a safe, conducive, and positive learning environment so that students' academic and character development can take place optimally. Furthermore, the code of ethics also aims to maintain harmonious relationships between teachers and colleagues, school leaders, and the community, so that good cooperation can be created in carrying out the educational process. Furthermore, the implementation of a code of ethics helps maintain the image of the teaching profession so that it remains respected and trusted by the public, while protecting teachers from actions that could tarnish their profession. Thus, a code of ethics is not only a rule, but also a foundation for the formation of professional character, which is an important foundation for successful educational practice.

These challenges are becoming increasingly complex as technological developments, social media, and socio-cultural changes in society give rise to new cases of ethical violations, for example in digital interactions between teachers and students, the dissemination of personal information, or teacher unprofessionalism in the digital public sphere. Furthermore, many teachers still lack in-depth professional ethics training, so the implementation of codes of ethics is often a formality without a strong moral awareness. In some schools, ethical supervision and guidance are also not optimal, resulting in ethical violations often not being dealt with firmly. This demonstrates that a teacher code of ethics requires understanding and internalization, not simply memorization or a supplementary document. In carrying out their professional duties, teachers often face various obstacles, namely issues that they are not yet fully able to resolve in the educational process. The problems experienced by teachers can generally be grouped into two categories: problems originating from within the teacher themselves (internal problems) and problems arising from external influences (external problems).

To address these issues, several solutions can be implemented, including strengthening regular socialization and training of teachers on the code of ethics, integrating ethical values into continuing professional development (PKB) programs, and improving supervision and moral development by principals and supervisors. Furthermore, schools need to build an ethical culture based on role models, transparency, and healthy communication among school members. Strengthening internal regulations, implementing clear and fair sanctions, and utilizing ethics discussion forums can also help teachers understand and address

ethical dilemmas in their daily practice. Therefore, the successful implementation of a teacher code of ethics depends heavily on personal commitment, a support system within the school, and a social environment that fosters professionalism and integrity. (Rajagukguk 2025)

A code of ethics is essential for enhancing teacher professionalism because it serves as a moral and behavioral guideline that every teacher must follow in carrying out their duties. A teacher's professionalism is measured not only by their teaching skills and knowledge, but also by their integrity, ethics, and responsibility in educating (Darmansyah 2020). A code of ethics provides clear direction regarding appropriate attitudes and actions in various situations, both in relationships with students, colleagues, and the community. Furthermore, a code of ethics helps maintain the credibility and honor of the teaching profession by ensuring that they act in accordance with the standards expected in education. In the context of Christian religious education, for example, a code of ethics serves as a foundation for teachers to practice moral and ethical teachings that align with religious values. This leads to strengthening the teacher's character as a good role model for students. With a code of ethics, teachers can also avoid potential deviations or violations in carrying out their duties (Rumelean 2023). A code of ethics emphasizes the importance of a professional attitude in every aspect of the work, thereby improving the quality of teaching, fostering more harmonious relationships with students and the community, and creating a better and more dignified educational environment.

Therefore, the author will discuss the challenges and solutions in implementing this teacher code of ethics because of its crucial role in maintaining the quality of education and the integrity of the teaching profession. Although the code of ethics has been clearly formulated, the reality in the field shows that not all teachers are able to implement it consistently due to various obstacles, both from within the teacher and from the school environment. By understanding these challenges, we can see more objectively that ethical violations are not only caused by a lack of good intentions, but also by working conditions, social pressures, administrative demands, student dynamics, and increasingly complex technological developments. Therefore, discussing solutions is crucial so that each obstacle can be overcome through appropriate approaches, such as training, character building, professional development, and school system support. This discussion is ultimately expected to make a real contribution to creating more ethical, effective, and sustainable educational practices so that teachers are able to fulfill their role as exemplary educators who are respected and trusted by the community.

Research Methods

This research uses a qualitative approach. Qualitative research is a type of research that is descriptive and narrative in nature, and emphasizes data analysis through the review of various literature sources, also known as library research. (Herdiansyah 2010) The author chose a qualitative method because research on the challenges and solutions in implementing a teacher code of ethics requires a deep understanding of the real experiences of teachers in the field. Ethical issues cannot be explained simply with numbers, but need to be explored through the stories, views, and situations they face daily. With qualitative research,

researchers can conduct interviews, observations, or document studies to determine how teachers actually understand the code of ethics, what obstacles they encounter, and what strategies they use to overcome them. This approach allows researchers to capture context, emotions, school dynamics, and interpersonal relationships that cannot be measured quantitatively. Therefore, qualitative methods are considered most appropriate for obtaining a more complete, in-depth, and realistic picture of the implementation of a teacher code of ethics.

Discussion

Understanding the Teacher Code of Ethics

Etymologically, the term code of ethics relates to the sources of ethical values. The word "ethics" comes from the Greek word "ethos," meaning character or disposition. Ethics (ethica) encompasses the values that underlie human behavior. The term "ethics" itself originates from philosophy and is a branch of philosophy. In practice, ethics is often equated with manners, morals, and ethics. Ethics refers to the moral values that govern how a person behaves when carrying out tasks or work. A code of ethics is understood as a set of ethical rules, guidelines, or procedures for carrying out an activity or profession. The existence of a code of ethics serves as a guideline for behavior to align with the values and norms prevailing within a particular group or society. In a professional context, a code of ethics serves as a standard or guideline that regulates the behavior and actions of members of a profession.

A teacher's code of ethics is a moral code that binds teachers in carrying out their duties and responsibilities as professionals. This code of ethics serves as a guideline for attitudes and behavior, both towards students, fellow teachers, the community, and educational institutions. In other words, a teacher's code of ethics is a moral standard that guides teachers to work professionally and with integrity. In Indonesia, teacher codes of ethics are developed by professional organizations such as the Indonesian Teachers' Association (PGRI) to protect the honor of the profession and maintain harmonious relationships between teachers and various related parties. Teacher codes of ethics not only contain prohibitions but also contain positive values that teachers must demonstrate in their daily lives. For example, teachers are required to be fair to all students, maintain the confidentiality of students' personal information, work with full dedication, and uphold humanitarian values. This code of ethics serves as a barometer of teachers' moral quality and protects them from actions that could harm the profession's image.

Interaction between teachers and students plays a crucial role in supporting the success of the teaching and learning process. Positive relationships, based on mutual respect and caring, can create a conducive learning environment, increase students' enthusiasm for learning, and support their academic and personal development. Conversely, relationships that are less harmonious or not conducted professionally can hinder the achievement of educational goals. Therefore, teachers' consistency in implementing a code of ethics is essential to maintaining good relationships with students. (Manalu and Naibaho 2025).

A teacher's code of ethics significantly influences the interaction patterns between educators and students. In the learning process, the implementation of a code of

ethics not only serves as a guide for teacher behavior but also forms a classroom climate that influences student attitudes and behavior. A code of ethics directs teachers to be fair, professional, and respectful of every difference, thus creating an inclusive learning environment that upholds diversity. This condition is important for fostering a sense of security and comfort for students, which ultimately supports successful learning. Teacher ethics in teaching and learning activities are reflected in a non-discriminatory attitude towards students regardless of social background, instilling the value of piety to Allah SWT in daily life, being sincere in carrying out duties while accepting rights honestly, imposing proportionate sanctions for student errors, and being a good and attentive role model in accompanying student development.

A professional code of ethics is a more comprehensive element of professional ethics. This code of ethics is a development of the general values and norms formulated in professional ethics. The existence of a code of ethics aims to describe, emphasize, and detail these norms into more concrete and operational rules, even though these values are inherent in the principles of professional ethics itself (Sinaga 2020). Thus, a teacher's code of ethics can be understood as a set of written norms or provisions that are clearly, firmly, and in detail to define the boundaries of behavior that is considered good or bad, right or wrong, as well as actions that are mandatory and those that must be avoided by a teacher in carrying out their profession professionally.

The Indonesian Teachers' Code of Ethics was established through Decree of the Minister of Education and Culture Number 002/0/1992 and is reinforced by various other regulations, including Law Number 14 of 2005 concerning Teachers and Lecturers and Government Regulation Number 74 of 2008 concerning Teachers. This code of ethics serves as a reference for values, norms, and ethical principles that must be used as guidelines by teachers in carrying out their duties professionally. Meanwhile, based on Law Number 14 of 2005, teachers are positioned as professional educators who have the primary responsibility to educate, teach, guide, direct, train, assess, and evaluate students at all levels of formal education, from elementary to secondary education. All of these tasks are carried out comprehensively with the aim of optimally developing students' potential.

However, most teachers in this profession often deviate from and violate the norms that apply to their profession. Therefore, the government has established regulations or norms that teachers in Indonesia must follow, known as the "Teacher Personal Ethics and Code of Ethics." This code of ethics is implemented as a guideline for teachers to carry out their duties properly. With this code of ethics, it is hoped that teachers can carry out their work properly in accordance with the provisions contained in the code of ethics. Consistent and disciplined implementation of the code of ethics by each teacher will also create a more professional and dignified educational environment, thereby improving the quality of education in Indonesia as a whole.

So, the author can conclude from the series above that the teacher's code of ethics is a set of norms, principles, and moral rules that serve as guidelines for teachers in carrying out their professional duties as educators. This code of ethics serves to direct teacher behavior so that they always act in accordance with the values of honesty, responsibility, integrity, and professionalism. In our view, the teacher's

code of ethics is not merely a rule written in a professional organization document, but rather a moral commitment that must be lived within a teacher. Teachers play a strategic role in shaping the character of students, so the behavior and attitudes they display must reflect exemplary behavior. Therefore, the teacher's code of ethics is an important foundation so that teachers can carry out their duties with full integrity, maintain the dignity of the profession, and build public trust in the world of education. If a teacher adheres to the code of ethics, the educational process will not only proceed academically, but also provide moral values to students through real-life examples.

Implementation of teacher code of ethics

The implementation of a teacher's code of ethics is a concrete effort by educators to demonstrate professional, moral, and responsible behavior in carrying out their duties. A code of ethics is not merely a written rule, but a guideline that directs teachers' attitudes and actions in every educational interaction. Through a code of ethics, teachers are expected to display exemplary character for students, reflecting personal integrity, honesty, and a commitment to improving the quality of education. In practice, the implementation of a teacher's code of ethics is evident in how teachers respect the dignity of students. Teachers are required to be fair, non-discriminatory, and always uphold human values. Every student has different backgrounds, abilities, and needs, so teachers need to provide proportional attention and empathetic treatment. By adhering to the values of justice and respect for diversity, teachers help build a healthy and safe learning environment for all students.

The implementation of a code of ethics contributes significantly to shaping and enhancing teacher professionalism. Various studies have shown that teachers who adhere to a code of ethics generally demonstrate a stronger level of commitment to professional responsibilities, such as upholding honesty, controlling attitudes and behavior, and establishing positive interactions with students. Furthermore, adherence to a code of ethics encourages teachers to be more oriented towards developing their own competencies through a continuous learning process. A code of ethics serves as a foundation for teachers in cultivating a professional attitude, reflected not only in pedagogical skills but also in the accuracy of moral decision-making. Teachers who adhere to a code of ethics also tend to be able to maintain good relationships with students and parents. Other research findings further support this finding by showing that consistent implementation of a code of ethics is correlated with the development of more harmonious interpersonal relationships and a conducive learning environment.

The continuous implementation of a teacher code of ethics significantly impacts the quality of the relationship between teachers and students. One of the main principles of the code of ethics is fairness, which requires teachers to treat all students equally without distinction of background or characteristics. Teachers who understand and implement the code of ethics well tend to be objective, willing to listen to students' opinions, and provide attention tailored to each individual's needs. This condition encourages the creation of a conducive and positive classroom climate, allowing for optimal learning. Furthermore, the principle of confidentiality in the code of ethics plays a crucial role in maintaining a harmonious teacher-student relationship. Teachers are obligated to respect

students' privacy and safeguard their personal information. This attitude not only fosters students' trust in teachers but also creates a safe learning environment where students feel comfortable expressing opinions or concerns without fear. By demonstrating good role models, teachers also provide concrete examples of ethical values, honesty, and responsibility. Consequently, students' character development can take place in a positive and sustainable manner, while also creating an inspiring learning environment that supports student development.

Educators have responsibilities to their students, including providing the best education possible, upholding their right to education, fostering a safe learning environment, offering meaningful criticism, and maintaining their privacy. They must strike a balance between their personal and professional interests and refrain from harassment and prejudice. Similarly, a teacher can be considered a professional teacher if they possess the basic skills necessary to teach. Teacher competence is crucial in planning student instruction. It is crucial to possess pedagogical, personal, social, and professional competence. Professional educators demonstrate respect for their colleagues, students, and their work. (Sabina Naghma Salsabila, Mutiara Dewi, Siti Nurul Aeni, Siti Solehatun Nida 2025) They also emphasize the quality and outcomes of learning. Protecting the privacy and confidentiality of students, they also continue to improve themselves through education and training. By being professional, teachers can raise the standard of teaching, build credibility and trust, and motivate students to reach their full potential. There are several criteria that are the standards that must be met so that a job can be said to be a profession, including (Silalahi et al., 2023): Must receive recognition from the government and society, There is a code of ethics, Having a professional organization that oversees it, The profession must be taken as a fulfillment of life's calling.

The implementation of a teacher code of ethics is an effort to ensure that teachers carry out their professional duties with full responsibility, integrity, and commitment to moral standards in education. The code of ethics serves as a behavioral guideline for teachers, enabling them to create a safe, effective, and character-based learning environment. In the educational process, the code of ethics is implemented through the following aspects:

Implementation of the Code of Ethics in Teacher-Student Relationships: Teachers demonstrate fairness, empathy, and respect for the differences of each student. Teachers do not discriminate based on a student's background, abilities, or social status. During learning, teachers maintain a professional attitude, such as refraining from using harsh language, physical or verbal violence, and maintaining the confidentiality of students' personal information. Teachers also serve as role models in their daily behavior, thereby instilling moral and ethical values through concrete actions.

Implementation of the Code of Ethics in Teacher Relationships with Fellow Educators: Teachers collaborate harmoniously with colleagues in planning and implementing learning. Teachers respect the opinions of fellow teachers and maintain ethical communication. This implementation is also evident in teachers' willingness to share knowledge, avoid unhealthy competition, and maintain solidarity in the workplace. This strengthens a professional work culture in schools.

Implementation of the Code of Ethics in Teachers' Relationships with Parents/Guardians of Students. Teachers foster open and polite communication with students' parents. Information regarding student development is conveyed honestly and objectively. Teachers also invite parents to collaborate in developing their children's character and academic achievement, without mixing personal matters into professional relationships. Implementation of the Code of Ethics in Teachers' Relationships with Schools and the Community. Teachers comply with school regulations, maintain the image of educational institutions, and participate in activities that improve school quality. In society, teachers act as role models by demonstrating ethical behavior, engaging in social activities, and upholding the good name of the profession. Teachers avoid actions that could damage public trust in the teaching profession.

Implementation of the Code of Ethics in Self-Development and Professionalism. Teachers continue to develop professional competencies through training, reading references, attending seminars, or conducting simple research. An open attitude towards change and innovation is a concrete manifestation of the implementation of the code of ethics, because a teacher is required to always improve their quality for the success of education. Teachers also maintain academic integrity, such as not committing plagiarism in professional duties. Implementation of the Code of Ethics in Responsibility to the Profession. Teachers maintain the honor of the profession by carrying out duties according to moral and legal standards. Teachers do not abuse their authority, do not commit unethical acts such as gratuities or levies that do not comply with regulations, and always act transparently in all educational activities.

The Purpose of Implementing the Teacher Code of Ethics

The primary objective of implementing the Teacher Code of Ethics is to create a conducive learning environment with integrity and support for the holistic development of students. With clear moral guidelines, teachers can carry out their profession responsibly, maintain harmonious relationships between teachers, students, and the community, and avoid behavior that could harm students or reduce the quality of education. The purpose of implementing the teacher code of ethics is to ensure that all teacher activities and decisions in the educational process always fall within the corridors of professionalism, morality, and responsibility. The code of ethics serves as a guideline so that teachers are able to maintain their integrity, act fairly to all students, and avoid actions that could harm or injure students' dignity.

Furthermore, the implementation of a code of ethics aims to protect the rights and obligations of teachers and students so that the relationship between the two can be harmonious and mutually respectful. With clear guidelines, teachers can consistently carry out their roles as educators, mentors, and role models, thereby creating a safe, moral, and conducive learning environment. Ultimately, a teacher code of ethics is implemented to improve the quality of educational services and build public trust in the teaching profession as a noble profession with significant social responsibility. More specifically, the implementation of a code of ethics in teaching practice has several objectives (Dorlan Naibaho and Education 2011), including:

Creating a Supportive Learning Environment A conducive learning environment creates an environment where students feel safe, valued, and motivated to learn.

By applying ethical code principles, such as respecting students' rights and being fair in assessment, teachers can create an atmosphere that supports students' cognitive and social development. Teachers can have good teaching skills that help them in developing learning plans and implementing them. Preventing Behavior that is Harmful to Students. In implementing the code of ethics, teachers must avoid all forms of violence, both physical and verbal, discrimination, and unfair treatment of students. The code of ethics serves as a guide for teachers to maintain professionalism and not be influenced by external factors that can damage relationships with students. Maintaining Harmonious Relationships Between Teachers, Students, and the Community. The code of ethics also aims to maintain a relationship of mutual respect between teachers, students, and the community. This harmonious relationship will enable effective communication, collaboration in educational activities, and the creation of strong trust between parents, schools, and the community in the quality of education provided by teachers.

Maintaining Teacher Professionalism in Carrying Out Duties. The implementation of a code of ethics aims to ensure that teachers work professionally according to moral standards and professional demands. Teachers are not only required to master the material, but also to be able to demonstrate good attitudes, behavior, and integrity. With a code of ethics, teachers have clear guidelines on how to behave towards students, fellow colleagues, and the community. This ensures that the teaching profession remains respected and trusted by the public because it is carried out responsibly. As well as increasing Public Trust in the Teaching Profession, the public is more likely to trust the teaching profession if the teacher's behavior and work methods demonstrate high moral integrity. The code of ethics shows that teachers have standards of behavior that must be adhered to. This compliance will create a positive image of the teaching profession. When public trust increases, support for education will also increase, both from parents, schools, and the surrounding environment.

Directing Teachers to be Responsible in Every Action, another goal of implementing a code of ethics is to ensure that every teacher's actions can be morally and professionally accounted for. Teachers are aware that their job is not just teaching, but also educating and shaping the future generation. By adhering to the code of ethics, teachers will be more careful in their attitudes and decision-making, and will have good teaching skills so they can design and implement learning effectively. Teachers are required to understand the foundations of education, apply various learning strategies, and determine approaches that are appropriate to the characteristics of students. The learning strategies used must be appropriate so that learning objectives can be optimally achieved. Teachers who have good teaching competencies are able to understand the needs and expectations of students in the learning process, and understand the material that needs to be delivered according to their stage of intellectual development. In addition to mastering knowledge, teachers are also able to convey it in an appropriate manner, while also resolving various problems in the school environment wisely without harming any party. (Yuliansa, Fitriyani, and Mukmin 2024). As a reference for teacher evaluation and development, the code of ethics serves as a standard for assessing whether a teacher has carried out their profession properly. Schools, professional organizations, and the government can

use the code of ethics as a basis for developing, evaluating, and improving teacher competency. With this guideline, the teacher professional development process becomes more focused and aligned with educational needs.

Challenges in Implementing the Teacher Code of Ethics

The implementation of the Teacher Code of Ethics in educational settings often faces various complex challenges, both from the perspective of individual teachers, educational institutions, and evolving social dynamics. One major challenge is the lack of understanding and awareness among some teachers of the content and essence of the code of ethics itself. The code of ethics is often considered merely a formal document that is rarely socialized or concretely implemented in everyday life. The lack of training or strengthening activities related to the code of ethics means that many teachers do not fully understand how these principles can be applied in various situations in their work environment.

Furthermore, pressure from the work environment is a significant inhibiting factor. Teachers are often faced with excessive administrative demands, such as academic reports, managing school activities, and various additional tasks not directly related to learning. This high workload often causes teachers to lose focus on their primary duties as educators and mentors of students. Furthermore, high expectations from schools, parents, and the community can create emotional stress that affects teachers' consistency in carrying out their duties in accordance with the principles of the code of ethics. (Purba 2023)

Another challenge that frequently arises is differing interpretations of the code of ethics. As a general guideline, the code of ethics requires a thorough understanding to be applied appropriately in various contexts. However, differing interpretations among teachers and even among other educational stakeholders often lead to confusion and inconsistencies in implementation. This is further complicated by the lack of a clear mechanism for discussing or harmonizing these interpretations at the educational institution level. Challenges in implementing this teacher code of ethics are divided into two factors: internal factors (from within the teacher) and external factors (from outside the teacher).

One of the factors influencing this is internal factors, namely low ethical awareness. Ethical awareness is the primary foundation for developing a teacher's character and integrity. A sound understanding of ethics will help teachers ensure that every decision and action they take aligns with moral values. This way, teachers can avoid conflicts of interest, plagiarism, and other unethical behavior that could potentially harm students or tarnish the image of educational institutions. Furthermore, ethical awareness contributes to improving teacher professionalism overall. Teachers who uphold ethics will earn the respect and trust of students, colleagues, and the community. They can also serve as good role models in instilling the values of honesty, responsibility, and integrity in students. Therefore, educational institutions and the government need to pay more attention to strengthening and training ethics for educators.

Limited knowledge and skills in applying ethics are one of the obstacles frequently encountered by teachers. Although some teachers have received formal training in ethics, this is not necessarily accompanied by a deep understanding or adequate practical skills. As a result, teachers often experience difficulties when confronting and resolving various ethical dilemmas that arise in daily learning

activities. Furthermore, Role Conflict Within Teachers: Teachers often face multiple roles simultaneously: educator, mentor, assessor, and moral role model. When the burdens of these roles collide, teachers experience confusion in determining the most ethically correct course of action. For example, when wanting to give objective grades but also wanting to help students who are experiencing problems. This internal conflict becomes an internal challenge that sometimes makes teachers inconsistent in implementing the code of ethics.

Ineffective Time Management: Teachers have many responsibilities, such as preparing lesson plans, conducting assessments, guiding students, and managing administration. When teachers lack time management skills, they tend to rush through work and disregard ethical principles, such as failing to thoroughly check assignments, ignoring student feedback, or procrastinating on important activities. This results in a less than optimal application of professional ethics.

External factors that contribute to this include pressure from the work environment. High demands in the school environment can place teachers in a dilemma, where they must choose between maintaining professional ethics and adapting to various pressures. For example, teachers may feel compelled to alter or manipulate assessment results to appear better to parents and school management, even if these results do not reflect the students' true abilities. Furthermore, high parental expectations for their children's academic achievement also influence teachers' ethical judgment. These demands often create psychological pressure for teachers to ensure students achieve results deemed satisfactory, even though this may not always align with principles of honesty and professionalism.

Inadequately supportive educational policies can encourage teachers to disregard moral values and ethical principles in their teaching, thus diminishing the quality of education students should receive. Furthermore, such policies have the potential to create a work environment that is not conducive to teacher professional development. When the education system emphasizes academic achievement over character development, teachers often feel burdened by demands and targets. This situation can lead teachers to neglect ethical aspects of the learning process. The impact is not only detrimental to students but can also negatively impact teachers in the long term. Therefore, the government and educational institutions need to pay serious attention to the importance of integrating ethical values into educational policies. Teachers must receive adequate support and guidance to be able to carry out their duties professionally, upholding integrity and moral values.

The Complexity of Student Character and Behavior: The complexity of student character and behavior is one of the most significant external challenges in implementing a teacher code of ethics. In practice, each student comes from a diverse family, social, economic, and cultural background. These differences shape the mindset, habits, and behavior of each student. For example, some students grow up in harmonious families and thus possess good ethics and discipline, while others come from less structured families and thus exhibit impulsive or difficult-to-direct behavior. This diversity forces teachers to continually adapt their learning approaches and communication strategies. This is where a significant challenge arises, as the code of ethics requires teachers to be fair, patient, empathetic, and self-controlled in dealing with complex student

behavior. When teachers are faced with students who frequently break rules, disrupt their peers, disrespect teachers, or lack motivation to learn, they must maintain professionalism and refrain from reacting emotionally. In real-life situations, however, this kind of pressure is very draining on mental energy and can affect consistency with the code of ethics.

Overcoming these challenges requires collaborative efforts from various parties. Teachers need to be provided with ongoing training to understand and effectively implement the code of ethics. Educational institutions must provide adequate support through policies that align with the principles of the code of ethics and create a work culture that supports its implementation. The government and society also have a crucial role to play in recognizing teachers who consistently uphold the code of ethics, while ensuring a fair and transparent mechanism for addressing violations. With these steps, it is hoped that the implementation of the Teacher Code of Ethics will be more consistent and make a positive contribution to the world of education.

Solutions to Overcome Obstacles to the Implementation of the Teacher Code of Ethics So That Learning Runs Professionally and Ethically

The implementation of a teacher code of ethics is crucial for creating a professional learning process with integrity and for shaping student character. However, in reality, many obstacles still arise, both from within the teacher, the school environment, and the education system. To prevent these obstacles from disrupting the achievement of educational goals, clear, comprehensive, and ongoing solutions are needed. These improvement efforts must involve teachers, principals, students, parents, the community, and the government. The following explains various solutions that can be implemented to strengthen the implementation of a teacher code of ethics so that the learning process can run smoothly and ethically (Rostiar 2016). The implementation of a teacher code of ethics can be better if teachers have a sufficient understanding of ethics and are able to apply it in teaching activities. Therefore, teachers need to participate in training, discuss it, and learn from the experiences of other teachers. Activities such as regular training, workshops, or mentoring from senior teachers are very helpful so that teachers not only understand the rules but also can implement them effectively in the classroom.

In a school environment, the principal's role is crucial in creating an atmosphere that supports the implementation of a code of ethics. The principal must exemplify honesty, fairness, and openness. Furthermore, schools need to foster a healthy work culture, foster mutual respect, and establish clear rules. A comfortable and well-organized work environment will make it easier for teachers to behave professionally and avoid ethical violations. From an educational perspective, the government needs to create clearer and more easily enforced regulations regarding the teacher code of ethics (Selvi et al. 2024). The process for handling violations must also be fair and transparent. Furthermore, the government needs to ensure that all teachers, both in urban and remote areas, receive the same training and support to enable them to work professionally. The roles of students, parents, and the community are also crucial. Good communication between teachers and parents can prevent misunderstandings and strengthen cooperation in education. The community can also help by providing

moral support and a positive environment. When all parties work together, the implementation of the teacher code of ethics can be more effective, and the learning process will be more effective and ethical.

As for what shows that through training and understanding of professional duties and obligations, teachers can better understand the mandate of their profession to support solutions to overcome obstacles to the implementation of the teacher code of ethics (Khiyaroh 2023), including: One of the main solutions is to strengthen teacher professional competence through continuous training and self-development. Teachers must have a complete understanding of the values of the code of ethics such as honesty, responsibility, discipline, justice, wisdom, and the ability to maintain the dignity of the profession. This understanding can be obtained through various training such as professional ethics workshops, code of ethics seminars, ethical dilemma discussion forums, and moral reflection training. This training should not be a formality, but must be designed to truly shape the professional character of teachers. By deepening ethical competence, teachers can reduce the potential for violations caused by ignorance or lack of moral sensitivity.

Schools need to create a work culture that upholds ethical values. A healthy and positive school culture significantly determines how teachers implement the code of ethics in their daily lives. As leaders, principals must be role models of professionalism, fair decision-making, and respectful interactions with all members of the school community. A work environment filled with appreciation, open communication, and minimal conflict will make it easier for teachers to maintain consistent ethical behavior. Conversely, a stressful, authoritarian, or opaque environment can encourage teachers to act inconsistently with the code of ethics. Therefore, building an ethical school culture is a strategic step that cannot be ignored.

Clear, firm regulations that are thoroughly disseminated to all educators are needed. Many ethical violations occur because teachers lack a detailed understanding of the boundaries of permitted and prohibited behavior. Schools can develop internal ethical guidelines, standard operating procedures (SOPs) for handling violations, and a secure and confidential reporting system. Supervision must also be fair and consistent. Minor violations can be addressed through coaching, while serious violations must be dealt with according to procedures to create a deterrent effect. Consistent enforcement of these rules makes teachers more vigilant and responsible in carrying out their roles.

Improving teacher welfare is a crucial but often overlooked factor. Teachers who experience excessive workloads, inadequate salaries, or inadequate teaching facilities can experience stress that impacts their work ethic. Therefore, the government and schools need to ensure that teachers' rights are met, both financially and non-financially. The availability of adequate learning resources, a humane workload, and attention to teachers' mental health can strengthen their emotional stability, preventing unethical behavior caused by psychological stress. Harmonious relationships between teachers, students, and parents also need to be strengthened. When communication is poor, misunderstandings often arise, leading to ethical conflicts. Schools should provide communication forums such as homeroom teacher meetings, parenting seminars, and educational consultations to raise parental awareness of the importance of professional ethics in teaching.

This way, parents will not pressure teachers into unethical behavior, such as manipulating grades or giving preferential treatment. Teachers must also foster empathetic and professional communication to ensure healthy and respectful interactions.

Strengthening teachers' digital literacy is a crucial solution in today's technological era. Many ethical violations occur in digital spaces, such as inappropriate interactions on social media, misuse of students' personal data, or posts that demean the profession. Teachers need training in digital ethics, data security, and boundaries for interacting on online platforms. Teachers must understand that online behavior remains within their professional responsibilities and therefore must adhere to ethical principles. Schools can create mentoring or ethics guidance programs for new teachers. New teachers often lack a deep understanding of the school culture. With mentors, they can learn firsthand how to apply ethical codes in real-world situations, such as dealing with problem students, communicating with emotional parents, or collaborating with colleagues. This mentoring process is highly beneficial in shaping teachers' professional identities.

The government needs to strengthen the teacher education system by incorporating a comprehensive professional ethics course into the Teacher Training and Education Institutions (LPTK). Discussions on the code of ethics should not be purely theoretical but should be accompanied by case analysis, examples of ethical dilemmas, group discussions, and reflective practice. This way, prospective teachers will have a solid moral foundation before entering the real world of education. Schools should provide dedicated counseling rooms for teachers to maintain their emotional and mental balance. Teachers often face pressure and are therefore vulnerable to stress. Counseling services can help teachers address personal and professional issues so they can return to their roles with wisdom. Mentally healthy teachers will be more consistent in implementing the code of ethics.

Strengthening professional organizations such as the Indonesian Teachers' Association (PGRI), the Teachers' Association (MGMP), and teacher learning communities is crucial in creating spaces for ethical discussion. Within these communities, teachers can share experiences, analyze ethical cases, and provide mutual moral support. These communities serve as safe spaces for teachers to learn and develop. Schools must integrate ethical values into all school policies and activities. All actions, such as assessments, coaching, establishing classroom rules, and handling conflicts, must reflect the values of fairness, empathy, and integrity. This ensures that all members of the school community are accustomed to living within an ethical culture, and teachers need to possess strong spiritual and moral motivation. Teachers who recognize their duties as a trust will consistently maintain their behavior in accordance with moral and religious values. This intrinsic motivation is the strongest foundation for consistent, long-term implementation of the code of ethics.

By implementing all these solutions synergistically and sustainably, the implementation of the teacher code of ethics can be optimal. This will create a professional, dignified learning process that is oriented towards the holistic development of student character. A code of ethics is not merely a written rule,

but a teacher's moral identity that must be upheld, respected, and practiced in all aspects of educational life.

Conclusion

The author can conclude from the above that the implementation of a teacher code of ethics is the primary foundation for maintaining professionalism and the quality of educational services. A code of ethics serves not only as a code of conduct but also as a moral responsibility that every educator must uphold in carrying out their duties. Through a code of ethics, teachers receive clear guidance in determining attitudes, acting professionally, and establishing positive relationships with students, colleagues, and the wider community. However, in practice, the implementation of a teacher code of ethics faces various challenges stemming from both internal and external factors. Internal challenges such as teachers' lack of understanding, low ethical awareness, and weak self-control are often the main obstacles. Meanwhile, external challenges include the influence of the school environment, parental demands, technological developments, and increasingly complex social pressures.

If these challenges are not addressed, they can undermine the integrity of the teaching profession and impact the quality of learning. Teachers can experience confusion in making ethical decisions, potentially committing unintentional violations, or feel pressured by conflicting expectations. Therefore, a thorough understanding of the code of ethics needs to be continuously strengthened so that teachers can fulfill their roles optimally. Various solutions can be implemented to strengthen the implementation of the teacher code of ethics. These include regular training, professional development, clear supervision, and support from educational institutions and the community. Furthermore, empowering teachers through ethical discussions, academic supervision, and a positive school culture can be effective in addressing emerging challenges.

Thus, implementing a teacher code of ethics is not merely a formal obligation, but a moral necessity for creating quality education. Efforts to address challenges and provide solutions must be carried out continuously by all parties involved. If teachers possess a sound ethical understanding and are supported by a conducive environment, the code of ethics can be optimally implemented to achieve character-based and professional education. By implementing all of these solutions synergistically and sustainably, the teacher code of ethics can be implemented optimally. This will create a professional, dignified learning process that is oriented toward the holistic development of student character. A code of ethics is not merely a written rule, but a teacher's moral identity that must be upheld, respected, and practiced.

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