The Role of Teacher Ethics in Developing Student Character in School

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ABSTRAK

Dalam pengajaran di sekolah, guru harus menjadi teladan bagi siswa dengan sikap yang baik selama proses pembelajaran agar tidak terjadi penyimpangan perilaku, seperti bullying terhadap siswa dan rekan kerja dalam praktik pendidikan. Perilaku-perilaku yang menyimpang dapat menjadi bahan imitasi bagi siswa yang berdampak pada rendahnya etika guru dalam mengajar. Tujuan dari penelitian ini adalah untuk menganalisis peran peran etika guru yang baik terhadap pertumbuhan karakter maupun kebiasaan siswa. Jenis penelitian ini yaitu penelitian kualitatitif. Partisipan penelitian ini adalah 17 orang guru di sebuah sekolah dasar dengan pengalaman mengajar minimal 10 tahun. Pengumpulan data menggunakan teknik pengumpulan data dokumentasi, observasi, dan wawancara. Analisis data menggunakan model interaktif dari Miles & Huberman yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil kajian menunjukkan bahwa etika guru sebagai panutan ditunjukkan dari tutur kata, sikap, dan kepribadiannya, seperti santun, disiplin, tanggung jawab, toleransi, jujur, dan peduli terhadap siswa dan sesama sudah diterapkan oleh para guru dan membawa pengaruh yang baik bagi karakter siswa melalui pembiasaan. Faktor-faktor yang mendukung pengembangan karakter siswa antara lain komitmen warga sekolah, standar isi kurikulum, kepemimpinan kepala sekolah, kebersamaan, dan toleransi. Nilai-nilai etik guru merupakan nilai sentral yang dapat menjadi teladan bagi siswa dalam berkomunikasi dan berperilaku untuk membantu menumbuhkan karakter siswa pada perkembangan zaman sekarang.

ABSTRACT

In school, the teacher must be a role model for students with a good attitude during the learning process so that behavioral deviations do not occur, such as bullying against students and co-workers in educational practice. Deviant behaviors can be imitation material for students, which impacts the teacher's low ethics in teaching. This research aims to analyze the roles of good teacher ethics in the growth of students' character and habits. This type of research is qualitative research. The participants in this study were 17 teachers in an elementary school with at least 10 years of teaching experience. They collect data using data collection techniques, documentation, observation, and interviews. Data analysis uses an interactive model from Miles & Huberman, which includes data reduction, data presentation, and concluding. The results of the study show that the teacher's ethics as a role model are shown in their words, attitudes, and personality, such as politeness, discipline, responsibility, tolerance, honesty, and caring for students and others that have been implemented by teachers and have a good influence on student character through habituation. Factors that support student character development include the school community's commitment, curriculum content standards, principal leadership, togetherness, and tolerance. The teacher's ethical values are central values that can be role models for students in communicating and behaving to help grow student character in today's developments.

1. INTRODUCTION

The teacher holds a respectable and noble status as an instructor. The teacher has a responsibility to help students develop high moral principles while they are learning and instructing. To develop students' strong character, the teacher's instructor role is the most crucial instructional function (Komalasari & Saripudin, 2018; Muhammadiah et al., 2022). Teachers play an essential part in developing

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excellent student qualities and positive relationships with students. One must also consider these exceptional students' character to evaluate their abilities (Hendrizal et al., 2022; Silitonga et al., 2022). Each teacher must firmly think that their position as a teacher significantly impacts how this student's character development is realized.

The teacher plays a crucial role in regulating each teaching and learning process for each student to develop his talents fully. In addition to guiding students, teachers play a crucial role in ensuring their emotional success (Kanya et al., 2021; Rahmawati & Wulan Saptandari, 2020). Teachers are the students' parents in the school setting. Therefore, the teacher's involvement in developing children's personalities independent of their surroundings is crucial. Teenage delinquency is prevalent as a result of the fact that school focuses only on academic components, ignoring emotional and spiritual ones, in order to meet quotas. Modern juvenile criminality has beyond all practical limitations. Typical examples of juvenile delinquency include bullying and mocking peers, inappropriately using vulgar language, speaking ill of others behind their backs, not obeying the rules, lying about race, and other improper activities (Khusuma et al., 2022; Masnuna, 2020). The nature of this juvenile delinquency should also need attention, with teachers monitoring the inappropriate activities of their children and those closest to them assisting with character improvement. The present lack of moral and character values provides all Indonesians with certainty. All parties must address the necessity for character education in schools. Because character is a fundamental value that can be attributed to each person, the vocal character of students must be established correctly so that changes in the current development of society do not readily rock it (Ibrahim et al., 2018; Maisyaroh et al., 2023). School is more than just a place to acquire information. However, schools are supposed to develop students who are both intellectual and possess character since the character is the basis of human resources. Therefore, the teacher's role in establishing excellent character in children is crucial. Through the teacher's example, it is anticipated that students could avoid numerous aberrant actions and develop a solid moral character.

The primary purpose of education is to develop students' personalities by transforming their behavior and attitudes from negative to positive, destructive to constructive, and from bad to noble character, including maintaining their good character (Solé-Llussà et al., 2020; Yuliana et al., 2022). Therefore, education and the job of the teacher cannot be separated. Additionally, teachers are at the forefront of education. In addition to imparting knowledge, teachers are expected to be respected and emulated. Teachers must be able to impart morality, ethical ideals, aesthetics, noble character, etc. The teacher must also praise (prize) those who succeed, penalize those who fail, foster (appreciate) positive values, and critique and prohibit the implementation of harmful values. In addition, the teacher implements character-based education (character-based education) by incorporating it into each class and the actual world. The teacher's tasks may be categorized into three categories based on the varied job descriptions: professional assignments, humanitarian assignments, and community assignments (Haerani et al., 2020; Nuraeni, 2018). With several significant responsibilities, the teacher becomes a figure who is constantly influenced by society, both in appearance, personality, and character, and who may serve as an example for their students. This is because instructors teach, mentor, and educate students to become competent and resilient people. However, in reality, creating student character is not just the teacher's responsibility; parental engagement as the primary agent in student character formation also plays a crucial role. The family is the initial context in which a person's personality and character are formed (Khusuma et al., 2022; Nasruddin et al., 2021). As the first person to interact with students, parents significantly impact children's conduct.

Through studying and teaching at school, a teacher's primary responsibility is to instill character qualities in students so that they become civilized and moral persons. Regarding teaching in schools, the teacher must serve as a caring example for students throughout the learning process. Along with age evolution, character education has emerged as a focal point for all demographic groups. Character education should be described as teaching students how to make appropriate or inappropriate judgments in any given circumstance. To be able to do so, teachers must foster in their students the capacity to choose to do the right thing by engaging them in meaningful experiences (Winterbottom & Schmidt, 2022; Yu et al., 2021). Due to the effect of digital advancement, teachers paid less attention to establishing character education in schools, notably during the Covid-19 pandemic, when students exploited virtual learning widely. In addition, the rise of the digital age has weakened the positive attitude that teachers should possess. Many teachers lay aside morality. In this respect, the circumstances that should be met by a teacher in carrying out his responsibilities at school are now inversely related to the number of teachers who should serve as kind role models to their children. It has been shown that the teacher perpetrates several instances of deviation.

Professional and ideal teachers possess particular knowledge, ethics, and physical fitness qualifications. A teacher must guarantee that the child's primary interests, in this instance, the physical and mental health of rats, are met (Jamilah, 2020; Rousseau et al., 2020; Veronica, 2022). According to previous study this may be accomplished by maintaining ethical principles such as knowledge (creative) and emotion (intentional) to build talent (work) (Sugiarta et al., 2019). Affective value, which encompasses moral values in conduct and emotional maturity values, is an essential quality that teachers must possess to recognize the character values of their students before their mastery of science or subject matter. The teacher is required to demonstrate both verbal and behavioral emotional maturity. The amount of education determines the conduct of a teacher. Teachers' methods inside and outside the classroom are strongly influenced by their degree of schooling since, in higher education, they learn how to teach, cope with the numerous variances among learners, and manage themselves throughout the learning process. Then, the education degree does not necessarily affect the learning process since teachers with extensive teaching experience will also have a positive impact (Citizenship, 2019; Miller et al., 2022).

There are several roles that teachers can play as educators, including a) as professional workers with the function of teaching, guiding, and training; b) as humanitarian workers by being able to realize all of their humanitarian capabilities; and c) as a benefits officer with the function of teaching and educating the public to become good citizens. Such a function as a teacher requires administrative and technical skills, expert-level knowledge of work processes, and a genuine desire to assist others. The teacher's management skills are evident in his attempts to create effective learning strategies. The teacher's job is crucial to achieving the aims of the education system (Cahyaningrum, 2020; Masitoh & Cahyani, 2020). In addition, the teacher serves as a model and role model for the students. This is also important because if the teacher's work can act as a role model, students will take the teaching and learning process more seriously and learn more (Arfandi, 2021; Falah, 2021). There is a continued emphasis on character education strategies such as reciting the Qur'an, participating in extracurricular activities, doing pilgrimage rituals, celebrating religious holidays, and introducing kids to the value of friendliness via programs like the 5 S Welcome Program (*senyum*, *salam*, *sapa*, *sopan* and *santun*). This assertion is confirmed by research (Auliani Husna & Aditia Ismaya, 2022) that emphasizes the significance of habituation for students' character development. Aside from this, the essential factor is an exceptional character. Therefore, as an teacher, in addition to giving information, the teacher also imparts moral ideals. Teachers are supposed to be role models for their students for this reason. This assertion is confirmed by data indicating that teacher character education serves as an example for children. Before teaching character, the teacher must exemplify it.

Based on the analysis that has been explained and in the pre-research interview with the teachers in the Blimbing District, Malang, several student activities still did not reflect the good character, such as one several years ago, there were still students who had been involved in brawls between school. However, students who have previously engaged in conflicts have never been involved in inter-school disputes. This is inextricable from the teacher's responsibility to provide children with positive examples of positive attitudes and conduct, tolerance, and mutual respect. It is believed that social-emotional communication between teachers and learners has a good effect on altering student behaviour (Ana et al., 2020; Steed et al., 2022). However, some students still need to obey school regulations, such as lack of discipline and fail to do housekeeping responsibilities. As a result, the teacher's function as a role model significantly impacts accepting and motivating students in character development to build quality and character-based human resources. In addition, teachers that can implement social-emotional learning will positively impact their student's capacity to comprehend their personality and character and develop their personalities (Shi & Cheung, 2022; Supeni et al., 2019). The writers are therefore interested in undertaking research on the function of the teacher as a role model in the character development of children. The author must reiterate that a teacher must preserve ethics in carrying out his responsibilities and duties to cultivate the noble character of students in the classroom. This study aims to analyze the role of teacher ethics in schools based on features of noble character in producing students with character according to the Pancasila student profile. This study may serve as a thought-provoking foundation for realizing the noble character of children via school education and instruction.

2. METHOD

This type of writing research uses qualitative. Qualitative research is research to see or investigate the life of every individual, group, community, and organization towards behavior and natural events (B.Milles et al., 2014). A qualitative approach with a descriptive type was carried out to collect in-depth data regarding the real conditions regarding the teacher's role as a role model in developing the

character of students in Blimbing Malang sub-district schools. The research was conducted at schools in the Blimbing District, Malang. The research subjects were determined using a purposive technique because they were selected with certain considerations and criteria so that researchers obtained as much information as possible from various criteria determined by the researcher. The research subjects consisted of 17 teachers with at least ten years of teaching experience and who met the criteria of the researcher.

The main instrument in qualitative research comes from the researcher himself focusing on what will be used to complete the research data. Researchers used observation instruments, interviews, and documentation conducted with teachers in Blimbing District, Malang City. Data collection techniques used in this research are observation, interviews, and documentation of teacher behavior that occurs in the field (Sugiyono, 2013). The validity of the data was obtained using source and technique triangulation techniques. Source triangulation compares and checks back the degree of trust in information obtained through different data sources. Researchers use source triangulation to check whether the data obtained from a data source can produce the same data compared to other data sources. Technical triangulation, namely conducting comparisons and checking data obtained through several data collection techniques. In this study, the authors used technical triangulation to check whether the data obtained through interviews were the same as those obtained through observation and documentation techniques. The data analysis used in this study is the interactive model data analysis includes data reduction, data presentation, and drawing conclusions (Miles et al., 2014).

The process of collecting data in qualitative descriptive research, specifically research that relies on a holistic natural background with humans as a research tool and employs inductive data analysis, is more concerned with the process than with the results of research conducted and agreed upon by researchers and research subjects. Triangulation approaches were used to gather data for this research, including observation, document analysis, and interviews during the preliminary study stage, by making comparisons and examining the data gathered through many methods of data collecting. This study is a qualitative descriptive study, with the researcher employing descriptive data in the form of words or text and images or photographs gathered as research data. Researchers play a crucial role in acquiring information from relevant individuals through interviews. This study necessitates that researchers gather the required information with caution and attention. As a result, while conducting research, an interview guide has been developed to aid researchers as a crucial data collection tool. The researcher used the interview guide to aid in interviewing. Table 1 displays the interview guidance table.

Table 1. Interview guide

No.	Component		Indicator
1	The role of the teacher in building student character through participation in character building at school.	a.	Difficulty in developing the character of students?
		b.	Identifying obstacles to the growth and development of students as moral beings?
		c.	What are the teachers' and education staff's thoughts on students' challenges in growing their character?
		d.	Does the lack of comprehension of other teachers hinder the growth and development of student character during learning activities?
		e.	According to the teacher, what issue must be remedied promptly in education, particularly for the teacher's role in character development?
		f.	According to teachers, what issues must be tackled in education, particularly concerning student character development?
2.	The role of the teacher in building student character through example, motivation, guidance and direction in learning activities at school.	a.	Efforts of teachers to assist students in managing everyday school problems?
		b.	The teacher's attempts to assist students in solving commonplace issues at home?
		c.	The teacher's attempts to assist students in tackling common societal issues?
		d.	Suggestions for other teachers or education professionals on overcoming the difficulty of creating student character?

No.	Component	Indicator
3.	Positive things were found that made it easier for teachers or education staff to build student character.	a. Positive characteristics that make it simpler for teachers to engage in learning activities to develop students' character? b. Intellectual capacity that assists teachers in education, particularly in building student character?

This interview guide was intended to assist researchers in conducting interviews as research instruments. Grids with numerous in-depth questions that may be submitted to acquire further information from essential players can be created.

3. RESULT AND DISCUSSION

Result

The teacher plays a crucial role in the educational process, mainly by serving as a positive role model for the students' character development. The teacher has a role in character development by giving students positive models. Exemplary is a fundamental element that teachers possess, as seen by the conduct of teachers in Malang's Blimbing District. Observations, interviews, and documentation conducted on teachers in Malang's Blimbing subdistrict indicate that they have high ethics and regularly apply them to their students. In addition to cultivating exemplary character in schools in Blimbing, Malang, teachers have carried out various activities related to character education, such as welcoming students, reciting the Qur'an and Duha prayers, and celebrating religious holidays, pilgrimage rituals, and extracurricular activities. Scouts, and sports. Teachers have participated in these diverse activities. The value transfer step has progressed to the value transinternalization stage, and students are involved in each activity. Factors that influence the development of student character in schools are also supported by: a) the commitment of the school community in realizing the vision and mission and implementing the rules that apply in schools, b) curriculum content standards that contain character education, c) open leadership of school principals and is very supportive and provides motivation to all school members, especially students, and teachers, so that they can develop good characters, such as courtesy, mutual respect, and discipline, d) togetherness that exists in Blimbing Malang sub-district schools, such as caring for fellow school members who are experiencing problems or disaster, cooperate among adherents of religions in commemorating religious holidays, and help each other when someone is lacking or needs help.

The teachers have a high moral character, consistently carry out directions, and do not violate their faith. This demonstrates that the teacher plays a significant role as a role model and role model for his students. Teachers respect others and are devoted to their attitudes, actions, and words inside and outside the educational environment. In addition, teachers consistently push students to adhere to school regulations. Schools have also attempted to provide what kids need to cultivate a decent character, such as worship facilities. As educators, teachers are more likely to be role models with a personality or character that students should follow and mimic, such as attitudes and behaviors demonstrating qualities of honesty, accountability, hard work, humility, respect for others, and kindness. It is assumed that the attitude and conduct of the teacher, which may be mimicked by students every day inside and outside of the classroom, will form the personality and development of students.

Discussion
The Role of Teacher Ethics

The development of values is equivalent to morality. The concepts of ethics and morals are akin to yet distinct from character. Ethics in Islamic teachings is the same as the science of righteousness, which is the knowledge of good things and how to gain them so that people are full of them, and the ability of bad things and how to avoid them so that people are free of them (Diana et al., 2018; Hanum & Fazrah, 2023; Nurfalah, 2018). In addition to morality, ethics is also known as "adab," which refers to conduct that leads to civility. When addressing ethical behavior, it is impossible to separate it from adab-based action. This is a component of Islamic intellectualism. The word forms akhlaq and khuluq may be understood as manners or temperament, conduct, traditions, excellent character, civilization, or anything that has become a character (Haryanto & Rahmania, 2020; M. Mesiono et al., 2021). In a broad sense, the refinement and generosity of character encompass decency and morality. In a restricted sense, Adab is information that stops people from committing judgment errors. Consequently, adab is directly tied to ethical ideals in the form of moral values and behavior etiquette. Essentially, ethics leads to the creation of a norm intimately connected to the existence of morals that cannot be isolated from the surrounding society. Moreover, on the premise and aim of ethics, morality, morals, and adab to educate someone to do

well, adab encompasses the concept of ethics or good conduct and a profound understanding connected to information that must be had and charity. Encompasses physical and mental disciplines based on Islamic teachings, namely the Qur'an and Sunnah (Haryanto & Rahmania, 2020; Z. D. J. A. Mesiono, 2019). However, there is a structure that distinguishes ethics, morals, morality, and adab, namely, the standard that serves as the basis for distinguishing good and evil. According to the page titled "Important Values Related to Ethics," politeness, tolerance, and helping comprise essential values linked to ethics toward harmonious welfare ideals in a learning community. Indicators of the importance of politeness uphold a culture of good manners, humility, the capacity to be nice to others, and the ability to engage with people easily (Mustaqim & Romelah, 2022; Rafid & Tinus, 2019). This shows that the existence of family or parents strongly influences the existence of these values in the primary fulfillment process, and the rest is directed at the teacher as an educator as well as a figure in learning in schools and is influenced by friends, organizations, communities, and people in the surrounding environment.

As the linchpins of education, teachers are tasked with fostering the students' character values and maximizing their potential. As an educator, mentor, and teacher, the instructor's performance role may prevent the occurrence of a passive classroom environment while students are studying in groups (Putri & Arifin, 2022; Suhifatullah et al., 2020). The significance of developing the character and personality of students so that they may make a lasting impact on society. Additionally, one's personality might affect the quality of their reasoning. The effectiveness of character formation is determined by the teacher, who serves as a role model and even becomes an idol for the students throughout the learning process (Putri Siahaan, 2020; Rindawan et al., 2020). To recognize students' excellent character and personality, a teacher should have good character and ethical principles to demonstrate how to realize and execute character values with their students. Based on the description above, it can be said that a teacher is someone who acts as an educator, teacher, learning leader, a figure who upholds ethical values whose job is to guide, teach, educate, direct, guide educate the nation's children and instill character values in a child to become a student with noble character in realizing the profile of a Pancasila student. The teacher's duty is not limited to imparting information or subject matter; they must also be able to model appropriate conduct for their students and the surrounding community.

In primary schools in the Blimbing subdistrict of Malang, the notion of the teacher's function as a role model is that one example is superior to a thousand pieces of advice. A teacher is a role model if he can set an example for his students and accomplish the objective of creating an excellent character in his students. Teachers are required to have strong leadership skills so that they may serve as role models for their students (Sianipar & Irawati, 2022; Triposa et al., 2021). Teachers at primary schools set an excellent example by speaking and doing since a single deed is worth a thousand words. The teacher's example may prepare and shape students scientifically, morally, spiritually, and socially (Bawole, 2020; Muhammedi, 2021; Waqfin, 2019). If a student is assigned to a class, he must be there. Teachers do not merely tell kids to do it. The teacher serves as an example so that students may imitate her actions. Regarding the responsibilities and tasks of a teacher in building student character, the teacher must have subtleties that not only supply the knowledge but also influence and mold students' morals and character so that they become individuals of noble character and character. Teachers should be dynamic and able to absorb and develop students' ideas, reasoning, and reactions rather than authoritative. In addition, teachers must cultivate excellent communication connections with students, coworkers, student guardians, and members of the surrounding community to hear their ideas and suggestions. It is intended that teacher abilities in establishing effective contact with students would also encourage students' imagination and creativity, hence fostering student motivation (Munawaroh & Bisri, 2020; Rahmawati & Wulan Saptandari, 2020; Suharsaputra, 2013). In addition, it is emphasized that the character development of students is carried out in several ways, such as providing role models and motivation, providing guidance and direction, and treating students as valued people so that students will be more obedient to existing rules and deepen religion according to their respective beliefs-respectively.

Thus, a comprehensive and relevant connection between ethics and the educator's responsibilities exists. Therefore, teacher ethics includes everything intimately associated with norms, conduct, actions, and the teacher's personality, both in teaching and learning activities and in the community. A professional and ideal educator stresses moral excellence and respects the ideals of his professional code of ethics instead of relying just on content. With the habituation of several current activities, the quality of the ethical role of teachers in Blimbing, Malang, has been well-formed. The administration and the teacher must be concerned about a teacher's habituation to activities beyond the scope of his or her primary responsibility. Principals must pay close attention to significant actions to initiate habituation in the school environment, and teachers must execute activities set by the principal.

Position of the Teacher Code of Ethics

In the field of education, the teacher is a crucial component that is responsible for leading and nurturing students. Teachers have a vital role in the effectiveness of character education and instruction. In order to educate students so that they develop excellent character, the function of parents as teacher partners must be in line with their respective duties (Ulfadilah et al., 2023; Warianie, 2020). In addition to teaching students in the classroom, teachers are also responsible for educating the community. However, in the present circumstances, the teacher's position is diminishing alongside the advancement of science and technology. The data demonstrate that the diminishing standing of the teacher is attributable to the teacher himself, including bad conduct, poor ethics and personality, and a lack of teaching competency commensurate with their credentials. The teacher's credentials must demonstrate that he or she is qualified in the area in which they practice. A teacher is supposed to be able to teach with professionalism. A teacher's professionalism may alter the quality of education, including directly impacting students (Pane & Nailatsani, 2022; Ulfadilah et al., 2023)

Regarding the teacher's code of ethics in carrying out their responsibilities, teacher ethics or morals are necessary for educators. Teachers must also possess considerable self-control. The definition of disciplinary structure is school regulations that are viewed as rigorous yet fair. Practical teacher ethics will enhance the job conduct of teachers. If he follows ethics, particularly the teacher's code of ethics, a teacher will have positive work conduct (Mas'ud et al., 2020; Yenti & Darmiyanti, 2023). Among these ethics or morals, what must be emphasized is a fundamental aim in teaching and instructing the students according to Allah SWT. If a teacher can give students advantages by emphasizing ethics or morality, students may absorb and emulate positive things. In essence, education guides students toward becoming knowledgeable, morally upright individuals. Examples of ethics include avoiding speaking excessively (which is pointless) and not responding to improper statements made by colleagues during arguments. The presence of a teacher's code of ethics may serve as a guide for teachers to adapt to school attitudes and serve as an example for students. They may apply ethics based on observations from teachers in Blimbing, Malang. Mainly when they are in a school atmosphere, which is a pilot environment for students, the teachers will not provide terms that are not permitted. Every teacher must always adhere to the educator's code of conduct. Not only is it necessary to know the code of ethics that must be followed, but it is also necessary to implement this information correctly.

Teacher Ethics in Teaching

Teaching and learning are inextricably intertwined in the realm of education. This procedure was only feasible with the contact and interaction between teachers and students. Currently, both general and religious education are experiencing a crisis and a transition in their implementation. In general, the current style of education has neglected education concerning conscience, leading to the formation of ethics or the character of students. Now education tends to be directed at achieving material excellence, wealth, position, and the pleasures of the world alone, so what is the essence of the goals of education itself needs to be addressed. The objective of education should not be restricted to the transformation of knowledge that stresses the advancement of intellectual capacities alone; instead, education should try to balance the development of the entire person. In addition to the aspect of intellectual pursuit, education is aimed at developing the spiritual aspect by believing in one's religion and belief, being able to develop the use of reason and thinking, being able to elevate human dignity, gaining prosperity and happiness in life in this world and the hereafter, and other aspects (Mardiah, 2019; Saihu, 2019). With education, it is intended that students may discover their route in life, particularly as intelligent beings. Humans are distinguished from other organisms by their capacity for science and knowledge. Due to this potential, he becomes a noble and valuable creature.

Furthermore, ethics, morality, or character is one of the most critical aspects of teaching connected to affective values (attitudes) that must be emphasized in education to be imprinted or taught to students, particularly in a school setting. The objective of national education necessitates a complete system of material education (kaffah) from the lowest level of formal education to the highest level, namely character education. People with character are individuals with personality, conduct, or character. Creating character education in schools for kids may influence a country's character (Aulia et al., 2020; Harmita et al., 2022). To achieve all of this, a teacher's responsibility must be to execute it in the world of education so that it may generate superior and high-quality students when it is correctly processed and prioritizes virtue in the transmission of diverse information to attain glory and virtue. The teacher sets an excellent pattern by providing instances of tangible behaviors, uttering kind words, avoiding harsh language, and behaving ethically. They could implement such behavior in school and the community by presenting students with exemplary good conduct. The teacher's example behavior may facilitate the building of student character. The example technique is believed to be influential in shaping student

character; hence, exemplary plays a significant role in the educational process. Idealistically, if the teacher has excellent morals, so will the students and vice versa. A teacher must provide an excellent example for his students by giving subject matter and demonstrating exemplary conduct that may be utilized as a model in the school environment (Harmita et al., 2022; Mais et al., 2021).

In the study of educational science, teachers and students are inseparable components of educational practice. Roles and obligations, students' needs, and teachers' motivation and personality, which are among the traits of a successful teacher, are parts of teacher ethics or conduct that must be understood. The teacher is a respected profession. As a professional, a teacher must be able to make decisions based on both correct theory and evidence. In addition, teachers must consistently enhance the quality of learning to maximize student academic progress. A good teacher is approachable and ready to comprehend all students to adopt a child-friendly learning method. By implementing discipline without physical force: A child-friendly learning process includes the Application of discipline and firmness without demeaning children and violence; the existence of two-way communication, using positive language in communication; not degrading children; providing learning motivation; building familiarity with children; see each child as a unique character. Based on this notion, a teacher has a moral and social duty to his students and may serve as a role model for them. to achieve social and psychological maturity.

Student Characteristics

Character is a value in conduct based on inner awareness that is considered to react to a moral state. Character is a moral that is inherent in a person, which must be formed through education in a better direction through habituation that trains students' sensitivity to the moral values that apply in the environment where they live to create a generation that is knowledgeable and has a noble character who is not easily influenced by culture - the culture in the local area and from outside is poor. Character education is the process of requiring children to develop character in all of its aspects, including heart, mind, body, taste, and intention. To this idea, character education should begin in elementary school since it is impossible to modify one's character if it is not created from the start (Hidayat et al., 2020; Mukhlis, 2020). Education encompasses the entirety of the human being, including cognitive education, moral ideals, and etiquette. In addition, education helps prepare a whole human being who may realize his physical and spiritual potential to maintain harmonious relationships with his creator, himself, other humans, and the universe. Other research indicates that education is about fostering children's inner strength and character, mind (intellect), and body (Kasron, 2021; Sugiarta et al., 2019).

In this view, it demonstrates that kindergarten education cannot be isolated from these components so that we can develop a perfect quality of life, namely, the lives of our students in harmony and balance with their world. Character attitudes and conduct are mirrored in one's relationships with God, oneself, family, society, and the natural environment. Therefore, ethical values need to be taught in schools so that present and future generations can behave by the expected morals towards the realization of a complete Indonesian human being who is moral, has character, has a noble character, and has a noble character, which is the goal of developing Indonesian people who are then proclaimed into national education goals. Ethical ideals can be internalized in three stages: transformation, transaction, and transinternalization. The teacher's role in value transformation is to educate students verbally about positive values. After the transformation stage, the teacher might move on to the value transaction stage, where students and teachers discuss character values. Not only did the discussion occur at the value transaction stage, but the teacher was also able to appropriately present or demonstrate ethical ideals so that students might imitate or respond to these values. Following these two phases is the ultimate phase of value transinternalization. At this point, more profound personality communication has occurred (Azura & Sustini, 2022; Haningsih, 2022). Character education in schools is vital to the development of national character. The teacher is primarily responsible for developing the children's character and manners in school. In order to realize the noble character of students, it is the educator's responsibility to direct the values and character of students by their behavior, to offer an example of excellent ethics in teaching, and to instill ethical principles in each student through tangible school acts.

4. CONCLUSION

In Malang's Blimbing subdistrict schools, the teacher's responsibility is to educate and help children improve their character. To realize the formation of student character, which includes the development of virtuous character, it is the teacher's responsibility to facilitate the internalization of values. Teachers should practice it to set an excellent example for their students. Through the many activities conducted by teachers in Malang's Blimbing subdistrict, teacher ethics plays a significant part in fostering student values and character. The role of teacher ethics should be acknowledged and verbally

communicated, and each teacher should also implement it. In the future, it is intended that not only teachers in the Blimbing subdistrict of Malang would be able to apply ethics and provide good examples in each of their activities, both within and outside of learning, but that this will also apply to each teacher.

5. ACKNOWLEDGE

6. REFERENCES

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