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Teacher Code of Ethics as a Guideline in Managing Transformative Principal Leadership

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ABSTRACT

In the world of education, teachers carry out their duties based on a code of ethics that serves as a guideline for maintaining, preserving, and improving the quality of their profession. This code of ethics helps teachers, especially principals, in carrying out their duties professionally, including implementing transformative leadership when teaching. Principals who implement transformative leadership have the potential to improve the quality of schools as a whole and help develop the character and morals of students. This study analyzes the role of the teacher code of ethics as a guideline in forming principal leadership that is able to encourage positive change in the school environment. To achieve this goal, the researcher used a qualitative approach with a literature study method.

INTRODUCTION

Schools are not only places where teaching and learning take place, but also integrated environments that shape the personalities and characters of students. Through a comprehensive approach, schools play a crucial role in uncovering and developing students' potential so they can grow into responsible, innovative individuals ready to take an active role in social life. Education in schools is not only aimed at enhancing knowledge but also at fostering moral values, independence, and the ability to adapt to various life situations (Minsih, Rusnilawati, and Mujahid 2019).

In the context of learners' personal development, education is a process that is consciously and systematically designed to create a learning environment that encourages active student engagement. This process aims to help them develop various important aspects of themselves, such as spiritual strength, self-control skills, character, intelligence, ethics, and life skills that are relevant to the needs of individuals and society at large.(Purnama, Deak, and Siwalette 2022). The purpose of education includes the development of all aspects of humanity, such as spiritual values, self-control skills, character formation, intellectual development, habituation of good morals, and mastery of relevant skills. Each of these aspects complements each other and forms a complete unity in the process of personal formation of students. If one aspect is ignored, for example, intelligence without moral values or skills without character, then the educational results will not be maximized. Therefore, education must be designed holistically so that students grow into wholesome individuals and are able to play an active role in personal, social, and national life responsibly.

Education is something that humans need to acquire essential knowledge and skills in life. Education has a strategic role in preparing the generation that will build and support the progress of the country and nation, especially Indonesia. Education not only helps individuals become better individuals, but also plays a big role in shaping a

generation that is ready to advance the nation.(Sianturi, Sinaga, and Naibaho 2016).

The success of education does not only depend on the structure of the curriculum or facilities aimed at students, but also on the important role of principals and teachers who carry out their duties well and responsibly. The principal as the leader of the educational institution plays a key role in creating a conducive learning atmosphere and encouraging a school culture based on moral and ethical values. As a leader, the principal plans, organizes, and evaluates all aspects of school operations so that educational goals are achieved optimally.

Thus, the principal not only functions as an administrative leader, but also as a mentor and motivator for all educator staff and students. Principals who have a clear vision and mission can provide direction and inspiration to teachers in carrying out their duties. The principal also ensures that each teacher understands and implements a teacher code of conduct that governs their interactions with students, parents, and the surrounding community.(Duma Fitri Pakpahan, Dona Noveria Sihombing, Hesty Widia Ningsih n.d.).

The success of education in schools is highly dependent on how the principal manages existing resources, both facilities, curriculum, and teacher competency development. Principals must have transformative leadership, which is the ability to change the mindset and work culture at school with a more innovative and inspiring approach. This transformative leadership will be reflected in a school atmosphere that supports students' academic development while shaping their character.

In practice, there are still teachers and principals who have not fully carried out their roles in accordance with ethical values and professional responsibility. Deviations from norms that should be upheld in the world of education encourage the need for strict regulation. Therefore, the government has established the Teacher Code of Ethics as a moral and professional guideline for educators in Indonesia, to ensure that every teacher carries out his

duties with integrity, responsibility, and upholds the dignity of his profession.

With that, there is a code of ethics that is responsible for oneself, students, fellow colleagues, parents, society, and the state. With this rule, it is hoped that teachers can carry out their duties more responsibly and professionally in accordance with applicable values.

Transformative leaders play an important role in transforming the traditional paradigm of leadership into a more dynamic and inspiring model (Lumban Gaol and Siburian 2018). For this reason, teachers who have a role in guiding their students, teachers must have transformative leadership, namely leadership that is able to bring positive change, motivate all school residents, and create a better learning atmosphere. This kind of leadership is not only carried out by the principal, but also supported by teachers who behave professionally.

Transformative leadership of a principal also depends on his or her ability to build good relationships between teachers and students, create a climate that supports collaboration, and motivate all school residents to actively participate in creating positive change. The principal plays an important role in ensuring that teachers and all school staff not only teach, but also become role models in attitudes, behaviors, and professional ethics.

With good interaction, it is the first step for a teacher to establish a good relationship with his students which makes students more open with their teachers. In other words, the role of teachers as motivators or brers of positive change can be achieved. Transformative leadership can arise and be able to form an inspiring environment, where each individual feels valued and motivated to develop, thus bringing a significant impact on lifestyle changes and enthusiasm in undergoing the learning process.

Therefore, the code of ethics is important, serving as a guideline in carrying out their professional duties and responsibilities. The code of ethics provides direction on how a teacher should behave and behave, both in relationships with students, fellow colleagues, parents, and the community. With a code of ethics, teachers can maintain integrity, professionalism, and uphold moral and ethical values in the world of education.

The code of conduct also helps prevent deviations from occurring and ensures that teachers stay on the right track in educating and nurturing students. Therefore, understanding and applying the code of ethics is essential to create a healthy, dignified, and characterful educational environment.

METHODS

In this study, the author uses a literature analysis approach as the main method. This approach is carried out by tracing and processing various written sources, especially scientific journals, to obtain relevant data and information to support the discussion of the topic being researched (Andrian 2024) This research uses a qualitative approach with the literature study method, where data collection is not only carried out through reference books, but also by referring to various other sources such as journals, Bibles, articles, and other books, to ensure the validity and validity of research results.

RESULTS AND DISCUSSION

According to the great Indonesian dictionary, ethics can be understood as the study of principles that distinguish between actions that are considered good or bad, as well as concerning a person's moral rights and obligations. Ethics also reflect a set of values and norms related to behavior, which are used as guidelines by individuals, groups, or societies in determining the right and appropriate attitude in various situations.

Ethics "Ethos" comes from the Greek word which means Ethos, disposition, norms, customs and customs. Ethics is the basis of morality, including the characteristics of knowledge, goodness, and rights (Ayu Lestari and Deak 2023). Kindness is the goal of ethical action, which is to do things that are beneficial to oneself and others. Rights show the importance of respecting the dignity and freedom of every person. Therefore, ethics guide humans to live fairly, responsibly, and with mutual respect.

Ethics is a guide regarding behaviors, attitudes, and actions that are recognized as related to human activities (March 2020). Ethics lead a person to behave in a way that is acceptable to society, especially in living daily life, working, or interacting with others. In other words, ethics help people live their lives in a correct and responsible way, based on generally accepted values.

Similarly, a code of ethics, which is a set of code of conduct that governs a person's actions in carrying out his or her duties. Each field of work, especially those recognized as a profession, has its own code of ethics. The existence of this code of ethics is one of the important indicators that distinguishes a job as a profession because it shows the existence of moral responsibility and professional standards that must be adhered to (Silalahi, Sitompul, and Naibaho 2023).

In addition, the Code of Ethics is a guide to maintain the professionalism of teachers as leaders in encouraging positive change, motivating all school residents, and prioritizing human values in every aspect of school management. Thus, transformative school leadership can go hand in hand with a good and purposeful educational mission.

Therefore, the Teacher Code of Ethics is very important as a guideline in the management of transformative school leadership because it provides a strong moral and professional foundation in carrying out leadership roles and responsibilities.

Teacher

According to the Great Dictionary of the Indonesian Language (KBBI), the definition of a teacher is a person whose job is to teach. It can be concluded that teachers are the source of knowledge for students. A teacher is a professional educator who educates, teaches, guides, directs, fosters, assesses, trains, and evaluates his students (Savitri 2022). So that teachers can help students not to do bad things or deviate from the applicable norms.

A teacher needs to realize that his responsibility is not limited to being present at school, speaking, and delivering subject matter in class. More than that, the main task of teachers is to educate and guide students in the process of forming and developing their character as a whole (Simanjuntak et al. 2021).

The quality of a teacher has a great influence on the progress of a nation. Competent and dedicated teachers will encourage the creation of a superior generation, which ultimately strengthens the quality of the nation as a whole. On the other hand, if teachers do not have adequate competence, this can hinder the development of the nation, and even have the potential to make them lag behind in various aspects. On the other hand, currently the teaching profession has also received a guarantee of welfare as a form of appreciation for their important role in the development of education (March 2020).

Teachers as Guidelines

Teachers are professional educators whose main task is to educate, teach, guide, direct, train, assess, and evaluate students in early childhood education through formal education, primary education, and secondary education.

In the process of educating, teachers not only transfer knowledge, but also instill moral values, ethics, and life skills to students. Teachers are also tasked with guiding students to be able to develop optimally, both from intellectual, emotional, social, and spiritual aspects.(Andrian 2024) Therefore, the teaching profession requires high competence, dedication, and responsibility to produce the next generation of quality nations.

An educator is also expected to be able to educate students by holding the motto of Ki Hadjar Dewantara yakni, *ing ngarsa sung tuladha, ing madya mangu karsa, tut wuri handayani* (Ainia 2020).

This principle emphasizes that an educator must be able to be a good example for students. Educators must demonstrate exemplary attitudes and behaviors. *Ing madya mangu karsa* This principle invites educators to actively play a role in the midst of students in building their dreams and ideals. *Tut wuri handayani*. This principle teaches that even though an educator is not always in front or in the middle of students, he must still support and encourage students to move forward.

It is hoped that teachers can be role models in behavior, instilling moral values, and spiritual and social development of students. (Rendi Rendi, Gresia Monika Sinaga, and Sandra Rosiana Tapilaha 2024) As taught by Ki Hadjar Dewantara, professional teachers are those who are able to be role models in the presence of their examples, in the middle of the world, in the midst of the *karsa*, and in the midst of the chaos.

Principal

A school principal can be interpreted as someone who has the task of leading the process of implementing formal education in the education unit, namely the school (Nurhayati and , Langlang Handayani 2020). The principal has a very important role in the school because he determines the direction and policy of education. The quality of education in schools depends a lot on the ability of the principal to lead and manage the school.

The principal plays an important role that includes various main functions, such as as a leader, manager, supervisor, and educator in the school environment. In addition to carrying out formal duties, the principal also plays a role in managing administration and creating a conducive work atmosphere. In accordance with the Regulation of the Minister of National Education, school principals must master five main competencies, namely personality, managerial, entrepreneurial,

supervision, and social competencies. According to Jantoro (2017), the role of the principal includes leadership, management, supervision, entrepreneurship, administration, and fostering a work climate that supports the success of the teaching and learning process (Nurhayati and , Langlang Handayani 2020).

The principal has an important role in managing and leading education in schools. He determines policies that affect the quality of education. The duties of the principal include as officials, managers, leaders, supervisors, administrators, educators, and staff. To carry out their duties well, school principals need to have five main competencies, namely personality, managerial, entrepreneurial, supervision, and social, which help create a good work environment and support the advancement of education.

Leadership

In simple terms, leadership is the ability that a person has to influence others (Art 2021). According to Syafaruddin (2010: 47), leaders are trusted by those who are led because of their authority and ability to influence members to do something. According to Kartono in Priansa (2014: 162) leadership is the ability to provide constructive influence to others to make a cooperative effort to achieve the planned goals.

This influence aims to encourage others to work together in a collective effort to achieve pre-planned goals. In other words, a leader does not only rule or regulate, but is able to inspire, motivate and guide the people around him so that they voluntarily and actively engage in the process of achieving common goals, in an atmosphere of harmonious and productive cooperation.

Principal's Leadership

After understanding the meaning of leadership in general, several figures provide a specific definition of school leadership, including Sergioivanni (1984) who stated that school leadership is a process that emphasizes moral and ethical values in influencing teachers and students, in which the principal plays the role of not only a manager, but also as a moral leader who forms a positive school culture. Meanwhile, Glickman (1985) argues that school leadership is the ability of the principal to create an environment that supports learning, by directing, guiding, and encouraging teachers and students to continue to develop.

The leadership of the principal is an effort made to direct and coordinate teachers, staff, and students to jointly carry out the learning process effectively in order to achieve the vision and mission of the school (Nurhayati and , Langlang Handayani 2020). The principal's leadership has a huge role to play in driving the progress of the school, where his leadership style accounts for about 75% of the school's development and success.

Transformative

In general, transformative is something that has the ability or power to change profoundly and thoroughly. This trait not only brings about small changes, but creates significant big changes, often touching on fundamental things like ways of thinking, values, systems, or structures (references). Something transformative usually has a far-reaching and long-term impact, and is able to shift old views or habits into new ones. Examples can be found in education and leadership.

Transformational leaders build subordinate motivation to do what is needed by the team and organization to achieve the goals of self-actualization of its members (Minsih, Rusnilawati, and Mujahid 2019). Several figures provide important views on transformative education, including Paulo Freire (1970) who views transformative education as a means to liberate humans from oppression through the development of critical awareness (conscientization), and Stephen

Sterling (2001) who emphasizes that transformative approaches in education aim to build ecological, social, and ethical awareness, as well as encourage paradigm change towards a more sustainable way of life.

So, transformative is something that brings profound and comprehensive change, not only on the surface, but to the core of a person's life or society. This change includes a way of thinking, where a person becomes more critical. In other words, something transformative is able to significantly reshape life mindsets, attitudes, and goals and survive in the transformative long term.

Transformative Leadership

Teachers who have transformative leadership play an active role as leaders who not only teach, but also inspire, guide, and bring about profound positive change for students, schools, and society. (Simanjuntak 2023) With this leadership, teachers are able to change the way students think, attitude, and behavior, as well as create a learning environment that motivates and encourages character growth.

Transformative teacher leadership has several important characteristics, namely being an example by showing positive values such as integrity, responsibility, and empathy that are able to inspire students, have a clear vision and mission so that they know the direction of learning and are able to invite students and peers to move together towards these goals, encourage innovation and creativity by not fixating on the old methods, Rather, it continues to look for new effective and interesting ways to educate, build positive and supportive relationships by creating a warm atmosphere and respecting the diversity of students' backgrounds, as well as empowering and building students' potential by not only assigning assignments, but encouraging them to think critically, confidently, and become agents of change.(Deak et al. 2022).

Transformative leadership in teachers means that teachers become agents of change who not only deliver subject matter, but also actively drive and shape positive change in the school environment and students' lives.

CONCLUSION

The teacher's code of ethics is an important foundation in supporting the creation of transformative leadership of school principals. The leadership of the principal is something that needs to be considered in making efforts to organize educators, staff, and students to jointly carry out the educational process to achieve school goals. Guided by the Code of Ethics as a guide to maintain the professionalism of teachers as leaders in encouraging positive change. It can even motivate all school residents and prioritize human values, so that transformative leadership can be aligned with the mission of good and directed education. When teachers carry out their duties according to the code of conduct, they help principals manage change, encourage innovation, and create a positive, progress-oriented school culture. By carrying out this role, teachers directly strengthen the effectiveness of transformative principal leadership and encourage the achievement of holistic and sustainable educational goals.

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