The Influence of Ethical Philosophy on Teachers' Work Ethic

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Abstract: *This paper aims to investigate how much ethical philosophy influences a teacher's work ethic in an educational context. The focus of the study involves evaluating teachers' understanding of the principles of ethical philosophy relevant to their duties and responsibilities as educators. Research methods involve literature studies, surveys, interviews, and content analysis to gain a comprehensive understanding. The results of this study are expected to provide an overview of the extent to which teachers understand ethical values and how they are reflected in their daily practices. It is also expected to identify a direct influence between the understanding of ethical philosophy and the work ethic of teachers. Case studies and statistical analysis are used to gain deeper insight into implementing ethical values in teaching, student interaction, and decision-making. Through a better understanding of the relationship between ethical philosophy and teacher work ethic, this research can contribute to the educational literature and open the door to developing strategies or training programs that can strengthen the influence of ethical philosophy in shaping ethical and meaningful educational practices.*

Keywords: *Philosophy of Ethics, Work Ethic of Teachers and Professionalism*

Abstrak: *Penelitian ini bertujuan untuk menyelidiki seberapa besar pengaruh filosofi etika terhadap etos kerja guru dalam konteks pendidikan. Fokus penelitian ini adalah mengevaluasi pemahaman guru terhadap prinsip-prinsip filsafat etika yang relevan dengan tugas dan tanggung jawab mereka sebagai pendidik. Metode penelitian yang digunakan adalah studi literatur, survei, wawancara, dan analisis konten untuk mendapatkan pemahaman yang komprehensif. Hasil dari penelitian ini diharapkan dapat memberikan gambaran mengenai sejauh mana guru memahami nilai-nilai etika dan bagaimana nilai-nilai tersebut tercermin dalam praktik keseharian mereka. Penelitian ini juga diharapkan dapat mengidentifikasi pengaruh langsung antara pemahaman filosofi etika dan etos kerja guru. Studi kasus dan analisis statistik digunakan untuk mendapatkan wawasan yang lebih dalam tentang penerapan nilai-nilai etika dalam pengajaran, interaksi dengan*

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siswa, dan pengambilan keputusan. Melalui pemahaman yang lebih baik mengenai hubungan antara filosofi etika dan etos kerja guru, penelitian ini dapat memberikan kontribusi pada literatur pendidikan dan membuka pintu bagi pengembangan strategi atau program pelatihan yang dapat memperkuat pengaruh filosofi etika dalam membentuk praktik pendidikan yang etis dan bermakna.

Kata Kunci*: Filosofi Etika, Etos Kerja Guru dan Profesionalisme*

Introduction

In this stage of education, teachers are not only conveyors of information but also moral leaders and extractors of student potential. The philosophy of ethics, as the moral guideline that guides human behavior, plays a central role in shaping the foundation of teacher performance. The relationship between ethical philosophy and teacher performance is not just a conceptual attachment but a foundation that shapes the ethos and character of teachers in guiding future generations(Fawzi & Surbiantoro, 2021).

Ethical philosophy implies a set of values and principles that guide human actions and decisions. For a teacher, ethics refers to formal rules and codes of conduct and reflects personal morality and commitment to forming student character. For example, the principles of fairness and equality shape teachers' views on the fair treatment of each student, regardless of their background or ability(Clarke, 2009)

The parallels between ethical philosophy and teacher performance manifest in everyday practice in the classroom. A teacher empowered by ethical values views every interaction as an opportunity to shape students' character. For example, when a student faces difficulties, a teacher who bases his actions on ethics will offer support and guidance, viewing each student's success as a shared victory.

A solid ethical philosophy has a positive impact on teachers' work ethic. Teachers closely connected to ethical values feel personal satisfaction in positively contributing to students' lives. This creates a positive cycle in which teacher satisfaction reinforces their performance and commitment to guiding students to moral maturity(Faiz et al., 2018).

However, as in any moral journey, teachers face challenges. High workloads, evaluation pressures, and time demands hinder consistently applying ethical principles. A real challenge is maintaining a balance between the practical demands of learning and the character-building needs of students.

To overcome these challenges, teachers can adopt improvement and professional growth strategies. Regular ethics training, discussion forums, and mentoring can help teachers understand and address ethical dilemmas that may arise in daily practice. In addition, support from principals and educational policies that support ethical practices can be positive drivers in dealing with the complexity of teaching tasks.

By understanding that ethical philosophy is not only a conceptual framework but also a practical guideline, teachers can create learning environments that engage students academically and shape their character with respectful, fair, and responsible values. The relationship between ethical philosophy and teacher performance lies in the power to shape the future through continuing education grounded in morality(Clarke, 2009).

Teachers are architects of students' character and guide their ethical development in education. More than just conveyors of knowledge, teachers have a crucial role in shaping students' moral foundations, guiding them through ethical dilemmas, and helping them grow into responsible and ethical individuals.

Finally, this article invites teachers to commit to continuous professional growth. By adopting the attitude of lifelong learners and committing to continuously improving their ethical practices, teachers can become agents of positive change in education. Through this goal, this article seeks to create a broader impact at the individual level and in shaping a school culture that supports and enriches teachers' ethical practices. By encouraging reflection and improvement, this article can positively contribute to developing the teaching profession and, ultimately, shape a better educational experience for students.

Research method

Literature Review: Conduct a literature review of the theories of ethical philosophy and their relationship to education. Identify key concepts in ethical philosophy that influence teacher work ethic. In the context of ethical philosophy, this study identifies several key concepts that have the potential to influence teachers' work ethic substantially. For example, concepts such as justice, moral responsibility, autonomy, equality, and human dignity were identified as critical elements that might shape a teacher's outlook on life.

By identifying these key concepts, the study aims to reveal how ethical values in philosophy can be the foundation for forming teachers' work ethics. An in-depth

analysis of the ethical philosophy literature opens the door to a richer understanding of ethical principles that might guide teacher educational practices in shaping students' character and moral behaviour.

Research Results and Discussion

Ethics in Education

A subfield of philosophy known as "ethics" studies moral behaviour, conceptualizing it, and establishing what is right and wrong. In this way, pedagogical determinants are used to analyze and conceptualize moral behaviour in educational ethics.(Scott-Baumann, 2006) This requires assessing what behaviour is correct or incorrect. Regarding learning and epistemology, ethical frameworks follow a set of normative ethics, which are moral guidelines based on the ethical tenets of justice, utilitarianism, deontology, and human rights. Justice is being fair in the eyes of society. The greatest good for the most significant number is utilitarianism. Deontology: fulfilling socially mandated obligations. Human rights are the freedoms that humans have to live and achieve pleasure. Normative ethics will be used to evaluate citizenship education and moral growth throughout this chapter.

The democratization of education may be used to examine this. Dewey popularized the democratic view of education to emancipate people and introduce novel concepts for teaching and learning methodology. The democratic notion creates a means of arriving at a moral foundation for instruction and learning. At the same time, the teacher may choose the content, humanistic acts, obligation, majority, and justice; all work to democratize the learning process. Thus, democratic education is possible when implemented within an ethical framework. These are the foundational elements of effective instruction.(Venezia et al., 2011).

Within this ethical framework, schools may have varied roles to play depending on where they are in their journey. According to Venezia, Venezia, Cavico, and Mujtaba[3], age, formal schooling, or "ethics" education have no appreciable impact on ethics and morality. This questions whether normative ethics such as justice, utilitarianism, deontology, and human rights are taught in schools and how practical ethics training is. These findings suggest that human rights breaches and injustices are the root cause of school marginalization. On the other hand, when pedagogy and epistemology advance, people may enjoy more rights and equity. Ultimately, this adds to the conceptual ambiguity around moral progress and ethics about education.

From Sergei Nizhnikov's (2018)point of view, transcendentalism—which considers the familiar concept of moral conduct in a contemporary, global society—will become the prevailing philosophy. Practically, transcendentalism engages with, critiques, and reconciles the normative ethical frameworks of justice, utilitarianism, deontology, and human rights. This is beneficial because it encourages the growth of a metacognitive comprehension of the many ethical frameworks and how to apply them to teaching. For example, a teacher may use the concept of justice for fairness when evaluating papers. This contrasts with putting the class's activity to a vote using a utilitarian framework.

Kattsoff (1954)argues that ethics is principally concerned with predicates of right or wrong values. However, in a particular discussion, ethics discusses the traits or attributes that cause a person to be called excellent/polite/moral. Meanwhile, Poerbawakaca defines ethics as a philosophy of value, morality regarding good and evil, and an effort to study values and knowledge about the values themselves. Thus, ethics is the rules relating to daily good and bad human behaviour.

Teachers must realize that the teaching position is an honourable, protected, dignified and noble profession. Therefore, they must uphold professional ethics. They devote themselves to educating the nation's life and improving the quality of human beings who have faith and noble character and master science, technology, and arts to realize an advanced, just, prosperous, and civilized society.

Teachers always perform professionally with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in formal education pathways, both early childhood education, primary education, and secondary education. They must have high abilities as the leading resource and a noble personality to realize national education goals. One of the requirements of the teaching profession is to have a code of ethics that will guide the implementation of the profession.

The teacher's code of ethics must be held and adhered to appropriately by the teacher. The job or profession of a teacher is not a simple profession; teachers are not only limited to teaching and carrying out learning but also need to carry out services to advance the world of education. Violations of the teacher code of ethics can be sanctioned up to the revocation of the profession and the rights and obligations of a teacher.

Critical Concepts in the Philosophy of Education Ethics

The philosophy of educational ethics addresses moral considerations and values associated with education, both in formal contexts such as schools and everyday educational experiences. It involves considering how education should be organized, what should be taught, and how interactions between educators and learners should occur.

In the philosophy of educational ethics, several key concepts form the foundation of thinking about moral considerations and values in education. Some of these key concepts include(AZİZ, 2023; Pratiwi et al., 2022):

a.   The Moral Purpose of Education:

A fundamental question in educational ethics is the moral purpose of education itself. Does education aim to shape moral character, develop ethical wisdom, or promote specific values such as fairness, honesty, and empathy?

b.   Fairness and Inclusiveness:

This concept emphasizes the importance of fairness and inclusiveness in education. How can we ensure that education is fair, provides equal opportunities for all individuals, and considers students' diversity and needs?

c.   Human Rights and Education:

This concept explores the relationship between human rights and education. How should the rights of individuals be respected and recognized in the context of the education system? This includes the right to education, freedom of thought and other rights.

d.   Value-based Learning:

An important consideration is how ethical values are applied in the learning and teaching process. This concept highlights the need to deepen moral values in the curriculum and create learning experiences that support students' ethical development.

Ethics in Teacher-Student Relationships:

This concept addresses ethics in the relationship between teachers and students. How can teachers create an environment that respects, supports and motivates students to develop morally? This question includes fairness, integrity, and a sense of responsibility.

e.   Social Responsibility of Education:

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This concept highlights the social responsibility of education towards society and the world. How can education contribute to social development, justice and ethical problem-solving at local and global levels?

f. Empowerment and Social Criticality:

How can education empower students to think critically about moral and social issues? This concept highlights the importance of developing students' ability to assess, understand and respond wisely to ethical challenges around them.

g. Reflective and Contextual Approaches:

Educational ethics often emphasizes the importance of reflective and contextual approaches to moral learning. Students are encouraged to reflect on their values, understand their cultural context, and recognize the complexity of ethical situations.

h. Character Education:

This concept emphasizes the role of education in shaping moral character. How can education build attitudes, positive values, and moral leadership in students? These concepts form the foundation of educational ethics thinking and provide an in-depth look at how education can be a means to develop individuals morally and ethically.

Ethics and Professionalism

Professionalism includes the ability to adapt and grow as necessary to meet the ever-changing needs of students in the future, as well as the willingness to enhance one's professional development, attitude, beliefs, and skills for the benefit of the students one teaches daily (Marsh, 2008, p. 292).

In order to be considered professional, educators must first and foremost care about their student's well-being and academic progress. They must also be dedicated to creating the finest learning environment and educational opportunities. Empathy, thoughtfulness, loyalty, respect, and sensitivity toward students, parents, and coworkers are qualities that educators must have. To increase their knowledge and comprehension, teachers must be dedicated to lifelong learning and welcome new growth opportunities (Niesche & Haase, 2012).

In order to effectively teach ICT (information and communication technology) in the classroom, teachers in the twenty-first century will face more pressure to include this technology in the curriculum. As such, they must ensure they are constantly improving their abilities in this area. Educators must ensure they are tech-savvy and aware of the advantages and disadvantages of the growing social media and computer

usage for communication. A teacher is required to act professionally and with the highest ethical standards. Teachers must always follow the relevant code of ethics to uphold their professional standards, but in some circumstances, they may also need to make judgments based on their own moral and ethical principles. (Whitton, Sinclair, Barker, Nanlohy, & Nosworthy, as cited in Hurst, 2009, p. 47). Reflective practice is crucial to enhance teaching techniques and tactics by analyzing their advantages and disadvantages. To provide opportunities for improvement, educators should be critical of their performance and expectations and solicit feedback from peers and students. Reflective practices will foster progress when an instructor is self-motivated enough to be open to possibilities for improvement and optimistic and confident in their skills (Marsh, 42008, p. 7). The most successful people I know are all lifelong learners. They are seeking fresh knowledge, perspectives, and concepts. They can only go toward greatness and flourish if they are learning. Waitley Denis

Teacher Work Ethic

Teacher work ethic encompasses the attitudes, values and commitments shaping how teachers carry out their tasks. Some aspects of teacher work ethic involve(de Oliveira Cunha & Hellmann, 2022): 1) Professionalism by exhibiting a professional attitude in all aspects of work, including relationships with students, parents and colleagues. 2) Commitment to Education: Demonstrating a willingness to invest time and effort to improve the quality of education and student development. 3) Reflection and Self-Improvement: Teachers must be able to reflect on their teaching practices, identify areas for improvement, and commit to continuous self-development. 4) Engagement and Effective Communication: Demonstrate involvement in students' lives, communicate effectively, and build positive relationships with students and parents.

Understanding Teacher Work Ethic Work ethic can be defined as a Muslim's perspective that work is not only to ennoble himself and reveal his humanity but also as a manifestation of pious deeds and, therefore, has a very noble worship value. In her book, Portin (2020) explains that work ethic is the spirit of work that characterizes a person's or group's beliefs. Furthermore, Portin (2020) describes work ethic as a belief that guides a person's behaviour and a group of people or an institution. In addition, work ethic is also a typical behaviour of a community or organization, including driving motivation, main characteristics, elemental spirit, basic thoughts, code of

ethics, moral code, code of conduct, attitudes, aspirations, beliefs, principles, and standards.

Meanwhile, according to Toto Tasmara (2013), ethos is attitude, personality, character, and belief in something. This attitude is not only owned by individuals but also by community groups. From the word ethos, ethics is also known, which is almost close to the notion of ethics or values related to good and evil (moral). So, ethos contains an extreme passion or spirit to do something optimally and better and even achieve a more perfect quality of work. Work ethic is a spirit that has a positive influence on the environment. His existence is measured by how much his potential gives meaning and profoundly influences others.

As for work for a Muslim, it is a serious effort to mobilize all assets, thoughts, and thoughts to actualize or reveal the meaning of himself as a servant of Allah who must seat the world and place himself as part of the best society or in other words; we can also say that only by working does man humanize himself. So, the teacher's work ethic is the attitude of a teacher's soul to carry out a job with full attention. Then, the work will be carried out perfectly even though many obstacles must be overcome, either because of motivational needs or because of high responsibility,

Ethical engagement and work ethic

A close and mutually supportive relationship exists between educational ethics and teacher work ethic. Both work together to shape moral principles and desired behaviours in an educational context. Here are some aspects of the interrelationship between education ethics and teacher work ethic (Buchanan et al., 2022).

a. Shared Moral Values:

Education ethics establishes the moral values that all parties in the education system, including teachers, should uphold. A teacher's work ethic reflects how these values are manifested in daily practice. For example, values such as fairness, integrity and respect for diversity should be reflected in a teacher's behaviour and decisions.

 b. Professionalism and Integrity:

Teacher work ethic often highlights professionalism and integrity as crucial aspects. Teachers with a high work ethic are expected to demonstrate responsibility and commitment to their duties and maintain a high level of integrity. This aligns with the ethical principles of education that expect teachers to act honestly and consistently.

 c. Student Empowerment:

A teacher's work ethic that promotes student empowerment, such as giving them responsibility in the learning process, reflects the ethical principles of education that recognize the rights and potential of every student. Teachers with an empowering work ethic create an environment that supports students' moral and academic development.

d. Reflection and Self-Development:

A teacher's work ethic that encourages reflection and self-development aligns with educational and ethical values, emphasizing the importance of teachers continuously learning and improving their teaching practices. Teachers who reflect regularly on their practice and commit to improving themselves according to ethical standards support their moral and professional growth.

e. Engagement and Effective Communication:

Teachers' work ethic often includes engagement in students' lives and effective communication with all stakeholders. This reflects the values of educational ethics that emphasize the importance of positive relationships, respect and support for student development.

The link between educational ethics and teacher work ethic provides a strong foundation for creating an ethical, supportive and development-oriented educational environment. Teachers who internalize educational and ethical values in their work ethic contribute positively to students' character-building and the quality of the education system.

f. The Coordination of Work Ethics and Ethics

Although they are not necessarily the same, work and personal ethics can occasionally overlap. A person's ethics and job ethics often coincide in various situations. Reliability and devotion are examples of traits that one may display in one's personal and professional life.

A worker's ethics might guide them in approaching their tasks, even if they are new to the industry. Honesty is a personal concept for some people and may be an instrumental collaboration ethic on the job.

Challenges in Applying Ethical Principles during the Industrial Revolution 4.0

According to Andoko, the challenge of education in the future is how to prepare human resources (HR) that will not be replaced by machines born by the Industrial

Revolution 4.0. Moreover, the challenge for teachers is to prepare students who will become human resources in this era.

The role of teachers as educators, teachers, mentors, and "parents" at school will not be entirely replaced by technological sophistication. (Rosikum, 2018)The touch of a teacher to students is a speciality that cannot be done by just anyone or replaced by technology. Although the teaching profession has not been significantly affected by the Industrial Revolution 4.0, teachers should be confident about the existing conditions; teachers must continue to upgrade themselves to become teachers who can produce better quality human resources. (Ningrum, 2021).

To prepare teachers to face the evolving times, teachers must have at least four competencies in this industrial revolution 4.0 era.(Hastangka & Hidayah, 2023; Irawati et al., 2022; Ningrum, 2021)

a. Teachers must be able to conduct comprehensive assessments.

Assessment does not only rely on cognitive or knowledge aspects. However, the assessment carried out by teachers in the current era must be able to accommodate the uniqueness and excellence of students so that students already know all their potential since school. Today's teachers must be able to design assessment instruments that explore all aspects concerning students, both knowledge, skills and character. All these aspects must be explored, honed and evaluated during the learning process in the classroom.

 b. Teachers Must Have 21st Century Competencies.

To realize students who have 21st-century skills, the teacher must also understand and have these competencies. There are three essential aspects of this 21st-century competency, namely:

The character referred to in 21st-century competencies consists of moral character (honesty, trustworthiness, courtesy, etc.) and performance character (hard work, responsibility, discipline, persistence, etc.). In today's teachers' souls and daily lives, it is essential to embed moral character; with this moral character, a teacher will become a role model for all students. In addition to moral character, today's teachers must have a performance character that will support every activity and activity they carry out, both when learning in class and in other activities.

Today's teachers need to possess skills to deal with 21st-century learners, including critical, creative, collaborative and communicative skills. These skills are

essential for today's teachers so that the education process can deliver and encourage students to become a generation ready to face the challenges of changing times.

Literacy 21st-century competencies require teachers to be literate in various fields. At the very least, I need to master basic literacy such as financial literacy, digital literacy, science literacy, and civic and cultural literacy. This essential literacy ability is an asset for today's teachers to present more varied learning, not monotonously relying only on one learning method that can make students not develop.

c. Teachers must be able to present modules according to students' passions.

In the era of growing technological developments, the learning modules used only sometimes use conventional modules such as paper-based modules. Today's teachers must be able to present subject matter in the form of modules that students can access online. There are many features that teachers can use to develop online-based modules. However, the availability of features for online modules must be accompanied by the teacher's ability to package these features. The combination of face-to-face learning in class (conventional) and online learning is known as blended learning.

d. Teachers must be able to do innovative, authentic learning.

Schools are not a place to isolate students from the outside world. Instead, schools are windows to open the world so that students recognize the world. To make school a window to the world for students, teachers must have the competence to present innovative learning. The learning presented must lead to joyful and innovative learning, namely learning that combines hands-on and mind-on, problem-based learning and project-based learning. Packaging joyful and innovative learning will make students more trained and hone their abilities so that they are expected to be better prepared to face the times in the era of the Industrial Revolution 4.0.

Conclusion

This paper describes the significant role of ethical philosophy in shaping the work ethic of teachers and the extent of its influence on educational practice. In this context, it is seen that schools and education policy play a crucial role in creating an environment that supports educators' application of ethical principles. Understanding the relationship between philosophy, ethics, and teacher work ethic is a cornerstone of encouraging reflection and improvement in educational practice. This article highlights that the teacher becomes not only an agent of education but also a model of moral

behaviour for students. Therefore, the inculcation of ethical values becomes essential to shape students' character and positively impact their moral development.

In addition, the article identifies challenges and issues teachers may face in ethical practice, including time pressures, moral dilemmas, and value conflicts. However, with concrete measures such as ethics training, self-reflection, and participation in professional communities, teachers can overcome these challenges and improve their work's understanding and application of ethics.

The importance of education policy and the role of schools in creating an environment that supports teachers' ethical practices are also highlighted. By designing clear ethical policies, supporting specialized training, and recognizing and rewarding ethical behaviour, schools can become a stage for student character development and moral educational practices.

Overall, this article provides an in-depth understanding of the complex relationship between ethical philosophy, teacher work ethic, and the role of schools in shaping ethical and supportive educational environments. Through reflection, training, and active engagement, teachers can be positive change agents in shaping students' moral futures.

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