Integrity As The Identity Of Educators In The School Arena

Suryo AB[1], Agung Purwanto[2], Setia Budi[3]
Universitas Negeri Jakarta[123]
suryo.ari.bowo@mhs.unj.ac.id[1],agungpurwanto@unj.ac.id[2], setiabudi@unj.ac.id[3]

ABSTRACT
This research to describe the importance of building the self-integrity of teaching staff as an effort to build a positive and productive culture in the school environment. This research uses a qualitative approach relying on secondary data as *strategy of inquiry*. The secondary data collection carried out was not supported by interview data, surveys, observations and other specific data collection techniques. The use of secondary data was chosen because researchers were limited in collecting data and information directly which was too extensive to do. The literature review method is useful in the context of time, cost and energy efficiency because the data is already available, so it is more worthy to do. The results of this research show that educators are actors of change who are tasked with instilling values in their students. So, it is important for educators to understand the concept of self-integrity which needs to be continuously inculcated as part of daily practice, especially in the school environment.

INTRODUCTION

Unlike other living creatures, humans are not equipped with a set of physical self-defense mechanisms such as Polar Bears which have thick fur to withstand the fierce cold temperatures of the North Pole; like an eagle which has wings, sharp eyes, and strong claws to hunt prey; and just like the Cheetah which has speed to keep up with its prey which also has speed. Even though physically humans do not have these instruments, humans are equipped with a mind that has unlimited ability to develop various technologies as instruments for self-defense and to build civilization. According to Harari (2014), this development did not occur in a short time, but through a diachronic process which genealogically went through three stages: the cognitive revolution, the agricultural revolution, and the scientific revolution. These three stages of revolution enable humans to build an imagined social world as a spectrum of the creation of various belief systems, state systems, and corporations, including cultural systems in schools.

The narrative above is a transformation and revolution in the history of human life. According to Harari (2014), this revolution occurred over 70 thousand years, becoming a turning point in modern human history. A marker of human cognitive revolution which is realized through the ability to think abstractly and use language as the embryo for the formation of social groups. So Harari (2014) claims that the creation of social groups is the result of natural human thoughts and actions as an effort to fulfill needs that must be met. Therefore, humans will tend to continue to form larger social groups through channels such as culture, religion, ideology, myths and embedded value systems.

According to Berger (2011), human physical conditions are not created based on environmental conditions, encouraging humans to construct and perfect their world

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[1] *Doctoral Program in Population and Environmental Education, Post Graduate Program of Universitas Negeri Jakarta*

through various mechanisms of rules, social order, culture and values. Berger (2011) explains that this social reality is the result of a process of internalization, objectification and externalization. Where humans internalize norms and values to maintain the stability of a harmonious life (plausible). To create acceptance of this social reality, there are socialization actors who function as catalysts for values that are internalized through social processes.

In the educational context, teaching staff are actors of change whose task is to internalize values in their students. So, it is important for educators to understand integrity as identity. This relates to the duties and responsibilities of humans who have been destined by God Almighty as educators who have been given a greater mandate and responsibility because they have to maintain the sustainability of the country. Therefore, this article is a reflection that will highlight more about integrity as the identity of educators considering that in the midst of rapid changes in the world and the challenges in realizing a Golden Indonesia 2024.

RESEARCH METHOD

This research uses a constructivist paradigm to extract meaning from the subject under study. The method used was to conduct a literature review of relevant sources (Miles et al., 2014). This secondary data collection is not supported by interview data, surveys, observations and other specific data collection techniques. Secondary data was collected from the results of research that has been carried out and online and offline news. The use of secondary data is related to researchers' limitations in collecting data and information directly which is too extensive to do. Thus, using the literature review method is also beneficial in the context of time, cost and energy efficiency because the data is already available, making it more feasible. In its implementation, this literature review involves various stages, starting from identifying research topics, collecting secondary data sources, study, evaluation, and drawing conclusions.

RESULTS AND DISCUSSION
a. Values as the basis for driving human will

Values are fuel that motivates or moves people to take various actions or make decisions. Values are principles or beliefs that are considered important by an individual or society. These values can influence a person's behavior, priorities, and goals. *First,* values not only reflect beliefs or principles, but also serve as drivers for human action. These values provide energy or psychological encouragement that moves individuals to act in accordance with what is considered important or right. *Second, v*alues contribute to the formation of an individual's moral and ethical system. Values are the basis for individual considerations in determining what is considered right and wrong, fair and unfair, or good and bad, thereby forming a moral framework that provides guidance for individual behavior in everyday life. *Third, v*alues have a direct impact on a person's behavior, such as: values about justice, loyalty, or integrity that can guide individuals in making decisions and acting consistently. *Fourth, e*ach individual has different values because they are greatly influenced by the culture that develops in the environment where the individual lives.

The narrative above emphasizes that values as a conception of human life can have an influence on a person's behavior. In this context, behavior is a response to reactions and actions that occur outside humans. So, behavior refers to a series of

actions or responses carried out by individuals, organisms, or systems in the individual's interaction with the environment (certain stimuli). Behavior is a response after a reaction to actions that occur outside the human self which involves various aspects, including a person's physical, mental and emotional response to certain situations or stimuli such as (Henriques & Michalski, 2020).

a) This factor includes a person's perception and interpretation of the world around him. Such as: beliefs, values, attitudes, motivation, and individual psychological conditions.

b) The physical and social environment plays an important role in shaping behavior. Interaction with other people. Such as: culture, social norms, and environmental situations.

c) Some behaviors can have a specific biological basis. Such as: genetics, brain structure, and physical health.

Character is an individual's moral and mental qualities which include values, attitudes and behavior that shape a person's personality. Character involves how a person behaves, behaves towards others, and makes decisions in everyday life. Character can be conceptualized as an individual's disposition to think, feel, and behave in ethical and unethical ways, or as a subset of individual differences relevant to morality. This is influenced by the individual's unique patterns of thinking, emotions and behavior, along with psychological mechanisms, whether hidden or not behind these patterns (Cohen & Morse, 2014; Funder and Fast, 2010):

a) Integrity is the ability to act in accordance with moral values and principles, as well as being consistent in actions and words.

b) Honesty conveys information honestly and does not deceive, both to oneself and others.

c) Discipline: the ability to control oneself, work hard, and be committed to a goal or task.

d) Perseverance, endurance and enthusiasm to continue trying even when facing difficulties or failure.

e) Caring the ability to empathize and understand the feelings and needs of others.

f) Responsibility recognizes and fulfills obligations and the consequences of actions taken

g) Patience: the ability to restrain oneself and remain calm in facing difficult situations or waiting for the results of efforts.

h) Creativity the ability to think creatively and find innovative solutions to problems.

Based on the explanation above, it can be understood that a person's life is intertwined between values, actions and character which are manifested in human actions. According to Weber as quoted in (Sopandi & Siswanto, 2019) a person's actions can be understood as actions carried out based on the values held by the individual in achieving certain goals. These actions are referred to as rational values, namely actions carried out due to adherence to values and norms for the purpose of achieving certain results. This process that occurs consistently will internalize the individual as a character. This means that actions are an accumulation of individual values, behavior and character.

b. Causality Between Integrity and Behavior of Educators in the School Environment

Integrity is sound moral principles and character that include probability, impartiality, fairness, honesty, and truth. Integrity is often associated with the qualifications of public officials who are loyal and honest in their duties (Molino, 2020). Meanwhile, Lewis (2005) explains that the concept of integrity is formed together with transparency and accountability which have been identified by UN countries as part of the basic principles of public administration, namely:

a) Honesty: Individuals who have high integrity will be honest and not manipulate facts or information for personal or group gain.

b) Consistent individuals who have integrity are responsible for their actions. They recognize and accept the consequences of decisions and do not seek justification for unethical behavior.

c) Honor integrity also involves honor in living everyday life. This includes respecting the rights and interests of others and behaving with high ethics and morals.

d) The responsibility of people with integrity is to be responsible for their actions. They recognize and accept the consequences of their decisions and do not seek justification for unethical behavior.

Integrity in the context of teaching staff or teachers has the function of maintaining public trust in the teaching profession, improving the quality of education, and forming good student character (Gozali et al., 2023). Apart from that, integrity for teachers aims to ensure that teachers have adequate abilities and qualifications, maintain ethics and morality in carrying out their duties, and build good relationships with students, parents and the community (Munasir, 2021)

School principals as educational leaders also have an important role in increasing the professionalism of educators and education staff by carrying out their functions as good educators, managers, administrators, supervisors, leaders, innovators and motivators (Munasir, 2021). With this, improving the quality of teachers' integrity as teaching staff can be carried out optimally, both from the encouragement of the teachers themselves and the structure that houses them.

Based on the narrative above, it can be concluded that integrity and behavior are closely related, because integrity reflects honesty and consistency in carrying out moral values which are reflected through actions or responses that can be observed from individuals. Several literatures show that there is an etar relationship between integrity and stakeholder behavior in the education arena (Saragih, 2023; Karomah et.al, 2019, & Setyawan et.al, 2020). This relationship includes an increase in self-confidence, the formation of moral behavior, and the development of students' spiritual intelligence. Apart from that, several causalities between integrity include:

a) Integrity influences behavior, Individuals with a high level of integrity tend to demonstrate behavior that is in accordance with the moral and ethical values they adhere to. They are more likely to make decisions based on principles they believe in.

b) Behavior as a manifestation of Integrity, A person's behavior can be considered as a manifestation of his level of integrity. Actions and decisions taken in various situations reflect the extent to which a person adheres to his moral values.

c) Consequences of behavior on integrity, unethical behavior or violating moral values can damage a person's integrity. Integrity can be tested when someone is faced

with a difficult situation and must choose between acting in line with values or doing something unethical.

d) Integrity as a guide to behavior, integrity often functions as a guide to direct behavior. Individuals who have high integrity are more likely to make decisions and take actions that reflect their moral beliefs and principles.

Apart from that, teacher behavior can also influence student motivation and character, such as motivating student learning and forming the responsible character of students at school (Tahiji, 2014 & Helwend, 2023). Therefore, it is important for schools to pay attention to and develop teacher behavior in order to improve the quality of education.

c. Integrity as the Value and Character of Educators

Integrity can be viewed as a value, namely a moral principle or belief that is considered important by individuals and society. As a value, integrity reflects a moral quality that involves honesty, consistency, responsibility, and openness in actions and decisions. According to the Indonesian Corruption Eradication Commission, integrity is acting in a way that is consistent with what is said. The value of integrity is a unity of thought patterns, feelings, speech and behavior that is in line with conscience and applicable norms. There are 9 integrity values according to the Corruption Eradication Commission, namely: (1) Honesty; (2) Responsibility; (3) Discipline; (4) Independent; (5) Hard Work; (6) Simple; (7) Dare; (8) Caring; and (9) Fair (KPK of the Republic of Indonesia).

In the educational context, integrity can be interpreted as a person's ability to be trustworthy in their actions and actions, as well as commitment and loyalty to universal human and moral values (Arviki et.al, 2023). Integrity also reflects a person's involvement and willingness to face ethical and moral challenges in carrying out life together (Kurniadi, 2021).

In research conducted by Sugiastuti and Ningsih (2022), the educational value of honesty and caring is related to children's understanding of the values of character and integrity, which are greatly influenced by their daily experiences in their environment, family and reading.

Integrity also has an important role in eradicating corruption. For example, research conducted by Kurniadi in Hapsari (2021) shows that the internalization of Pancasila values, which are part of the values of integrity, can be a preventive tool in eradicating corruption. In this study, researchers found that individuals with integrity will always strive for active and best participation in accordance with their morals in order to realize a good life together (Hapsari, 2021).

Overall, integrity is an important value in building the character of a person and organization, as well as in eradicating corruption. Education and internalization of integrity values can help individuals and organizations develop good skills and commitment in facing ethical and moral challenges in everyday life.

Integrity as character refers to the moral qualities inherent in a person. Integrity as a character that includes consistency, honesty, and loyalty to the moral values or principles adhered to. This means that individuals who have integrity as character are demonstrated through behavior that is in accordance with their values without any change or decrease in moral quality depending on the situation or external pressure (Manaf, et al., 2023). The characteristics of individuals with integrity include 1) consistency in actions; 2) honest and open; not compromising on values; 3) understand responsibility; 4) uphold morals and ethics; and 5) dare to admit mistakes.

Integrity is a very important character in the teaching profession. This is reflected in various studies which show the positive influence of integrity on teacher performance and significantly strengthening character in the world of education (Susanti et.al, 2019).

Apart from that, from another perspective, teacher integrity is also considered an integral part of the code of ethics and has an important role in achieving educational goals (Anjelina & Aulia, 2021). Therefore, integrity is a key aspect in shaping the character of teaching staff and contributing to increased performance and success in the educational process.

CONCLUSION

Integrity is the main foundation and honesty is the main pillar for a teacher or educator in carrying out their roles and responsibilities. An educator who makes integrity the core of his professional identity not only involves himself in providing knowledge, but also provides a strong moral example to the generation entrusted to him. Integrity as an educator's identity includes the ability to maintain ethical values and morality in all aspects of life, both inside and outside the classroom. Educators who have integrity as their calling view their duty as a mandate to shape the character and morality of their students, in line with the concept of education as a public service.

Personal responsibility is the main key for an educator who upholds integrity. Awareness of the direct impact of every action and decision taken on student development is an encouragement to carry out their duties with full responsibility and dedication. Being honest in all aspects of an educator's work is not just an obligation, but a real form of integrity. This honesty includes consistency between words and actions, creating a learning environment that is transparent and trusting between teachers and students. Educators who are committed to being honest also uphold the principles of information transparency and accountability in delivering learning material and assessing student achievement.

Commitment to be honest and uphold the principles of information transparency and accountability not only as professional standards, but also as a form of dedication to building the character of the next generation. A teacher with integrity not only provides knowledge, but also teaches moral values that will guide students towards holistic success. Integrity as the core and honesty as the foundation are a strong foundation in creating a quality educational environment capable of forming dignified people.

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