



Ethics of Lecturers at the State Islamic University of North Sumatra

Ramadhana Mutia Eka Ismail¹, Balqis Maulida², Irwansyah Alfaqih³

^{1,2,3} Universitas Islam Negeri Sumatera Utara Medan, Indonesia

Corresponding Author: ✉ ismaildhana86@gmail.com

ABSTRACT

Higher education as a place for the implementation of education has the duty and responsibility to lay the foundations of moral values. Lecturers are a profession that requires expertise and technical knowledge enough to support their professionalism. Lecturers have duties and responsibilities that are manifested in the tri dharma of higher education, including education and teaching, research and community service. For this reason, lecturers in carrying out their duties and responsibilities must always uphold ethics. Because ethics has a role in ensuring the quality of services provided to the academic community. This study uses a qualitative method and is completed with a sociology of knowledge approach. The use of this sociological approach of knowledge is a way to achieve relevance between the construction of righteousness that is made to be able to explain the data that is used as a step and effort in solving this research so that this research can provide an explanation that is able to influence the understanding of the reader. In the treatment of lecturers who often interact between lecturers and students, both in providing lessons or services carried out by lecturers to students. At UIN North Sumatra, it can be categorized that the lecturers in this university provide influence and also satisfactory service not all, but this is able to give a view on the ethics of lecturers in handling problems and student lessons with pedagogic competence and professional attitudes possessed by the lecturers. Ethics for lecturers at UIN North Sumatra universities are only a few and only a few. But basically, the average lecturer at UIN North Sumatra University has service ethics and coaching lessons can be met with all the needs of the students themselves.

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INTRODUCTION

Higher education as a place for the implementation of education has the duty and responsibility to lay the foundations of moral values for students to have the values of good manners, freedom and responsibility. Universities have the task of forming student "charater building". This means that education is not only limited to the transfer

of knowledge but should be able to change or shape a person's character and disposition for the better, more polite in daily behavior.

Lecturers are a profession that requires expertise and technical knowledge enough to support their professionalism. Lecturers have duties and responsibilities that are manifested in the tri dharma of higher education, including education and teaching, research and community service. For this reason, lecturers in carrying out their duties and responsibilities must always uphold ethics. Because ethics has a role in ensuring the quality of services provided to the academic community.

Lecturers who are known as professionals must always maintain ethics in every behavior. So that all violations of academic ethics are faced with legal sanctions set by the government or sanctions from the community. What is very important in the enforcement of academic ethics is the moral awareness of the implementers of academic activities: lecturers, students and administrative staff. Sanctions for violations of academic ethics can be in the form of administrative sanctions, revocation of the right to carry out academic activities to the dismissal of lecturers.

Professional ethics can be understood as the value of moral values inherent in the implementation of professional functions for the holders of the profession. The ethical dimension contained in the lecturer profession is the position and field of work of the lecturer is not just a way to earn a living or make money but at the same time is a position to provide services to the community to meet educational needs. So that lecturers are required to have integrity and personal maturity. Integrity means that lecturers are honest, trustworthy individuals, have a healthy stance and outlook on life. Meanwhile, personal maturity is characterized by emotional balance, the ability to be disciplined, responsible and dedicated in tasks. For example, lecturers instill the values of discipline, honesty and justice to students through example. This means that lecturers give examples to students through their attitudes and speeches.

RESEARCH METHOD

This study uses a qualitative method and is completed with a sociology of knowledge approach. The use of this sociological approach of knowledge is a way to achieve relevance between the constructions of righteousness made. With this before the enactment of this study, the author is looking for data in the form of books, documentation, magazines, journals, and newspapers that are directly related to the topic of focusing on the discussion of Ethics of Lecturers of the State Islamic University of North Sumatra and also the incorporation of qualitative research methods or data taken based on the results of interviews also provides results in the collection of data for this research. In connection with the discussion on the topic of focusing on the discussion of Lecturer Ethics at the State Islamic University of North Sumatra, the author conducts a study and analysis coupled with scientific logic, so that the author

provides the results of the analysis in the form of information that can be used as data obtained from the authors.

The approach used in this study is a qualitative approach, namely by applying the analysis to the comparative inference process and to the analysis of the dynamics of the observed phenomena using scientific logic. Qualitative research is an approach that produces descriptive data in the form of written words from observed people that are not poured into terms used in quantitative research.

RESULT AND DISCUSSION

Talking about human beings is inseparable from ethics, habits, and the position of human beings themselves. To be able to maintain social life in general and establish effective communication in the ethical work environment, it is very necessary, from the perspective of ethics, human beings have a special position on this earth. Almost every religion discusses ethics, be it a heavenly religion or a religion of ardhi. Ethics is usually referred to as the science of good and bad or another word is a theory of value.

Lecturer is a profession that requires expertise and technical knowledge enough to support his professionalism. Lecturers have duties and responsibilities that are manifested in the tri dharma of higher education, including education and teaching, research and community service. For this reason, lecturers in carrying out their duties and responsibilities must always uphold ethics. Because ethics has a role in ensuring the quality of services provided to the academic community.

Lecturers as professionals in academic activities must avoid treating students as tools. This means that lecturers give freedom to students to interact reasonably in lecture activities. Forcing students to buy diktat or giving something to lecturers to get favorable compensation is contrary to ethics.

In addition, lecturers are obliged to maintain the confidentiality of student academic data. Lecturers are trusted people in maintaining the confidentiality of student academic data and will not provide that data if the disclosure of confidential data can endanger the profession of lecturers, students, and the community as well as elements related to humanity. Lecturers avoid all forms of interaction with students that can cause relationships that violate social and moral norms. In reality, students are weak parties and follow all orders of lecturers. In their innocence and weakness, students are often deceived by the behavior, speech, and deeds of lecturers so that there is an unnatural intimate relationship between lecturers and students. This kind of behavior is prohibited by religious norms. In guiding students, lecturers must avoid all situations that can result in this bad relationship.

Lecturers who are known as professionals must always maintain ethics in every behavior. So that all violations of academic ethics are faced with legal sanctions set by the government or sanctions from the community. What is very important in the

enforcement of academic ethics is the moral awareness of the implementers of academic activities: lecturers, students and administrative staff. Sanctions for violations of academic ethics can be in the form of administrative sanctions, revocation of the right to carry out academic activities to the dismissal of lecturers.

Law Number 14 of 2005 concerning Teachers and Lecturers, which states that lecturers are professional educators and scientists. This law views lecturers as a profession. In reality, there are criticisms that are often raised regarding the quality of lecturers, not a few lecturers think that their main task is only to convey knowledge or assign scientific research to students. They often forget that they are educators in the broadest sense. On their shoulders they have a responsibility that goes beyond the walls of the campus, namely to educate students, both in terms of science, mentality, way of thinking, behavior, and so on.

Many lecturers avoid their main duties as educators in various ways to cover their shortcomings. For example, by applying "scientific despotism" because they are unable to overcome critical dialogue with students, running away from the main topic of lectures to spend time because they do not master the material, or giving assignments and then letting students debate on their own on the grounds of training them to discuss, and so on.

Ethics in the profession is very important because this ethics will lead a person to work and carry out their duties well. The main orientation of the profession is for the benefit of the community by using the skills they have. However, without being accompanied by a high level of self-awareness, the profession can be easily abused by a person, such as in the abuse of a person's profession in the computer field, for example in the case of computer crime who succeeded in copying a commercial program to be sold again without permission from the creator's copyright to the commercialized program.

Ethics is a reflection of what is called "*self-control*", because everything is made and applied from and for the benefit of the social group (profession) itself. Furthermore, because the professional group is a group of experts and proficiency obtained through a quality and high-standard education and training process that in applying all their high expertise and skills can only be controlled and assessed from within by peers, fellow professions themselves. The presence of a professional organization with a "*built-in mechanism*" in the form of a professional code of ethics in this case will clearly be needed to maintain the dignity and honor of the profession, and on the other hand protect the community from all forms of deviation and abuse of expertise.

Ethics is a moral that determines good or bad behavior contextually. Thus, academic ethics can be interpreted as rules or provisions that state the good or bad behavior of intellectual actors when they do or interact in activities related to the cognitive realm.

In the Code of Ethics for Lecturers of the State Islamic University of North Sumatra which is explained in article 10 regarding lecturer ethics in the field of education and teaching that a lecturer is obliged to uphold the duties and teaching rights given to him in the spirit of professionalism as an educator, which is manifested in the form of behavior and example, this makes the basis for the views that must be carried out by lecturers considering the points listed in the article;

1. Teaching and providing academic services in the best way according to their abilities carried out with dedication, discipline, and wisdom;
2. Providing guidance to students in terms of learning, practicum, and writing scientific papers;
3. Stay away from and avoid things that lead to the possibility of conflicts of interest in the process of learning students;
4. Stay away from and avoid things and actions that can lower the dignity and dignity of lecturers as professional educators and scientists;
5. Providing motivation to students so that they can stimulate the growth of thinking, creativity, and creativity.

Based on this point, many polemics have occurred over the gap given to lecturers to students or vice versa. Based on the results of interviews conducted by researchers in the topic of focus on this research related to the ethics of lecturers at the State Islamic University of North Sumatra, it provides a lot of elaboration and perspective that occurs in the assessment of the students in this university. One of the students who became an informant of this research gave an argument in view of the ethics of lecturers of higher education at UIN North Sumatra;

"Regarding the ethics of lecturers that we are able to discuss, yes, we can return it again with the recipient or student who most often gives value to the view of the lecturer. So individual students who are able to give more assessment of the lecturer related to the lecturer's ethics may be from this there are those who consider the lecturer as a positive treatment given to us or maybe negative given to us". This is about the right to express opinions to students about their opinions on their views and this also gives us the conclusion that this ethics may be used as a basis for carrying out actions that are attitudes.

The reflection of the competence possessed by lecturers will be affected by ethics, especially on the pedagogic competence and personality of lecturers. This is a guide to the treatment of lecturers who often interact between lecturers and students, both in providing lessons and services provided by lecturers to students. At UIN North Sumatra, it can be categorized that lecturers in this university provide influence and also satisfactory service, although not all, but this is able to provide a view on the ethics of lecturers in handling problems and student lessons are addressed with pedagogic competence and professional attitudes possessed by the lecturers. As the view of one of

the informants in capturing the attitude of a lecturer at UIN North Sumatra universities, namely;

"The role and also the services provided by the supporting lecturers and also my academic supervisors personally have a high level of proportionality, so that the needs of students or students are able to provide a safe view of the services provided. So we are able to conclude that the relationship between ethics and proportional behavior has a great influence on us personally for now and in the future".

From the results of this study, it can be given that the level of student satisfaction related to the services provided by UIN North Sumatra university lecturers has an extraordinary influence, although in general it cannot be categorized as a perfect conclusion. With the absence of some of the lecturers at this university, they are able to behave and be ethical. The basic context or basic view that we must know is not all, but there are some who have lost ethics in handling problems and lessons given by lecturers to students.

Such as interviews with informants with researchers with various complaints about the actions of lecturers who do not provide a sense of service and guidance to students;

"Maybe the lecturer is just an individual when the competence possessed by this lecturer is not equivalent to the degree or position held by the lecturer, so this gives rise to many perspectives on the assessment of ethics in lecturers is not favorable for students, it may also be because the students themselves have less ethics or maybe the nature of the lecturer is also basically like that" The conclusion on the results of this argument provides a quite effective explanation There are only a few and only a few individuals who have a view of ethics in lecturers at UIN North Sumatra. But basically, the average lecturer at UIN North Sumatra University has service ethics and coaching lessons can be met with all the needs of the students themselves.

As a student studying at a university or college, the role of a lecturer in guiding the tasks or projects we are working on is indeed very decisive. Especially if it is related to the final project/thesis/thesis. This is the need for lecturer guidance which has suddenly increased tremendously. Especially if there are revisions that must be corrected.

However, as discussed earlier, we must remember break times, lunch times, vacation times, or even when the lecturer is serving other students who are the same as us who are guiding or discussing their duties with the lecturer concerned.

Therefore, why is it so necessary to have good ethics. Indeed, the code of ethics is disused with the intention of providing guidelines for all students to behave well in carrying out activities in the university or college environment in the community as well. and the goals to be achieved through the preparation and implementation of the

code of ethics are as a commitment in realizing the right and good mission, vision, and goals.

Good standards of behavior reflect the high level of morals and obedience to ethical norms that live in a society that is devoted to God Almighty in accordance with the religion and beliefs adhered to, respects science, technology, literature and art, upholds national culture, maintains the authority and good name of the university, effectively and actively participates in maintaining advice and infrastructure and maintains cleanliness, order and security on campus.

This also provides a view that not only lecturers who are the subject or topic of problems or problems with ethics but students must also have ethics in dealing directly with the lecturer, both in terms of telephone, messages, meetings and learning carried out in the study room.

CONCLUSION

In the Code of Ethics for Lecturers of the State Islamic University of North Sumatra which is explained in article 10 regarding lecturer ethics in the field of education and teaching, a lecturer is obliged to uphold the duties and teaching rights given to him with the spirit of professionalism as an educator, which is manifested in the form of behavior and example.

The reflection of the competence possessed by lecturers will be affected by ethics, especially on the pedagogic competence and personality of lecturers. This is a guide to the treatment of lecturers who often interact between lecturers and students, both in providing lessons and services provided by lecturers to students. At UIN North Sumatra, it can be categorized that lecturers in this university provide influence and also satisfactory service, although not all, but this is able to provide a view on the ethics of lecturers in handling problems and student lessons are addressed with pedagogic competence and professional attitudes possessed by the lecturers.

In this conclusion, the ethics of lecturers at UIN North Sumatra universities are only a few and only a few. But basically, the average lecturer at UIN North Sumatra University has service ethics and coaching lessons can be met with all the needs of the students themselves. The view is not necessarily the lecturer who is the subject or topic of problems or problems with ethics, but students must also have ethics in dealing directly with the lecturer, both in terms of telephone, messages, meetings and learning carried out in the study room.

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