



Developing Instrument to Measure Elementary School Teachers' Professional Ethics in Indonesia

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Abstract. This study aims to develop an instrument to measure elementary school teachers' professional ethics in Indonesia. The instrument was developed from the Yael Fishers' instrument. The instrument's validity in this study was analysed using the Confirmatory Factor Analysis (CFA) method with the M-Plus software. The sample of this study consisted of 437 elementary school teachers in Jakarta, Indonesia. The analysis results show that the teacher professional ethics instrument's factor loading coefficient has a significant t value ($t > 1.96$). The results also showed a factor model that was fit with Chi-square = 3443.779*, $df = 1221$, P-value = 0.0000, RMSEA = 0.065, and CFI = 0.908. Based on the results, it can be concluded that the items in the teachers' professional ethics instrument developed can measure defined constructs properly.

Keywords: Profession Ethics, Elementary School, CFA.

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INTRODUCTION

The role of teachers is increasingly important in the globalization era. Through coaching carried out by professional teachers, students can become qualified, competitive, and productive human resources as national assets in facing global competition. Teachers' duties and responsibilities are not easy because they have to go through a long process and full of various demands.

Ethics and teaching are two things that are related. Curtis (2006) defines ethics as a "principle of right and wrong behavior and decisions." Kasher (1993) defines "ethics" as moral values that govern an individual or group's appropriate behavior. Banks (2003) argues that professional teaching ethics is a set of teachers' beliefs regarding relationships with all teacher life stakeholders. These principles form the basis for teachers in their daily activities at work.

Furthermore, Campbell (2008) defines teaching as a moral profession. The relationship between ethics and teacher professional practice is often overlooked. Campbell (2008), Dewey (1909), Waller (1932), and Peter (1966) said that teacher education tends to focus on discussing moral dimensions in a curricular context. Teacher education does not examine the moral dimensions of teaching as responsibility, ethical roles, and teacher practices.

Profession ethics is an important role in the education system to create mutual understanding between teachers and other related parties. There are several principles in some developed countries for teachers in the education system called "Professional Ethics" (Ashraf, 2015). Professional ethics is a standard of professional behavior that helps determine what good and bad standards in a profession (Urbanc, 2009; Corney et al., 1998; Izrael & Zohar, 2002) are. A code of ethics is usually a written document produced by a professional association, occupational regulatory body, or other professional body to guide practitioners, protect service users, and safeguard their reputation (Torda, 2004). Teachers' professional ethics concerns the norms, values, and principles that must govern educators' professional behavior. It emphasizes the normative meaning inherent in determining the appropriateness of professional practice. It is important to assess teachers' professional ethics in schools (Husu, 2003; Tood, 2001).

Violating the professional code of ethics for teachers can be defined as deviations from the moral norms in the code of ethics relating to teachers' profession. Violations can be in the form of minor, moderate, to severe violations. Every teacher who violates the code of ethics will get sanctions by the applicable laws and regulations.

Violations of the code of ethics are very common among teachers, without exception in Indonesia. Many cases of teacher convictions have occurred. The number of these cases is due to parents' reports about allegations of violence committed by teachers in applying discipline when educating students. Moreover, incidences of sexual abuse among children in schools tend to increase, especially in Indonesia.

A survey conducted by the Indonesian Child Protection Commission (KPAI) showed that 87.6% of 1,000 students from elementary to high school levels in nine provinces in Indonesia had experienced sexual harassment, and 29.9% of the perpetrators were their teachers (Kompas, 2012). According to Shapiro & Stefkovich (2011), this phenomenon could happen in education because the teacher profession, unlike other professions, required them to complete professional ethics education before graduation. Teachers' profession does not have rational ethical and empirical education to enhance their ethical behavior. Besides, teachers are directly involved in educating students' moral character. Therefore, a teacher must have good professional ethics to be an example for their students. Therefore, it is important to develop an instrument to measure the ethical value of the teaching profession.

According to Melgosa (2012), there is a need for policies that guide teachers' moral behavior. It is difficult to deny that all teachers are directly involved in educating students' moral character and ethical value systems in a society. Also, parents expect their children to be educated with certain standards such as honesty and fairness (Carr & London, 2000).

The above cases show that there are still many violations of the code of ethics committed by teachers. The teachers' ethics code in Indonesia started to be implemented on January 1, 2013 (Vivanews, 2012). Although it has been implemented for a long time, many violations are done by the teachers in Indonesia. Through the Teacher Professional Honorary Board, which controls the code of ethics, there must be a standardized tool for measuring teachers' professional ethics in Indonesia. The juridical basis for the code of ethics for teachers in Indonesia was formulated by the Indonesian Teachers Association (PGRI) through the XIII PGRI Congress in 1973. Through professional organizations, the Teacher Code of Ethics can be applied to control and maintain teacher behavior, which will ensure teachers' quality, especially in moral matters. In 2008, the Teachers Association of the Republic of Indonesia (PGRI), a teacher organization, developed a teacher code of ethics, but it has not yet created an appropriate measuring tool to measure the professional ethics of teachers, so there are still many violations of the code of ethics committed by teachers in Indonesia. (Astuti, 2012). Research related to measuring the teachers' professional ethics in Indonesia is still not widely conducted.

Based on the explanation above, it is necessary to conduct research on the development of instruments to measure teacher professional ethics. So the instrument can be used in controlling the professional ethics of teachers in Indonesia. By knowing the teacher's ethics code, the Teacher Professional Honorary Board can take quick action through preventive measures and training that can foster teacher professional ethics for the better.

METHODS

The development of this environmental literacy instrument uses the Research and Development (R&D) method. According to Borg and Gall (1983), "R&D method is a process used to develop and validate educational products. The steps of this process are usually referred to as the R & D cycle, which consists of studying research findings pertinent to the product to be developed, developing the products based on these findings, field testing it in the setting where it will be used eventually, and revising it to correct the deficiencies found in the field-testing stage. This research was conducted in several stages; according to Haladyna (2004), research in the field of instrument development consists of three main stages, 1) developing instruments, 2) testing instruments, and 3) selecting items for administering instruments. In detail, the development of teaching professional ethics instruments is made through the following stages:

1. Develop conceptual and operational definitions of the variables of teacher profession ethics.
2. Compile dimensions and indicators based on the concepts developed.
3. Arrange Likert scale statement items based on the grid that has been made
4. Experts assess the instrument that has been made. The assessment by experts is carried out qualitatively and quantitatively. In this study, the quantitative analysis of the experts' assessment used the C H Lawshe Content Validity Ratio (CVR) validity test and the C. Hoyt reliability test to determine the expert's assessment of the accuracy and clarity of the instrument items.
5. Revising instrument items based on advice from experts
6. Empirical trials on teachers to see the feasibility and readability of the instrument
7. First phase trial (small sample size)
8. Constructed validity test of the instrument based on results of the first trial using CFA with M-Plus software helps determine the extent to which each variable can be explained by each dimension (Umar, 2014). CFA. procedure; (a) testing the hypothesis: Do all items measure one defined construct? (b) does each item yield significant information about the construct being measured? Through CFA., researchers will determine which items are valid and which items will be dropped. There are three categories of items categorized as good in the CFA.: (1) if the value of $t < 1.96$, then

the items must be dropped, and if $t > 1.96$, then the item is valid. (2) see the positive or negative factor loading; if the factor loading is negative, the item must be dropped. Meanwhile, if the loading factor is positive, the items are accepted. (Umar, 2012a).

9. Instrument improvement based on the results of the first phase trial analysis
10. Second phase empirical trial (large sample size)
11. Constructed validity test of the instrument based on the results of the second trial using CFA. with M-Plus software helps determine the extent to which each dimension can explain each variable.
12. Administering the instrument in standard form accompanied by a manual

This study's sample was elementary school teachers in four administrative cities of DKI Jakarta Province, Indonesia. Determination of the sample used by using cluster random sampling technique. The sample size used refers to Galbe and Wolf (1993), which states that the sample size can be determined based on seven times the number of items, so the sample size in this study is 437 respondents.

RESULTS

Based on the results of the study on the development of professional ethics test instruments and suggestions from experts, the dimensions and indicators of teacher profession ethics that are suitable for conditions in Indonesia are obtained as the following table:

Table 1. *Grids for the Development of Professional Ethics Test Instruments for Teachers in Indonesia*

No.	Dimensions	Indicators	Item Number
1	Personal value	1.1 Personal Promise	1, 2, 3
		1.2 Public Promise	4, 5, 6
		1.3 Soul calling	7, 8
		1.4 commitment	9
		1.5 caring	10
		1.6 Empathy	11
		1.7 Justice	12
		1.8 Respect	13, 14
		1.9 Responsibility	15, 16, 17, 18
		1.10 Special skills	19, 20, 21, 22, 23, 24, 25, 26, 27
2	Social Value	2.1 Protects society	28, 29
		2.2 Serving the society	30, 31, 32
		2.3 Social responsibility	33, 34, 35
		2.4 Dedication	36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47
		2.5 peers	48, 49
3	Universal Value	3.1 Communication	50, 51, 52
		3.2 Cooperation	53, 54, 55
		3.3 Professional Development	56, 57, 58
		3.4 Profession	59, 60, 61, 62, 63, 64

In the table above, it can be seen that the variable dimensions of teacher professional ethics are divided into three parts. Each dimension is represented by indicators and statement items with a certain number. There were 64 statement items at the beginning of the instrument's preparation, then the instrument was assessed by experts.

Content Validity and Reliability

The quantitative analysis of the experts' assessments can be seen in the table below

Tabel 2. *Tabulation of Panelist Assessment Score CVR*

Items	Index ratio CVR	Item Status
Item 1	0.900	Valid
Item 2	0.700	Valid
Item 3	0.700	Valid
Item 4	1	Valid
Item 5	1	Valid
Item 6	0.400	Drop
Item 7	0.900	Valid
Item 8	1	Valid
Item 9	0.600	Valid
Item 10	0.800	Valid
Item 11	1	Valid
Item 12	0.400	Drop
Item 13	0.800	Valid
Item 14	0.800	Valid
Item 15	0.900	Valid
Item 16	0.600	Valid
Item 17	0.700	Valid
Item 18	0.800	Valid
Item 19	0.900	Valid
Item 20	0.600	Valid
Item 21	0.900	Valid
Item 22	0.700	Valid
Item 23	0.400	Drop
Item 24	0.70	Valid
Item 25	0.90	Valid
Item 26	1	Valid
Item 27	1	Valid
Item 28	0.700	Valid
Item 29	1	Valid
Item 30	1	Valid
Item 31	0.800	Valid
Item 32	0.100	Drop
Item 33	0.900	Valid
Item 34	1	Valid
Item 35	0.700	Valid
Item 36	0.700	Valid
Item 37	0.800	Valid
Item 38	0.600	Valid
Item 39	0.700	Valid
Item 40	0.900	Valid
Item 41	0.500	Drop
Item 42	0.900	Valid
Item 43	1	Valid
Item 44	0.600	Valid
Item 45	0.900	Valid
Item 46	0.800	Valid
Item 47	0.900	Valid
Item 48	0.700	Valid
Item 49	0.900	Valid
Item 50	0.700	Valid
Item 51	0.600	Valid
Item 52	0.900	Valid
Item 53	1	Valid
Item 54	0.800	Valid

Items	Index ratio CVR	Item Status
Item 55	1	Valid
Item 56	0.600	Valid
Item 57	0.500	Drop
Item 58	0.900	Valid
Item 59	0.900	Valid
Item 60	0.600	Valid
Item 61	0.800	Valid
Item 62	0.900	Valid
Item 63	0.700	Valid
Item 64	0.600	Valid

Based on the quantitative results of the experts' assessment using CVR, it was obtained 61 items were declared valid, and three items were dropped. An Item is declared valid if there is a matching value among expert assessments above 0.50. The expert assessment quantitatively uses the C. Hoyt reliability test to determine the experts' assessment of the instrument items' accuracy and clarity. The reliability value of the test instrument is 0.953, high-reliability category. It means that the items designed are considered steady in measuring the specified variables (Susetyo, 2015).

Constructed Validity

The test construct validity test is carried out in two stages. The first stage of construct validity was tested on a small sample size of 178 respondents. Based on the first stage construct validity test results, it was found that out of the 64 items tested, 3 items did not meet the criteria, namely the loading factor $t < 1.96$. After that, the three items were dropped. The following is the item number dropped. The second stage of the construct validity test was carried out on a large sample of 437 respondents. Based on the CFA results using the M.Plus 7.0 software, the results showed that the items had met the validity criteria. These results can be seen in the table below:

Table 3. Summary of First And Second Stage CFA. Results

No	Dimensions	Items	Loading Factor Trial 1	Attenuation Effect	Status	Loading Factor Trial 2	Attenuation Effect	Status
1	Personal Value	A1	0,767	0,896	Valid	0,629	0,660	Valid
2		A2	0,816	0,953	Valid	0,687	0,721	Valid
3		A3	0,841	0,982	Valid	0,723	0,759	Valid
4		A4	0,612	0,715	Valid	0,539	0,566	Valid
5		A5	0,755	0,882	Valid	0,674	0,707	Valid
6		A6	0,454	0,530	Valid	-	#VALUE!	Drop
7		A7	0,593	0,693	Valid	0,611	0,641	Valid
8		A8	0,533	0,623	Valid	-	#VALUE!	Drop
9		A9	0,663	0,774	Valid	0,497	0,522	Valid
10		A10	0,529	0,618	Valid	0,709	0,744	Valid
11		A11	0,852	0,995	Valid	0,752	0,789	Valid
12		A12	0,598	0,698	Valid	0,724	0,760	Valid
13		A13	0,799	0,933	Valid	0,714	0,749	Valid
14		A14	0,789	0,922	Valid	0,782	0,821	Valid
15		A15	-0,114	-0,133	Drop	0,675	0,708	Valid
16		A16	0,66	0,771	Valid	0,621	0,652	Valid
17		A17	0,849	0,992	Valid	0,618	0,649	Valid
18		A18	-0,408	-0,477	Drop	0,671	0,704	Valid

No	Dimensions	Items	Loading Factor Trial 1	Attenuation Effect	Status	Loading Factor Trial 2	Attenuation Effect	Status
19	Social Value	A19	0,667	0,779	Valid	0,714	0,749	Valid
20		A20	0,805	0,940	Valid	0,779	0,818	Valid
21		A21	0,787	0,919	Valid	0,773	0,811	Valid
22		A22	0,66	0,771	Valid	0,622	0,653	Valid
23		A23	0,567	0,662	Valid	0,753	0,790	Valid
24		A24	0,711	0,830	Valid	-	#VALUE!	Drop
25		A25	0,789	0,922	Valid	0,364	0,382	Valid
26		A26	0,521	0,609	Valid	0,758	0,795	Valid
27		A27	0,517	0,604	Valid	0,78	0,819	Valid
28		B28	0,65	0,759	Valid	0,782	0,821	Valid
29		B29	0,764	0,892	Valid	0,688	0,722	Valid
30		B30	0,499	0,583	Valid	-	#VALUE!	Drop
31		B31	0,431	0,503	Valid	0,673	0,706	Valid
32		B32	0,747	0,873	Valid	0,811	0,851	Valid
33		B33	0,376	0,439	Valid	0,702	0,737	Valid
34		B34	0,721	0,842	Valid	0,76	0,798	Valid
35		B35	-0,268	-0,313	Drop	0,73	0,766	Valid
36		B36	0,418	0,488	Valid	-	#VALUE!	Drop
37		B37	0,805	0,940	Valid	0,76	0,798	Valid
38		B38	0,698	0,815	Valid	0,864	0,907	Valid
39		B39	0,222	0,259	Valid	0,648	0,680	Valid
40		B40	0,864	1,009	Valid	-	#VALUE!	Drop
41		B41	0,863	1,008	Valid	0,502	0,527	Valid
42		B42	0,775	0,905	Valid	0,445	0,467	Valid
43		B43	0,28	0,327	Valid	0,497	0,522	Valid
44		B44	0,485	0,566	Valid	-	#VALUE!	Drop
45		B45	0,385	0,450	Valid	0,615	0,645	Valid
46	B46	0,565	0,660	Valid	-	#VALUE!	Drop	
47	B47	0,218	0,255	Valid	0,724	0,760	Valid	
48	B48	0,51	0,596	Valid	-	#VALUE!	Drop	
49	B49	0,137	0,160	Valid	0,431	0,452	Valid	
50	Universal Value	C50	0,667	0,779	Valid	0,614	0,644	Valid
51		C51	0,215	0,251	Valid	0,72	0,756	Valid
52		C52	0,656	0,766	Valid	-	#VALUE!	Drop
53		C53	0,58	0,677	Valid	0,793	0,832	Valid
54		C54	0,815	0,952	Valid	0,795	0,834	Valid
55		C55	0,474	0,554	Valid	0,547	0,574	Drop
56		C56	0,754	0,881	Valid	0,753	0,790	Valid
57	C57	0,513	0,599	Valid	0,735	0,771	Valid	

No	Dimensions	Items	Loading Factor Trial 1	Attenuation Effect	Status	Loading Factor Trial 2	Attenuation Effect	Status
58		C58	0,695	0,812	Valid	0,662	0,695	Valid
59		C59	0,643	0,751	Valid	0,624	0,655	Valid
60		C60	0,691	0,807	Valid	0,453	0,475	Valid
61		C61	0,7	0,818	Valid	0,655	0,687	Valid
62		C62	0,461	0,538	Valid	-	#VALUE!	-
63		C63	0,145	0,169	Valid	-	#VALUE!	-
64		C64	0,53	0,619	Valid	-	#VALUE!	-

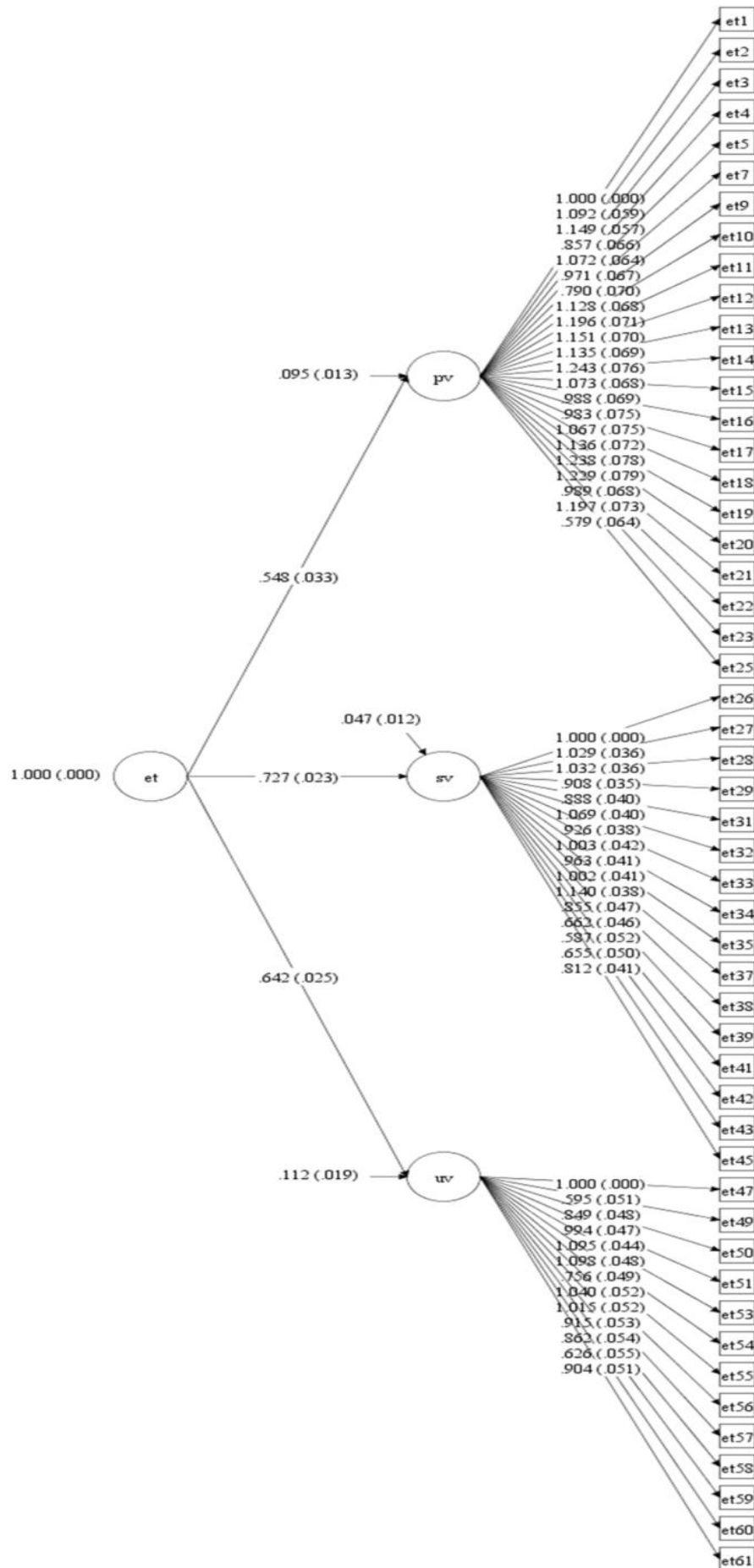


Figure 1. Diagram of CFA

The results of the Construct Analysis of the Model fit for the first and second stages trial are shown in the table below:

Table 4. *The Results of The Construct Analysis of The Model*

Step	Item Total	Model Match Requirements	Estimated Results
1	Analysis 61	Chi-square	5476.354*
		Df	1766
		P-value	0.0000
		RMSEA	0.069
		CFI	0.855
2	Analysis 51	Chi-square	3443.779*,
		Df	1221
		P-value	0.0000
		RMSEA	0.065
		CFI	0.908

The following table below is the final distribution of the Teacher Profession Ethics instrument item numbers,

Table 5. *Distribution of Final Teacher Professional Ethics Instrument Items Number*

Dimensions	New Item Number	Total
Personal Value	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22	22
Social Value	23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38	16
Universal Value	39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51	13
Total		51

Guidelines for Using Instruments

The instrument for teachers' professional ethics is equipped with guidelines for its use. It is intended that users can interpret and interpret the results of respondents' answers. This teacher professional ethics instrument consists of 51 items with the highest score of 5 answer choices and the lowest score of 1 for each item. The interpretation of the results of the assessment carried out on the professional ethics of elementary school teachers in Indonesia uses a level categorization model by placing teachers in 3 (three) levels of professional ethics, namely very good, good, and bad professional ethics, which the benchmark uses the theoretical average benchmark (μ) and theoretical standard deviation (σ), For data interpretation of the results of measuring teacher professional ethics, the range of interpretations is presented in the following table,

Table 6. *Scores Range and Interpretation of teacher professional ethics*

Score and Range	Interpretation
$X < (\mu - \sigma)$	Bad professional ethics
$(\mu - \sigma) \leq X < (\mu + 1\sigma)$	Good professional ethics
$X \geq (\mu + 1\sigma)$	Very Good professional ethics

The table above is the reference table for interpreting the professional ethics assessment of elementary school teachers. The teacher professional ethics score was interpreted by interpreting the overall teacher professional ethics score (dimensions), then confirmed by categorization through the teacher professional ethics items' total score.

DISCUSSION

Research on the development of measuring instruments for teacher professional ethics has been widely carried out. However, there is still no development of a specific instrument for measuring

Indonesia's teaching profession's ethics. Several previous studies discuss the ethics of the teaching profession, among others, Husu (2003), who researched to interpret and translate teachers' understanding of the language they use. This translation provides concrete expressions to be interpreted in their daily lives. This study presents how to view and interpret pedagogical practice that will help teachers understand their professional practice. Also, Johnson (2010) researched Applied Ethics as a Foundation in Early Childhood Teacher Education: Exploring the Connections and Possibilities. This study helps early childhood teachers in developing a strong professional identity for teachers. Forster (2012) researched Codes of Ethics in Australian Education: Towards a National Perspective. In this article, we offer thoughts to review the purpose of the code of conduct in Australia as an instrument that profoundly influences teacher morality and has significant educational implications. In 2012, Elina Kuusisto, Kirsi Tiri, and Inkeri Rissanen researched Finnish Teachers' Ethical Sensitivity. This research was conducted in order to determine the sensitivity of teachers in Finland. In 2013, Yael Fisher researched Exploration of Value: Israeli Teachers' Professional Ethics. This study explores the ethical values of the Israeli teacher profession using Facet Theory. Develop instruments to be the basis for building a code of ethics for teachers in Israel. In 2016, Danijela Blanusa Troselj and Zeljka Ivkovic researched Building the Profession: Professional Ethics and Preschool Teacher's Education. Teacher professional ethics is important in supporting the education system's success, so this research needs to be done.

Based on the literature review results that have been done, there are three main dimensions defined for teachers' professional ethics. These dimensions are social value, personal value, and universal value (Fisher 2013; TAC, 1998). Based on these dimensions, an elementary school teacher professional ethics test instrument was developed based on Indonesia's conditions.

After several CFA analysis stages with M-Plus, a teacher professional ethics instrument test was obtained, which consisted of 51 items spread over three dimensions. Items have met the criteria for validity and reliability to measure teacher professional ethics. The personal value dimension consists of 22 items, the social value dimension consists of 16 items, and the Universal value dimension consists of 13 items. It was in line with Fisher's research, which found that the teacher professional ethics consisted of those three dimensions.

Based on the model fit test results, the trial's two stages had met the requirements, and the model fit with the data was declared. The first trial results of the analysis of the latent variable construction dimensions have met the predetermined target, namely $t\text{-value} \geq 1.96$. And the results of the description of the Table 4 above obtained a fit factor model with $\text{Chi-square} = 3417.231^*$, $df = 1949$, $P\text{-value} = 0.0000$, $\text{RMSEA} = 0.065$, $\text{CFI} = 0.879$, stating that this model is fit with the data. In the second phase of testing, the latent variable constructs' analysis has met the predetermined target, namely the $t\text{-value} \geq 1.96$. The results of the information in Table 4 above obtained a fit factor model with $\text{Chi-square} = 3443,799^*$, $df = 1221$, $P\text{-value} = 0.0000$, $\text{RMSEA} = 0.065$, $\text{CFI} = 0.908$, stating that this model is fit with the data. The results of this trial's two stages indicate that the test instrument that has been made measures a constructed variable, namely teacher profession ethics. From the second stage analysis results, it is concluded that all the items tested in the second stage, as many as 51 items, have met the requirements and are considered to have a fit model, and their validity has been tested empirically.

Furthermore, the attenuation test is carried out to purify an item's validity value and check the low validity and reliability. Is the low validity and reliability due to invalid items or other factors? The results of the attenuation effect on each item of teacher profession ethics proved to be significantly increased, meaning that other factors influenced it.

An elementary school teacher professional ethics instrument that has met the validity and reliability criteria is expected to measure professional ethics, even for prospective teachers. It was expected to become a measure to determine a set of duties or obligations that were good and clear enough to be followed and produced the desired ethical behavior as stated by S. Food (Todd, 2001). It also could be a step to prevent criminal acts and harassment in schools, especially at the elementary school level. Considering the many cases of harassment that have occurred at the elementary school level.

Warnick (2011) stated that professional ethics is currently a neglected topic in teacher education programs. This test can be one of the schools' policies in detecting teachers' tendency to commit acts that violate the professional code of ethics. So that if it can be detected early, the teacher will be able to guide the teacher. This is by the statement Sánchez (2001), which states that schools need to be aware of policies to protect students from sexual harassment by teachers or other students. The possibility of violating the code of ethics by teachers can be detected early.

A limitation in this study is the test instrument developed specifically for elementary school teachers. There needs to be further research that develops teacher professional ethics test instruments for other levels such as high school or other levels.

CONCLUSIONS

This study aims to develop and validate an instrument of teacher professional ethics test for elementary school teachers in Indonesia. Based on the results of the analysis that has been carried out, it can be concluded that the 51 items that have been developed meet the validity and reliability criteria of the test and can measure defined constructs properly. This test can then be used in measuring the professional ethics of primary school teachers, especially in Indonesia.

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