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Research Article

Teacher Professional Ethics and Codes of Conduct in Advancing Quality Education (SDG 4): A Comparative Study of Kenya and Indonesia

Alwy Ahmed Mohamed¹, Triono Ali Mustofa², Mahmudulhassan³, Muhammad Rehan Sabir⁴

1. The Aga Khan High School, Mombasa, Kenya; alwyahmed94@gmail.com
2. Universitas Muhammadiyah Surakarta, Indonesia; alwyahmed94@gmail.com
3. Islamic Arabic University Bangladesh; alwyahmed94@gmail.com
4. Government College University, Faisalabad, Pakistan; alwyahmed94@gmail.com



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Abstract. This study looks at how teacher codes of conduct and professional ethics support high-quality education in Kenya and Indonesia that is in line with Sustainable Development Goal 4 (SDG 4). The study examines how institutional policies, cultural elements, and formal ethical frameworks affect teacher professionalism and student learning results in the two nations through a comparative

analysis. According to the findings, Kenya uses a formal regulatory approach to improve accountability and discipline. The Teachers Service Commission enforces stringent codes of conduct that are backed by performance evaluation mechanisms. On the other hand, Indonesia places a strong emphasis on moral principles and professional ethics that are ingrained in educational institutions and social standards. Initiatives to help people internalise ethical behaviour include teacher training and fellowship programs. Despite their different enforcement strategies, both nations face issues such as uneven application, limited opportunities for professional growth, and cultural influences on moral behaviour. The study comes to the conclusion that enhancing teacher professionalism and promoting high-quality education in a variety of sociocultural contexts requires combining regulatory measures with continuing ethical education and leadership development.

Keyword: Teacher Professional Ethics, Codes of Conduct, Quality Education, SDG 4, Comparative Study

INTRODUCTION



The Sustainable Development Goal 4 (SDG 4) of the UN, which seeks to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all," places a strong emphasis on quality education as a critical component of sustainable development (Palsdottir et al., 2018). Teachers play a crucial role in accomplishing this goal because of their professionalism, moral behaviour, and adherence to rules of conduct, which have a significant impact on the learning environment and student outcomes (Higgins et al., 2011). The moral principles, obligations, and norms that govern teachers' conduct both within and outside of the classroom are all part of teacher professional ethics (Swisher, 2021). Codes of conduct, which are frequently established by regulatory agencies and educational institutions, provide frameworks for ensuring respect, accountability, and integrity in the teaching profession (Rahimi, 2024).

The moral standards, beliefs, and principles that guide teachers' conduct, choices, and relationships with students, coworkers, parents, and the community at

large are known as teacher professional ethics (Kirby et al., 2023). Formal rules or standards known as codes of conduct outline anticipated behaviors and obligations. They serve as a framework for upholding professionalism, discipline, and integrity in the teaching profession (Sturm et al., 2021). These moral principles work together to build accountability, respect, and trust in learning environments.

The nature and application of teacher ethics and codes of behavior varied greatly among various institutional and cultural contexts, despite their universal significance. Kenya and Indonesia are the subjects of this study because they are both dedicated to enhancing the quality of education as part of their national development goals, while having different cultural backgrounds, political structures, and educational difficulties (Sturm et al., 2021). The Teachers Service Commission (TSC) oversees Kenya's centralized regulatory structure, which includes performance evaluation tools and stringent codes of conduct to keep an eye on professional standards and teacher behavior. On the other hand, Indonesia places a strong emphasis on fostering moral responsibility in addition to pedagogical proficiency through professional development programs, community involvement, and teacher education programs.

This study compares these two methods in an effort to comprehend how institutional regulations, cultural norms, and enforcement procedures affect teachers' professional ethics and capacity to provide high-quality instruction in line with SDG 4 (Al-Eraky et al., 2014). The study also looks into the difficulties that both nations confront, such as inconsistent application of policies, a lack of opportunity for ongoing professional development, and sociocultural elements that influence moral behavior in educational settings (Maxwell et al., 2016).

By emphasizing exemplary practices, pointing out shortcomings, and suggesting integrated strategies that combine regulatory monitoring with continuing ethical education and leadership development, this comparative analysis seeks to advance the larger conversation on education reform. In the end, this study emphasizes how crucial it is to develop a skilled and moral teaching staff as a means of guaranteeing all students receive an equal and excellent education (Buatip et al., 2022).

LITERATURE REVIEW

The foundation of high-quality education is teacher professionalism and ethics, which have garnered a lot of scholarly attention lately. Teacher ethics are now viewed as dynamic, contextual practices that reflect social values, educational policies, and cultural norms, rather than as a static set of standards, in light of global education reforms and Sustainable Development Goal 4 (SDG 4) (Gannerud, 2001). This change emphasizes the importance of understanding how morals and behavior standards modify and impact educational institutions in many country contexts, like Kenya and Indonesia.

Research on teacher ethics in Kenya has traditionally focused on formal regulatory structures that are meant to guarantee discipline and responsibility (O'Connell, 2004). The Teachers Service Commission has played a key role in establishing performance evaluation instruments and norms of conduct. Widespread worries about teacher misconduct, absenteeism, and falling educational standards prompted the introduction of these measures (Welbourn, 1985). Teacher ethics were largely portrayed in early research as a bureaucratic requirement to preserve order and protect professional standards, with a focus on compliance and enforcement. More recent research, however, recognizes the difficulties in implementing policies consistently, particularly in rural schools where socioeconomic circumstances impede their effectiveness and leadership capacity is restricted (Gilemkhanova et al., 2022).

The story of Indonesia's stance on teacher ethics is opposing yet complimentary. Teacher professionalism, which has its roots in the nation's philosophical, religious, and cultural traditions, has been positioned as a moral and collective obligation rather than a legal requirement (Brown, 2024). In order to foster internalized ethical awareness and commitment among educators, national values are incorporated into teacher training and professional development programs. Indonesia's educational philosophy has changed throughout the course of many political eras, from authoritarian to more democratic, to encourage not only obedience but also contextualized and reflective teaching ethics. However, there are still difficulties in converting these ideals into uniform teaching methods, which are made worse by differences in the standard of training and the distribution of resources throughout Indonesia's enormous archipelago (Gillberg, 2011).

While Kenya's organized and structured regulatory approach guarantees a clear framework for ethical behavior, comparative studies show that it frequently faces problems with rigidity, limited teacher autonomy, and gaps in ongoing professional development. On the other hand, Indonesia's ethics education is praised for emphasizing community involvement and internal motivation, but it is criticized for its uneven application and the possibility that moral principles would be compromised in favor of regional cultural norms or political objectives (Bowdon, 2002).

The conflict between policy and practice, the requirement for ongoing professional development, and the impact of larger social and cultural variables on teacher conduct are common issues that many educational systems across the world face. These situations emphasize these issues. Additionally, there is increasing agreement that ethical standards and codes of conduct ought to go beyond prescribing rules in order to promote transformative and character-driven professionalism. This is in line with international demands that ethics education for teachers be both reflective and adaptable to shifting educational objectives and societal demands (Chukuka & Locasto, 2016).

By combining policy analysis, cultural contexts, and teacher perspectives, this study aims to close the current gap and offer a comprehensive knowledge of how professional ethics and codes of conduct might be used to promote high-quality education in Kenya and Indonesia. By doing this, it supports a more comprehensive, historically informed, and forward-thinking perspective on teacher professionalism (Mohamed, Afifi, et al., 2025).

Table1: Literature Review Table

Theme	Kenya	Indonesia	Common Challenges & Insights
Approach to Teacher Ethics	Formal regulatory framework led by the Teachers Service Commission with strict codes and appraisals.	Ethics rooted in cultural, religious, and philosophical values, emphasized through teacher training.	Both recognize the importance of ethics but differ in enforcement—formal vs. value-based internalization.
Implementation	Structured enforcement but struggles with consistency, especially in rural areas.	Emphasizes internalization and community involvement, but enforcement is uneven across regions.	Challenges in ensuring uniform application and effectiveness across diverse contexts.
Professional Development	Performance appraisal linked to ethics; need for more ongoing training identified.	Ethics integrated into professional development but disparities in training quality exist.	Continuous professional growth is crucial yet limited in both countries.
Cultural & Social Factors	Socio-economic conditions and leadership capacity affect ethical practice.	Local cultural variations and political context influence ethical standards and teacher behavior.	Societal context deeply impacts how ethics are perceived and practiced in schools.
Impact on Quality Education	Ethics seen as essential for accountability,	Ethics viewed as moral foundation, supporting	Ethical teaching practices positively influence student

Theme	Kenya	Indonesia	Common Challenges & Insights
	discipline, and improving learning outcomes.	reflective and contextual teaching practices.	engagement, motivation, and inclusivity.
Policy vs. Practice	Gap between formal policies and practical realities in schools.	Values-based ethics sometimes conflict with inconsistent policy enforcement.	Bridging the gap between written codes and actual behavior remains a key challenge.
Recommendations from Literature	Need for balanced approach combining regulation with ethical education and leadership support.	Emphasis on strengthening systemic enforcement and contextualized ethics education.	Integration of formal codes with ongoing ethical reflection and community support is necessary.

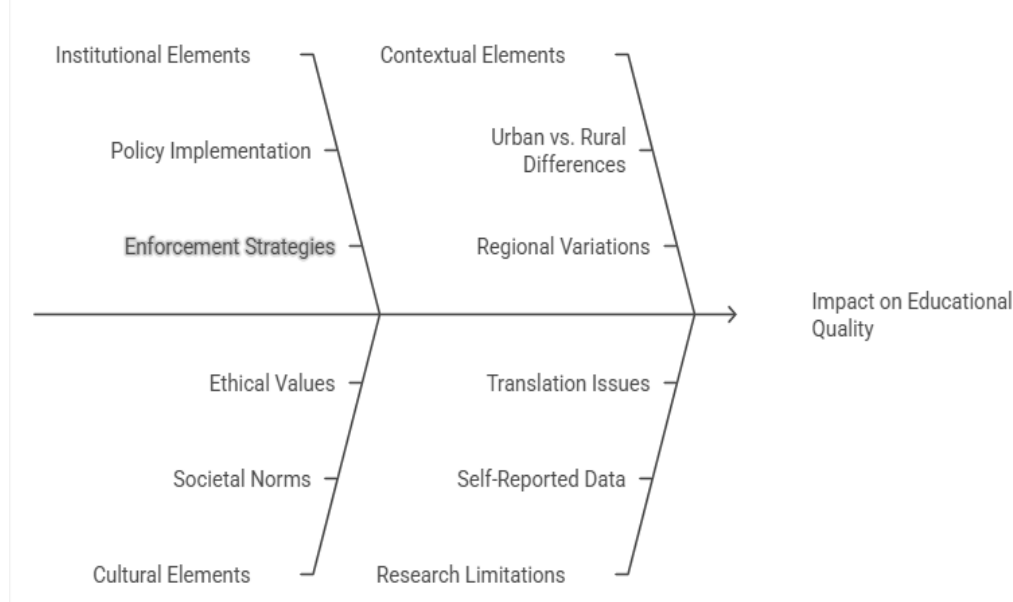
METHOD

The implementation of teacher professional ethics and codes of conduct and its impact on the quality of education in Kenya and Indonesia are examined in this study using a comparative qualitative research design. A thorough examination of the institutional, cultural, and contextual elements that influence teacher professionalism in both nations is made possible using the qualitative method. Through triangulation, information was gathered from several sources to guarantee a thorough understanding. These included the examination of official codes of behavior, policy documents, and educational reports from pertinent organizations like the Ministry of Education in Indonesia and the Teachers Service Commission in Kenya. Teachers, school administrators, legislators, and education specialists were among the important stakeholders whose opinions on the application of ethics and associated difficulties were also gathered through semi-structured interviews.

By examining common experiences and viewpoints about professional ethics and behavior rules in their workplaces, focus groups with groups of instructors further enhanced the findings. Purposive sampling was used to choose participants, which included school administrators in charge of overseeing teacher behavior, educators working in both urban and rural areas, and those with firsthand knowledge of or influence over teacher professionalism and ethics enforcement. To find reoccurring patterns and themes of ethics, enforcement strategies, and their impact on educational quality, the gathered data was subjected to a thematic

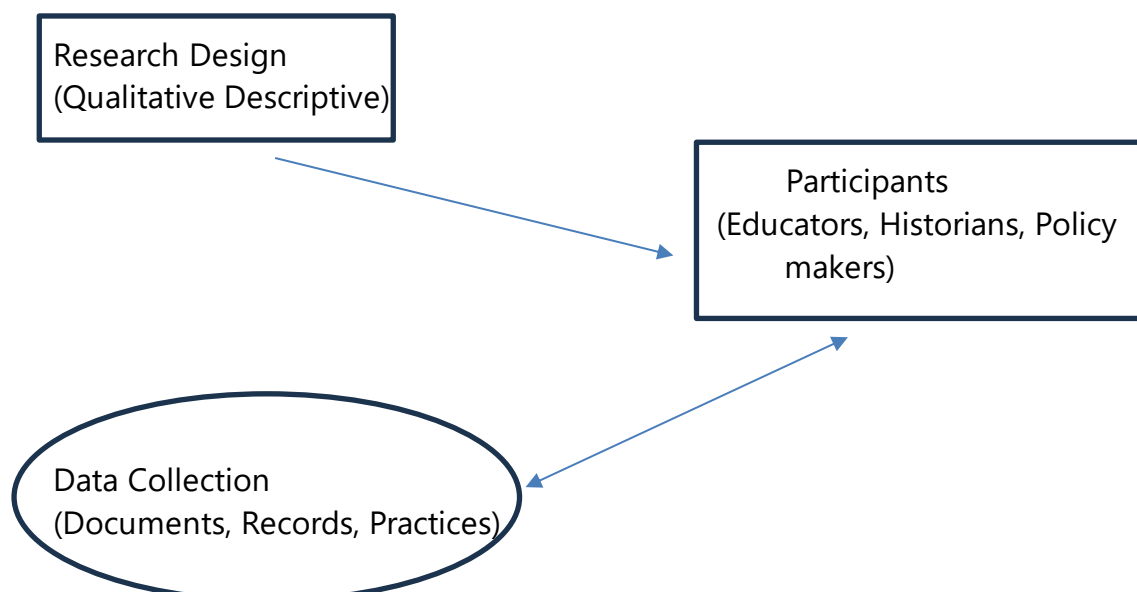
analysis utilizing qualitative data analysis software.

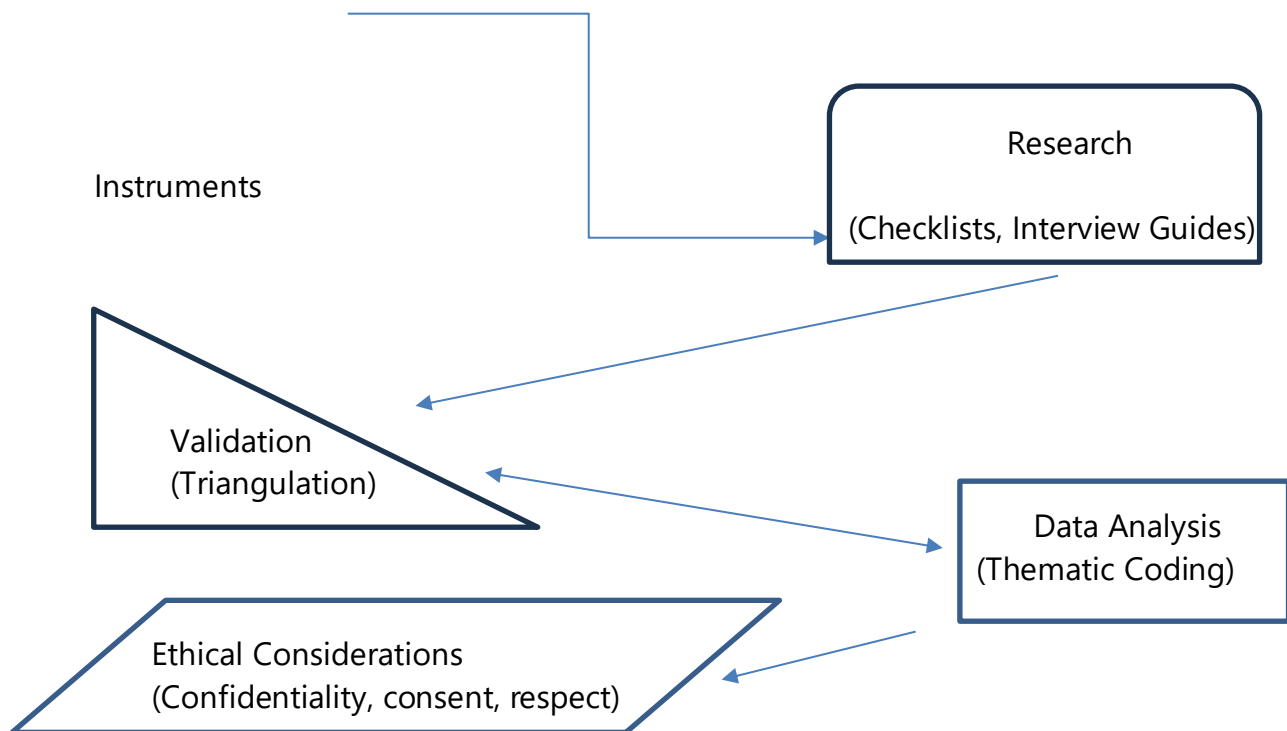
Figure 1; Factors Influencing Teacher Professional Ethics and Educational Quality



Throughout the study, ethical research standards were upheld by obtaining informed consent, maintaining confidentiality and anonymity of participants, and securing approvals from institutional review boards and education authorities in both countries. However, the study acknowledges certain limitations, such as potential biases inherent in self-reported data from interviews and discussions, regional differences in policy implementation that may limit the generalizability of findings, and possible nuances lost during translation due to language barriers (Mohamed, Mustofa, et al., 2025).

Figure 2: Methodology flow





RESULTS AND DISCUSSION

The examination of information gathered from documents, interviews, and focus groups showed both parallels and divergences between Kenya and Indonesia's conceptions, applications, and enforcement of teacher professional ethics and codes of conduct, as well as the ways in which these practices influence the development of high-quality education.

Implementation of Codes of Conduct

Strict codes of conduct are enforced in Kenya primarily by the Teachers Service Commission (TSC). The majority of respondents agreed that these rules offer precise standards for appropriate conduct in the workplace and act as a means of upholding accountability. However, a lot of educators and school administrators expressed difficulties with uneven enforcement, particularly in isolated and rural locations with inadequate monitoring. While necessary, some participants pointed out that punitive tactics occasionally incite fear rather than promote moral introspection (Sigler, 2009).

Figure 3: Teachers Service Commission Logo



In Indonesia, community involvement and teacher training programs place a greater emphasis on helping people internalize moral and professional values. Participants emphasized that codes of conduct are more about lived values than they are about formal regulations because ethics are intricately entwined with cultural and religious standards. However, there are inconsistencies because the implementation of these standards is sometimes informal and varies greatly according on local leadership and resources (Al-Abdullatif, 2025).

Table 2: Comparative Analysis of Teacher Code of Conduct Enforcement in Kenya and Indonesia

Aspect	Kenya	Indonesia
Enforcing Body	Teachers Service Commission (TSC)	Local educational authorities and community-based structures
Approach to Codes of Conduct	Formal, strict codes with clear professional guidelines	Informal, values-based codes integrated with cultural and religious norms
Implementation Style	Regulatory and compliance-focused, with official monitoring	Internalization through training and community engagement
Enforcement Consistency	Inconsistent, especially weak in rural and remote areas	Varies widely due to differences in local leadership and resources
Effect of Enforcement	Creates accountability but can induce fear rather than ethical reflection	Promotes moral commitment but sometimes lacks formal accountability mechanisms
Challenges	Weak monitoring in remote areas, punitive measures perceived as harsh	Informal enforcement leads to inconsistencies, influenced by local cultural and resource factors

Overall, Kenya and Indonesia acknowledge the value of codes of conduct in fostering teacher professionalism and high-quality education, but they take rather different approaches to putting them into practice (Denfeld, 2024). Although Kenya's official regulatory framework offers responsibility and structure, it faces

difficulties in enforcing the law and has a punishing culture that may discourage moral behavior. Although informal enforcement and geographical inequities are problems, Indonesia's culturally rooted, value-driven strategy encourages internal motivation and community involvement. These variations show that in order to increase teacher professionalism and enhance educational results, context-sensitive strategies that strike a balance between regulation, continuing ethical training, and encouraging leadership are required (Sarv, 2023).

Teacher Professional Ethics and Quality Education

In both Kenya and Indonesia, the total quality of education is greatly influenced by the professional ethics of teachers. Both nations agree that moral behavior by educators is essential for upholding order as well as for fostering a positive, productive learning environment where children can flourish both intellectually and socially (Tirri, 2023).

Participants in Kenya emphasized that rigorous adherence to established standards of behavior fosters a feeling of discipline in educational institutions. Maintaining order, minimizing disruptions in the classroom, and making sure that both teachers and students abide by the regulations governing learning environments all depend on this discipline. Students can concentrate better and make the most of class time in such an atmosphere. According to educators and administrators, maintaining ethical standards promotes trust among parents, kids, and educators—a critical component of community involvement and the holistic development of pupils (Mayo & Knapp, 2025).

However, a number of respondents identified a major obstacle: the dearth of chances for ongoing professional development targeted at enhancing ethical knowledge and practice. Ethical behavior runs the risk of shifting from a commitment to personal and professional development to a matter of merely following the law in the absence of continual training and reflective professional learning. This restriction limits educators' ability to cultivate a more complex, internalized ethical framework that can enhance instructional strategies, student motivation, and classroom inclusion (Sokolova et al., 2024).

On the other hand, the idea of teaching ethics in Indonesia stresses a contextual, introspective approach and goes beyond following formal regulations. The significance of ethics as a dynamic philosophy that changes to meet community needs and the demands of modern education is emphasized by educators and education administrators. By encouraging teachers to be imaginative, sympathetic, and critically involved in their instruction, this method creates an environment in the classroom where students are inspired to think critically and actively interact with the materials. Indonesian educators embrace holistic education that extends beyond academic success because they view ethics as entwined with cultural values and societal obligations (de Santiago, 2014).

Despite these advantages, problems still exist. Many Indonesian participants drew attention to discrepancies in how ethical standards are applied in various locales and educational institutions, which are mostly caused by differences in available resources and regional cultural interpretations. The general coherence of ethical standards within the educational system may be compromised by this unequal application, which may also cause teachers to become confused about expectations. Additionally, some respondents emphasized difficulties in striking a balance between contemporary educational objectives and traditional cultural norms, which occasionally leads to conflict when defining what ethical behavior in the classroom looks like (Barrett et al., 2006).

Additionally, similar to Kenya, Indonesian educators voiced their displeasure with the lack of possibilities for ongoing professional development that is especially centered on ethics. Although the philosophical and cultural aspects of ethics are emphasized in the initial training, there is frequently a dearth of follow-up assistance and refresher courses. This disparity could make it more difficult for educators to dynamically adjust to new ethical standards as they emerge, such as those posed by growing student diversity and technological improvements (Barrett et al., 2012).

The substantial influence that professional ethics of teachers have on the quality of education outside of the classroom was also acknowledged by both countries. Teachers who uphold ethical standards are viewed as role models who help mold pupils' morals and values, which eventually advances the objectives of national development. In Indonesia, this function is associated with promoting respect for cultural variety and communal harmony, whereas in Kenya, it is frequently associated with promoting civic duty and social cohesiveness (Alonso-Rodríguez, 2024).

In conclusion, the results from Kenya and Indonesia show that although everyone agrees that professional ethics for teachers are crucial to providing high-quality education, the methods and difficulties vary depending on the situation. While Indonesia's emphasis on ethics as a dynamic, culturally integrated philosophy emphasizes the value of flexibility and reflective practice, Kenya's emphasis on discipline and adherence to norms shows the necessity of systems that support ethical behavior. Improving teacher effectiveness and, consequently, educational quality in both nations requires addressing the shared issue of inadequate continuous ethical professional development (Vazquez & Webster, 2024).

Challenges and Opportunities in Enhancing Teacher Professional Ethics

In order to fully realize the promise of teacher professional ethics to improve the quality of education, Kenya and Indonesia must overcome a number of obstacles. The absence of comprehensive and ongoing professional development programs with an ethics-specific focus is one of the main issues that both nations face. This disparity makes it more difficult for educators to comprehend and apply

ethical concepts deeply, which results in a dependence on bare compliance rather than a dedicated, introspective practice(Wangamati et al., 2022).

In Kenya, the strict regulatory framework provides a solid foundation for discipline but risks creating an environment where teachers might perceive ethics merely as a set of rules to follow rather than a deeply held professional commitment. This regulatory focus can limit opportunities for teachers to engage in reflective practice that would otherwise enhance their instructional methods and student engagement(Lunardi, 2013).

Teachers are encouraged to internalize principles and modify their practices to meet the needs of the community in Indonesia due to the country's comprehensive and culturally entrenched approach to ethics. However, unequal application of ethical standards is caused by regional resource discrepancies and the decentralized educational system. The entire coherence and efficacy of ethics instruction are at danger due to this contradiction. Conflicts over expectations for ethical behavior are also occasionally brought up by difficulties between contemporary educational needs and traditional cultural values(Ke et al., 2023).

Both nations offer encouraging prospects in spite of these obstacles. A deeper commitment to ethical teaching can be fostered in Kenya by supplementing current rules of conduct with reflective ethics training that is included into continuing professional development. Indonesia's focus on critical involvement and communal values provides a solid foundation for creative ethics teaching that supports larger social objectives(Jukes, 2009).

Additionally, both nations may enhance ethical education by utilizing technology and international cooperation. Cross-cultural workshops, teacher exchanges, and online courses could raise teachers' ethical consciousness and provide them the skills they need to handle new issues like diversity, inclusion, and the use of digital resources in the classroom(Holmqvist & Lantz Ekström, 2024).

Table 3: Comparative Challenges and Strategic Opportunities in Teacher Ethics Development: Kenya and Indonesia

Aspect	Kenya	Indonesia
Major Challenge	Lack of systematic, continuous professional development focused on ethics	Lack of continuous ethics-focused professional development; regional disparities in ethics implementation
Approach to Ethics	Strict regulatory framework emphasizing discipline and rule-following	Holistic, culturally embedded approach emphasizing internalization of values
Risk/Challenge of Approach	Ethics may be seen as mere compliance, limiting	Inconsistent application of ethical standards due to

Aspect	Kenya	Indonesia
	reflective practice and deeper commitment	decentralization and resource disparities
Cultural Challenges	N/A (mainly regulatory focus)	Tension between traditional cultural norms and modern educational demands
Opportunities	Integrate reflective ethics training into ongoing professional development to deepen commitment	Leverage emphasis on community values and critical engagement for innovative ethics education
Potential for Improvement	Use technology and international collaboration to enhance ethics training	Use technology and international collaboration to enhance ethics training

Disparities and Inconsistencies in Ethical Implementation

In Indonesia, the application of teacher professional ethics varies considerably across different regions and educational institutions. These disparities are largely driven by uneven access to resources such as training programs, mentorship, and support systems that reinforce ethical standards. Schools in urban or well-funded areas tend to have better infrastructure and more frequent opportunities for teacher development, allowing for stronger adherence to ethical guidelines. In contrast, rural and under-resourced regions often struggle to maintain consistent ethical practices due to limited professional support and infrastructural challenges (Lenziardi et al., 2025).

Cultural interpretations further complicate the implementation of ethical standards in Indonesia. The country's rich diversity means that local customs and societal expectations can influence how ethics are understood and practiced by teachers. For example, behaviors considered respectful and ethical in one region may differ in another, leading to inconsistent expectations and confusion among educators about the 'correct' ethical conduct. This variation undermines the coherence and effectiveness of national ethics policies, posing challenges for education authorities trying to uphold uniform standards (Freitas, 1999).

Similarly, Kenya faces challenges related to the uneven enforcement of professional ethics across its schools. Although the Teachers Service Commission (TSC) provides a formal regulatory framework, the degree of enforcement varies between schools and regions. Some schools have robust oversight and adherence to codes of conduct, while others experience lapses in supervision due to factors such as administrative weaknesses or resource constraints. This inconsistency can affect teacher behavior and professional accountability, leading to variations in the quality of education delivered (Rahimi, 2024).

Both countries thus grapple with the issue of ensuring that ethical standards are uniformly understood, accepted, and practiced by teachers nationwide. Without addressing these disparities, efforts to enhance teacher professionalism and improve educational quality may remain fragmented and less effective.

Table 4: Structural and Cultural Determinants of Teacher Ethics Implementation: A Comparative Analysis of Indonesia and Kenya

Aspect	Indonesia	Kenya
Resource Disparities	Significant differences between urban and rural areas in access to training and professional support	Variations in school administrative capacity and resources affect enforcement of ethics standards
Cultural Interpretations	Diverse cultural norms lead to different understandings of ethical behavior across regions	More uniform cultural context but social and regional factors still influence enforcement consistency
Impact on Teacher Behavior	Confusion among teachers about expected ethical conduct due to inconsistent messaging and support	Uneven supervision leads to inconsistent adherence to codes of conduct
Effect on Education Quality	Fragmented implementation weakens the overall impact of ethics policies on teacher professionalism	Variations in ethics enforcement contribute to disparities in educational quality across regions
Challenges for Authorities	Difficulty in standardizing ethics policies and ensuring nationwide compliance	Ensuring consistent monitoring and enforcement across diverse schools
Opportunities for Improvement	Increase resource allocation to underserved regions; incorporate cultural sensitivity in ethics training	Strengthen oversight mechanisms and provide targeted support to underperforming schools

Cultural Influences and Ethical Dilemmas

In Indonesia, the coexistence of deeply rooted traditional cultural norms and rapidly evolving modern educational objectives often creates a complex environment for defining and practicing teacher professional ethics. Indonesia's diverse archipelago is home to numerous ethnic groups, each with its own unique cultural values, beliefs, and social expectations. These cultural variations influence perceptions of what constitutes ethical behavior within the classroom and the broader school community.

For instance, certain traditional values may emphasize respect for elders, community harmony, and deference to authority, which can sometimes conflict with modern educational ideals that promote critical thinking, student autonomy, and inclusive participation. Teachers may find themselves navigating tensions between upholding cultural customs and implementing progressive pedagogical approaches. This cultural interplay requires a flexible and adaptive ethical framework that accommodates respect for heritage while supporting the goals of contemporary education. Educators must be culturally sensitive and aware of the local context, tailoring their ethical conduct to balance traditional expectations with the need to foster innovation, inclusivity, and academic excellence that encourage questioning and active engagement.

In contrast, Kenya's approach to teacher ethics is primarily regulatory, emphasizing adherence to formal codes of conduct and disciplinary measures. However, this regulatory framework does not exist in a vacuum. It operates within broader social and cultural expectations that shape teacher behavior. Kenyan society places high value on respect, community involvement, and moral integrity, which align with and reinforce the formal ethical standards set by educational authorities. Despite the more structured approach, Kenyan teachers also face dilemmas when social norms and professional ethics intersect, especially in diverse communities where cultural practices may vary. For example, issues related to gender roles, discipline methods, or community involvement can pose challenges for teachers trying to reconcile official ethical guidelines with local cultural practices.

Both Indonesia and Kenya, therefore, must recognize that professional ethics in education are not solely about compliance with rules but also involve navigating the dynamic interplay between cultural heritage and evolving educational demands. Developing culturally responsive ethical frameworks that are flexible enough to address these dilemmas is essential for fostering respectful, effective, and inclusive teaching practices in both countries.

Implications

1. Need for Contextualized Ethics Training:

The cultural diversity and tensions between traditional norms and modern educational goals imply that teacher ethics training cannot be one-size-fits-all. Ethics programs must be adapted to local contexts to be meaningful and effective.

2. Potential Conflicts in Teacher Conduct:

Without clear guidance that balances cultural sensitivity and educational progress, teachers may struggle to make ethical decisions, potentially leading to inconsistent practices that affect student experiences and learning outcomes.

3. Impact on Educational Quality and Inclusion:

If cultural dilemmas are not adequately addressed, there is a risk that certain student groups may feel marginalized or misunderstood, which could undermine inclusive education and limit equitable access to quality learning.

4.Challenges for Policy Implementation:

Rigid regulatory frameworks that do not consider cultural realities may face resistance or fail to achieve desired outcomes, highlighting the need for flexible policies that integrate cultural awareness.

RECOMMENDATIONS

1. Develop Culturally Responsive Ethics Frameworks:
Education authorities should design ethical guidelines and training programs that recognize and respect local cultural values while promoting modern educational principles. This approach will help teachers navigate dilemmas effectively.
2. Incorporate Community Engagement:
Schools should involve parents, community leaders, and cultural experts in developing and reinforcing ethical standards, ensuring that these norms are both culturally appropriate and educationally sound.
3. Enhance Continuous Professional Development:
Provide ongoing training for teachers focusing on ethical dilemmas, cultural competence, and reflective practice to equip them with skills to balance cultural sensitivities with professional responsibilities.
4. Promote Dialogue and Reflection:
Encourage open forums where teachers can discuss ethical challenges related to culture and education, fostering peer learning and collaborative problem-solving.
5. Flexibility in Policy Enforcement:
Policymakers should allow some degree of flexibility in the application of ethical standards to accommodate cultural differences while maintaining core professional values.

Research and Monitoring:

Support further research into how cultural factors affect teacher ethics in different regions and use findings to continuously refine policies and training programs.

CONCLUSION

Teacher professional ethics play a critical role in shaping the quality of education in both Kenya and Indonesia. While both countries recognize the importance of ethical behavior in fostering disciplined, respectful, and productive learning environments, their approaches differ significantly due to cultural, structural, and contextual factors. Kenya's formal, regulatory framework emphasizes adherence to established codes of conduct to maintain order and accountability,

whereas Indonesia adopts a more holistic, culturally embedded view of ethics that encourages reflective and context-sensitive teaching practices. However, both nations face common challenges, including disparities in ethical implementation, limited continuous professional development focused on ethics, and the complex interplay between traditional cultural values and modern educational demands. These challenges highlight the necessity of developing flexible, culturally responsive ethical frameworks and strengthening ongoing ethics education to support teachers in navigating ethical dilemmas effectively. Ultimately, enhancing teacher professionalism and educational quality requires integrating regulatory measures with culturally sensitive, reflective practices. By addressing these issues, Kenya and Indonesia can better prepare educators to serve as ethical role models who promote inclusive, high-quality education aligned with their unique cultural and societal contexts.

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