



THE INFLUENCE OF PROFESSIONAL ETHICS AND WORK DISCIPLINE ON TEACHER PROFESSIONALISM AND ITS IMPLICATIONS FOR TEACHER PERFORMANCE IN PUBLIC ELEMENTARY SCHOOLS IN BANJAR DISTRICT, PANDEGLANG REGENCY

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Abstract

This study aims to explore the influence of professional ethics and work discipline on teacher performance, as well as to examine the mediating role of teacher professionalism among public elementary school teachers in Banjar District, Pandeglang Regency. The primary focus of the study is to identify the direct and indirect effects of these variables on improving teacher performance. The research method employed a quantitative approach using regression analysis techniques using Structural Equation Modeling-Partial Least Squares (SEM-PLS). The study sample included 100 respondents drawn from a population of 163 public elementary school teachers, providing an empirical overview of the relationships between the variables.

The results indicate that professional ethics has a positive and significant effect on teacher professionalism and on teacher performance. Similarly, work discipline has been shown to have a significant positive effect on both teacher professionalism and teacher performance. Furthermore, teacher professionalism itself has a positive and significant effect on teacher performance. The mediation test also demonstrated that professional ethics and work discipline significantly influence teacher performance through teacher professionalism. These findings emphasize the importance of implementing professional ethics and work discipline as key factors driving teacher professionalism. Improving professionalism can ultimately strengthen teacher performance, so policies and evaluations are needed that support efforts to improve the quality of education.

Keywords: Professional Ethics, Work Discipline, Teacher Professionalism, Teacher Performance

INTRODUCTION

The quality of human resources is largely determined by education, and teachers play a crucial role in successful learning. Teacher performance is not only about transferring knowledge, but also about shaping students' character and personality. Key factors influencing teacher performance include work discipline and professional ethics. Teachers who are disciplined and uphold professional ethics will demonstrate responsibility, dedication, and integrity, thereby improving the quality of learning. However, in elementary schools throughout Banjar District, Pandeglang Regency, challenges remain, including low levels of discipline and adherence to the code of ethics, which impacts the quality of education and the image of the teaching profession.

Teacher professionalism is a crucial factor reflecting competence, dedication, and commitment to carrying out their duties. Professional teachers are not only required to deliver quality learning but also to guide students and improve the quality of education. Professional ethics and work discipline are the main foundations for building professionalism, as without them, teacher performance will be hampered. Teacher performance is reflected in ability, accuracy, creativity, and initiative in developing learning. Research by Tatu E. Inayati (2025) shows that professional ethics and work

discipline have a positive influence on professionalism, thereby improving teacher performance and the quality of education in schools.

The professional ethics and work discipline of teachers in Banjar District, Pandeglang Regency, still face various obstacles, such as absenteeism, low accountability, and lack of adherence to the professional code of ethics. This condition impacts teacher professionalism and performance, which in turn impacts the quality of education. To address this, the active role of the government and schools is needed through training programs, coaching, and regular evaluations. Appreciation for outstanding teachers is also important to foster motivation and work ethic. By improving professional ethics and work discipline, teacher professionalism can increase, thus optimizing performance and the quality of education.

Researchers conducted an initial survey using Google Forms with 30 elementary school teachers in Banjar District, Pandeglang Regency, to describe their understanding and application of performance, professionalism, work discipline, and professional ethics. The survey results indicated that many teachers were still not optimal in preparing teaching materials, delivering material according to the curriculum, or mastering learning strategies. Furthermore, low adherence to the code of ethics, responsibility, and discipline in punctual attendance were also obstacles. This phenomenon underscores the need for stricter guidance, training, and supervision to increase teacher awareness, commitment, and professionalism in supporting educational quality.

Ariyanto et al. (2024) emphasized that professional ethics reflects teachers' moral values and responsibilities in carrying out their duties, where integrity, discipline, and dedication play a crucial role in the quality of learning. However, Rahmawati & Nugroho (2023) argued that professional ethics does not always have a significant impact on teacher performance, as other factors such as motivation, school environment, and pedagogical skills are more dominant. According to Ita Nurfadilah & Umi Fariyah (2021), work discipline also contributes significantly to improving teacher performance. However, Sari & Wibowo (2020) found that work discipline does not always have a significant impact, as motivation and job satisfaction also play a role.

Timor & Hanum (2023) emphasize that professional ethics plays a crucial role in shaping teacher professionalism through discipline, integrity, and dedication, thus creating positive interactions with students and a conducive learning environment. However, Sembiring et al. (2024) found that professional ethics does not always have a significant impact because pedagogical competence, experience, and school policies are often more dominant. Ma'muroh & Mariyono (2023) added that teacher professionalism encompasses teaching expertise, responsibility, and discipline, which drive improved performance. However, Syavinayati (2024) points out that professionalism does not always align with performance if the workload, facilities, and motivation of teachers are not supportive.

Based on previous research, a research gap exists regarding the influence of professional ethics, work discipline, and teacher professionalism on teacher performance. Several studies, such as those by Ariyanto et al. (2024), Ita Nurfadilah & Umi Fariyah (2021), and Susanto et al. (2024), show a significant influence. However, Andriani & Saputra (2023), Sari & Wibowo (2020), and Yesika (2023) found no significant influence. These discrepancies raise a research question: whether professional ethics, work discipline, and teacher professionalism truly contribute to teacher performance or are influenced by other factors such as motivation, the environment, and school policies.

This research is novel because it presents a new perspective by simultaneously integrating the variables of professional ethics, work discipline, and teacher professionalism to examine their implications for teacher performance, particularly in the context of public elementary school teachers in Banjar District, Pandeglang Regency. Unlike previous studies that tended to examine variables separately or only highlight a few factors, this study emphasizes the interrelationships between variables comprehensively. Therefore, the research findings are expected to provide theoretical contributions to the development of educational management studies, as well as practical implications for improving the quality of teacher performance in elementary schools.

LITERATURE REVIEW

Teacher Performance

Performance is the manifestation of actualized abilities in the form of tangible results, not an innate trait. In the context of education, teacher performance is a crucial indicator of learning success. Supardi (2020) interprets teacher performance as a manifestation of the implementation of professional duties, particularly in learning activities and student development. Similarly, Satria (2021) emphasizes that teacher performance is the achievement of work results influenced by factors such as ability, dedication, and experience. Therefore, teacher performance reflects work achievements both quantitatively and qualitatively, in accordance with the standards of professionalism required in education.

Professional Ethics

Professional ethics are moral guidelines that govern individual behavior in carrying out their profession. Naibaho & Pasaribu (2025) state that professional ethics are moral principles that guide professionals to act fairly, honestly, and responsibly according to applicable moral standards. Similarly, Sinaga (2020) explains that professional ethics is a life attitude containing moral norms that must be adhered to by someone in carrying out their profession to maintain the dignity and honor of their profession. Thus, professional ethics not only regulates professional behavior but also reflects integrity and social responsibility in work practices.

Work Discipline

Work discipline is a crucial factor in maintaining organizational order and effectiveness. Wiratama & Sintaasih (2023) define work discipline as a managerial effort to foster voluntary compliance among members with organizational rules and social norms. Similarly, Kambey & Manengkey (2023) define work discipline as communication between managers and employees to foster awareness and willingness to comply with applicable regulations. Therefore, work discipline reflects individual compliance and responsibility with organizational regulations, thus optimally supporting the achievement of shared goals.

Teacher Professionalism

Teacher professionalism is the ability and readiness of an educator to carry out their duties responsibly in accordance with applicable competency standards. According to Handayani & Sutanto (2022), teacher professionalism encompasses mastery of material, pedagogical skills, and an ethical attitude in guiding students. This is reinforced by Wahyudi (2023), who emphasized that professional teachers must be able to create a conducive, innovative, and contemporary learning environment. Thus, teacher professionalism not only reflects individual qualities but also plays a key role in improving the quality of education and developing a superior generation.

Thinking Framework

This research framework is based on previous findings showing that professional ethics and work discipline have a significant influence on professionalism and performance. Research by Timor & Hanum (2023) and Rahman & Hardana (2024) confirmed that professional ethics positively contributes to professionalism, which in turn improves performance. Kirana et al. (2023) added that adherence to a professional code of ethics can strengthen integrity and objectivity, thus positively impacting work outcomes. Paschal (2023) emphasized the importance of implementing ethics in the teaching profession to foster professionalism, while Atmojo (2022) demonstrated that work discipline significantly influences teacher professionalism. Thus, professional ethics and work discipline have direct implications for teacher performance.

Based on the explanation of the conceptual framework, the conceptual framework scheme can be described simply as follows:

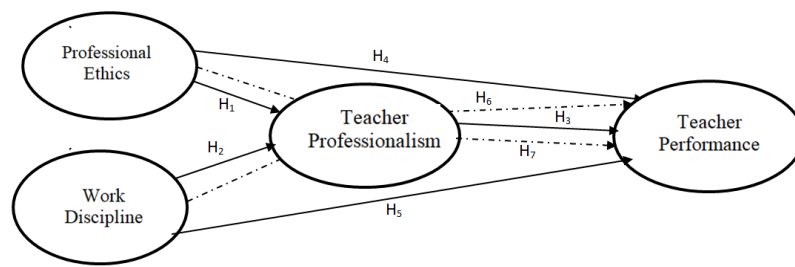


Figure 1 Thinking Framework

Research Hypothesis

A hypothesis, which formulates a research problem in the form of a question, serves as a temporary answer to the research problem formulation, claims Sugiyono (2019). The author's hypothesis is as follows, based on the justification given above:

- H₁ : It is suspected that professional ethics have a positive and significant influence on the professionalism of teachers at SDN in Banjar District, Pandeglang Regency.
- H₂ : It is suspected that work discipline has a positive and significant influence on teacher professionalism at SDN in Banjar District, Pandeglang Regency.
- H₃ : It is suspected that teacher professionalism has a positive and significant influence on teacher performance at SDN in Banjar District, Pandeglang Regency.
- H₄ : It is suspected that professional ethics have a positive and significant influence on teacher performance at SDN in Banjar District, Pandeglang Regency.
- H₅ : It is suspected that work discipline has a positive and significant influence on teacher performance at SDN in Banjar District, Pandeglang Regency.
- H₆ : It is suspected that professional ethics have a positive and significant influence on teacher professionalism through the performance of elementary school teachers in Banjar District, Pandeglang Regency.
- H₇ : It is suspected that work discipline has a positive and significant influence on teacher professionalism through the performance of elementary school teachers in Banjar District, Pandeglang Regency.

METHOD

Research methods

This study uses a quantitative approach because it aims to determine the influence between research variables through numerical data processing and statistical analysis. A quantitative approach was chosen so that the research results can be measured objectively and their validity can be verified using statistical methods. The analytical technique used in this study is Structural Equation Modeling Partial Least Squares (SEM-PLS), which is capable of analyzing direct and indirect relationships between variables, including the mediating role in the research model.

Population and Sample

A population is the entire subject with specific characteristics relevant to the research. The population in this study was all state elementary school (SDN) teachers with civil servant (PNS) and P3K (Pre-service) status in Banjar District, Pandeglang Regency, Banten Province. Based on data from the Banjar District Regional Coordinator, the number of teachers included in this study was 163 people spread across 22 state elementary schools.

A sample is a portion of the population used as a research object, taking into account proportionality. According to Hair et al. (2017), the minimum sample size is five times the number of indicators used in the study. With a total of 20 indicators, the minimum sample size required is 100 respondents. Therefore, this study used 100 teachers as respondents, drawn proportionally from each school. The sampling technique used proportional random sampling to ensure the sample distribution corresponds to the population size of each school.

Data Sources and Types

The data source for this study is primary data, obtained directly from the respondents. According to Ajayi (2017), primary data is data collected directly through research instruments without intermediaries. In this study, data was obtained through a questionnaire distributed to respondents. The questionnaire contained statements related to professional ethics, work discipline, professionalism, and teacher performance, which were measured using a five-point Likert scale.

Data Collection Techniques

The data collection method was carried out through the distribution of questionnaires. The research instrument consisted of a list of closed-ended questions with pre-defined answer options. Respondents were asked to provide answers based on their perceptions on a scale from 1 (Never) to 5 (Always). According to Sugiyono (2017), the Likert scale is highly suitable for measuring attitudes, opinions, and perceptions of social phenomena because it allows researchers to obtain quantitative data that is easy to analyze.

Data Analysis Techniques

1. Descriptive Statistical Analysis

Descriptive analysis was used to describe data characteristics, such as averages, percentages, variances, and standard deviations. Furthermore, the Respondent Achievement Level (TCR) was calculated to determine respondents' perceptions of each indicator. TCR results were grouped into

five categories: very good, good, adequate, poor, and poor. This analysis provides an initial overview of respondents' response trends before further analysis is conducted.

2. Inferential Statistical Analysis

Inferential analysis was conducted using SEM-PLS using SmartPLS software. SEM-PLS was chosen because it can test structural models with latent variables and indicators. This analysis was conducted in two stages:

- a. Measurement (Outer) Model, which aims to assess the validity and reliability of indicators against latent constructs. Validity is tested through *convergent validity* (factor loading and AVE) and *discriminant validity*, while reliability is tested through Cronbach's Alpha and Composite Reliability (CR) values.
- b. The Structural (Inner) Model is used to test the relationship between latent variables according to the research hypothesis. Evaluation is conducted by examining the coefficient of determination (R^2), t-statistic, and p-value. The mediation effect is tested using the bootstrapping method.

Research Hypothesis

The statistical hypothesis in this study is used to test the validity of the relationship between variables by paying attention to the value t-statistic And probability (p-value). The decision-making criteria are set: if the t-statistic > 1.96 and $p < 0.05$, H_0 is rejected and H_a is accepted, whereas if the t-statistic < 1.96 and $p > 0.05$, H_0 is accepted and H_a is rejected. This study also evaluates mediation role teacher professionalism in the relationship between professional ethics and work discipline on teacher performance, following the guidelines of Baron & Kenny (1986) and Fritz et al. (2007). The mediation test was conducted through resampling bootstrap on SEM-PLS to ensure that the direct and indirect effects between variables are statistically significant.

RESULTS AND DISCUSSION

Research result

1. Outer Model Evaluation

Outer model evaluation is carried out to test the validity of the indicators through **loading factor**, **discriminant validity**, **composite reliability**, and **Cronbach Alpha**. This test aims to ensure that each indicator is able to represent the measured variable. A loading factor value ≥ 0.7 is considered ideal, but a value of 0.5–0.6 is still acceptable for new indicators. The test results indicate that all indicators of the variables Professional Ethics, Work Discipline, Teacher

Professionalism, and Teacher Performance are valid and reliable for further analysis using Smart PLS 4.0.

a. Convergent Validity

The loading factor test results for each variable showed that all indicators had values greater than 0.7, thus meeting the convergent validity criteria. The Professional Ethics variable had the highest indicator of 0.922 on one of the items, indicating a significant contribution of the indicator to the variable.

Table 1 Results of the Loading Factor Test for the Professional Ethics Variable

Code Item	Loading Factor Value	The knot
EP_1	0.915	Valid
EP_2	0.918	Valid
EP_3	0.915	Valid
EP_4	0.922	Valid
EP_5	0.912	Valid
EP_6	0.885	Valid

Source: Processed data, 2025

All Professional Ethics indicators had loading factor values above 0.7, indicating each item was valid and could be used for further analysis. Professional Ethics Indicator 4 had the highest contribution in shaping this variable.

Table 2 Results of the Loading Factor Test for the Work Discipline Variable

Code Item	Loading Factor Value	The knot
DK_1	0.957	Valid
DK_2	0.920	Valid
DK_3	0.927	Valid
DK_4	0.894	Valid

Source: Processed data, 2025

All indicators of the Work Discipline variable are valid with loading factors >0.7 . Work Discipline indicator 1 has the highest contribution, so it can be trusted to represent the Work Discipline variable as a whole.

Table 3 Results of the Loading Factor Test for the Teacher Professionalism Variable

Code Item	Loading Factor Value	The knot
PG_1	0.892	Valid
PG_2	0.957	Valid
PG_3	0.945	Valid
PG_4	0.954	Valid
PG_5	0.955	Valid

Source: Processed data, 2025

All Teacher Professionalism indicators are valid. Teacher Professionalism Indicator 2 has the highest contribution, indicating a significant role in forming a mediating variable and bridging the influence of Professional Ethics and Work Discipline on Teacher Performance.

Table 4 Results of the Loading Factor Test for Teacher Performance Variables

Code Item	Loading Factor Value	The knot
KG_1	0.921	Valid
KG_2	0.952	Valid
KG_3	0.946	Valid
KG_4	0.947	Valid
KG_5	0.938	Valid

Source: Processed data, 2025

All Teacher Performance indicators were valid with high loading factor values. Teacher Performance Indicator 2 had the highest contribution to shaping the Teacher Performance variable, making the data ready for inner model analysis.

b. Discriminant Validity

The cross-loading results in the table show that each indicator has the highest value on the related variable compared to other variables. This proves that each indicator is able to differentiate the construct being measured, so that the research variables have **discriminant validity** which is good.

Tabel 5 Cross Loadings

Indicator	Professional Ethics	Work Discipline	Teacher Professionalism	Teacher Performance
Professional Ethics 1	0.915	0.828	0.796	0.813
Professional Ethics 2	0.918	0.836	0.856	0.887
Work Discipline 1	0.894	0.957	0.895	0.884

Source: Processed data, 2025

This table shows that the indicators have higher values on the measured variables compared to other variables, indicating that each construct has good discriminatory ability and meets the discriminant validity criteria.

c. Composite Reliability dan Cronbach Alpha

Tabel 6 Composite Reliability

Variables	Composite Reliability
Professional Ethics	0.967
Work Discipline	0.959
Teacher Professionalism	0.975
Teacher Performance	0.975

Source: Processed data, 2025

All variables have a composite reliability value >0.6 , indicating that all indicators are reliable and consistent in forming their respective variables.

Tabel 7 Cronbach Alpha

Variables	Cronbach's Alpha
Professional Ethics	0.959
Work Discipline	0.943
Teacher Professionalism	0.968
Teacher Performance	0.968

Source: Processed data, 2025

All Cronbach's Alpha values were >0.7 , indicating a high level of reliability for all variables.
 The research data is reliable for inner model analysis.

2. Inner Model Evaluation

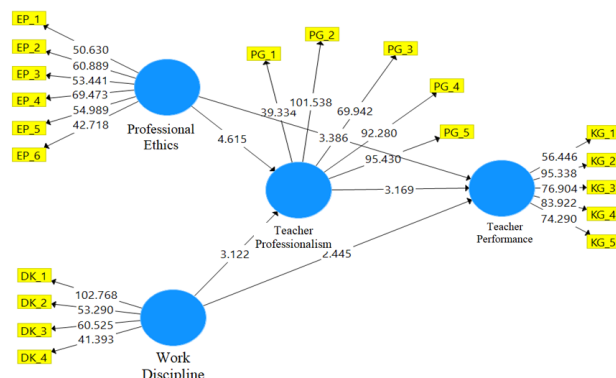


Figure 2 Inner Model

The Inner Model image displays the relationships between the research variables. The Path Coefficient results indicate the highest influence of Professional Ethics on Teacher Professionalism (4.615) and Professional Ethics on Teacher Performance (3.386). Other paths also show significant positive influences, so all independent variables influence the dependent variable as hypothesized.

Table 8 Structural Model Results (Goodness of Fit)

Relationship between variables	Path Coefficient	R Square
Professional Ethics → Teacher Performance	0,316	0,939
Work Discipline → Teacher Performance	0,307	
Teacher Professionalism → Teacher Performance	0,365	
Professional Ethics → Teacher Professionalism	0,573	0,914
Work Discipline → Teacher Professionalism	0,395	

Source: Processed data, 2025

The R-Square value of the Teacher Performance variable is 0.939, meaning that 93.9% of the variation in Teacher Performance can be explained by Professional Ethics, Work Discipline, and Teacher Professionalism. The Q-Square value of 0.995 indicates that the model fits the research data very well and is able to explain data variation significantly.

3. Hypothesis Testing Results

a. Direct Effect Test

Hypothesis testing is done through an inner model with output **t-statistic**, beta coefficient, and p-value. The significance criteria used were $t\text{-statistic} > 1.96$ and $p\text{-value} < 0.05$. Table 4.11 displays the results of the direct influence test between variables.

Table 9 Results of t-Statistic Measurement of the Relationship Between Variables

Relationship between variables	T-value	To	Conclusion
Professional Ethics → Teacher Professionalism	4,615	Rejected	There is a Positive Influence
Work Discipline → Teacher	3,122	Rejected	There is a Positive

Professionalism			Influence
Teacher Professionalism → Teacher Performance	3,169	Rejected	There is a Positive Influence
Professional Ethics → Teacher Performance	3,386	Rejected	There is a Positive Influence
Work Discipline → Teacher Performance	2,445	Rejected	There is a Positive Influence

Source: Processed data, 2025

The results showed that all hypotheses were immediately accepted, indicating that professional ethics and work discipline significantly influence teacher professionalism and performance. Teacher professionalism has also been shown to improve teacher performance.

b. Indirect Effect Test

The indirect effect test aims to examine the mediation of Teacher Professionalism between Professional Ethics and Work Discipline on Teacher Performance. Table 4.12 shows the bootstrapping results for the indirect effect.

Table 4.10 Results of t-Statistic Measurement of Indirect Relationships

Information	Original Sample (O)	T Statistics	P Values
Professional Ethics → Teacher Professionalism → Teacher Performance	0.209	2.554	0.011
Work Discipline → Teacher Professionalism → Teacher Performance	0.144	2.287	0.023

Source: Processed data, 2025

The results show that teacher professionalism significantly mediates the influence of professional ethics and work discipline on teacher performance. The t-statistic value is >1.96 and the p-value is <0.05, indicating significant mediation.

Discussion

1. The Influence of Professional Ethics on Teacher Professionalism

The results of the study indicate that Professional Ethics has a positive and significant influence on Teacher Professionalism with a beta coefficient of 0.573 and a t-statistic of 4.615 (Chaeriansyah & Darmiyanti, 2023; Rahman & Hardana, 2024). Professional ethics reflects teachers' moral standards, integrity, and responsibility in carrying out their duties. Teachers who uphold professional ethics demonstrate discipline, fairness, and are able to build positive interactions with students, colleagues, and the community. The implementation of professional ethics supports the creation of a conducive and inspiring learning environment. Journal studies confirm that teachers who adhere to a code of ethics tend to be highly dedicated to developing effective learning methods, improving harmonious interactions with students, and the overall quality of education.

2. The Influence of Work Discipline on Teacher Professionalism

Work discipline has been shown to have a positive effect on teacher professionalism, with a beta coefficient of 0.395 and a t-statistic of 3.122 (Ardiansyah & Suryadi, 2023; Wahyuni & Siregar, 2024; Prasetyo & Ningsih, 2023). Work discipline reflects punctuality, consistency, and adherence to school rules. Disciplined teachers demonstrate higher learning effectiveness, better classroom management, and harmonious relationships with students and colleagues. Field studies and journals emphasize that work discipline correlates with responsibility, performance, and learning effectiveness. Disciplined teachers are able to prepare teaching materials in a structured manner, conduct evaluations, and carry out tasks according to educational standards, enhancing overall professionalism.

3. The Influence of Teacher Professionalism on Teacher Performance

Teacher professionalism has a significant positive influence on teacher performance with a beta coefficient of 0.365 and a t-statistic of 3.169 (Kirana et al., 2023; Andi, 2024; Grace et al., 2023). Teacher professionalism reflects competence, dedication, and the ability to manage the learning process effectively. Professional teachers apply innovative methods, master the material well, and are able to adapt learning strategies to student needs. Field studies show that professional teachers are more disciplined, innovative, and responsible. Journals support that professional teachers have adequate pedagogical, social, and professional skills to create effective, enjoyable, and meaningful learning experiences for students.

4. The Influence of Professional Ethics on Teacher Performance

Professional ethics also has a significant positive effect on teacher performance with a beta coefficient of 0.316 and a t-statistic of 3.386 (Umar & Arifuddin, 2023; Trisnanti, 2023; Oktapia, 2024). Professional ethics reflects teachers' moral standards, integrity, and responsibility in carrying out their duties. Teachers who consistently apply professional ethics work with dedication and honesty, create a comfortable learning environment, and encourage student creativity. Field studies show a significant influence of professional ethics on discipline, responsibility, and the quality of learning. Journals support that the application of professional ethics improves harmonious relationships with students and colleagues, as well as the overall effectiveness of teachers' duties.

5. The Influence of Work Discipline on Teacher Performance

Work discipline has been shown to have a positive effect on teacher performance, with a beta coefficient of 0.307 and a t-statistic of 2.445 (Ita Nurfadilah, 2021; Ana Sichatul & Limgiani, 2024). Work discipline reflects a teacher's responsibility, consistency, and commitment. Disciplined teachers are able to develop lesson plans, manage classes, and conduct evaluations systematically. Field studies confirm that work discipline improves classroom management, learning effectiveness, and teacher professionalism. Journal studies support that work discipline is

significantly correlated with teacher performance, including the ability to manage time, prepare teaching materials, and carry out tasks according to applicable educational standards.

6. The Influence of Professional Ethics on Teacher Performance Through Teacher Professionalism

Teacher Professionalism has been shown to mediate the influence of Professional Ethics on Teacher Performance with a beta coefficient of 0.209 and a t-statistic of 2.554 (Suryanto & Wahyuni, 2023; Ramadhani & Hidayat, 2024). This means that Professional Ethics indirectly influences Teacher Performance through Teacher Professionalism. Teachers who uphold professional ethics will develop their professionalism, improving the quality of planning, implementation, and evaluation of learning. This partial mediation shows that the independent variable influences the dependent variable through a mediator, reinforcing the understanding that teacher professional development is an important pathway to improving effective and optimal performance.

7. The Influence of Work Discipline on Teacher Performance Through Teacher Professionalism

Teacher Professionalism also mediates the effect of Work Discipline on Teacher Performance with a beta coefficient of 0.144 and a t-statistic of 2.287 (Putra & Sari, 2023; Wijaya & Hidayat, 2024). This indicates that disciplined teachers develop their professionalism, thereby improving their performance. This partial mediation confirms that Work Discipline can indirectly influence Teacher Performance through Teacher Professionalism. Field studies and journals show that professional development as a mediator strengthens the effectiveness of the influence of work discipline, helping teachers achieve optimal performance, improving discipline, responsibility, and overall learning effectiveness.

CONCLUSION

Based on the results of the analysis and testing of data regarding the influence of Professional Ethics and Work Discipline on Teacher Professionalism and its implications on Teacher Performance at Public Elementary Schools in Banjar District, Pandeglang Regency, several conclusions can be drawn as follows:

1. Professional ethics have been shown to have a positive and significant influence on teacher professionalism. This is indicated by a beta coefficient value of 0.573 and a t-statistic of 4.615, where the t-statistic is > 1.96 with a p-value of $0.000 < 0.05$, thus proving that teachers who uphold high professional ethics tend to be more professional in carrying out their duties.
2. Work discipline has been shown to have a significant positive effect on teacher professionalism, with a beta coefficient of 0.395 and a t-statistic of 3.122. These results indicate that teachers with high discipline are able to improve their professionalism through punctuality, consistency, and compliance with school rules.

3. Teacher professionalism has a positive and significant influence on teacher performance. A beta coefficient of 0.365 and a t-statistic of 3.169 indicate that professional teachers tend to perform better and are able to manage the learning process effectively and innovatively.
4. Professional ethics has also been shown to have a significant positive effect on teacher performance, with a beta coefficient of 0.316 and a t-statistic of 3.386. Teachers who adhere to professional ethics work with high integrity and dedication, thereby improving the quality of learning and professional responsibility.
5. Work discipline has a significant effect on teacher performance, with a beta coefficient of 0.307 and a t-statistic of 2.445. Disciplined teachers are able to carry out their tasks more consistently, timely, and effectively, thus improving their performance.
6. Professional Ethics has a significant influence on Teacher Performance through Teacher Professionalism, with a beta coefficient of 0.209 and a t-statistic of 2.554, indicating that professionalism is an important mediator in improving teacher performance through the application of professional ethics.
7. Work Discipline also has a significant effect on Teacher Performance through Teacher Professionalism, with a beta coefficient of 0.144 and a t-statistic of 2.287, which confirms that disciplined teachers improve their performance through professional development.

Thus, this study confirms the importance of Professional Ethics and Work Discipline as the main factors in improving Teacher Professionalism which has an impact on improving Teacher Performance.

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