

PROFESSIONAL ETHICS OF PUBLIC ELEMENTARY SCHOOL TEACHERS IN JAKARTA PROVINCE, INDONESIA

***Eva Dwi Kumala Sari¹, Ahmad Rustam², Rika Sa'diyah³, Wathroh Mursyidi⁴,
Muhammad Zhilal⁵**

¹Islamic Religious Education, Al-Marhalah Al-'Ulya College of Tarbiyah Sciences, Bekasi, Indonesia²University of Southeast Sulawesi, Indonesia, ³Faculty of Islamic Religion-Muhammadiyah University of Jakarta, ⁴Islamic Religious Education, Al-Marhalah Al-'Ulya College of Tarbiyah Sciences, Bekasi, ⁵ Faculty of Islamic Theology and Philosophy, Al Azhar University.

Email: ¹eva@almarhalah.ac.id; ²ahmad.rustam1988@gmail.com; ³rika.sadiyah@umj.ac.id; ⁴wathroh@almarhalah.ac.id; ⁵m.zhilal17@gmail.com.

Abstract

The purpose of this research is to analyze the professional ethics of public elementary school teachers in Jakarta Province, Indonesia. This is a descriptive research with data collected through questionnaires by asking the respondents to fill in several statements related to teacher professional ethics. The distributed questionnaires containing statements on the professional ethics of teachers in schools from September 2018 to February 2019. Furthermore, the cluster random sampling process was used to obtain data from 437 teachers in 34 public elementary schools located in the four administrative cities of Jakarta (East Jakarta, West Jakarta, North Jakarta, and South Jakarta) in accordance with the State Civil Apparatus. The analytical method used in this research is a descriptive-exploratory analysis where the data obtained is analyzed and interpreted, therefore, reflective conclusions can be drawn. The validity of the instruments used was validated using the second-order Confirmatory Factor Analysis (CFA) with the help of M-Plus software. The analysis results show that the professional ethics of Public Elementary School teachers in Jakarta Province is 64.1% and categorized as good.

Keywords: *ethics; professions; public elementary schools; teachers.*

Abstrak

Tujuan dari penelitian ini adalah untuk menganalisis etika profesi guru sekolah dasar negeri di Provinsi Jakarta, Indonesia. Penelitian ini merupakan penelitian deskriptif dengan pengumpulan data melalui kuesioner dengan meminta responden untuk mengisi beberapa pernyataan yang berkaitan dengan etika profesi guru. Penyebaran kuesioner berisi pernyataan etika profesi guru di sekolah pada bulan September 2018 sampai dengan Februari 2019. Selanjutnya digunakan proses cluster random sampling untuk mendapatkan data dari 437 guru di 34 sekolah dasar negeri yang berada di empat kota administratif Jakarta Timur, Jakarta, Jakarta Barat, Jakarta Utara, dan Jakarta Selatan) sesuai dengan Aparatur Sipil Negara. Metode analisis yang digunakan dalam penelitian ini adalah analisis deskriptif-eksploratif dimana data yang diperoleh dianalisis dan diinterpretasikan sehingga dapat ditarik kesimpulan reflektif. Validitas instrumen yang digunakan divalidasi menggunakan Confirmatory Factor Analysis (CFA) orde dua dengan bantuan software M-Plus. Hasil analisis menunjukkan bahwa etika profesi guru Sekolah Dasar Negeri di Provinsi DKI Jakarta sebesar 64,1% dan dikategorikan baik.

Kata kunci: *etika; profesi; sekolah dasar negeri; guru.*

INTRODUCTION

Teachers are professional educators commonly known for guiding, directing, training, assessing and evaluating students placed in their care. They have a huge responsibility, however, this is not a burden rather it is an honor because they foster the younger generation(Hosnan, 2016). This dignified profession needs to be respected as mandated in Law Number 14 of 2005 concerning Teachers and Lecturers(Disdik.jabar, 2005).

In this globalization era, the role of teachers is important because they are required to be more professional to produce sound and competitive students. However, being a professional and responsible teacher is a difficult task, because it requires a long process.(Bachelor & Living, 2017). Furthermore, professional teachers need not only to develop pedagogical competence rather, they also need to possess proper ethics(Kusumaningrum et al., 2019).

This concept plays an important role in developing healthy relationships with other people. Consequently, the norms, values, and principles governing the behavior of educators are known as professional ethics(Fisher, 2013). This mainly emphasizes the appropriateness of professional practices, therefore its implementation needs to be evaluated in schools(Husu, 2003). Todd stated that the professional ethics assessment carried out is a set of duties or obligations that needs to be adequately adhered to, to produce the desired behavior(Gluchmanova, 2015; Todd, 2001). Ethical rules differ according to some professions,(Hill, 2004)however, professional ethics is based on specific values(Toshalis, 2012; Urbanc, 2009). The measure used to determine the constituents of good and bad standards in a profession are known as professional ethics(Urbanc, 2009). Besides, the execution in daily conversation is often associated with a code of ethics(Campbell, 2005). alternatively, these 2 terms are different based on the fact that professional ethics has a broader scope(Blanusa & Ivkovic, 2016).

Ethics leads to the establishment of social control and directs human behavior according to the traditions and norms of society(Aldmour, 2014). Subsequently, every society has numerous rules and criteria that govern the behavior of individuals, groups and institutions. Human behavior has 3 criteria, namely (1) general rules derived from culture, religion, and society, (2) legal rules derived from the constitution and laws, as

well as (3) professional rules that are derived from honor, practice, and ethical agreements, such as the educational profession(Aldmour, 2014).

The choice of a profession needs to be based on passion, and not pay. There is a possibility that professionals need to be guaranteed a decent life to fully devote themselves to their work, however, they need not accept this as a form of payment rather as a measure of respect and appreciation for the profession(Barnawi & Arifin, 2012b). Furthermore, Feeney stated that professionals need to exhibit an attitude of serving society and prioritizing public interests over personal ones(Barnawi & Arifin, 2012a; Feeney, 2012).

According to Carr, the 5 criteria for professionalism include (1) a profession needs to provide public services, (2) involved in theoretical and practical expertise, (3) has an ethical dimension that is applicable in practice, (4) join organizations and regulatory bodies of the profession for recruitment and discipline purposes, and (5) become professional practitioners(Carr & London, 2000). Teacher professionalism is still a problem in this country, most of them are unprofessional because they do not fully understand the essence of educating. Professional teachers are described as those who inspire to be role models, are respected by the students, and are beneficial to the school, community, and country life(Barnawi & Arifin, 2012b). Ghazali reported that the ethical-moral foundations for teachers include (1) they need to love these students like their own children, to successfully carry out their duties, (2) they need to teach with absolute sincerity, (3) they need to always guide and advise students for their progress and interests, and (4) a teacher needs to always show good examples to prevent students from despicable ethics and morals(Ghazali, 2008).

Muhammad Athiyyah Al-Abrasyi stated that the following attitudes need to be possessed by teachers. They are (1) a teacher needs to possess a fatherly or motherly character, enabling them to love these students like their own children, (2) a teacher needs to actively communicate and interact with the students during the learning process, and (3)) a teacher needs to pay attention to the ability and mental condition of the students(Abrasyi, 1975). Al Baghdadi further emphasized the importance of ethics and morals and requested that every teacher needs to possess these qualities, for example, not talking carelessly and not replying to indecent remarks as well as praying for their opponents(Nawawi, 1999).

The concept of ethical training in education has traditionally been developed gradually. Intrinsically, ethical behavior is considered by educators as the position of the axiom (Marvin & Thompson, 2015). Besides, recent studies reveal that efforts to improve ethical behavior through normative training have experienced rapid growth. This trend was triggered by findings that revealed incidents of fraud, corruption, dishonesty, deception, and ethical violations in workplaces as well as the educational sector which are increasingly being reported in the media through the internet (Rowland, 2009). Unfortunately, this is unlike other professions (lawyers, doctors, dentists) that require students to complete at least one course in ethics before graduation, teachers collectively lack a rational and empirical ethical education focused on improving their behavior in university (Ruslan, 2004).

The waning of teachers' prestige in society is caused by their personalities, such as bad behavior, ethics, and personal qualities, as well as a lack of competency skills (Ruslan, 2004). Moreover, fraud, dishonesty, deception, and ethical violations in the workplace including the educational sector are increasingly being reported through the internet, television, and other media which are a concern among parents (Maxwell & Schwimmer, 2016; Rowland, 2009).

The Indonesian Child Protection Commission (KPAI) recorded 153 cases of violence against school children throughout 2019. Based on KPAI data, the majority of the cases were resolved through a national coordination meeting in Jakarta. In addition, 95 cases or relatively 62% of the children were victims of school policies, physical violence and bullying. Furthermore, 44% of the violence was committed by the teachers (medcom, 2019).

Several cases of violence in these schools were mostly committed by the teachers. For example, the recent case of a teacher beating a student which was witnessed by the others, and pictures uploaded on social media is evidence that many teachers still have low professional ethics (kompas.com, 2021).

In elementary schools, several cases of violence were also committed by teachers (Kompas.com, 2021; Kompas, 2021), such as punishing students for playing ball and throwing an ashtray on them which led to bruises. Furthermore, sexual violence was often perpetrated by teachers. This certainly needs to be of specific concern for policy-makers to continue assessing their professional ethics (medcom, 2019).

The research on teacher professional ethics assessment is still not widely carried out in Indonesia. Therefore, there is a need to develop an instrument to assess their professional ethics (Sari et al., 2019) and ensure they are validated and empirically tested twice. In addition, several expert judgments (Sari et al., 2019; Sari & Falani, 2021) need to be performed as well as used as a measuring tool by the Professional Honorary Board to take preventive steps required to improve the professional ethics of teachers in Indonesia. Based on the aforementioned statement, the purpose of this research is to determine the professional ethics of public elementary school teachers in Jakarta Province.

METHODS

This descriptive survey was carried out to describe the characteristics of the respondents using instruments such as questionnaires. A descriptive-exploratory analysis was used to analyze the data (Sugiyono, 2016). The contents of the documents or questionnaires are analyzed to draw reflective conclusions and percentage forms by comparing the quantitative data (Fraenkel, 1993; Rustam et al., 2018). Furthermore, the validity of the instrument is validated using second-order Confirmatory Factor Analysis (CFA) (Umar, 2014) with the help of M-Plus software (Muthén, LK, & Muthén, 2011, 2012). The sample in this study were public elementary school teachers in the province of Jakarta, which consists of four administrative cities (West, East, South and North Jakarta). Sampling was carried out by cluster random sampling because the samples were selected in groups rather than separately. Individuals with similar characteristics are categorized in one group or a sample of regions based on geographic location (Vockell, 1983). Several public elementary schools were randomly selected from the list and all the teachers were included in the sample without categorizing the State Civil Apparatus (ASN) and honorary. This study was carried out from September 2018 to February 2019 and the research sample consisted of 437 teachers from 34 public elementary schools in 4 administrative cities of Jakarta.

RESULTS AND DISCUSSION

The teaching professional ethical instrument was developed based on the 3 dimensions undertaken by Fisher to assess the teachers' professional ethics, this includes personal, social, and universal values. The instrument was used to carry out content and

construct validity tests, as well as 2 empirical analyzes with small and large sample sizes. The following is a blueprint for the assessment of teachers' professional ethics.

Table 1. Grids and Instruments of Teacher Professional Ethics

No	Dimensions	Indicators	Item Number	
			(+)	(-)
1	personal values	Closed appointments	1,2,3	
		Opened appointment	4,5	
		Passions	6	
		Commitment	7	
		Concern	8	
		Empathy	9	
		justice	10	
		Respect	11,12	
		Responsible	13, 14	
		Special skills	15,16,1	22
2	Social Values		7,18,19, 20,21	
		Protect the community	23,24	
		Serve the community	25,26	
		social responsibility	27,28,	
		Devotion	29,30,3	35,3
			1,32,33,	6,37
			34	
		Peer relationships	38	
		Communications	39	40
		Cooperation	41,42	
3	Universal Values	Professional Development	43,44	45
		Position or Profession	46,47,	50,
			48,49	51

The assessment of teacher professional ethics was analyzed and categorized in the following ways

The interpretation of the professional ethics assessment results of Public Elementary School teachers in Jakarta Province was carried out using a level categorization model by placing teachers in 3 (three) levels, namely very good, good, and bad, based on theoretical averages (μ) and detailed theoretical standard deviation (σ).

$\chi < (\mu - 1\sigma)$: The teacher has Bad professional ethics

$(\mu - 1\sigma) \leq \chi < (\mu + 1\sigma)$: The teacher has Good professional ethics

$\chi \geq (\mu + 1\sigma)$: The teacher has Very Good professional ethics

The interpretation of the teachers' professional ethics score was carried out thoroughly (all dimensions). This was confirmed by categorizing the total score of the teachers' professional ethics items (Sari et al., 2019). Moreover, the professional ethics instrument for Public Elementary School teachers in Jakarta Province consists of 3 dimensions which have 51 items. Conversely, the minimum and maximum scores realized are 51 and 255 respectively (Sari et al., 2021). However, the area of the distribution distance becomes $255 - 51 = 204$, thereby generating a size σ (standard deviation) and μ (theoretical average) of 15.746 and 221.41 respectively. A range of professional ethics assessment results obtained with this instrument is shown in table 2.

Table 2. The Range of Professional Ethical Assessment Results for Public Elementary School Teachers in the Jakarta Province

Assessment Range	Score	and Interpretation of the Assessment Results
$\chi < 205.664$		The teacher has Bad Professional Ethics
$205.664 \leq \chi < 237.156$		The teacher has Good Professional Ethics
$\chi \geq 237.156$		The teacher has Very Good Professional Ethics

This table serves as a reference in providing an assessment and interpretation of the professional ethics of elementary school teachers in the province of Jakarta. The scoring and interpretation of teachers' professional ethics were carried out by (1) assigning a score to each item, (2) adding the scores acquired in all dimensions or indicators of teachers' professional ethics, and (3) the results obtained are a means of assessment to improve teachers' professional ethics sustainably. Figure 1 shows the conclusions drawn from the results of these categories.

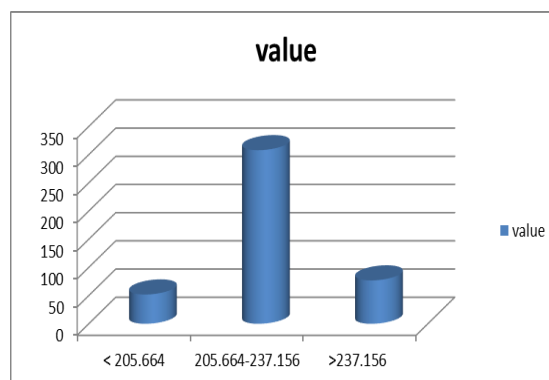


Figure 1. Diagram of Teacher Professional Ethics Percentage

Based on Figure 1, the results obtained from a sample of 437 teachers in Public Elementary Schools in 4 Administrative Cities of Jakarta are stated as follows

1. 14.7% is included in the Bad category.
2. 64.1% is included in the Good category.
3. 21.2% is included in the Very Good category.

In accordance with this analysis, it was concluded that the professional ethics of public elementary school teachers in Jakarta Province are categorized as good. However, some teachers still have bad professional ethics and need to be guided, in order to minimize the violations that often occur in the school environment.

The assessment of teachers' professional ethics is another finding that was discussed. Subsequently, out of the 51 questionnaire items filled out by the teacher, an extremely low percentage was realized on item no.46, where 57.16% of the teachers prioritized relationships with their peers rather than their students. This item discloses that the teacher tends to conceal the mistakes of peers(Sari & Falani, 2021). This is consistent with the research carried out in Finland regarding the measurement of ethical sensitivity(Kuusisto, Elina, 2012). This is certainly a concern for people because students need to be absolutely protected.

However, the least score is on item 52, with a percentage of 59.73% indicating that teachers do not really like working with their colleagues. This happens because there is no support from superiors enabling them to show a cooperative attitude. Furthermore, item 40 which discussed offering gifts to teachers has a percentage of 62.29%. In this case, a research gap was discovered between the habits in Western countries such as Finland(Kuusisto, Elina, 2012)and in the East namely Indonesia. The gap in this research shows that in western countries, this habit is not common unlike in Indonesia, where it is regarded as being natural. This happened because the majority of Indonesia's population are Muslims. The term ta'zim implies the offering of a gift to a teacher for gratitude. This statement was obtained based on the results of an interview with one of the principals of a public elementary school in West Jakarta. Based on the answers, many teachers chose neutral and this means that they either did not agree or disagree. These items are unfavorable, however, the answer is more likely to be positive or favorable(Sari et al, 2019).

Furthermore, item no.1 which discusses self-integrity had the highest score with a percentage of 95.51%. Based on this percentage, it was concluded that teachers have high integrity, because they tend to carry out the teaching profession wholeheartedly. The usual statement that people opt for the teaching profession because they are unable to get another job is unjustified. This is because the results show that 95.51% of teachers in the province of Jakarta are passionate about their profession and they are not coerced(Sari et al, 2019).

A good category is to assess personal, social and universal values(Fisher, 2013). This is consistent with the research carried out in Israel which measures the professional ethics of teachers in accordance with 3 dimensions(Fisher, 2013; Sari & Falani, 2021). The results of this research are also expected to be used by the Indonesian Teacher Profession Honorary Board, as a control in assessing the professional ethics of teachers in the country.

CONCLUSION

Based on the results of the data analysis, it was concluded that the professional ethics of public elementary school teachers in the Jakarta province are categorized as very good, good, and bad by 21.2%, 64.1%, and 14.7% respectively. The Public Elementary School Teachers in Jakarta Province are categorized as good, although some of them still display bad professional ethics. This requires special attention because there are several cases of violence and ethical violations in the school environment. The findings from this research are certainly expected to be useful in minimizing cases of violence. This instrument is also used to measure professional ethics in other areas, both at the junior and senior high school levels.

REFERENCES

- Abrasyi, AA-. (1975). *al- Tarbiyah al-Islamiyah wa Falalatifuha*. Al-Halabi.
- Aldmour, RAH and JRT (2014). The Degree of Teacher Commitment to the Code of Conduct and Ethics of Profession as Perceived by Schools Principals and Educational Supervisors in Karak Governorate,. *European Scientific Journal*, 10(April), 336.
- Barnawi, & Arifin, M. (2012a). *Ethics and the Educational Profession*. Ar-Ruzz Media.
- Barnawi, & Arifin, M. (2012b). *Ethics and the Educational Profession*. Ar-Ruzz Media.
- Blanus, TD, & Ivkovic, Z. (2016). Building the Profession: Professional Ethics and Preschool Teacher's Education,. *Prihvaceno's Scientific Papers*, 1(9), 403–421.
- Campbell, E. (2005). Challenges in fostering ethical knowledge as professionalism within schools as teaching communities. *Journal of Educational Change*, 6(3), 207–226. <https://doi.org/10.1007/s10833-005-7107-2>
- Carr, D., & London, J. (2000). “Teachers and Schools as Agencies of Values Education: Reflections on Teachers' Perceptions. Part I: The Role of the Teacher.”. *Journal of Beliefs and Values*, 19, 165.
- Disdik. jabar. (2021). Law of the Republic of Indonesia Number 14 of 2005. <http://disdik.jabarprov.go.id/product/3/undang-undang-republik-indonesia-nomor-14-tahun-2005>
- Feeney, S. (2012). *Professionalism in early childhood education: Doing our best for young children*. MA, Pearson.
- Fisher, Y. (2013). *Exploration of Value: Israeli Teacher's Professional Ethics*, 2013. h. 297-315. Springer Science+ Business Media Dordrecht, 297–315.
- Fraenkel, JRANEW (1993). *How to Design and Evaluate Research in Education*. McGraw-Hill Inc.
- Ghazali, A. (2008). *Mukhtashar Ihy a' Ulumuddin*. big media.
- Gluchmanova, M. (2015). The Importance of Ethics in the Teaching Profession. *Procedia - Social and Behavioral Sciences*, 176(1998), 509–513. <https://doi.org/10.1016/j.sbspro.2015.01.504>
- Hill, AL (2004). Ethical Analysis in Counseling: A case for the Narrative ethics, morals, and Virtue Ethics. *Counseling and Values*, 131.
- Hosnan. (2016). *Educator Professional Ethics*. Indonesian Ghalia.

- Husu, J. (2003). *constructing Ethical Representations From the Teacher's Pedagogical Practice: A Case of Prolonged Reflection, Interchange*,. Kluwer Academic Publishers. Printed in the Netherlands., 34(1), 1–21.
- Kompas.com. (2021). *KPAI Asks West Java Education Office to Move Teachers Who Beat Their Students*. <https://megapolitan.kompas.com/read/2020/02/14/20495661/kpai-Minta-dinas-dik-jawa-barat-mutasi-guru-yang-pukul-anak>
- Kompas.com. (2021). *Elementary school teacher in Bali throws an ashtray into a student's eye causing it to swell | merdeka.com*. <https://www.merdeka.com/events/guru-sd-di-bali-lempar-asbak-ke-mata-pupil-ti-bengkak.html>
- Compass. (2021). *Violence at school has been experienced by 87.6% of students. And ABC Australia, violence in schools increases, Urges Child Friendly School Policies*.
- Kusumaningrum, DE, Sumarsono, RB, & Gunawan, I. (2019). *School Culture and Professional Ethics: Measurement of Empowerment of School Human Resources Using a Soft System Methodology Approach*. *Journal of Educational Administration and Management*, 2(3), 090–097. <https://doi.org/10.17977/um027v2i32019p90>
- Kuusisto, Elina, KT and IR (2012). *Finnish Teachers' Ethical Sensitivity*. *Education Research International*, 1–10.
- Marvin, D., & Thompson, JR (2015). *The Teaching of the Code of Ethics and Standard Practices for Texas Educator Preparation Programs*, NCPEA. *NCPEA International Journal of Education Leadership Preparation*, 10, 83.
- Maxwell, B., & Schwimmer, M. (2016). *Professional ethics education for future teachers: A narrative review of the scholarly writings*. *Journal of Moral Education*, 45(3), 354–371. <https://doi.org/10.1080/03057240.2016.1204271>
- Medcom. (2021). *KPAI : Throughout 2019, 153 Complaints of Cases of Violence in Schools - Events |*. <https://rri.co.id/nasional/events/765103/kpai-sepanjang-2019-153-tanding-case-keKerasaan-di-school>
- Muthén, LK, & Muthén, BO (2011). *Mplusplus User's Guide. Sixth Edition*. In Los Angeles: Author. <https://doi.org/10.1111/j.1600-0447.2011.01711.x>
- Muthén, LK, & Muthén, BO (2012). *Mplusplus Tutorial Mplusplus for Windows: An Introduction (Issue August)*.
- Nawawi, MA and A.-K. all-B. (1999). *"Profile and Ethics of Educators in the View of Classical Islamic Education Thinkers*. *Misbahul Huda, Religion*, II(2), 108.
- Rowland, M. . (2009). *Unethical behavior, academic misconduct, & indifility: Does it*

- occur in adult education classrooms? Doctoral Dissertation, Ohio State University). <http://www.adulterc.org/Proceedings/2009/Proceedings/rowland.pdf>, 2009,
- Ruslan. (2004). *Teacher Ethics in the Teaching and Learning Process*.
- Rustam, A., Sari, ED, & Yunita, L. (2018). *Education statistics and measurement: analysis using SPSS, Iteman and Lisrel*. PT. Ilham Sejahtera Persada.
- Sari, Eva Dwi Kumala. (2019). *Development of Professional Ethics Instruments for Public Elementary School Teachers in the Special Capital Region of Jakarta*. Development of Professional Ethics Instruments in Public Elementary School Teachers in the Special Capital Region of Jakarta. State University of Jakarta.
- Sari, Eva Dwi Kumala, & Falani, I. (2021). *Developing Instrument to Measure Elementary School Teachers' Professional Ethics in Indonesia*. *Elementary Education Online*, 20(2), 133–144. <https://doi.org/10.17051/ilkonline.2021.02.14>
- Sari, eva dwi kumala, Tolla, B., & Margono, G. (2019). *Validity Test Construction Measure EPG (Teacher Professional Ethich) "Personal Value Dimension."* *IJER - Indonesian Journal Of Educational Review*, 6(2). <http://journal.unj.ac.id/unj/index.php/ijer/article/view/14074>
- Sari, ED kumala, Rustam, A., & Yunita, L. (2021). *DEVELOPMENT OF SOCIAL RESEARCH INSTRUMENTS (Concept, Stages and examples of instruments, Data analysis using SPSS and M-Plus, and Winsteps) (1st ed.)*. Kun Fayakun Genjong Kidul Sidowarek Ngoro Jombang East Java 61473 Hp.
- Bachelor, S., & Khayati, N. (2017). *The Influence of Ethics, Behavior, and Personality on Teacher Integrity*. *Journal of Education and Culture*, 1(3), 379. <https://doi.org/10.24832/jpnk.v1i3.450>
- Sugiyono. (2016). *Statistics for research*. Alfabet.
- Todd, S. (2001). "Bringing more than I contain, Ethics, Curriculum and the Pedagogical Demands for Altered Egos. *Journal of Curriculum Studies*, 436.
- Toshalis, E. (2012). *The Rhetoric of Care : Preservice Teacher Discourses that Depoliticize , Deflect , and Deceive*. 1–35. <https://doi.org/10.1007/s11256-011-0177-y>
- Umar, Y. (2014). *Confirmatory factor analysis*. Faculty of Psychology UIN Jakarta.
- Urbanc, K. (2009). *Ethics I Vrijednosti u Socijalnom Radu*. *Ljetopis Socijalnog Rada* , (Vol. 8, Issue 2).
- Vockell, EL (1983). *Educational Research*. Mac Millan Publishing Co., Inc.