

ETIKA MANAJERIAL DALAM PENDIDIKAN: INTEGRASI FILSAFAT MORAL DAN NILAI-NILAI NASIONAL DALAM MANAJEMEN SEKOLAH

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Abstrak

Penelitian ini dilatarbelakangi oleh belum terintegrasinya nilai-nilai Pancasila secara sistematis dalam praktik manajemen pendidikan di sekolah, sehingga dimensi etika kepemimpinan dan pengambilan keputusan belum sepenuhnya berlandaskan nilai moral kebangsaan. Penelitian ini bertujuan untuk mengembangkan model etika manajerial berbasis Pancasila melalui integrasi analisis filosofis dan realitas empiris praktik manajemen pendidikan. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi konseptual-empiris. Subjek penelitian meliputi kepala sekolah dan tim manajemen pada beberapa satuan pendidikan sebagai sumber data empiris. Data dikumpulkan melalui studi literatur, wawancara mendalam, dan analisis dokumentasi, dengan instrumen berupa pedoman wawancara dan lembar telaah dokumen. Analisis data dilakukan menggunakan teknik analisis tematik dan reflektif untuk mensintesis temuan empiris dengan kerangka filsafat moral (deontologi, teleologi, dan etika kebajikan). Hasil penelitian menunjukkan bahwa praktik manajemen pendidikan masih cenderung administratif dan belum sepenuhnya menginternalisasi nilai Pancasila dalam kepemimpinan dan budaya organisasi sekolah. Integrasi nilai Pancasila dengan prinsip filsafat moral menghasilkan model etika manajerial yang lebih komprehensif, kontekstual, dan aplikatif. Simpulan penelitian ini menegaskan bahwa penguatan manajemen pendidikan berbasis Pancasila perlu diwujudkan dalam kerangka etika operasional yang sistematis. Implikasinya, model yang dikembangkan dapat menjadi rujukan bagi kepala sekolah dan pengelola pendidikan dalam membangun kepemimpinan yang etis, humanistik, dan berorientasi pada kebaikan bersama.

Kata kunci: *manajemen pendidikan; Pancasila; etika manajerial; filsafat moral; kepemimpinan etis.*

Managerial Ethics in Education: Integration of Moral Philosophy and National Values in School Management

Abstract

This research is motivated by the lack of systematic integration of Pancasila values into educational management practices in schools, resulting in ethical dimensions of leadership and decision-making not being fully grounded in national moral values. This study aims to develop a Pancasila-based managerial ethics model through the integration of philosophical analysis and the empirical reality of educational management practices. This study uses a qualitative approach with a conceptual-empirical study design. The research subjects included school principals and management teams at several educational units as sources of empirical data. Data were collected through literature studies, in-depth interviews, and documentation analysis, with instruments in the form of interview guides and document review sheets. Data analysis was conducted using thematic and reflective analysis techniques to synthesize empirical findings within a moral philosophy framework (deontology, teleology, and virtue ethics). The results show that educational management practices still tend to be administrative and have not fully internalized Pancasila values in school leadership and organizational culture. The integration of Pancasila values with moral philosophy principles results in a more comprehensive, contextual, and applicable managerial ethics model. The conclusion of this study emphasizes that strengthening Pancasila-based educational management needs to be realized within a systematic operational ethics framework. The implication is that the developed model can be a reference for school principals and education managers in building ethical, humanistic leadership that is oriented towards the common good.

Keyword : *educational management; Pancasila; managerial ethics; moral philosophy; ethical leadership.*

1. INTRODUCTION

Indonesian national education is normatively directed at developing individuals who are faithful, virtuous, democratic, and responsible, as stipulated in the National Education System Law and reinforced through the policies of the Ministry of Education, Culture, Research, and Technology in implementing the Independent Curriculum and strengthening the Pancasila Student Profile (Lontoh & Chia, 2023; Sutrisno,

Firdaus, & Hainul Putra, 2023). The ideological foundation of Pancasila places the values of divinity, humanity, unity, democracy, and social justice as the ethical foundation for all educational practices, including school governance and leadership (Harianja & Sinaga, 2025; Riswanti & Sowiyah, 2021). Within this framework, educational management should not only be oriented toward administrative effectiveness and efficiency (Farahbakhsh, 2007), but also grounded in moral ethics and national values as guidelines for decision-making.

However, in reality, school management practices in Indonesia still demonstrate the dominance of technocratic and administrative paradigms (Sumintono, 2006). Measurement of success often relies on performance indicators, accreditation, data-based reporting, and numerical achievements, while the ethical dimension in leadership and policy-making has not been systematically integrated (Syahrir & Fandir, 2025). Various phenomena such as a weak culture of integrity, conflicts of interest, less participatory leadership, and disparities in quality across regions reflect the gap between the ideals of national values and the reality of managerial practice. This gap underscores the urgency of strengthening managerial ethics based on moral philosophy and national values in school management (Bt Sakiman & Yasin, 2023).

In the academic realm, research on educational management has grown rapidly, particularly in studies of transformational leadership, school-based governance, public accountability, and quality management (Rofahima, 2024). Numerous studies in reputable journals emphasize the importance of ethical leadership, instructional leadership, and transformational leadership in improving school culture and organizational performance. Studies based on normative ethical theory influenced by the thinking of Immanuel Kant and Aristotle have also made conceptual contributions to the understanding of moral leadership in educational organizations (Alzoraiki, Ahmad, Ateeq, & Milhem, 2024). In Indonesia, several studies have begun to link educational management with character values and school organizational culture (Safitri, 2018).

However, most of this research still positions ethics as a complementary variable in leadership, not as a paradigmatic foundation for educational management integrated with Indonesian national values. Studies explicitly constructing a model of managerial ethics based on the integration of moral philosophy and Pancasila values in the context of Indonesian school governance are still limited (Husaeni, 2023). In other words, there is a conceptual and empirical gap in formulating a managerial ethics framework that is not only philosophically universal but also contextually aligned with the plural, multicultural, and ideologically based characteristics of Indonesian education. Furthermore, the direction of national education policy, through strengthening school character and culture, positions school principals as moral leaders, not merely administrators (Fullan, 2002). This aligns with the spirit of the National Education System Law, which affirms the function of education to develop skills and shape the character and civilization of a dignified nation (Nurdin, 2015). Thus, managerial ethics is no longer an optional option but rather a strategic necessity in Indonesian education reform.

Furthermore, the direction of national education policy, through strengthening school character and culture, positions principals as moral leaders, not mere administrators. This aligns with the spirit of the National Education System Law, which affirms the function of education to develop abilities and shape the character and civilization of a dignified nation (Fullan, 2002). Based on this gap, the novelty of this research lies in: (1) developing a conceptual framework for managerial ethics that synthesizes classical moral philosophy theory with Indonesian national values (Arsyianto, Prasetiawan, & Winarno, 2024); (2) integrating Pancasila values as an ethical paradigm in managerial decision-making practices in schools (Farwati, Iskhak, & Mahnun, 2023); and (3) formulating a school management model that positions school principals as moral leaders and agents of transformation of national values within the organizational culture of education (Engels, Hotton, Devos, Bouckennooghe, & Aelterman, 2008).

This research aims to analyze and formulate a model of managerial ethics in education through the integration of moral philosophy and national values in school management. Specifically, this research is expected to produce a systematic conceptual framework, practical recommendations for strengthening school governance with integrity, and theoretical contributions to the development of values-based education management in Indonesia. Thus, the results of this research are expected to narrow the gap between the normative ideals of national education and the reality of managerial practices in the field.

2. METHOD

This research uses a qualitative type of research with a conceptual-empirical study approach which aims to integrate philosophical analysis of Pancasila values with the reality of educational management practices in schools (Nurihsan, 2012). This approach was chosen because the research is not only oriented towards describing phenomena, but also towards constructing a model of managerial ethics based on a synthesis of moral philosophy and national values (Prasetia, 2022). The research procedure was carried out through several systematic stages, namely: preliminary study through literature review related to moral philosophy (deontology, teleology, and virtue ethics), educational management, and national education policy; formulation of an integrative conceptual framework; field data collection; thematic and reflective analysis; as well as construction and validation of a Pancasila-based managerial ethics model (Carr & Steutel, 2005). Research subjects were determined using purposive sampling by considering relevance and competence in managerial decision making in schools. Research participants consisted of school principals, deputy principals, senior teachers and school supervisors who had at least five years of experience in education management and understood the implementation of policies from the Ministry of Education, Culture, Research and Technology. The selection of participants was intended to obtain in-depth data regarding leadership practices, decision making, and school organizational culture. Data collection was carried out through in-depth interviews, documentation studies, and focus group discussions (FGD). The main research instrument is a semi-structured interview guide which was developed based on indicators of Pancasila values and dimensions of moral philosophy. The instrument grid includes: (1) Godly values with indicators of integrity, honesty and moral responsibility (Schlenker, Miller, & Johnson, 2009); (2) Human values with indicators of respect for dignity and fairness of treatment (Sangiovanni, 2017); (3) Unity value with indicators of collaboration and organizational culture (Aydin, 2009); (4) People's values with indicators of participation and deliberation in decision making (Elwyn & Miron-Shatz, 2010); (5) Social Justice value with indicators of equal access and inclusive policies (Mishchuk, Samoliuk, & Bilan, 2019); and (6) the dimension of moral philosophy which examines the basis for considering decisions whether they are based on obligations, goals/benefits, or the leader's benevolent character (Solomon & Theiss, 2022). Apart from that, document analysis sheets are used to assess the suitability of the vision and mission, work program and school evaluation system with Pancasila values. Instrument validation was carried out through a content validity test involving three experts, namely educational management experts, educational philosophers and school leadership.

Experts assess the suitability of the indicators to the research objectives, clarity of question construction, and relevance to the Indonesian educational context. The instrument was also tested for readability on two principals to ensure clarity of language and ease of understanding. Based on this input, revisions were made to the instrument before it was used in main data collection. Data analysis was carried out using the Miles and Huberman interactive analysis model which includes data reduction, data display, as well as drawing conclusions and verification. The data is categorized based on the Pancasila value theme and dimensions of moral philosophy, then analyzed reflectively to find patterns of value integration in managerial practice. The validity of the data is maintained through triangulation of sources (principals, teachers, supervisors, and documents), triangulation of methods (interviews, documentation, FGDs), as well as member checking of participants to ensure accuracy of interpretation. With this procedure, the resulting model of managerial ethics has a strong conceptual foundation as well as empirical relevance in Indonesian school governance.

3. RESULT AND DISCUSSION

RESULT

This research was conducted through systematic stages in accordance with the designed methodology, starting with conceptual study, instrument development and validation, field data collection, and thematic analysis and model construction. In the initial stage, an in-depth literature review was conducted on moral philosophy theories (deontology, teleology, and virtue ethics) and an analysis of Pancasila values as the ethical foundation of national education. The results of the conceptual synthesis demonstrated a substantial relationship between the principle of moral obligation and the value of

divinity, the orientation of welfare with the value of social justice, and virtue ethics with the formation of school leadership character. This framework served as the basis for developing the instrument and analysis categories.

The next stage was the development of an interview instrument based on indicators of Pancasila values and dimensions of moral philosophy, which was then validated through expert judgment and a readability test. After the instrument was deemed appropriate, data collection was conducted through in-depth interviews with the principal, vice principal, senior teachers, and school supervisor, accompanied by a documentary study of the school's vision, mission, work program, and code of ethics.

The fieldwork findings revealed several key patterns. First, school management practices are still dominated by an administrative orientation and the fulfillment of performance indicators, including accreditation and regulatory-based reporting that refer to the policies of the Ministry of Education, Culture, Research, and Technology. Second, the ethical dimension of decision-making has not been systematically institutionalized, but rather relies on the personal integrity of the principal. Third, participation in decision-making does not fully reflect the values of democracy, as deliberations are often administrative formalities. Fourth, the value of Social Justice has not been explicitly integrated into school policy evaluation indicators.

Based on thematic and reflective analysis, this research produces a model of Integrative Managerial Ethics consisting of four main components: (1) a foundation of values through the explicit integration of Pancasila into the school's vision and policies; (2) systemic internalization through the development of a values-based code of ethics and standard operating procedures (SOPs); (3) the activation of moral leadership that balances normative obligations, public welfare, and character virtues; and (4) a reflective-ethical evaluation that assesses the moral and social impact of school policies.

DISCUSSION

The findings of this study confirm that managerial ethics in education has not yet been fully positioned as a paradigm for school governance. The dominance of technocratic approaches indicates that educational management is still understood as an administrative-instrumental process, rather than as a moral practice grounded in national values. This situation reveals a gap between the normative ideals of national education and the reality of managerial practice in schools.

The integration of Pancasila values into the resulting model broadens the discourse on ethical leadership by providing a contextual ideological foundation for Indonesia. While classical moral philosophy theory emphasizes the universality of the principles of obligation, purpose, and virtue, Pancasila provides a collective-national dimension that strengthens the moral legitimacy of educational leadership. Thus, managerial ethics is not merely personal but must be institutionalized structurally through evaluation systems, participatory mechanisms, and the school's organizational culture.

Furthermore, the results of this study indicate that school leadership needs to be repositioned as moral leadership oriented toward establishing a culture of integrity and social justice. In the context of national policies that encourage strengthening school character and culture, values-based educational management becomes a strategic necessity, not an optional option. The model produced in this study provides a theoretical contribution to the development of an educational management paradigm based on national ideology, while also offering a practical framework for strengthening humanistic, participatory, and equitable school governance.

4. CONCLUSION

This research demonstrates that the services developed and implemented in the learning process truly bring about tangible changes for students. This is evident not only in improved academic outcomes but also in changes in their attitudes, engagement, and responses during the activities. The purposeful and tailored process, tailored to students' needs, makes them more active, confident, and better able to manage the challenges they face. This success does not occur instantly, but rather through consistent stages, from planning, implementation, and evaluation. Support from the school environment and student engagement are crucial factors that strengthen the impact of these services. When the approach used feels close to their experiences and needs, students demonstrate enthusiasm and readiness for change. This research illustrates that services designed with empathy, understanding of needs, and appropriate strategies can be an effective solution for improving the quality of learning and guidance and counseling services.

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