THE PRINCIPAL AS A ROLE MODEL IN PERSONALITY AND SOCIAL COMPETENCE

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Abstract
Role modeling was one of the strengths and keys to the success of a leader. The principal as a leader must be a role model for teachers. Does this hope come true? Research on this matter is still very lacking. This research aimed to find out the teachers’ perceptions of the principal as the role model of personality and social competencies. Survey method was employed in this research. The result of this research showed that: 1) There were 95.5% of the teachers who looked up the principal as the role model of personality and social competencies; 2) the influence of sex, age, and educational status on teachers’ perceptions about the principal as the role model was not significant; 3) There were critical issues related to the educational leadership. Teachers who considered the principal not having or having low self-integrity, discriminative, and not behaving by the professional code of ethics were 5%; and teachers who considered the principal not having or having low knowledge sharing behavior were 8%.

Keywords: Educational Leadership, Self-integrity, Skill Communication, Discriminatory Behavior, Knowledge Sharing Behavior, Professional Code of Ethics

INTRODUCTION
An educational leader in a unit level of education was principal. The role of the principal’s leadership affected various variables in an educational organization. It was confirmed by previous studies. Leadership was the key factor of teachers’ decision for staying or leaving the job (Qadach, Schechter, & Da’as, 2019); (Cha & Cohen-Vogel, 2011). Leadership was the most influential variable of the teachers’ performances (Chikoko, et.al., 2015; Imhangbe, et.al, 2018; Wenno, 2016); the quality of an educational institution and its graduates (Rosmaniar & Marzuki, 2016), teachers’ productivity (Chan & Kaur, 2009); and also “psychological capital among the members of an organization” (Feng-I, 2016). Educational leadership gave a positive impact on job satisfaction, organizational justice, organizational culture, organizational climate, also organizational citizenship and performances (Çoğaltay, N., & Karadağ, 2016).
The leadership of a principal had a strong correlation with teachers’ skill in developing them as a leader (Fisher & Carlyon, 2015).

There were various ways for a principal to perform his duty as a leader (Kemal, Isthifa; Suryadi; Rosyidi, Unifah, 2019). One of the very influential ways was the role of a role model. A role model was an essential part of developing the social identity of an individual or a group of people (Sealy & Singh, 2008). Various related findings had been conducted in industrial field focusing on the leadership as the “models of ethical conduct” (Brown & Treviño, 2014); “modeling OCB by leaders on followers’ OCB” (Yaffe & Kark, 2011); “leaders’ ethical behavior for prototypicality” (Kalshoven, 2009). In educational field, this topic was studied dealing with the role of a principal as the learning model (Rosnah Ishak & Muhammad Faizal A. Ghani, 2012); and a professor as the role model for the college students in medical education (Rahimi, Milan, & Hosseini, 2018). So far, there was no research discussing the role model of a principal for teachers, especially in personality and social competencies. This gap was going to be filled with this research. The objectives of this study were exploring about: how was the teachers’ perceptions on the principal as the role model in personality and social competencies?; what were the critical issues related to the educational leadership dealing with the personality and social competencies?; and, do sex, educational status, and age affect the teachers’ perceptions on the principal as the role model?

LITERATURE REVIEW

Leadership according to Robbins and Judge was a skill to influence others to achieve the organizational goals (Robbins, 2003). One of the powerful ways to influence the subordinates’ behavior was by role modeling. A leader, as stated by Ki Hajar Dewantoro, was someone who should always “ing madya mungun karsa” (provide encouragement in the middle), “tut wuri handayani” (provide support from the back), and “ing ngarsa sung tuladha,” (become a model from the front) (Wiryopranoto, 2017).

Role modeling was one of the strengths and keys to the success of a leader. A leader was the role model for the other organization members (Kemal, Isthifa; Suryadi; Rosyidi, Unifah, 2019). A principal should be the “model for desired and appropriate behaviors” (Balyer, 2017). His behavior was emulated and influential to the subordinates’ behavioral formation. The impact of role model on others’ behavior was based on “the lens of the social learning theory” (Nowiński & Haddoud, 2019). This theory was about learning in a social context. Therefore, everyone could learn through not only direct experiences, but also observation and interaction with others including a leader. According to Kaplan (Shelton, 1997), every action and utterance of a leader would not escape from the subordinates’ attention. His actions and utterances created ideas of the things expected from them. For that reason, once an organization made the standards that were expected to be lasted and fulfilled, a leader should be the first one who obeys them. It very affected the subordinates’ passion provided that it was done consistently. In line with this view, its truth was justified by various empirical studies. A leader as a role model effectively affects the subordinates’ behaviors as in forming organizational...
citizenship behavior (Yaffe & Kark, 2011); trust in organization (Gächter & Renner, 2018); entrepreneurial intentions (Karimi et al., 2013). A leader as a role model was one of the effective school characteristics (Şahenk, 2010). The same role was also carried by the principal in organizing school as the learning organization (Rosnah Ishak, Muhammad Faizal A. Ghani, & Siraj, 2014); (Kareem, 2016).

In an educational context, the principal was the leader (Suryadi., Kemal, Isthifa., Setyanto, Eddy., & Rachmatullah, Reza, 2020). As the leader, a principal was bound with moral obligations to be a role model for the people at school including teachers (Kemendikbud, 2007a). Role modeling in the context of its relationship between principal as the leader and teachers as the subordinates (who were led) actually was shown in all competencies that should be possessed by teachers. In the Indonesian educational context, teachers’ competencies covered personality competencies and social competencies (UU RI No.14, 2005). This technical rule was regulated in competencies standards for teachers (Kemendikbud, 2007b). According to Permendikbud No.16, 2017, indicators of personality competencies were behaving according to religious, legal, social, and Indonesian cultural norms; presenting oneself as an honest, moral, and exemplary person for others; presenting self as a great, stable, mature, wise, and authoritative person; showing work ethic, strong sense of responsibility, pride of being a teacher, self-confidence; and upholding professional code of ethics for teachers. The indicators of social competencies were being inclusive, objective, and not discriminatory because of the consideration of sex, religion, race, physical condition, family background, and economical social status; effective, empathic, and polite communication among educators, educational staffs, parents, and society; adapting to the place of assignment in all Indonesian regions which have a variety of social culture; communicating with the same and different professional community in oral and written forms or others to share knowledge.

RESEARCH METHODOLOGY

This research was conducted by employing survey method in 31 elementary schools in Jakarta. There were 421 teachers as the respondents classified as: based on sex, there were 144 males and 277 females; and based on school status, there were 177 teachers from private school and 304 teachers from public school; based on age, there were 88 teachers over 30 years old, 109 teachers between 31-40 years old, 100 teachers between 41-50 years old, and 124 teachers between 51-60 years old.

Percentage analysis was used to measure the tendency of the answers’ frequency of the respondents and phenomena related to the leadership of the principal. Furthermore, this step was done to see the size of the proportion on each answer of each question so the data obtained would be easily analyzed. Then the data were analyzed by one-way ANOVA using SPSS to examine the influence of sex, school status, and age on teachers’ perceptions about the principal as the role model.

RESULT

1. The Result Of Percentage Analysis

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1.1. **Personality Competencies**

Personality Competencies covered the dimension of attitude toward norm, self-integrity, work ethic, and professional code of ethics. The result of these all dimensions can be seen in figure 1-4.

1.1.1. **Attitude towards the norm (ATN)**

A leader should act according to social norms, religious norms, and legal norms. Teachers’ perceptions about the principal's attitude to norms: social norm (SN), religious norms (RN) and “legal norms” (LN):

![Figure 1: Teachers' perceptions about the principal's attitude to norms](image1)

1.1.2. **Integrity**

The personality competence of a leader could be seen in self-integrity reflected in the honesty, good manner, exemplary, consistency, assertiveness, and wisdom in facing and solving every problem. Teachers' perceptions about the principal's integrity included: honesty and trustworthiness (HT), exemplary attitude (EA), consistency (C), firm uphold of the truth (FAT), and wisdom in solving problems (WSP):

![Figure 2: Teachers' perceptions about the principal's integrity](image2)

1.1.3. **Work Ethic (WE)**
An exemplary leader essentially must have work ethics, high responsibility, self-confidence, and ability to work independently and professionally. Teachers' perceptions about the principal's work ethic included: high dedication (HD), responsibility, self-confidence (SC), and professionalism (P).

1.1.4. Professional code of ethics (PCE)

A principal as the leader of education had moral responsibility to uphold the professional code of ethics. Teachers' perceptions about the principal's attitude towards professional code of ethics consisted of: pride of the profession as an educator (PPE), application of professional code of ethics (APCE), and behavior suitable with the code of ethics (BSCE).

Figure 3: Teachers' perceptions about the principal's work ethic

Figure 4: Teachers' perceptions about the principal's attitude on professional code of ethics

1.2. Social Competencies

Social competencies included the dimension of communication skill, indiscriminative attitude or behavior against others, adaptive capability, and attitude of sharing knowledge.
1.2.1. Communication Skills (CS)

Communication skill was one of the indicators of a leader’s social competence. The ability of a principal to communicate particularly with the stakeholders directly influenced the school’s success rate (Xu and Liu, 2016). Teachers’ perceptions about principals’ communication skills included: communicating politely (CP), communicating effectively (CE), and overt in communication (OC).

![Figure 5: Teachers’ perceptions about the principal’s communication skills](image)

1.2.2. Equitable or non-discriminatory behavior (E)

Discrimination always became a problem which had never been solved totally. A leader was expected to be able to show non-discriminatory behavior on everyone based on their ethnic group, religion, race, skin color, and etc. Teachers’ perceptions of the principal’s non-discriminatory behavior included: being inclusive to everyone (BIE), being objective in giving an assessment (OGA), and having non-discriminatory behavior on others (NDB).

![Figure 6: Teachers’ perceptions of the principal’s non-discriminatory behavior](image)

1.1.3. Adaptive Capabilities (AC)

Adaptive capability was one of the competencies highly required in the heterogenic society in term of ethnic group, religion, race, and etc. Adaptive capability was also required to be able to respond precisely the changes occurring rapidly in the 21st century (Litz, 2011). Teachers’ perceptions of the principal’s adaptive capabilities in situations of diversity were as follows:
1.1.4. Knowledge Sharing Behavior (KSB)

Knowledge Sharing Behavior must be a culture in a scientific society. In order to habituate this behavior, the principle should be the exemplar in sharing knowledge both verbally and in written. Teachers' perceptions about the principal's knowledge sharing behavior included: sharing knowledge verbally through seminars, workshops, etc. (SV) and sharing knowledge through scientific papers (SP).

2. One-Way ANOVA Test Result

The result of One-Way ANOVA test showed that:

a. The mean of male teachers’ perception was 92.660 and that of female teachers was 92.668 with the F count of 0.001 less than the F table: 3.89 (df1::3:419, α = 0.05) and p value > 0.05. Hence, the mean difference between the perception of male teachers and that of female teachers of the principal as a role model was not significant.

b. The mean of private school teachers’ perception was 92.316 and that of the public school teachers was 392.816 with the F count of 0.174 less than the F table 3.86 (df1::3:419, α = 0.05) and p value > 0.05. Hence, the mean difference between the perception of private school teachers and that of public school teachers of the principal as a role model was not significant.
c. The mean of the perception of teachers being \( \leq 30 \) years old was 93.841. The mean of the perception of teachers being 31-40 years old was 92.532. The mean of the perception of teachers being 41-50 years old was 93.266. The mean of the perception of teachers being 51-60 years old was 93.266 with the F count of 1.157 less than the F table 2.62 (df1::3:419, \( \alpha = 0.05 \)) and p value > 0.05. Hence, the mean difference between the perception of teachers among age groups of the principal as a role model was not significant.

DISCUSSION

1. Leader as role model

The blue and brown bar diagram showed positive attitude/behavior that never or rarely appeared in the principals’ attitude/behavior. The percentage indicated the teachers’ assessment of the principals that they could not be a role model for teachers in personality and social competencies. Otherwise, the green and purple bar diagram showed positive attitude that often or always appeared in the principals’ attitude/behavior. The percentage indicated the teachers’ assessment of the principals that they had become a role model for the teachers in personality and social competencies.

1.1. Personality Competencies (PC)

Personality Competencies were one of factors that determined the effectiveness of leadership in education. The results showed that the teachers perceived the principals’ personality as one of factors which determining the effectiveness of their leadership (Wong, 2010). In this study, 96% of teachers rated the principals to be a role model for them in terms of personality competencies. The principals’ personality dimension which got the highest percentage was compliance with the norm as could be seen in figure 9.

**Figure 9: Teachers’ perceptions about principals’ personality competencies**

1.2. Social Competencies

Teachers’ perception about principals’ social competencies as role model could be seen in figure 10. The data showed that 95% of teachers rated the principals to be a role model for them in term of social competencies. The highest percentage was communication skills (CS) namely 97%, and the lowest percentage was sharing knowledge behavior (SKB) namely 92%.
The diagram of figure 9 and 10 showed that 95.5% of teachers rated the principals as role model for them in terms of personality and social competencies. The results of the study reflected the effective principals’ recruitment system and competency development program. The results of this study were rather different from Balyer’s which confirmed that generally the teachers did not trust the principals. The principals’ lack of quality reflected the recruitment system which must have referred to the competencies not the authorities’ subjective attitude (Balyer, 2017). It was understandable because it had different contexts.

2. Critical Issues In Educational Leadership

The assumption of five percentages or more was quite significant number to illustrate the existence of leadership critical issues. Hence, there were several issues that need to get attention of the policy makers in an effort to improve or develop principals’ competencies. Indeed, the percentages were small, around 5-7% of the respondents. However, it showed that the issues existing and developing in the principals’ leadership. According to the data on figure 9 and 10, there were several critical issues about leadership in education, namely:

2.1. Self-Integrity

The integrity intended in this study included honest, noble character, exemplary, consistent, decisive, and wise in facing and overcoming every problem. The results of this study indicated that there were principals who lack integrity. This integrity problem also occurred in other places like Turkey. Some teachers perceived that “the school principals are not the leaders to trust in” (Balyer, 2017). Certainly, it would have an impact on the organization’s progress. The results of this study showed that leadership effectiveness was influenced by leader behavior such as the attitude of respect others (Pettaway, Waller, Khodr, & Waller, 2015); having and integrity and trustworthiness (Goolamally & Ahmad, 2014). One of success keys of a leader was to do what he said and took full responsibility for what he did (Gifford, 2013). This statement emphasized the importance of self-integrity for the effectiveness of someone’s leadership. The lack of self-integrity was a crucial leadership issue. It could be one of the factors which caused the failure of leaders in carrying out their responsibilities.

2.2. Professional Code Of Ethics

The code of ethics meant in this study covered proud behavior with the profession as an educator, implementing a professional code of ethics and behaving following the professional code of ethics. Professional code of ethics was very important for creating customer satisfaction.
and increasing commitment (Al-Juboori, 2016); as well as improving organizational effectiveness insofar as it was implemented consistently (Amini Yekta, 2010). Thus, the code of ethics was highly important for an organization. Therefore, the lack of behavior under the code of ethics in leaders was a critical issue needing attention from policymakers to improve the competency of school principals.

2.3. **Equitable Or Non-Discriminatory Behavior**

Discriminatory behavior based on gender, religion, race, ethnicity and others often occurred in society, including education. It confirmed what was conveyed by Ghanbarinajjar that discrimination based on differences in religion and race often occurred (Ghanbarinajjar, 2013). Discrimination based on ethnic differences also occurred in the world of education in Chile (Becerra, Merino, & Mellor, 2015). This problem certainly became greatly serious when negative behavior was present in a leader in education. It could spread like a virus damaging the behavior of other school residents.

2.4. **Sharing Knowledge Behavior**

Sharing knowledge verbally could be done through discussion activities in FGD (Forum Group Discussion), seminars, workshops, symposiums, or other activities and in writing through scientific papers published in school magazines/bulletins, newspapers, and journals. Knowledge sharing behavior positively and significantly influenced innovative work behavior (Akram, Lei, Haider, & Hussain, 2018); (Adaileh & Abu Alzeat, 2017); and "competitive priorities: cost, flexibility, and quality" (Al-Shawabkeh, 2017) and productivity (Manaf & Marzuki, 2013). Concerning the results of this study, the lack of behavior to share knowledge in a leader harmed the progress of an organization.

3. **The Effect Of Gender, School Status And Age On Perception**

The one-way ANOVA test results showed that there were no significant differences in perceptions between groups based on gender, school status or age. In other words, gender differences, school statistics, and age did not affect teachers' perceptions about the principal as a role model in personality and social competence.

**CONCLUSIONS**

There were several conclusions concluded from this study, namely:

1. Some teachers rated school principals as role models in applying personality competencies by 96% and some teachers rated principals as role models in applying social competencies by 95%. It was concluded that there were 95.5% of teachers assessing the principal as a role model for teachers in personality and social competence.

2. The difference in average perceptions between teacher perceptions based on gender, age, and school status was not significant. Hence, gender, age, and school status did not affect teachers' perceptions about the principal as a role model in applying personal and social competence.
3. There were several critical issues about leadership in education. There were 5% of teachers who assessed school principals lack or have no integrity, behaved discriminatively and lack or did not behave according to the professional code of ethics. Also, there were 8% of teachers who rated the school principal as having no or less knowledge sharing behavior.

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