

# Enhancing Transformational Leadership Behaviour of School Principals by Implementing Integrity, Professionalism, and Entrepreneurship

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This study aims to develop the concepts of entrepreneurial culture in schools through transformational leadership. It uses qualitative methods with case studies in Citra Berkas School Surabaya Indonesia. Data was collected through interviews, observation and documentation. A descriptive and comparative study was conducted on the component behaviours used to influence followers and the effects of leaders on followers. Information from principals and teachers was content analysed to measure school principals of Citra Berkas School Surabaya in using transformative behaviours based on IPE characters. The descriptive study looks for common attributes amongst school principals identified as transformational. The comparative study compares school principals in different situations. The results were mostly consistent with the theory. School principals with goal orientation exhibited more transformational leadership behaviours and were more likely to be viewed as transformative by teachers. Moreover, transformative school principals used more direct action to deal with problems and were rated higher in performance.

**Key words:** *School culture, organisational performance, planned behaviour theory.*

## Introduction

The quality of education is connected temporally within a context. Therefore, improving the quality of education must be carried out continuously. This aim can be realised through quality culture. In this context, the school principal occupies a strategic position in determining the quality of a school's value system, procedure and rules for forming and enhancing school quality (Bafadal, 2003; Burhanuddin et. al., 2018). There are certain school characteristics as an organisation that develop a quality culture, such as clear structure and command, support for social interaction, Science culture becoming value attached to each school member, and motivation to work is attached to Principal and teachers. The school that develops the quality culture tends to be more effective in productivity, adaptation, and flexibility (Burhanuddin, 2015).

### *Transformational Leadership*

Transformational leadership enhances organisational change (Rafferty & Griffin, 2004; Sahgal & Pathak, 2007). Transformational leaders change the *status quo* in organisations through a transformation process (Bass, 1985; Carless, Wearing, & Man, 2000, Rafferty & Griffin, 2004; Yukl, 2010). Yukl (2010; Bass, 1985) mention four types of transformational behaviours: (1) idealised influence, (2) intellectual stimulation, (3) individualized consideration and (4) inspirational motivation. The leader transforms and motivates followers by (1) making them more aware of the importance of task outcomes, (2) inducing them to transcend their own self-interest for the sake of the organisation, and (3) activating their higher-order needs (Yukl, 2010). Bass (1996; 1997) states that transformational leadership is considered effective in any situation or culture. It will not only engender innovation and originality, but will also provide a positive perspective on training and development needs, subordinates, and successive planning (Sahgal & Pathak, 2007; Somjai, 2019). It makes followers more empowered to work effectively and efficiently.

The result of some studies (Protheroe, 2015; Krüger, 2007) suggest that implementation of transformational behaviour within the school organisation context should increase: (1) student achievement, (2) a collaborative organisational culture, (3) research-based teaching strategies and (4) experimentation with new ideas to improve productivity. Moreover, it was found that school performance increased when school principals implemented transformational behaviours by: (1) establishing goals and expectations; (2) resourcing strategically; (3) planning, coordinating, and evaluating teaching and the curriculum; (4) promoting and participating in teacher learning and development, and (5) ensuring an orderly and supportive environment (Flores, 2007; Robinson, 2008; Lesinger, 2016; Rahmi, 2019).

### ***IPE Character as the Source of Citra Berkas School Culture***

There is a relationship between the Principal's transformational leadership and the school culture towards school's performance (Silins, 1992). Silins states that transformational leadership has a greater positive effect on educational organisations. Flores (2017) adds that effective leadership practices will have a positive impact on teachers' professional development. Based on Robbins' (2010) definition of organisational culture, school culture is the interpretation of a collective understanding formed by members of the school, thereby differentiating them from other schools.

IPE characters as the source of school culture come from the crystallisation of Ir. Ciputra's (1931-1991) experiences. He was a trained architect who founded the Ciputra group more than three decades ago. The Ciputra Development is one of the biggest property companies in Indonesia. In 2018 Forbes nominated him as one of Indonesia's 50 richest people. According to Ciputra, his success can be attributed to three principles called "IPE." "IPE" stands for integrity, professionalism and entrepreneurship. For Ciputra, "integrity" is the core of relationship for conducting businesses with others; integrity has its basis in morality and honesty. Being "professional" means having expertise; being an expert in the field engaged is a key factor in enhancing stakeholders' perception on business performance. . Finally, "entrepreneurship" can be described as an organisation's on-going tendency to initiate and implement incremental innovations in its internal and external environment. Ciputra was convinced that entrepreneurship can be a solution for economic challenges. By creating their own businesses, people will be more prosperous. However, Indonesian entrepreneurs consist of less than 1 % of the population, while the ideal number is 8 % (Kementrian, 2010; Bowo, 2013). Ciputra questioned whether awareness of self-employment could be developed within the school context for the future of Citra Berkas School students? How do schools introduce entrepreneurship as early as possible to students?

Citra Berkas School Surabaya has four units, including kindergarten, primary school, secondary school and high school and implemented Ciputra's ideas from 1 August, 2016. They named the program "IPE for Kids" which is the backbone of learning and working culture. Within the context of Citra Berkas School Surabaya, "integrity" stands for being trusted and respected for behaving according to God's truth; acting transparently and being responsible. "Professional" character means being an exemplary and reliable person due to lifelong learning; being happy to carry out extra obligations, acting in a planned, collaborative and networked manner in order to have a positive impact. "Entrepreneurship" means being innovative and sustainable because it is oriented towards opportunities; to show creative and innovative behaviour and act based on measured risk.

## **Methodology**

### ***Research Background***

The school principals of Citra Berkat School Surabaya have been carrying out the mandate of its founder, Ir. Ciputra. They are obliged to transform Ciputra's ideas on integrity, professionalism and entrepreneurship into daily practices. Therefore, the topics of research consist of: (1) the characteristics of IPE-based school principals' transformational leadership, (2) the process of transformation based on IPE experienced by teachers, (3) acceptability of transformational leadership in improving the performance of school organisations, and (4) IPE-based school principal's transformational leadership model.

### ***Data Collection***

The sources of behaviour descriptions consisted of observations and interviews. Researchers were present at Citra Berkat School Surabaya, Indonesia, from 16 January 2019 to 7 March 2019. The researchers' presence was important for experiencing IPE characters' transformational leadership behaviour undertaken by the school principals. Researchers used the guideline of observation in the observation stage. The observation data was noted in the form of field notes. The interviews were conducted to gain information from four school principals, 31 teachers and staff of the kindergarten, primary school, secondary school high school and two persons from the Citra Berkat School Foundation.

### ***Data Analysis Process and Interpretation***

The first step or data analysis was begun by looking for the pattern of transformational leadership behaviours by each school principal. It was analysed by content analysis of information from interviews (Yukl, 2010). The second step looked for common attributes amongst school principals identified as transformational leadership behaviour based on IPE characters. The third step was to build the model of transformational leadership behaviours of school principals based on IPE characters as the research goal.

### ***Checking Data Validity***

Checking the validity of this research was completed by using four criteria: credibility, transferability, dependability and confirmation. To avoid mistakes in obtaining data, the researchers rechecked the data validity before processing so that the data is accountable in drawing conclusions.

## Results and Discussion

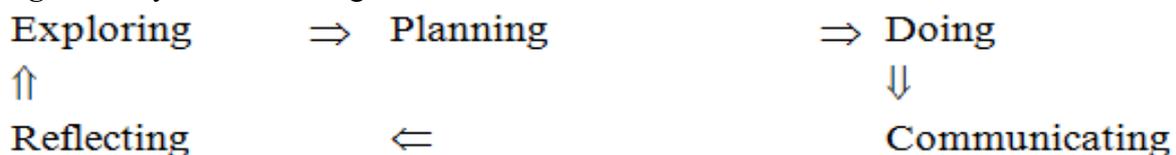
### *Characteristics of IPE-Based School Principals' Transformational Leadership Behaviours*

Transformational leadership by school principals can be seen in the school's daily activities. Teachers and staff understand the school's vision and mission for developing their school. The guidance and empowerment from the school principal enhances teachers' awareness that students should learn certain behaviour to develop as future entrepreneurs. Encouragement from the school principal develops teachers' capabilities, skills, and personalities. The daily life of school principal's leadership brings admiration to teachers. It inspires them to behave responsibly. The research findings agree with other research (see Bass, 1985; Tilaar, 2002; Eyal, 2004) according to which leadership is a process which influences people or groups in various ways to achieve common goals. Yukl (2010) indicates that leadership is a process to influence others to understand and agree with what needs to be done and how the task is to be carried out effectively, as well as a process to facilitate individual and collective efforts to achieve common goals.

### *The Process of Transformation Based on IPE Characters as Experienced by Teachers and Staff*

The cycle of learning has become the material for improving school performance. As the school mind set, a cycle of learning encourages teachers for preparing the school's annual programs based on certain themes, media, learning resources and evaluation tools. The school principal participates in class activities and observes learning preparation in detail. He or she uses a polite manner to give teachers an opportunity to improve their self-evaluation. This is consistent with Wiyono's research which suggests school principals' informal leadership and motivation for developing interpersonal relationship for better school culture (Wiyono et. al., 2014). Any activities concerning students' improvement work through the spiral learning cycle as shown in Figure 1.

**Figure 1.** Cycle of Learning in Citra Berkhat School



The existence of a “cycle of learning” in Citra Berkhat School is significant in an environment that experiences complex and multi-dimensional problems (Bowo, 2013; Meilanie, 2016). The process of education can be seen from other fields that intersect with the world of education, for example in the political, economic, social and cultural fields. Moreover, education is positioned in a heterogeneous environment that requires a holistic

approach in dealing with various problems that exist in the educational environment (Bowo, 2013; Meilanie, 2016; Tasuah, 2016; Amelia, 2019; Sutama, 2019; Cinantya, 2019). In this context, the principal must be able to understand the heterogeneous environment. Without an understanding of the fields of law, politics, economics, demography and other environmental factors related to schools, the Principal will have difficulty in carrying out effective school management. School administrators, once trained to be effective managers, must now be leaders who are able to affect the community culture, while providing moral direction to the school (Burhanuddin, 2015; Supriono, 2018).

### ***Acceptability of Transformational Leadership Behaviours in Improving the Performance of School Organisations***

Some research findings (Suhartono, 2005; Cho, 2008; Waluyo, 2013; Sugiana, 2015) state that school principals' efforts to incorporate school culture within the daily life of a school depends on how teachers and staff accept any ideas from school principal. The research findings show that teachers successfully accept school principals' transformational leadership. They realised that the school principals' actions influenced the success of the learning process and students' learning outcome. The research findings indicate that school principals' transformational leadership is strategic and effective. IPE-based school culture as the basis of thoughts, attitudes and behaviours results in a positive culture within Citra Berkat School. . Experimentation with learning by doing, creative thinking, and innovative process seems to be the core for educating young entrepreneurs. School principals and teachers together with students strive for academic excellence, are open in behaviour and communication, trust colleagues and display professionalism. This is consistent with Robbins and Judge (2013), who define leadership as the ability to influence groups to achieve a vision or set of goals. A school which does not want to stagnate requires a principal who is brave enough to face the future by creating a vision and inspiring members of the organisation. Within this context, members' motivation is a dominant factor.

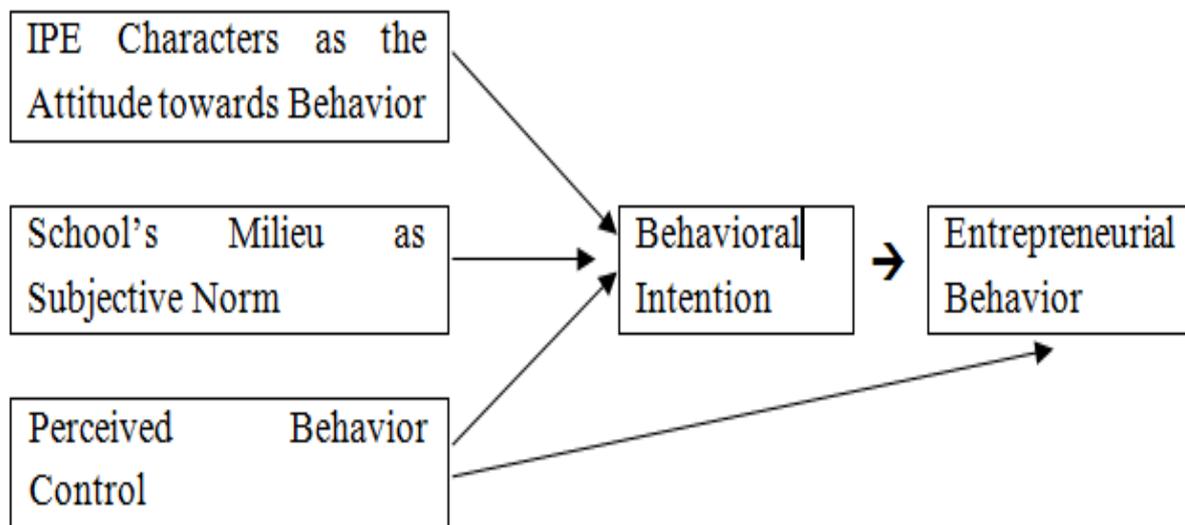
The research findings show that there are three types of efforts by school principals for motivating teachers. The first refers to improving self-determination. School principals pay more attention that encourages teachers so that they have control over their actions. This results in someone preferring a pleasant task and considering it an obligation. Motivation can be intrinsically or extrinsically generated or motivated by environmental factors.

The second type consists of school principals enabling teachers to have more confidence in their self-efficacy. It allows teachers to have individual beliefs for performing a task (Robbins, 2010). Belief in efficacy affects teachers in seeing and interpreting events. According to Robbins (2010), a person with low self-efficacy is more easily convinced that the efforts made in facing tasks and challenges will be difficult. This can be the early

symptom of depression or negative stress. People with a high sense of self-efficacy will face challenges as something to be overcome with sufficient competence and effort.

The third type refers to reinforcement. School principals reinforce teachers' motivation to work by appreciating them and giving them opportunities to behave responsibly. It is used by school principals to improve or maintain individual performance. Thus, the third type recognises that a person's future behaviour is shaped by current conditions and behaviour as shown in figure 2.

**Figure 2.** Entrepreneurial Planned Behaviour (Based on Ajzen, 1991; Steinmetz, 2016).



### ***Model for IPE-Based School Principals' Transformational Leadership Behaviours***

The research findings indicate that IPE-based school principals' transformational model has its basis on the theory of planned behaviour, which emphasises the rationality of human behaviour as well as the belief that the target behaviour ( entrepreneurship) is under the control of individual awareness. Behaviour does not only depend on one's intentions, but also on other factors that are not under the control of the individual, for example availability of resources and the opportunity to display the behaviour (Ajzen, 1991; Steinmetz, 2016).

The Theory of Planned Behaviour states that people assume any information perceived before undertaking certain actions. It consists of three variables: (1) attitude towards behaviour is personal perception between like or dislike in certain actions; (2) subjective norm is personal motivation when doing certain things that are influenced by the views of others. Important and well-known public figures can affect one's behaviour (3) perceived behavioural control is the belief that someone is able to perform a behaviour that is obtained from the experience of doing the same behaviour that has been done by someone else (for

example friends, family, or role models). This belief is reinforced by knowledge, skills, availability of time and facilities to carry out the behaviour, and having the ability to overcome any difficulties that hinder the implementation of the behaviour; and (4) behavioural intention is a decision to behave in the desired way or stimulus to carry out an act, either consciously or unconsciously; this intention is the beginning of the formation of a person's behaviour. The theory of planned behaviour explains that the attitude towards behaviour is an important consideration that is able to predict the occurrence of a behaviour. If there is a positive attitude, support from surrounding people and the perception of ease of convenience because there are no barriers to behaviour then one's intention to behave will be higher.

Figure 2 explains entrepreneurial planned behaviour which has been followed by Citra Berkat School with their POE. According to the motto “Sekolah Citra Berkat Entrepreneurship School,” enhancing positive attitude towards entrepreneurship is its main focus. POE (Project of Entrepreneurship) is an instrument of the behavioural component for encouraging awareness of the benefits of being entrepreneurs amongst students. School principals are the main source of support and encouragement for students to become entrepreneurs. Subsequently, perceived behavioural control refers to the positive experiences received from entrepreneurship activities and teachers’ support that control students’ entrepreneurial behaviour. Interventions conducted in public and with groups have been more successful than interventions in private locations or focusing on individuals (Steinmetz, 2016; Burns, 2017). This is consistent with some research findings according to which entrepreneurial education should grow within members of a community that generate entrepreneurship as part of a community mindset.

## **Conclusion**

A transformational school principal is aware of organisational development and human performance. By encouraging teachers and school staff towards higher ideals based on certain characteristics, the school principal enhances transformative behaviours. School principals express the basic organisational principles organizational to be shared and be realised by all aspects of Citra Berkat School Surabaya. According to the research conclusion, the principals of Citra Berkat School Surabaya have a complete picture on how the school organisation should be conducted: (1) teachers and staff can be aware on the importance of their task outcome, (2) teachers and staff transcend their own self-interest for the sake of the organisation, and (3) teachers and staff activate their higher-order needs.



## Acknowledgement

The author acknowledges members of the Foundation, Principals, teachers and staff of Citra Berkat School Surabaya for their contributions.

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