

## Principal Leadership Ethics as A Role Model in High School

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### ABSTRACT

Exemplary leadership is a crucial factor in a leader's success. As a leader, the school principal plays a significant role in setting an example for teachers. However, whether this aspiration has been fulfilled remains an area that requires further research. This study explores the ethical leadership of school principals who serve as role models. The research approach adopted for this scientific article is a literature review involving data collection, reading, and managing research materials from various sources. The study's findings highlight leaders' pivotal role in shaping ethical behaviour and fostering an ethical climate within organizations. The leader's strategic approach to promoting ethical conduct becomes integral to the overall organizational strategy. In this context, the ethical mindset of managers revolves around three core concepts: leading by example through concrete actions, utilizing rewards and discipline, and actively communicating about ethics and values. In conclusion, one of the critical responsibilities of a leader is to cultivate a positive ethical climate within the organization. The ethical climate represents the perception of organizational members, leaders, and subordinates concerning the organization's adherence to ethical principles and the prevailing internal environment. Further research in this area can shed more light on the impact of exemplary leadership on organizational ethics.

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## 1. INTRODUCTION

An educational leader in a specific unit of education holds the position of a principal. The principal's leadership role significantly impacts various aspects of an educational organization, which has been supported by previous research (Park et al., 2019). Leadership emerges as a critical determinant of teachers' decisions to either stay or leave their jobs, and it also profoundly influences various aspects, such as the quality of education, graduates' performance, teacher productivity, and the psychological capital of the organization's members. Furthermore, a strong correlation has been found between the principal's leadership and teachers' abilities to develop their leadership skills (Chandolia & Anastasiou, 2020a).

Principals employ various methods to fulfil their duties as leaders, and one influential approach is serving as role models. Being a role model is integral to developing an individual or group's social identity, as supported by related studies in the industrial field (Boldureanu et al., 2020). However, when it comes to the educational field, the focus has primarily been on the principal's role as a model for college students in medical education, and there has been limited research on the principal as a role model for teachers, especially regarding personality and social competencies (Astuti et al., 2020). This study addresses this gap (Saleem et al., 2020).

The objectives of this research include exploring teachers' perceptions of the principal as a role model in terms of personality and social competencies, investigating critical issues related to educational leadership concerning personality and social competencies, and examining whether factors such as sex, educational status, and age affect teachers' perceptions of the principal as a role model.

Educational leadership positively impacts various aspects such as job satisfaction, organizational justice, organizational culture, organizational climate, organizational citizenship, and overall performance (Tuti et al., 2018). In any organization, including schools, the organizational structure and management are essential, necessitating a responsible leader to organize and manage the organization to achieve its goals. An ideal leader is a role model for subordinates whose attitude and behavior significantly influence the organization's members (Retnawati et al., 2018). Leadership can be understood as the process of influencing, motivating, directing, and mobilizing individuals or group members to work together towards a shared goal (Siahaan, 2018:22). Different experts define leadership from various perspectives, emphasizing the leader's abilities, attitude, instincts, and personality traits in creating a conducive environment for achieving common objectives (Hidayat & Wijaya, 2021).

Ethical leadership plays a significant role in guiding the conduct of a leader through personal actions and interpersonal relationships. It involves promoting normatively appropriate behaviour to followers through communication, reinforcement, and decision-making (Brown et al. in Chungthai, Mehmet & Inandi, 2018). Unethical behaviour exhibited by a leader can harm the organization and society, even though it might benefit the leader and their close circle. Awareness of ethical issues and conflict resolution of values is considered a fundamental function of leadership (Chandolia & Anastasiou, 2020b).

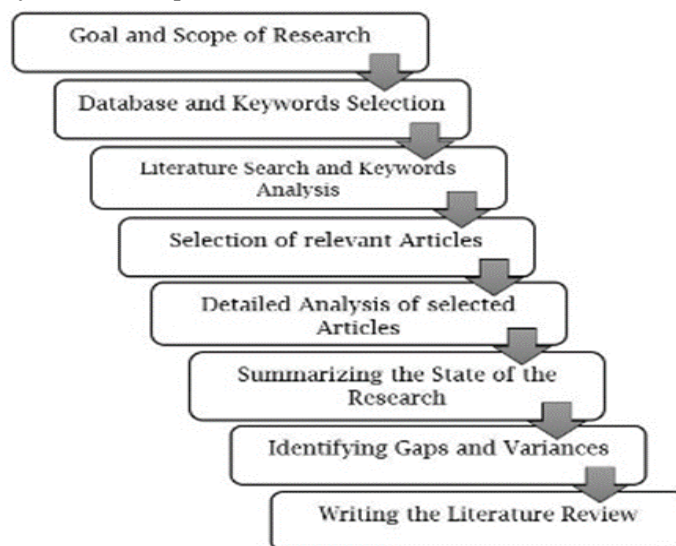
Empirical research has substantiated the vital role of ethical leadership in organizations, showing that it positively affects job satisfaction, commitment, willingness to report problems, and performance improvement (Toor and Ofori in Schwarz et al., 2020). In conclusion, the role of a principal as a leader in an educational organization is highly influential, and ethical leadership is crucial for maintaining a positive and productive environment. The principal's behavior as a role model significantly impacts teachers' competencies and the overall organizational culture and performance. Ethical leadership is not only about achieving organizational goals but also about upholding moral values and ethics in all aspects of leadership.

## 2. METHODS

The literature study is the method employed in crafting scientific articles. This approach involves a series of activities, including collecting data from various library sources, reading and recording relevant research materials, and effectively managing these resources (Demir & Budur, 2019).

Regarding data analysis, several stages are undertaken:

- 1) Collected data is categorized based on the specific research problem being investigated.
- 2) The qualitative data that has been collected is then analyzed using a content-oriented approach.
- 3) Conclusions are drawn and supplemented with recommendations based on the assumptions and outcomes of the data analysis and interpretation.



**Figure 1.** Design Literature Study

This scientific article utilizes the literature study method, focusing on exploring journals relevant to the subject of how the learning leadership of principals contributes to enhancing student learning outcomes. The research involves both national and international journals as sources. Additionally, textbooks are utilized as references for writing this article. All these sources are directly related to school principals' implementation of learning leadership and its impact on improving student learning outcomes.

### 3. FINDINGS AND DISCUSSION

#### 3.1 *Principal Leadership*

Leadership emerges from leaders, and "leadership" originates from the word "leader." Leaders are highly results-oriented individuals who achieve what they desire when they know their objectives. Kartono, as cited in Martono et al., defines a leader as someone with exceptional skills, capable of influencing the group they lead towards specific goals, regardless of whether they hold an official appointment. Newstrom and Davis, as mentioned in Syafaruddin et al., describe leadership as a process of influencing and supporting others, encouraging enthusiastic efforts towards achieving common goals.

Principal leadership encompasses the principal's efforts to influence, encourage, guide, direct, and mobilize teachers, staff, students, parents, and other stakeholders toward accomplishing set goals (Chandolia & Anastasiou, 2020c). At the core of principal leadership lies the principal's ability to motivate others to work collaboratively in achieving the school's objectives. Effective principal leadership entails the principal's competence and skills, both hard and soft, to influence all school resources effectively, aligning them towards the school's goals and objectives. When leadership is successful, it empowers all school community members, fostering their active involvement in attaining the school's objectives. Research by Bafadal et al. examines the impact of learning leadership on students' academic achievements. The study reveals that learning leadership directly affects teacher performance and indirectly influences student learning outcomes by enhancing teacher effectiveness. Additionally, the principal's leadership influences the overall school environment and instructional processes related to student achievement. Effective principal leadership involves observing and

discussing students' learning progress with teachers, motivating them to enhance the quality of education collaboratively (Bower et al., 2020).

A school or madrasah is a formal institution with interconnected aspects that distinguish it from other organizations. Its defining characteristic lies in the teaching and learning activities it conducts. Due to this nature, schools require strong coordination. The success of a school is dependent on the principal's understanding of its unique characteristics and fulfilling its role as a leader. Leadership plays a crucial role in determining the quality of education within each educational institution. It starts by developing a vision and mission based on national educational objectives, followed by effective management decisions made by the leader.

### 3.2 Principal Role

The principal plays a crucial role in education, significantly impacting the quality of education. As emphasized by Supriadi, the principal's quality relates to various aspects of school life, including school discipline, cultural climate, and reducing learner misbehaviour. The principal is responsible for micro-educational management, directly influencing the learning process within the school. As explained by Syafaruddin and Asrul (in Daniëls et al., 2019), roles encompass the expectations of behavior or activities that individuals must perform in specific positions within an organization or society. These roles are dynamic and linked to one's status, reflecting their rights and obligations in line with applicable norms.

According to Lunenburg and Irby (in Widodo, 2018), the principal has multiple roles, which can be summarized as EMASLIM:

- a. Educator: Guiding teachers, non-teaching personnel, and students while developing educational personnel and keeping abreast of scientific developments.
- b. Manager: Empowering the education workforce through cooperation, fostering professional growth, and engaging all personnel in activities supporting school programs.
- c. Administrator: Managing various administrative tasks such as recording, drafting, and documenting school programs, including curriculum, student administration, personnel administration, facilities, infrastructure, archives, and finances.
- d. Supervisor: Organizing and implementing educational supervision programs, utilizing the results to improve educational personnel's performance and school development.
- e. Leader: Demonstrating leadership qualities, encompassing personality, knowledge of education, vision, decision-making, and communication skills.
- f. Innovator: Establishing harmonious relationships with the environment, generating new ideas, integrating activities, setting examples, and developing innovative learning models.
- g. Motivator: Employing strategies to motivate educational staff to perform their duties and functions effectively.

Prarasri et al.'s research (in Cheng, 2022) focuses on developing and strengthening learning leadership for principals in secondary education by examining components and indicators of learning leadership and assessing the school's condition. The study identifies six components of learning leadership, including creativity, courage, independent learning, team learning, integrity in diversity, using technology and innovative learning facilities in the digital era, and context-oriented transformation. Furthermore, the study identifies 21 indicators of learning leadership within these components. The development program for strengthening learning leadership for school principals includes a 70:20:10 ratio, where 70 %t comes from work experience and experience outside the profession.

In addition to the mentioned roles, the principal has essential duties related to school coordination, direction, and support, which include:

- a. Formulating school goals and objectives
- b. Evaluating teacher and staff performance
- c. Organizing and providing school resources

- d. Fostering a positive school climate
- e. Building relationships with the community
- f. Collaborating on planning with staff and the school community
- g. Managing work schedules
- h. Overseeing bookkeeping
- i. Negotiating with external parties
- j. Resolving conflicts within the school
- k. Motivating teachers and staff for optimal performance
- l. Supervising learning and professional coaching
- m. Undertaking various other activities supporting school operations.

### 3.3 Principal's Ethics

Ethics forms the foundation for distinguishing between right and wrong acceptable and unacceptable actions. Ethical behaviour aligns with correct conduct, while unethical behavior violates moral principles. However, there is no universal standard for right or wrong, as cultural and societal norms vary across countries and regions. An act's ethical classification also depends on its purpose; for instance, giving a birthday gift is seen as ethical, while using gifts to bribe is considered unethical.

According to Van den Akker et al. (in Ko et al., 2018), ethical leadership is characterized by the "demonstration of normatively appropriate conduct through personal actions and interpersonal relationships, and the promotion of such conduct to followers through two-way communication, reinforcement, and decision-making." Ethical leaders exemplify normative behavior through their actions and interactions, promoting the same to their followers through communication, support, and decision-making. Ethical leadership is built upon relationships and interactions with followers, reflecting the leader's moral character and managerial qualities, such as honesty, trustworthiness, integrity, and ethical behaviour.

If followers perceive a leader as lacking ethical values, the leader is considered ethically neutral, limiting their potential positive influence on the moral behaviour of followers. This perception can be counterproductive, as employees may believe ethical values are not integral to decision-making. Van den Akker emphasizes the importance of viewing leaders as moral managers due to the inherent relationship between leadership and followers. Ethical culture within an organization largely depends on leadership, and only leaders can effectively integrate ethics into the organization's agenda. Moral managers actively develop their followers to uphold ethical behaviours, establish clear standards and expectations, and create fundamental guidelines for ethical conduct. The thinking of moral managers revolves around three concepts: being role models through actual actions, implementing rewards and discipline effectively, and promoting open communication about ethics and values.

- a. Exemplary Ethical Conduct: Ethical leaders actively demonstrate ethical behavior and serve as positive professional and personal examples. People naturally seek ethical guidance from others, making it crucial for organizational leaders to be seen as guides. Leaders play the role of role models and mentors for their followers, emphasizing the importance of demonstrating moral behavior explicitly. Followers learn from observing their leaders and may emulate their leader's actions, whether positive or negative. Ethical leaders are known for their trustworthiness and consistency between their words and actions.
- b. Rewards and Consequences: Ethical leaders consistently reward appropriate behavior and address deviations to ensure followers adhere to moral standards and recognize the distinction between ethical and unethical conduct. Followers pay close attention to the rewards and consequences within the organization, so it is vital to openly reward ethical behavior to reinforce the significance of upholding ethical values. Conversely, when unethical behavior is met with consequences, it is an example to others that deviations from ethical principles and standards are not tolerated. Penalties and rewards should be adequately explained and contextualized, considering unique situations. For instance, ethical leaders refrain from rewarding immoral behavior, even if it leads

to short-term success, as they recognize that success should not solely be defined by the outcome but also by the means used to achieve it.

- c. **Communicating Ethical Values:** Ethical leaders positively influence moral behaviour by promoting communication about ethics and values. These activities involve effectively communicating ethical standards and values that should guide organizational decisions and actions and explicitly discussing the components of the decision-making process. Employees should feel secure in expressing their ethical dilemmas and concerns. An ethical leader encourages open dialogue, making employees feel comfortable discussing challenging topics, providing feedback, and criticizing management when necessary. Ethical leaders perceive negative news as opportunities to address and resolve problems rather than viewing them as challenges to their authority. Creating an ethical climate and culture within the organization is one of the leader's key responsibilities. An ethical climate refers to the collective perception of members within the organization regarding implementing ethics. It involves seeking answers to questions such as:
1. Is the interaction between leaders, teachers, and employees conducted in an ethical manner?
  2. Do the relationships between teachers and employees occur ethically?
  3. Is the relationship between the school and the students characterized by ethics?
  4. Is communication between leaders, teachers, employees, and students conducted ethically?
  5. Does the leader exercise power ethically?
  6. Are leaders' decision-making processes conducted ethically?

The principal's leadership ability can be assessed through various factors, including personality, knowledge of education personnel, the school's vision and mission, decision-making skills, and communication abilities. These five attributes can be observed through the following characteristics:

- a. **Leadership and Personality:** The principal's leadership style is closely tied to their personality, which manifests in honesty, confidence, responsibility, willingness to take risks and make decisions, enthusiasm, emotional stability, and setting a positive example for others.
- b. **Knowledge of Education Staff:** The headmaster's understanding of the education staff is evident in their ability to comprehend the needs and characteristics of teachers and non-teaching staff. This knowledge allows them to develop programs for the professional growth of educational personnel and be receptive to input, advice, and criticism from various stakeholders, all contributing to improving their leadership.
- c. **Embodying the Vision and Mission:** The principal's capability to comprehend and embody the school's vision and mission is apparent in its ability to craft a clear vision, establish a well-defined mission, and effectively implement programs to actualize its vision and mission.
- d. **Effective Decision-making:** The principal's decision-making ability is showcased through their capacity to make well-informed decisions in collaboration with education personnel, address internal concerns within the school, and handle external matters relevant to the school's interests.
- e. **Strong Communication Skills:** The principal's communication prowess is evident in their capability to effectively communicate verbally with educational personnel, express ideas clearly in written form, engage in meaningful verbal communication with students, and maintain effective communication with parents and the broader school community. (Mulyasa, 2004).

Leaders also play a critical role in shaping, developing, and transforming the organizational culture to align with ethical standards. An ethical organizational culture fosters satisfaction and high performance among teachers, employees, students, and parents. Wirawan (in Wiyono, 2017) suggests that leaders' ethical behavior influences their followers' conduct. The process can be illustrated as described in Figure 2.



**Figure 2.** The Process of Applying Ethics in Leadership

- a. Ethical Norms: Every established organization or social system has a set of ethical norms and values alongside its regulations. These norms and values are integral to the organization's cultural principles, such as the code of ethics and accepted behaviors that leaders and their followers have practiced, taught, and implemented.
- b. Leader: Norms and values impact all members, including leaders. Particularly for leaders, it is their responsibility to lead by example and ensure the application and implementation of norms and values among their team members. They serve as a model for adhering to these norms and values in organizational and personal behavior.
- c. Conduct Affects Ethical Leaders: Organizational norms and values influence the behavior of leaders. When leaders demonstrate and apply ethical norms and values, they create an atmosphere of ethical leadership. Leaders use influencing techniques that align with the values of subordinates who have also integrated organizational norms and values into their behavior.
- d. Ethical Climate: The use of organizational norms and values by leaders in their conduct influences subordinates who have embraced these norms and values, leading to the development of an ethical climate. An ethical climate refers to the perception of leaders and their subordinates about the prevailing internal environment of the organization.
- e. Trust of Followers: The trust that followers or subordinates have in the leader's integrity, ability, and character. Trust between followers and leaders is crucial as it enhances commitment, fosters collaboration, and improves organizational learning capabilities. Trust in superiors is a fundamental element that influences the commitment of followers.
- f. Follower Performance: An ethical climate empowers followers or subordinates to work to their fullest potential; it increases motivation, work ethic, and job satisfaction among followers. Consequently, psychological barriers to productivity are minimized, and maximum performance from followers can be achieved.
- g. Achievement of the Leader's Vision: When the performance of followers or subordinates reaches its maximum potential, it can be predicted that overall organizational performance will be optimized, ultimately leading to achieving the leader's vision.

An ethical leader, as described by Wirawan, exemplifies behavior that aligns with ethical norms. The characteristics of ethical behaviour include:

- a. Trustworthiness: The leader must inspire trust in their followers by being honest and fulfilling their promises. They act with integrity, remaining loyal to the organization's vision, mission, and objectives.
- b. Respect and Consideration for Others: Ethical leaders treat their followers and others respectfully and expect to be treated the same way. They value and appreciate individual differences in gender, age, culture, education, and experience. Ethical leaders also ensure the protection of human rights

- for all associated with the organization, fostering a shared vision, mission, goals, and organizational culture among their followers.
- c. **Responsibility:** Ethical leaders have a strong sense of responsibility for their duties and roles in achieving the organization's vision, mission, and objectives. They take responsibility for their actions and actively nurture and develop their followers.
  - d. **Fairness:** Ethical leaders implement rules impartially, avoiding favoritism towards themselves, family members, or close associates. They ensure that the organization's rules are applied without discrimination.
  - e. **Organizational Citizenship:** Ethical leaders diligently carry out their duties, striving to improve the organization's well-being, protect its environment, and adhere to laws and regulations and the organization's fundamental principles.
  - f. **Wise Use of Power:** Leaders possess various powers that can influence their followers and others associated with the organization. Ethical leaders use their power wisely, avoiding abusive and corruptive practices that can lead to stress, decreased motivation, job dissatisfaction, and ultimately hinder the performance of both followers and the organization.
  - g. **Honesty:** Ethical leaders adhere to honesty, being truthful with themselves, their followers, and all individuals associated with the organization. Some leaders may be tempted to lie in certain situations to solve problems. However, lying goes against the principle of honesty. According to Sissela Bok (1979), lying involves intentionally deceptive messages, whether expressed verbally, in writing, or through other means like smoke signals or morse code. Ethical leaders understand that lying is a form of deception and consider it part of cheating, wherein fraud is an extension of lying.

**Table 1.** Ethical and Unethical Conduct Criteria

Criterion	Ethical Leadership	Unethical Leadership
The utilization of power and the influence wielded by leaders.	The main goal is to serve both followers and the organization.	To meet personal needs and career objectives.
Managing intermediaries from different stakeholders.	Effort is made to achieve a harmonious and cohesive relationship between them.	I favor forming alliances with partners that offer the highest profitability.
Creating a vision for the organization	A vision is developed by considering followers' input regarding their needs, values, and ideas.	Presenting and selling a personal vision is the key to the organization's success.
The ethical conduct of leaders and their decision-making involves displaying integrity.	Adhere consistently to your values.	Act in a way that advances the attainment of individual objectives.
Leaders demonstrate their willingness to take risks in their decisions and actions.	Be prepared to take personal risks and actions to accomplish your mission and vision.	Refrain from making decisions or engaging in actions that pose personal risks to leaders.
Relevant communication of information for operations.	Ensure all information regarding events, issues, and actions is thoroughly and promptly disclosed.	Manipulating followers' perceptions of problems and progress through false and misleading information.
Addressing followers' clarity and dissent.	Promote critical evaluation to explore improved solutions.	Discouraging transparency and suppressing any expression of dissent.
Developing the skills and confidence of followers.	Employ training and mentoring to foster the growth and development of their followers.	Avoiding the development of followers into weak and overly dependent individuals relying solely on the leader.

Leaders play a crucial role in establishing ethical behavior and fostering an organizational climate. They design strategies for promoting ethical behavior, which becomes an integral part of the organization's overall strategy. Leaders formulate and enforce an organizational code of conduct, serving as a guiding framework for the conduct of all members. By exemplifying ethical behavior, leaders become role models for their followers or subordinates, encouraging them to follow the established code of conduct.

According to Ki Hadjar Dewantara, several leadership teachings are encapsulated in the symbol "Ing ngarsa sung tulada, Ing madya mangukarsa, Tut wuri handayani." Despite its simplicity, this expression is a fundamental code of conduct for educators and leaders, serving as their students' moral and spiritual guide. The sentence carries the following meanings:

- a. Ing Ngarso Sung Tulodo means being a leader who sets a good example (suri tauladan) for those around him. It emphasizes the importance of being a role model for others to follow.
- b. Ing Madyo Mbangun Karso suggests that one should inspire and encourage others amidst a busy life. It signifies the need to bring about environmental innovations, creating a conducive atmosphere of safety and comfort.
- c. Similarly, Tut Wuri Handayani signifies being a supportive leader who provides a moral boost and encouragement from behind. This moral motivation is crucial for fostering motivation and passion among those around us.

Implying the principles of "Ing Ngarso Sung Tulodo, Ing Madyo Mbangun Karso, Tut Wuri Handayani," it signifies that a virtuous individual is not only a role model to be emulated but also should possess the ability to boost morale and offer moral support from the background, creating a positive and friendly environment for those around them. This enables us to become better individuals within the society. Additionally, according to Brantas in Irham Fahmi (in Mintrop, 2020), leadership is inseparable from the values upheld by a leader, which include:

- a. Theoretically, these values pertain to the pursuit of truth and the search for rational justification.
- b. Economically, they are interested in aspects of life that embrace beauty and enjoy every event for its own sake.
- c. Socially, they are compassionate, sympathetic, and selfless towards others.
- d. Politically, they prioritize power and consider competence a crucial life factor.
- e. Religiously, they always connect every activity with the power of the creator.

The education leader is closely connected to the five values above, and it would be highly beneficial if these values could be further augmented to ensure the organization's continuous development. The ethical dimension of educational leadership carried out by school leaders in informal education revolves around ensuring consistent learning designs prepared by subject teachers that enable students to learn and attain proficiency in their subjects, thereby mastering the knowledge and skills acquired. Maintaining consistency involves preparing the necessary facilities and materials for teachers and students and developing appropriate learning tools. Standardized tests assess learning outcomes, encouraging students to perform at their best.

Consequently, an education unit leader must possess the ability and proficiency to design learning programs, which is a primary requirement for assuming a leadership role in the education unit. From a management perspective, an ethical principle demonstrates a solid commitment to providing learning facilities conducive to students' knowledge and skill mastery through diverse learning experiences. This commitment is evident in the availability of suitable tools and materials in each classroom and well-designed learning resources related to various subjects in the school library and for use by teachers and students. Research conducted by Indra et al. (in Qadach et al., 2020) aims to identify successful leadership evaluation models and characteristics at the high school level. The results indicate that effective learning is facilitated by principals who demonstrate problem-solving acumen, maintain firm control over learning implementation in classrooms, show initiative in enhancing learning quality, engage in informal discussions with teachers to improve approaches to learning, possess knowledge

and skills to assess learning tools, and exhibit leadership qualities guiding schools towards effective learning processes. Successful principals can formulate a vision to shape a positive future for the school.

To enhance the quality of learning, all learning needs in laboratories, libraries, and other educational spaces are meticulously prepared in line with the designs developed by teachers. This underscores the principal's ethical commitment to ensure that provided facilities and learning materials meet the learning needs specified by teachers and enable students to learn and achieve competency. The headmaster also ensures that the learning designs prepared by teachers effectively foster students' learning and proficiency (Qadach et al., 2020).

Facilitating and providing all learning needs encompasses the learning designs prepared and developed by teachers for classrooms, libraries, laboratories, and other learning activities. Neglecting this responsibility would signify a failure to fulfill leadership ethics in academics and management. As leaders in institutions where educators hold professional positions, their leadership should prioritize values of humanity and democracy, aligning with McGregor and Burns' perspective that leaders create environments where followers can fulfill their genuine needs, aspirations, and values.

Ultimately, the realization of professional leadership for the principal is influenced by various factors, such as non-transparent appointment processes, a low sense of commitment and spirit, lack of discipline in performing tasks and frequent tardiness, limited insights, and other inhibitory factors that hinder the professional growth of principals in improving educational quality.

#### 4. CONCLUSION

Ethics is the foundation of distinguishing right and wrong, determining what is permissible and what is not. Ethical behavior represents correct conduct, while unethical behavior signifies wrongdoing. In an organization, leadership plays a crucial role in shaping the ethical culture, and it is primarily the leaders who can instill ethics into the organization's agenda. Education managers, particularly those adhering to moral principles, are intentionally focused on fostering moral conduct among their followers by establishing standards, expectations, and fundamental rules for ethical behavior.

Moral managers base their thinking on three fundamental concepts: exemplifying ethical behaviour through actual actions, utilizing rewards and discipline, and promoting communication about ethics and values. A significant aspect of a leader's role is cultivating an ethical climate and organizational culture. The ethical climate pertains to how members perceive the organization's implementation of ethics and the dynamics within its internal environment, as perceived by both leaders and subordinates.

Schools, as government institutions operating within specific geographic regions, aim to provide educational services for the welfare of society. They hold the responsibility not only to deliver quality education to children but also to involve the entire community in developing educational policies. Therefore, school administrators, particularly principals, should adopt a two-way approach to communication with the community and users. Morality and ethics should be fundamental concerns and priorities for leaders at all levels within the school system, from principals at the grassroots level to district heads, office heads, and supervisors at the top level.

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