

## A Conceptual Study on Teachers' Leadership Values

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### ABSTRACT

This study aims to conceptualise the leadership principles exhibited by teaching staff, focusing on six key aspects: concentration, open-mindedness, respect, striving for excellence, being the best, and integrity. This study is a theoretical examination of the leadership principles exhibited by educational faculty. This study employs a qualitative descriptive approach. The data was collected from scientific journal articles written in English and Indonesian. The databases that were searched include CiteBase, Cybertesis, Dissertation Library, and ProQuest. The selected publications were thoroughly examined, including the abstract, data analysis, methodologies, and aims, in order to acquire information about the significance of leadership in teaching staff. The findings show that the goal of leadership is to direct and focus. Leaders must be self-directed to achieve this. The teacher must focus on ourselves and connect constructively with others. This helps leaders in education improve emotional intelligence. A responsive mentality can help teachers adapt and handle unusual assignments and colleagues. Respectful teaching staff leadership means treating everyone with respect and real attention, regardless of rank, status, or position. Excellence requires constant effort and the pursuit of the highest work standards. Excellence in leadership means achieving excellent team performance while giving support, direction, and growth opportunities to colleagues, motivating and inspiring them. Teacher integrity is essential for a school or college's success. Leadership principles strongly influence an educator's beliefs, actions, and decisions.

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## 1. INTRODUCTION

Education in the 21st century aims to provide metrics to assess the competencies required for collaborative learning. The expectation is that education in the 21st century will address the deficiencies of the previous curriculum and aid Indonesia in preparing the "golden generation" of 2045. This generation is envisioned as individuals who possess strong faith and devotion to God, possess

global and transcultural competencies as global citizens, exhibit advanced critical thinking skills, and have a solid grasp of technology. Furthermore, they will be equipped with the necessary knowledge and skills to utilise technology in a manner that aligns with values, cultural ethics, and nationalism. In addition to their role as a teacher and educator, a lecturer must also enhance their primary attributes as a leader within the classroom, university, school, and wider society (Yahya, 2007). The leadership of teaching staff in terms of driving and promoting independent learning, as established by the Ministry of Education and Culture, continues to be grounded in the concept of instructional leadership.

From a comprehensive perspective, the primary duty of the teaching staff is not alone to impart knowledge, but to actively include their students in the process of teaching and learning. The traditional perspective of education, where teachers are responsible for teaching and students are responsible for learning, is considered outmoded. In modern times, students are not solely recipients of knowledge, but also active participants in the educational process. A teaching staff assumes a leadership role and therefore must possess the necessary competencies to effectively coordinate and manage the learning process within a comprehensive educational framework. Gryphon & McGaw (2012) categorise the essential skills for teachers in the 21st century into four key areas: cognitive abilities, work methodologies, technological proficiency, and global awareness. The primary competencies required by students in the 21st century encompass cognitive abilities such as creativity, innovation, critical thinking, problem-solving skills, decision-making skills, a disposition for continuous learning, and metacognitive control. The second skill is the methodology of working, encompassing aptitudes in communication and teamwork. The third skill encompasses the use of tools for work, such as information literacy skills and proficiency in utilising information and communication technology (ICT literacy). The fourth skill encompasses various aspects of living in the world, such as being a conscientious citizen at both local and global levels, possessing a comprehensive understanding of life and a successful job, demonstrating personal and societal responsibility, and exhibiting cultural awareness and competence.

Educators will have a more significant leadership role than managers (Addie, 2006). Not everyone has what it takes to become a leader, and not everyone in a leadership position can effectively implement their followers' suggestions. Leaders (bosses) can play the role of coach to their employees. According to Leadership Studies, an effective leader is one who is focused on the task at hand and the people around them, but who is also open to new ideas, respectful of others, and willing to put up an upbeat and productive amount of effort. Best, being great, and having integrity are all ways to put this maxim into practise.

There have been a number of prior investigations on the state of modern-day schooling. Using the 21st century character education learning model, which involves humanization, acculturation, moral reasoning models, analysis, and citizen projects, Surya (2017) investigates the efficacy of character education in shaping children's development in the early years of their lives. Anagün's (2018) study used structural equation modelling to investigate whether or not primary school teachers' views on their own expertise in terms of 21st-century skills correlated with their views on their ability to manage a constructivist learning environment. The study by Göksün and Kurt (2017) examined whether or not teachers do, in fact, instruct students on how to learn effectively using the tools of the twenty-first century. The studies conducted by Mappapoleonro (2019) are directed towards fostering 21st-century learning and increasing the professionalism of PAUD educators. Due to the paucity of studies on the topic, this investigation is preoccupied with reviewing the literature on the topic of leadership's worth in the classroom (tolerant), "do your best," "strive for excellence," and "integrity" (honesty).

## 2. METHODS

This study uses qualitative descriptive research methodology. Sugiyono (2016) defines qualitative descriptive research as a research approach that investigates a group of individuals, a situation, an object, a system of ideas, or occurring occurrences. The data was collected from scientific

journal papers written in both English and Indonesian. The databases that were searched include CiteBase, Cybertesis, Dissertation Library, and ProQuest. The data were acquired from an electronic database comprising 30 journal papers published from 2000 to 2022. Every publication was meticulously selected for comprehensive scrutiny of the abstracts, data analysis, research methods, and aims to obtain information on leadership empowerment.

### 3. FINDINGS AND DISCUSSION

#### 3.1 Focus

The primary responsibility of leadership is to guide and concentrate attention. In order to accomplish this, leaders must have the skill of directing their own attention. Focus refers to the process of concentrating on a certain task or idea while disregarding any potential distractions (Parris, D. L., & Peachey, 2013). However, new neuroscience research indicates that our attention is directed in various ways, serving different objectives, and utilising distinct brain pathways. Some of these pathways collaborate, while others may contradict one other (Avolio, 2009).

There are three distinct forms of focus that can be practised: self-focus, other-focus, and world-focus (Goleman, 2013). This offers valuable perspective on the use of crucial leadership abilities. Furthermore, it is essential for teaching staff to direct their attention inward and engage in positive interactions with others, as this facilitates the development of emotional intelligence, a crucial trait for teaching staff as leaders. Enhancing one's comprehension of how to direct attention towards the global context might enhance proficiency in formulating strategy, fostering innovation, and overseeing organisations (O'Reilly, C. A., Chatman, J., & Caldwell, 1991).

##### 3.1.1 Focus on Self

The foundation of emotional intelligence is self-awareness. Leaders with a higher level of self-awareness can utilise a greater amount of resources to make more effective decisions. Self-awareness entails attentively perceiving internal physiological cues. Focusing on sensory perceptions in the present moment is crucial to self-awareness. Authenticity refers to the act of consistently presenting oneself to others in the same manner as one perceives oneself (Alimo-Metcalfe, B., & Alban-Metcalfe, 2001). It entails being mindful of people's perceptions of you as an educator and being receptive to input.

Self-control, also known as self-regulation, is the precise scientific word used to describe the ability to control one's own thoughts, emotions, and behaviours. Cognitive control enables us to persist in pursuing objectives despite encountering obstacles and diversions. Exhibiting exemplary self-discipline is shown in a teaching staff that maintains composure during a crisis. Extensive research conducted over the years has consistently demonstrated the significant role of self-control in determining the level of success achieved in leadership positions (Overstreet, R. E., Hazen, B. T., Skipper, J. B., & Hanna, 2014).

##### 3.1.2 Focusing on Others

Identifying a self that possesses the ability to properly prioritise others is a straightforward task. A teaching staff member who possesses the leadership quality of prioritising others is typically a somebody who can establish shared interests, whose viewpoints carry significant weight, and who is sought after as a collaborative partner. Irrespective of their social status or affiliation, they naturally assume leadership roles. Leaders who are attentive and concentrated Ayman (2009) suggests that individuals demonstrate empathy in their speech in order to increase the likelihood of their thoughts and input being accepted.

### 3.1.3 Focusing on the Wider World

Leaders that possess a robust external orientation are not only adept at actively listening, but also skilled at conducting interviews. Leaders that possess a strong focus are individuals with a visionary mindset. They have the ability to recognise the extensive implications of their judgements and envision how their choices in the present will influence the future (Brodbeck, 2002). They are receptive to novel and inventive methods via which apparently unconnected material can contribute to their fundamental interests.

### 3.2 Open-Minded

The trait of open-mindedness is highly valued among leaders in the 21st century (Abu Bakar, H., & McCann, 2016). In the 21st century, educational institutions are characterised by a diverse student body, comprising individuals from various backgrounds, ethnicities, and life experiences. In order to be an effective leader, the teaching staff must possess a receptive attitude towards ideas and behaviour (Setiawan, 2017). When leaders and subordinates lack open-mindedness, bias and intolerance can contaminate the work environment, resulting in miscommunication and errors.

An advantage of having an open-minded attitude is that it can facilitate personal growth for teaching staff. When educators are always exposed to the same views, whether their own or those of like-minded others, it becomes challenging to continue learning (Sari, 2017). Growth becomes arduous when a teaching staff adheres to a leader's viewpoint in a traditional manner. Cultivating a receptive mindset might facilitate the teaching staff's ability to readily adjust and effectively navigate unfamiliar work environments and diverse colleagues. In the early 21st century, it is crucial to recognise the significance of diversity in the work of teaching staff. Embracing diversity in schools and educational institutions fosters creativity by creating an environment where everyone feels comfortable expressing their opinions and sharing their insights (Yahya, 2007).

Gaines (2007) identifies three defining traits of leaders with an open-minded disposition. One should consistently strive to expand one's perspective on a certain matter. One effective method for cultivating open-mindedness is to modify some routines, such as actively seeking out opportunities to meet new individuals, exploring unfamiliar locations, and actively seeking out new information and ideas. This might assist a leader in adopting a fresh outlook. To adopt an alternative perspective or get a deeper comprehension of the issues and individuals involved. Training is necessary in order to prevent a leader from becoming entrenched in their own routine, which can hinder their receptiveness to recommendations and new ideas.

The second option involves seeking feedback and suggestions. Numerous leaders exhibit aversion or unease with receiving candid feedback. Certain individuals may experience apprehension or avoidance of unpleasant consequences or conflicts due to their commitment to truthfulness. Leaders are encouraged to solicit feedback from subordinates, evaluating their performance upon completion of a job or assignment (Priansa, 2014). When implementing new changes, it is important to solicit advice from subordinates and coworkers.

The third step is to actively engage in the discourse. A leader must possess active listening abilities when engaging in idea exchange or receiving information from others. A receptive leader will inquire for further clarification to demonstrate curiosity and assure comprehensive comprehension of the interlocutor, devote their undivided attention, and exhibit genuine involvement and sincere consideration of the feedback received. While leaders primarily engage in listening rather than speaking, it is crucial to approach talks with subordinates and coworkers with curiosity and interest. This approach facilitates the development of productive and innovative ideas that are advantageous to both oneself and the educational organisation that one heads (Clarke, 2011).

### 3.3 Respect

Effective leadership of a teaching staff that upholds the principle of respect entails treating all individuals, irrespective of their rank, status, or position, with equal respect and genuine attention (Kasmawati, 2017). The advantages of being a leader who demonstrates and receives respect have a positive impact not only on the leaders themselves, but also on the organisation or educational institution they are in charge of. Teaching staff that gain respect and become leaders are respected leaders. They develop increased resilience and enhanced leadership skills in times of disaster. These leaders possess the ability to derive happiness and cultivate a heightened feeling of self-assurance and tranquilly in both their professional and personal lives. They enhance their capacity to have a constructive impact on others.

Schools, universities, and organisations that are headed by leaders that prioritise the principle of respect can benefit greatly (Priansa, 2014). When subordinates or colleagues in the role of teaching staff experience genuine respect from their superiors, they are more likely to demonstrate strong dedication, maintain loyalty, and exert increased effort throughout challenging circumstances (Setiawan, 2014). Additionally, they will exhibit greater deference towards others, encompassing their superiors, peers, and clientele. Respect and trust are closely interconnected, such that teams characterised by respect also exhibit a heightened level of trust (Sataria, 2016).

Respectful leaders understand the significance of fair treatment for all employees (Kartono, 2017). The teaching staff at an educational institution needs reassurances that they will be treated fairly and that their efforts will be adequately recognised in order to feel that they are all on the same page and treated with the same respect. For a school's leadership to be considered respectful, they must instill in their employees and coworkers the understanding that respect is earned and reciprocated at all times (Nasution, 2016). Leadership that inspires respect is essential to the smooth operation of any organisation. Teachers will have a much easier time internalising the need of respecting one another in the classroom if they are shown and treated with respect themselves (Setiawan, 2013).

### 3.4 Do The Best

In order to be an effective leader, one must adopt the mentality that "if it's worth doing, it's worth doing well with one's best effort" (Bass, 1999). Doing one's best is a state of mind. To put out one's greatest effort implies a persistent pursuit of greatness. When you get paid to perform something, you owe it to your employer to give it your all. Executives put their faith in their staff and expect nothing less than their best work. As a teacher, you will encounter issues in the classroom that may not have simple answers. A leader's commitment to finding solutions to issues is crucial if those ideals are to be put into practise in the workplace (Kouzes, 2002). If you're a leader at a school, your colleagues and superiors will take note of the beliefs you have so long as you constantly give it your all.

Showing initiative or responsibility at work is a trait of effective leaders (Clarkson, 2009). Taking the lead on anything is an example of showing initiative. A leader makes an effort to obtain answers and finish initiatives, even if they are outside the normal scope of work. In addition, a dedicated teaching staff is constantly seeking to expand their horizons and deepen their expertise. A leader and a teaching staff who are committed to lifelong learning are essential in today's ever-evolving educational and employment landscapes (Kunandar, 2011). You'll come across as uncaring in your career if you don't work to better yourself. Leaders and educators alike need the ability to articulate and work towards achievable objectives (Gardner, 2005). It is necessary for a leader to create goals by which their efforts can be evaluated. Setting goals that are both attainable and difficult is important for leaders and educators alike.

### 3.5 Be Excellent

To be an effective leader, one must possess more than just the aspiration for success. Based on a survey of 300,000 leaders, specific attributes have been identified that can motivate individuals to

emulate a leader and trust their decision-making abilities (Kouzes, 2002). The possession of robust leadership skills enables a teacher to cultivate particular behaviours and practises that will effectively guide them towards the realisation of their vision. Goleman (2000) defines Leadership Excellence as the ability of a leader to attain exceptional performance with their team while also providing support, guidance, and growth chances to their colleagues, thereby instilling them with motivation and inspiration. Trust is a crucial factor in gaining followership as a leader.

Delegation is a key component of effective leadership. A competent leader is also aware of his limitations. As a leader, you will have the ability to delegate some jobs to others if you have prioritised professional connections in the workplace and inspired the people on the work team. An effective leader can select either skill-free or skill-based assignments (Bauman, 2011). This will free up great leaders to do what they do best: use their skills and abilities to solve problems and get things done.

### 3.6 Integrity

The leadership efficacy of a teaching staff is evident through their demonstration of professional integrity, which is seen as a key aspect of a teaching profession (Craig, 2006). Teaching staff may encounter circumstances that challenge their understanding of professionalism and leadership in education. However, upholding personal integrity will establish a teaching staff as a respected educator or instructor, valued by peers, pupils, and parents. As an educator, teaching staff often encounter situations that test their patience. Regrettably, many teaching staff succumb to power complexes, driven by the ambition to advance in the leadership hierarchy (Clarkson, 2009).

According to Bauman (2011), true professional integrity in teaching staff is characterised by trustworthiness, honesty, and authenticity. Additionally, it demands inner bravery to accept and own one's own faults without blaming others. Individuals possessing robust professional integrity opt to act ethically, especially under challenging circumstances (Brown, 2006). Assuming responsibility should not be regarded as self-punishment when things go wrong, but rather as a chance to gain insights from experiences and foster personal development.

Integrity and trust go hand in hand, making them two of the most vital qualities in a leader and their subordinates (Gaines, 2007; Henderson, 2007). Leaders are evaluated on their character and ability, and employees equate integrity with thoughtfulness and honesty. Understanding that what constitutes good or poor behaviour can differ between individuals, cultures, and historical periods is also recognised as a key component of integrity (Leroy, H. Palanski, M. E., & Simons, 2012; McCann, 2009). It is impossible to apply a universal standard of what constitutes good or bad judgment without first considering the dominant cultural attitudes and knowledge (Parry, K. W., & Proctor-Thomson, 2002).

A leader with integrity in the classroom is crucial to the success of any academic institution. The beliefs, actions, and choices of a school are all susceptible to the values of its leader. Teachers' morals come from what the larger community considers to be right and just. However, it can be challenging to match company expectations when there is a conflict between one's own principles and the pressures of leadership. Integrity can be defined as "a code of conduct for living a good life" (Nasution, 2016). In the meantime, social responsibility refers to the duty of institutions like colleges and corporations to serve their communities and their stakeholders well. Such actions reveal much about a leader's moral compass (McCann, 2009).

## 4 CONCLUSION

Lecturers and teachers need to develop not only as educators but also as leaders in the classroom, the university, the school, and the community at large. Focus, open-mindedness, respect, attempting one's best (doing one's best), being one's best (being great), and honesty are all qualities that a leader should strive to instill in their teaching staff. Leadership primarily entails focusing on where it needs to be directed. Leaders who want to achieve this goal must master the art of concentration. Furthermore, educators, as leaders, benefit from developing the core competencies of emotional

intelligence by reflecting within and acting forth in positive ways. Educators who maintain an open mind are better able to adjust to new situations and work well with people who are different from themselves. When leading a faculty who places a premium on respect, you should show that value by treating everyone with the same degree of deference and courtesy, regardless of who they are or what they do. To put out one's greatest effort implies a persistent pursuit of greatness. Excellence in leadership is demonstrated when a leader motivates, supports, and develops their team members so that they can realise their full potential as a unit. A leader with integrity in the classroom is crucial to the success of any academic institution. The beliefs, actions, and choices of a school are all susceptible to the values of its leader.

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