

Documenting the Literature of Teachers' Leadership Values

Cris Kuntadi¹, Eric Hermawan², Antoni Ludfi Arifin³, Antaiwan Bowo Pranogyo⁴

¹ Universitas Bhayangkara Jakarta Raya, Jakarta Selatan, Indonesia; cris.kuntadi@dsn.ubharajaya.ac.id

² Institut Ilmu Sosial dan Manajemen STIAMI, Jakarta Pusat, Indonesia; eric@stiami.ac.id

³ Institut Ilmu Sosial dan Manajemen STIAMI, Jakarta Pusat, Indonesia; ludfi@stiami.ac.id

⁴ STIE Indonesia, Jakarta, Indonesia; antaiwan.bowo@stei.ac.id

ARTICLE INFO

Keywords:

Leadership Values;
Literature review;
Teacher Leadership.

Article history:

Received 2021-08-14

Revised 2021-11-12

Accepted 2022-01-17

ABSTRACT

The aim of this study is to conduct a literature review related to the values of a teacher's leadership grounded on six aspects, namely focus, open-mindedness, respect, doing the best, being excellent, and integrity. This literature study employed a digital literature search to obtain the data. Some selection criteria were considered, such as the published articles from 2010 – 2020. From the selection, six articles were gathered and analyzed using content analysis. The analysis results informed that teacher's leadership is not only task and people-oriented but also focuses on transforming a teacher into a leader who values attention, openness, respect, does the best, be excellent, and has integrity. Teachers must learn to focus on themselves; to achieve this, a leader must concentrate on one thing. Teachers as leaders with open-minded or open-minded values can help a teacher grow into better person. A teacher with respect values is someone who treats everyone with the same respect regardless of rank or status. The teacher as a leader who does his best at work is the mentality of a good and exemplary leader. The real professional integrity of a teacher consists of characteristics such as being trustworthy, honest, and sincere at work.

This is an open-access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



Corresponding Author:

Cris Kuntadi

Universitas Bhayangkara Jakarta Raya, Jakarta Selatan, Indonesia; cris.kuntadi@dsn.ubharajaya.ac.id

1. INTRODUCTION

In the era of globalization and the demands of increasingly complex developments, educational institutions are always required to provide the best service for the community so that students as part of the educational community, are expected to develop their potential to achieve their future. Educational institutions must be able to realize quality graduates (outcomes). To produce quality graduates is inseparable from the role of the teacher being at the forefront (Ronfeldt & Campbell, 2016). Although the teacher is not the only factor that determines the success of the educational process, they still have a core function in school. In order to face this educational challenge, aside from

being a teacher, a teacher must also strengthen his main character as a leader both in the school classroom and also in the community (Sæbø & Midsundstad, 2018; Yahya, 2007). The Ministry of National Education (MONE) stated that there are seven main roles for teachers who serve as school principals, namely: educator (Educator), manager; administrator; supervisors, leaders (leaders), creators of the work climate, and entrepreneurs. Through the seven roles of the teacher as the principal of the school, it can directly or indirectly contribute to improving teacher performance (Susanto, 2016).

In a broad sense, the main responsibility of a teacher is to share teaching tasks with his students in addition to teaching in a real way. Outdated conceptions of education place teachers in charge of the teaching and learning of students or the centre of education (Schlesselman, 2020). Students today function as partners in teaching and learning subjects (Schumann et al., 2013). A teacher is a leader. Therefore as part of an integrated educational environment, they must be able to manage to learn. Focus, open-mindedness, respect, doing your best, being extraordinary, and having integrity are principles that shape teacher leadership development and should be present in every phase of education.

There are four values that the development of society demands of teachers. Moral standards, social values, legal values, and religious values must all be taken into consideration by the teacher (Etherington, 2013). All moral principles are based on the concepts of good and evil. Social values can also reflect moral standards. The ability to embrace others, be open-minded and broad-minded, respect others, be objective, and be conscious of one's own state are just a few of the personality traits that a teacher must possess. Another value a teacher must possess is morality. Many incidents happen due to a teacher's poor moral standards, making it difficult to control their behaviour. In short, having positive moral values is a must-fulfil requirement for being a teacher.

Teachers also function as leaders in their classroom settings. According to Addie (2006), the managerial role in an educational institution is under the teacher's leadership position. Not everyone has the capacity to lead, and not all leaders can carry out their duties according to the wishes of their followers they are responsible (Chatelier & Rudolph, 2018). A leader can function as a coach for his subordinates as well. According to studies on leadership, leadership is not only task and people-oriented (Gardner, 2005) but also focuses on transforming a teacher into a leader who values attention, openness, respect, does the best, be excellent, and has integrity.

Previously, a study that investigated teachers' leadership in the classroom was conducted by Harris (2013) reported that how teachers managed the class affected the level of students' learning engagement. Moreover, Wenner & Campbell (2017) did a literature review of teacher leadership. The review's objectives were to look at what teacher leadership is, how it is trained, what effect it has, and what supports or hinders it. However, their research contexts are limited to Western contexts, not involving Asian, especially Indonesian settings. Because research on the value of teacher leadership in the Indonesian context is still limited, this research focuses on a literature review on the value of teacher leadership in aspects such as focus, open-mindedness, respect, doing one's best, and integrity. To specify the search, the researchers identified one question for this study, "Indonesian scholars about leadership depict what values a teacher must have?"

2. METHODS

The type of research used in this research is descriptive qualitative research, specifically a literature review. Qualitative descriptive research, according to (Creswell, 2009), is a research method that examines a group of people, a situation, an object, a system of thought, or an event that occurs. Data were collected from scientific journal articles published in English and Indonesian. Articles were

obtained from diverse scientific journals published between 2010 – 2020. There were some criteria used in selecting the articles, such as the focus of the study, the setting, and the year of publication. The articles used as the data for this research were studies conducted by Sari and Hendro (2017), Kasmawati (2017), Kartono, (2017), Setiawan (2017), Nasution, (2016), Kunandar (2011). Each article was carefully read for abstracts, data analysis, methods, and the purpose of the researcher's initial questions to gather information about the value of leadership in teachers.

3. FINDINGS AND DISCUSSION

3.1. Being Focused on Themselves and Others

Leadership's main function is to direct or be the centre of attention. Parris & Peachey (2013), states that leaders must learn to focus on themselves and to achieve this, a leader must concentrate on one thing. However, many recent scientific studies show that we focus in different ways for various reasons, drawing on different lines of thinking, some of which work in tandem while others tend to contradict one another (Avolio, 2009). Focus can be done in three ways: focus on oneself, focus on others, and focus on the larger world (Goleman, 2000). It provides insight into the critical application of leadership skills. Especially as a teacher who must focus inwardly and be constructive on the development of others, which assists the teacher in cultivating the main elements of intelligence on the emotional and performance aspects. According to O'Reilly, et al. (1991), a broader understanding of how to focus on the bigger picture can improve the ability of educational institutions and organizations to design, innovate, and manage themselves strategically.

Self-awareness is the first step towards emotional intelligence in leadership. More self-aware leaders can make better decisions by leveraging more resources. Listening to internal physiological signals is part of self-awareness when it comes to focusing on yourself. This shows that sensory impressions at this moment are an important part of developing self-awareness as a leader (Henderson, 2007). This requires being aware of what others think of the teacher as a leader and being open to hearing feedback. The scientific term for what many people call self-control is self-control. This cognitive self-control allows us to pursue our goals in the face of obstacles and distractions. A teacher who remains calm in a crisis shows good self-control. Research conducted by Hazen et al. (2014) shows the importance of self-control in relation to leadership success.

Recognizing a self that can effectively focus on others seems easy for some people. A teacher with these people-focused leadership values is usually someone they can find common ground with, whose opinion matters most, and whom they want to work with. Teachers with these people-focused leadership values emerge as natural leaders regardless of social or organizational rank. Leaders who focus on others show empathy when speaking so that subordinates or colleagues can accept their opinions and contributions (Ayman, 2009).

Leaders with a strong outward focus are not only good listeners but also good interviewers. According to Brodbeck et al. (2002), focused leaders are visionaries who can see the long-term consequences of their decisions and imagine how their decisions today will affect them tomorrow. Teachers with an outward-focused leadership value are open to new and innovative ways in which seemingly unrelated situations and information can point out a solution and provide avenues for problem-solving.

3.2. Having an Open-mindedness

In this era of globalization, open-mindedness is a highly sought-after leadership characteristic (Abu Bakar, 2016). Most schools in the twenty-first century are full of students from diverse backgrounds, cultures, religions, countries and life experiences. A teacher must be open-minded about

ideas and behaviours to be a successful leader (Setiawan, 2017). When leaders and subordinates are not open-minded, bias and intolerance can poison the work environment, especially in educational institutions, leading to miscommunication and mistakes.

Teachers as leaders with open-minded or open-minded values can help a teacher grow into a better person, because it is difficult to continue learning when people surround a teacher with the same old way of thinking (Sari & Hendro, 2017). It is very difficult to grow if a teacher practices a traditional leadership philosophy. A teacher with an open mind can adapt more easily and be better prepared to take on the job and work with different colleagues. According to Yahya (2007), this is especially important at the beginning of this period of change and globalization, because the work of a teacher is becoming increasingly diverse, and tolerance for diversity in schools or educational institutions encourages creativity because everyone feels free to express their opinions and share insights.

Gaines (2007) states that the characteristics of an open-minded leader are broadening horizons, seeking feedback and being involved in conversations. Teachers with open-minded leadership values have characteristics that always broaden their horizons. Changing some routines, such as meeting new people, visiting new places, or looking for information or ideas, is one of the simplest ways to become more open-minded. This can assist a leader in gaining new perspectives. To approach things from a different perspective or to better understand issues and people involved in a job. A leader who is trapped in his own routine is less open to new ideas and suggestions, so teachers with open-minded leadership values should train in this.

Another characteristic is asking for feedback and suggestions. Many leaders do not like or are uncomfortable receiving honest feedback from subordinates. Some people may fear negative consequences or confrontation as a result of their frankness. According to Priansa (2014), when a job or task is completed, a leader is expected to ask for feedback from subordinates about performance. Feedback from subordinates and colleagues will be very necessary when there are new changes to get a better understanding and get the most appropriate solution.

Participating in conversations is another characteristic of teachers with open-minded leadership values. A leader needs to have the ability to actively listen when exchanging ideas or hearing what others are saying. To show interest and ensure he or she fully understands others, an open-minded leader will ask clarifying questions. This shows that he's interested and takes feedback seriously. Clarke (2011) states that it is very important to add curiosity and interest in interactions with subordinates and colleagues, even though a leader listens to more than talks, to create innovative and creative ideas that are beneficial to educational institutions.

3.3. Respecting All Parties in the Workplace

A teacher with a value of respect is someone who treats everyone with the same respect regardless of rank or status (Kasmawati, 2017). Being a respected leader does not only apply to leaders who practice respect, but also to educational institutions that are led by this because teachers who become great leaders are leaders who are respected by their colleagues and subordinates. They are tougher and more able to lead others when crises occur in educational institutions. These leaders are able to find contentment, confidence, and peace in their work and life. This will make a positive difference to others.

According to Priansa (2014), schools run by leaders who emphasize respect will greatly benefit in many ways. When co-workers in an educational institution feel that their superiors sincerely appreciate them, they are more likely to exert a lot of effort and performance, persevere when experiencing difficulties, and even try even more when times are difficult (Setiawan, 2014). In addition,

they will respect others more, especially superiors and co-workers. A work team with respect also has a high level of trust because respect and trust go hand in hand (Sataria, 2016).

A boss who has a value of respect understands the need for fairness and equality in the workplace (Kartono, 2017). To give colleagues and subordinates the impression that they are all in the same place and are treated with the same respect. To that end, educational institutions must guarantee that they are treated equally and that their efforts are properly rewarded. Giving subordinates and their co-workers the right perspective on how respect always works both ways and that in order to receive respect, one must also understand how to extend it is another important aspect of the value of teacher leadership that has a value of respect (Nasution, 2016). The impact of respect on teamwork performance and results demonstrates the importance of respect in leadership.

3.4. Doing The Best

Regardless of the job at hand, learning to perform tasks to the best of one's abilities is essential for developing a leadership mentality (Bass & Steidlmeier, 1999). Leaders who do their best at work are the mentality of a good and exemplary leaders. Doing your best means giving your all and continuing to pursue excellence at work. It is very important to consistently give your best effort as a leader when working on getting maximum results. Leaders in educational institutions rely on their staff members and colleagues to perform to the highest standards. As a teacher, you will encounter problems at work that may not have clear solutions. Leadership's value in the workplace depends on a leader's commitment to solving problems and doing the best that can be done at the moment (Kouzes & Posner, 2010). Superiors or colleagues will pay attention to the principles applied in the educational institution where they have worked so far, and these are the characteristics of a leader who always gives everything (do the best).

Showing initiative or responsibility at work is one of the characteristics of a leader who tries hard and tries his best (Clarkson, 2009). Taking responsibility for a task or project means showing initiative. A teacher with leadership values works to find solutions and complete assignments, even though it may not be part of their regular assignment. In addition, a teacher who strives to be the best seeks to improve his knowledge and abilities and gain new learning. Both leaders and teachers must always learn new things and develop their talents because the world of education and many jobs demand this (Kunandar, 2011). Both a leader and a teacher must be able to organize and work towards the right goals (Gardner, 2005). Setting goals for yourself is very important if a leader wants to assess the progress of his subordinates as a leader who strives for excellence. Goals must be achieved, but it is also quite difficult for a leader to develop and gain knowledge from experience alone, so teachers with good leadership characteristics always try to be the best and try to improve their knowledge and abilities.

3.5. Being Excellent

A teacher with leadership values needs more than just having the drive to excel to be a successful and excellent leader. A poll and research related to leadership found that certain traits will encourage people to follow in the footsteps of a leader and have confidence in their choice of leader (Kouzes & Posner, 2010). Development in the improvement of certain behaviours and practices is necessary to realize the vision for teachers with excellent leadership qualities. Goleman (2000) defines excellent leadership as the leader's ability to achieve high performance with a team and help subordinates grow by giving them motivation, inspiration, and opportunities. If a leader wants people to follow him as a leader, then trust is very important. Delegation is essential for developing effective leadership skills. A competent leader realizes that he can't accomplish everything on his own. As a leader, a teacher will be able to delegate some work to others if they value workplace relationships and provide stimulus to co-

workers. An effective leader and being a motivator by giving tasks that require certain abilities or tasks performed for his subordinates (Bauman, 2011). A teacher with leadership values will use their skills and abilities to complete assignments and solve problems encountered.

3.6. Having Integrity

Professional integrity, one of the most important components of a teacher's teaching career, illustrates the importance of a teacher's leadership (Baker & Craig, 2006). Teachers will encounter situations that cause them to re-evaluate their knowledge of what it takes to become professional leaders and keep learning. However, by upholding integrity, teachers can earn the respect of co-workers, students, and students' parents. According to Clarkson (2009), a teacher job will put them in situations that test their patience, but unfortunately, many educators succumb to the power complex in their quest to move up the leadership ladder in the educational institutions where they work.

The actual professional integrity of a teacher consists of characteristics such as being trustworthy, honest, and sincere at work (Bauman, 2011). Besides that, you have the courage to accept and admit your own mistakes without blaming others. Individuals with strong morals make the right decisions even in the face of adversity (Brown, 2006). When something goes wrong, accepting responsibility is not a sign of blaming yourself; rather, it is an opportunity to learn from the situation and develop further.

Gain (2007) and Henderson (2007) state that in the relationship between leaders and followers or subordinates, the relationship between integrity and trust is very important. Subordinates or colleagues see integrity as a character related to friendliness and goodwill, whereas a leader is judged by his character and abilities. A leader who is able to understand what is considered acceptable behaviour or not and can differentiate how to treat other people who differ between individuals, nations, and eras is another aspect of integrity (Gilal et al., 2020; Leroy et al., 2012; McCann & Holt, 2009). This is because, for a leader with integrity, it is impossible to apply the same standard of evaluation for everyone and all issues related to what is good and bad must be adjusted to the attitudes and understanding of other people's different cultures (Parry, 2002).

The integrity of a teacher in leadership is very important for a school to succeed in achieving the goals of an educational institution. The leadership effectiveness of a leader will influence the attitudes, actions, and choices of the educational institutions they lead. The teacher derives his personal moral from what society considers acceptable. However, meeting the school's goals and programs can be challenging due to the conflict between personal principles and demands in leading and the values of leadership held. According to Nasution (2016), integrity is a set of moral guidelines for right and proper behaviour. Meanwhile, providing the best service to the community and the interests of stakeholders is the school's social responsibility (Philip, 2013). This behaviour is a reliable indicator of a leader's moral foundation and leadership values (McCann & Holt, 2009). Values in education also help teachers understand, appreciate, and make the right decisions in various personal, family, community and state problems expected to eliminate dominance that might occur.

4. CONCLUSION

The role of the teacher as being at the forefront in facing current educational challenges, apart from being a teacher, a teacher must also strengthen his main character as a leader. The leadership of a teacher is not only task, and people oriented but also focuses on transforming a teacher into a leader who values attention, openness, respect, doing the best, be excellent, and have integrity. Teachers must learn to focus on themselves; to achieve this, a leader must concentrate on one thing. Teachers as leaders with open-minded or open-minded values can help a teacher grow to be a better person. A teacher with

a value of respect is someone who treats everyone with equal respect regardless of rank, or status. The teacher as a leader who does his best at work is the mentality of a good and exemplary leader. The true professional integrity of a teacher consists of characteristics such as being trustworthy, honest, and sincere in work where the relationship between leaders and integrity to the trust of their subordinates is very important. Increasing the values of teachers is really important because of the significant roles they have in the class. Therefore, further studies are suggested to make an effort to enhance teachers' values by giving particular treatments, such as rewards or training.

REFERENCES

- Abu Bakar, H., & McCann, R. M. (2016). The mediating effect of leader-member dyadic communication style agreement on the relationship between servant leadership and group-level organizational citizenship behavior. *Management Communication Quarterly*, 23(30), 32–58.
- Addie, L. (2006). *A study of the leadership skills needs of business in a community college leadership development curriculum*. Minnesota: Capella University.
- Avolio, B. J., Walumbwa, F. O., & Weber, T. J. (2009). Leadership: Current theories, research, and future directions. *Annual review of psychology*, 60, 421-449.
- Ayman, S. R. K. K. and M. (2009). Is transformational leadership always perceived as effective? Male subordinates' devaluation of female transformational leaders. *Journal of Applied Social Psychology*, 39(4), 852–879.
- Baker, B., & Craig, B. (2006, August). When actions speak louder than words: The relative importance of leader behaviors in predicting global impressions of integrity. In M. Hargis (Chair), *Leadership, It's all relative: Applying relative importance statistics to leadership*. Symposium conducted at the annual conference of the Academy of Management in Atlanta, Georgia.
- Bass, B. M., & Steidlmeier, P. (1999). Ethics, character, and authentic transformational leadership behavior. *The leadership quarterly*, 10(2), 181-217.
- Bauman, D. (2011). *Integrity, identity, and why moral exemplars do what is right*. Washington University.
- Brodbeck, F. C., Frese, M., & Javidan, M. (2002). Leadership made in Germany: Low on compassion, high on performance. *Academy of Management Perspectives*, 16(1), 16-29.
- Chatelier, S., & Rudolph, S. (2018). Teacher responsibility: shifting care from student to (professional) self?. *British Journal of Sociology of Education*, 39(1), 1-15.
- Clarke, N. (2011). An integrated conceptual model of respect in leadership. *Leadership Quarterly*, 22(2), 316–327.
- Clarkson, J. (2009). *Perceptions of leadership and integrity. A correlation of followers' assessments*. Capella University.
- Creswell, J. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches / J.W. Creswell*.
- Gaines, K. (2007). *A communicative theory of leadership practice*. Antioch University.
- Gardner, B. J. D. W. L. (2005). Authentic leadership development Get-ting to the root of positive forms of leader-ship. *The Leadership Quarterly*, 16(3), 315–338.
- Gilal, F. G., Gilal, N. G., Channa, N. A., Gilal, R. G., Gilal, R. G., & Tunio, M. N. (2020). Towards an integrated model for the transference of environmental responsibility. *Business strategy and the environment*, 29(6), 2614-2623.
- Goleman, D. (2000). Leadership That Gets Results. *Harvard Business Review*, 94–97.
- Henderson, D. (2007). The Leadership Triad: Identity-Integrity-Authenticity A Case Study of the Inner Life and Leadership of Educational Leaders. In *Montana*. University of Montana.
- Kartono, K. (2017). *Pemimpin dan Kepemimpinan Apakah Kepemimpinan Abnormal Itu*. PT. Raja Grafindo Persada.
- Kasmawati. (2017). Pengaruh Kepemimpinan Guru Terhadap Motivasi Belajar Peserta Didik di SMP Negeri 5 Enrekang. *Jurnal Idaarah*, 11(1), 181–190.

- Kouzes, J. M., & Posner, B. Z. (2010). *The five practices of exemplary leadership* (Vol. 237). John Wiley & Sons.
- Kunandar. (2011). *Guru Profesional Implementasi Kurikulum Tingkat Satuan Pendidikan (KTSP) dan Sukses dalam Sertifikasi Guru*. Rajawali Pers.
- Leroy, H. Palanski, M. E., & Simons, T. (2012). Authentic Leadership and Behavioral Integrity as Drivers of Follower Commitment and Performance. *Journal of Business Ethics*, 107(3), 255–264.
- McCann, J., & Holt, R. (2009). Ethical leadership and organizations: An analysis of leadership in the manufacturing industry based on the perceived leadership integrity scale. *Journal of business ethics*, 87, 211–220.
- Nasution, K. (2016). Kepemimpinan Guru dalam Meningkatkan Efektivitas Pembelajaran. *Jurnal Drulilmi*, 4(4), 116–128.
- O'Reilly, C. A., Chatman, J., & Caldwell, D. F. (1991). People and organizational culture: A profile comparison approach to assessing person-organization fit. *Academy of Management Journal*, 34(4), 487–516.
- Overstreet, R. E., Hazen, B. T., Skipper, J. B., & Hanna, J. B. (2014). Bridging the gap between strategy and performance: Using leadership style to enable structural elements. *Journal of Business Logistics*, 35(3), 136–149.
- Parris, D. L., & Peachey, J. W. (2013). A systematic literature review of servant leadership theory in organizational contexts. *Journal of Business Ethics*, 113(3), 377–393.
- Parry, K. W., & Proctor-Thomson, S. (2002). Perceived integrity of transformational leaders in organizational settings. *Journal of Business Ethics*, 35(2), 75–96.
- Philip, A. T. (2013). *Perception of Leadership Style, Leadership Effectiveness, and Leadership Integrity: A Correlation of Follower's Assessment*. Capella University.
- Priansa, D. J. (2014). *Kinerja dan Profesionalisme Guru*. Alfabeta.
- Sæbø, G. I., & Midtsundstad, J. H. (2018). Teachers' responsibility and expectations: Dependent on the school organisation?. *Improving Schools*, 21(3), 285–295.
- Sari, Sindang, H. (2017). Pengaruh Kreativitas, Komunikasi, dan Kepemimpinan Guru Terhadap Prestasi Belajar Siswa pada SMP Negeri di Kecamatan Ilir Timur II Palembang. *Jurnal Ecoment*, 2(1), 74–87.
- Sataria, T. (2016). *Kepemimpinan*. Graha Ilmu.
- Setiawan, D. (2014). *Pendidikan Karakter Dalam Perspektif Kewarganegaraan*. Lembaga Riset Publik.
- Setiawan, D. (2017). Urgensi Tuntutan Profesionalisme Dan Harapan Menjadi Guru Berkarakter. *Jurnal Cakrawala Pendidikan*, 36(1), 127.
- Susanto, A. (2016). *Manajemen Peningkatan Kinerja Guru: Konsep, Strategi dan Implementasi*. Prenadamedia Group.
- Yahya, A. M. & A. (2007). *Guru Sang Pemimpin*. Perpustakaan Negara Malaysia.