

## ***Identification of Teacher Competence Moral Elements for Becoming Principals as Learning Leaders***

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### **Abstract**

The principal has a central impact on enhancing the education unit and a strategic role in developing school resources. The principal has a crucial role to play in realizing a superior school as a learning leader. This study aimed to describe the moral competencies that a teacher must possess in order to serve as the school's head. This study employed a systematic literature review to explore articles, books, and prior research findings that are relevant to the research topic by using Bandara's conceptual framework, namely through five phases. Each phase is carried out sequentially starting from the process of selecting sources to the process of analysis and preparation of the final report. The findings from the data collection were documented, processed, and presented descriptively. The results of the study showed that the moral values of prospective school principal teachers have a crucial role in forming effective and responsible leadership in schools. Some of the moral elements in the personality competencies of prospective principal teachers include personality elements of being virtuous, having integrity, fairness, empathy, courage, and discipline, being responsible, having social sensitivity, having an open personality, and having good self-control. By combining and developing these moral elements, prospective principal teachers can form moral leadership that has a positive impact in creating a quality learning environment, building student character, and establishing strong relationships with all members of the school community.

Keywords: Teacher Competence, Morality, Principals

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## Introduction

The process of instilling values in schools is of course also inseparable from the role of the teachers in this case the teacher has an important role, especially in helping students to build a positive attitude in learning, arousing curiosity, encouraging independence and accuracy of intellectual logic, and creating conditions -conditions for success in learning. The main task of a teacher is to provide guidance and direct students in learning activities (Sudrajat, 2020; Warif, 2019).

The success of an organization, such as a school, in achieving the vision, implementing the mission, and achieving learning objectives, is highly dependent on the integrity of the principal as a leader. Conversely, an organization can be destroyed if it is led by someone with no integrity in managing it. Leadership has a strong influence on the behavior of other people in achieving certain goals, and this is an indicator of the success of a leader (Feska Ajepri, 2016; Kocolowski, 2010). One challenge faced by aspiring school principals today is achieving effective learning leadership. The main responsibility of a school principal is to improve the quality of learning and achieve success for all participants (Lunenburg, 2010). In addition, educators must have morals that become a reference for students (Kirby, 2022). Morality is a very important aspect of education, especially in the context of the educator's role. Moral values not only help in shaping individual character but also become the foundation for the development of ethics, responsibility, and a positive attitude in social interactions.

Teachers and principals have an important role in shaping character, providing education, and creating a safe environment for students {Formatting Citation}. However, unfortunately, several immoral cases involving teachers and school principals in Indonesia have rocked the country's education system. These cases involve actions that are contrary to moral and ethical principles, harm students, and undermine the integrity of education. Examples include extortion, violence against students, sexual harassment, misappropriation of school funds, sale of exam answers, discrimination, abuse of authority, and so on. Even though these cases do not reflect the behavior of all teachers and school principals in Indonesia, they do show the need for ethical enforcement and continuing preventive measures so that every child can get a decent and quality education.

Based on the research conducted, the data shows the importance of morals for educators. According to research conducted by Lapsley and Narvaez (2005), educators who are sensitive to moral values and apply in their educational practices can have a positive influence on students. In another study conducted by Berkowitz and Bier (2005), it was found that educators who pay attention to and integrate the teaching of moral values in the curriculum can help improve students' moral abilities and provide them with a strong ethical foundation.

Based on a study conducted by Rest et al. (1999), educators who demonstrate a commitment to moral values have a positive impact on students' social and emotional development. They can model good behavior, guide students in dealing with difficult moral situations, and provide moral encouragement in their efforts to do good. In addition, educators who focus on morality also have an important role in helping students understand and appreciate cultural diversity, and build an inclusive environment. In research conducted by Killen and Smetana (2015), it was found that educators who promote tolerance, respect for differences, and social justice can help students develop a better understanding of diverse moral values in society.

According to research conducted by Lickona (1991), educators who pay attention to moral values and integrate them into everyday education can have a positive influence on the moral and ethical development of students. This research shows that educators who instill moral values in their teaching can assist students in understanding the difference between right and wrong, considering the consequences of their actions, and developing responsible and ethical attitudes. Based on research conducted by Borba (2017), educators who focus on morality and moral values can help students develop empathy, tolerance, and understanding of other people's perspectives. Through moral education, students can learn to respect diversity, resolve conflict in a constructive way, and interact in an ethical way in a social environment. In addition, according to research conducted by Rest et al. (1999), educators who demonstrate a commitment to moral values and integrity have a significant impact on students' character development. This research highlights the importance of educators as models and moral role models for students. In a learning environment led by educators who have integrity, students can learn from the positive behavior and ethical attitudes exhibited by these educators.

Educators who focus on morality also have a key role in helping students understand and overcome complex moral dilemmas. Research conducted by Kohlberg (1981) emphasizes that educators who are able to teach students about moral values and provide guidance in dealing with complex moral situations can help students develop more complex and mature moral thinking. In conclusion, data from various studies show the importance of morals for educators. An educational approach centered on moral values can have a positive impact on the development of students' character, ethics, and social attitudes. Educators who pay attention to and apply moral values in their educational practices can form individuals who are responsible, empathetic, and have high integrity.

Some of the previous studies described how teachers as prospective principals must be sensitive and adaptive to moral values in their activities as educators and prospective principals. This research will identify the moral values of teachers to become principals as learning leaders.

## **Method**

This study uses a literature study based on a conceptual framework because a conceptual framework is a good foundation in a literature study. The process of implementing this research was carried out by searching for and collecting data and information related to and related to research. The stages carried out in this study were adapted to the Bandara, Miskon, & Fieit (2011) framework, namely through five phases. Each phase is carried out sequentially starting from the process of selecting sources to the process of analysis and preparation of the final report. In the first phase, the writer chooses a topic of interest and is in accordance with the author's study through various relevant sources. The results of the selection of topics that are of interest to the author then lead to two important points, namely the principal as a learning leader and the moral values of the teacher. In the second phase, the selection of this topic then leads to the moral values of prospective school principals so that the sources that are used as references by the author are mostly obtained from research results published in international book chapters and international journals that specifically discuss the moral values of prospective school principals. The process of identifying the source that the author refers to can be done by looking at the title, abstract, and keywords of each research result which contains the author's two topic points.

The third phase, is coding the research data and the literature sorting process which is considered effective and efficient in this study. This is done in order to be able to describe specifically. The fourth phase is the process of reviewing literature data. This means that the quality of the data obtained must be ensured, the focus and concept of the study, as well as proper synthesis. The fifth phase is the process of analyzing the study data to be presented in this paper.

Table 1. Research framework

No.	Phase	Step
1	Source selection	Interesting topic selection. Identify relevant sources for the chosen topic
2	Search Strategy	Identify key search terms Search Strategy Identify key search terms Iteration 1: Identify search sources, identify papers that contain any keywords in 'title', 'abstract' or 'keywords'. Iteration 2: Undertake a detailed review of the abstracts and keywords of the initial batch of papers
3	Coding Scheme	Determines what to retrieve from the data
4	Review Process	Read the data source and retrieve the necessary data
5	Process Analysis and reports	Analysis of the data obtained and compiling research findings

(Bandara et al., 2011)

### **The Urgency of Teacher's Moral Values as Principal Candidates**

The moral values possessed by prospective principal teachers play an important role in shaping quality and effective leadership in the educational context. These moral values reflect the principles of ethics, integrity and honesty which form the basis of their actions and behavior (Winch, 2020). Principal prospective teachers who have high moral values will show strong integrity with consistency between words and actions. They will act in accordance with applicable ethical principles, uphold honesty, and uphold fairness in making decisions. In addition, their strong moral values are also reflected in their commitment to education. Principal prospective teachers who have good moral values will show a high commitment to student development, focus on student interests, and try to create a learning environment that is safe, inclusive, and supports students' academic and social growth. They will also have an empathetic attitude, respect differences, and assist students in overcoming the challenges they face. Overall, the moral values of prospective principal teachers form a solid foundation for fair, objective, and responsible leadership, and have a positive impact on relationships with students, staff, and parents.

The moral values of prospective school principal teachers play a very important role in forming effective leadership and having a positive impact on schools and their communities (Wang, 2022). The following is a long argument that supports the importance of the moral values of prospective school principals: Teacher prospective principals with strong moral values can become leaders who are able to shape and strengthen a dignified school culture. Through good examples, they inspire students and staff to respect important ethical and moral values. This creates a learning environment that is positive, inclusive and values diversity. Principal teacher candidates play an important role in forming effective educational leadership. Teacher

candidates for principals with strong moral values are able to form a dignified school culture, become a moral model for students, make decisions based on ethical principles, build positive relationships, create a safe learning environment, uphold professional ethics, and develop student character. Therefore, investing in developing the moral values of prospective principal teachers is very important to create a quality educational environment, have a positive impact on students, and advance the future of education.

### **Identification of Teacher Candidate Moral Elements for Principals**

The following is an identification of the relevant moral elements for prospective principal teachers along with an explanation for each element:

#### ***Honesty***

The value of honesty is a very important moral element for prospective principal teachers. Honesty reflects consistency between words and actions, as well as a commitment to speak and act honestly in all aspects of life and leadership. Principal prospective teachers who have a high value of honesty will set a good example for students and staff. They will communicate honestly and openly, not withhold important information, and not engage in manipulation or deception. The honesty of aspiring principal teachers creates a climate filled with integrity and trust, which in turn helps build strong relationships with students, staff, and parents.

In addition, honesty also plays a role in decision making. Honest teacher candidates for principals will make decisions based on facts, data, and ethical considerations, not on the basis of personal interests or bias. They will maintain integrity in every decision they make, safeguarding fairness and the interests of the entire school community. Honesty is also important in the face of challenges or mistakes. Honest prospective teacher principals will admit and take responsibility for their mistakes, and take steps to correct and learn from the situation. They will set a good example for students about the importance of facing failure honestly and responsibly.

Overall, the value of honesty of prospective principal teachers is an important foundation in forming moral and effective leadership. Honesty builds trust, inspires integrity, and sets a good moral example for students and staff. By appreciating and implementing the value of honesty, prospective principal teachers can create a learning environment filled with integrity, fairness, and positive growth.

#### ***Justice***

Justice includes a fair and objective attitude in treating all individuals in the school environment. Equitable teacher candidates for principals will consider the interests of all parties involved, maintain equality, and make decisions based on the principle of fairness. The value of justice is one of the important moral values for prospective principal teachers. Fairness reflects a fair, objective and impartial attitude in treating all individuals in the school environment.

As teacher candidates for school principals, the value of fairness is important in various aspects of their leadership. First, a fair prospective teacher principal will ensure that every student is treated equally, regardless of their background, creed, or ability. They will provide fair opportunities to learn, participate and develop to their full potential. Equitable prospective

principal teachers will ensure that there is no discrimination or unfair treatment of students in any case.

In addition, the value of justice is also important in decision making. Equitable prospective principal teachers will consider all relevant factors, listen to multiple perspectives, and make decisions based on objective considerations. They will ensure that the decisions they make are not based on personal preference or bias, but based on the principles of fairness and the greater good. Teacher candidates for principals who prioritize the value of justice will also maintain a fair and orderly school environment. They will enforce rules and procedures consistently, without taking sides or giving anyone special treatment. They will provide equal opportunities for students and staff to participate in school activities, obtain needed resources, and receive proper recognition for their achievements. By applying the value of justice, teacher candidates for school principals can create an inclusive, safe, and fair school environment. Fairness ensures that every individual is valued, treated fairly, and has equal opportunities to grow and develop. Principal teachers who have strong values of justice will become fair leaders, inspire students and staff to value fairness and create an inclusive and equitable learning environment for all members of the school community.

### ***Empathy***

Empathy is the ability to understand and feel the emotions and perspectives of others. Aspiring principal teachers who have a high level of empathy will be able to relate to students, staff, and parents in a caring, understanding, and supportive way. The value of empathy is one of the most important moral values for a prospective principal teacher. Empathy reflects the ability to understand and feel the emotions and needs of others. As educational leaders, prospective principal teachers who value high empathy are able to form strong relationships with students, staff, and parents.

Principal teachers who have good empathy will listen attentively and respect students' feelings and experiences. They will seek to understand students' perspectives, acknowledge the challenges and difficulties they face, and provide genuine support. Empathetic teacher candidates will create a friendly, warm, and supportive environment, where students feel heard, accepted, and cared for.

In addition, the value of empathy is also important in relationships with staff and parents. Empathetic teacher aspiring principals will pay attention to the needs and concerns of staff, and seek to understand the perspectives and challenges they face in their work. They will create a collaborative work environment, provide support, and encourage staff professional growth. To parents, empathetic teacher candidates will listen empathetically, respond to their concerns, and work together to support children's development. By practicing the value of empathy, prospective principal teachers can inspire kindness, build positive relationships, and create a caring and inclusive school climate. The value of empathy strengthens connections between individuals, pays attention to differences, and respects the emotional and social needs of each individual in the school community. By prioritizing the value of empathy, prospective principal teachers can become empathetic leaders, support students' personal and academic development, and build strong and meaningful relationships with staff and parents.

### ***Courage***

Courage is a necessary moral value in facing challenges and taking risks necessary to advance education. Principal teachers who have the courage to take innovative steps, dare to speak out on important issues, and stand up for justice even in difficult situations.

### ***Discipline***

Discipline reflects the ability of prospective principal teachers to self-regulate and respect the rules that apply. They will be an example to students in self-discipline, teach the importance of obedience, and maintain order in the school environment.

### ***Faithfulness***

Loyalty refers to a high commitment to the school's values, goals, and mission. Loyal aspiring principal teachers will maintain their commitment to education, build a strong school culture, and support the school's vision and goals with consistency.

### ***Responsibility***

The sense of responsibility includes an awareness of the obligations and duties as a prospective principal teacher. They will be responsible for student development, resource management, and achieving educational goals with dedication.

### ***Openness***

Openness includes the willingness of prospective principal teachers to accept feedback, learn from experience, and admit mistakes. Aspiring teacher principals who are open will respect the perspectives of others, adapt to change, and promote a culture of continuous learning.

### ***Commitment to Collaborative Leadership***

Principal teacher candidates who have a commitment to collaborative leadership will involve all members of the school community in decision making and building a shared vision. They will create an empowering environment, facilitate collaboration between students, staff and parents, and encourage active participation in the school's learning and development process.

### ***Appreciate Diversity***

Principal teachers who value diversity will recognize and respect differences in culture, religion, race, and the backgrounds of students and staff. They will build an inclusive environment, promote tolerance, and encourage intercultural cooperation.

### ***Social Responsibility***

Teacher candidates for principals with high social responsibility will understand the importance of the school's involvement and contribution in society. They will encourage students to get involved in community service activities, social projects, and run programs that improve social conditions around the school.

### ***Modesty***

Humility is a moral value that reflects humility, respect for the contributions of others, and self-determination. A humble teacher-to-be principal will encourage teamwork, reward collective achievement, and recognize success as the result of teamwork.

### ***Professional Ethics***

Professional ethics is a key component in the morality of prospective school principal teachers. They will comply with a professional code of ethics in the field of education, maintain student privacy, carry out tasks with integrity, and avoid conflicts of interest that could harm the interests of students and the school.

### ***Sensitivity to Special Needs***

Sensitivity to special needs includes understanding and caring for students with special educational needs or other special needs. Sensitive teacher aspiring principals will provide appropriate support, ensure the inclusion of students with special needs, and create a welcoming environment for all students.

### ***Character Building***

Principal teacher candidates with a focus on character building will prioritize the development of students' moral and social values. They will bring values such as integrity, honesty, responsibility, and cooperation into the school curriculum and activities to form strong student character.

### ***Inspiring and Encouraging Potential Students***

Principal teachers with this moral element will encourage and inspire students to reach their full potential. They will provide encouragement, provide appropriate challenges, and generate motivation in students to achieve academic success and their personal development. The prospective principal teacher will create an environment that supports talent exploration, provides constructive feedback, and provides opportunities for students to develop in a variety of fields, be it academics, arts, sports, or leadership. By inspiring and encouraging students' potential, aspiring teachers play an important role in shaping successful futures for students and making a positive contribution to society.

### ***Manage Conflict Wisely***

Teacher candidates for principals with good moral values will manage conflict wisely and peacefully. They will promote open dialogue, listen to multiple perspectives, and work towards win-win solutions. The prospective principal teacher will teach students how to deal with conflict constructively, build harmonious relationships, and create a peaceful school climate.

### ***Respect Privacy and Trust***

Principal teachers with this moral element will protect the privacy of students, staff and members of the school community. They will treat personal information with confidentiality, respect the trust placed by individuals, and maintain the confidentiality expected of each

individual within the school environment. Principal teacher candidates who respect privacy and trust will build strong relationships and maintain integrity in information management.

### ***Effective Communication***

Principal teachers with this moral element will develop effective communication skills. They will listen carefully, communicate clearly, and respect the opinions of others. The prospective principal teacher will create an open communication environment, facilitate collaboration, and ensure that appropriate and important information is properly conveyed to students, staff, and parents.

### ***Commitment to Professional Growth***

Aspiring principal teachers with good moral values will be committed to their own professional growth as well as the growth of the staff they lead. They will continue to develop their knowledge and skills through training, further study and participation in the professional community. The prospective principal teachers will also encourage their staff to pursue professional development, acquire new knowledge, and improve the quality of their teaching and leadership.

By paying attention to and developing the moral elements mentioned above, teacher candidates for principals can create an educational environment that is responsible, inclusive and ethical. These moral values form the basis for effective leadership, provide guidance in meeting challenges, and shape culture.

### **Conclusion**

Based on the results and discussion that has been described, it can be concluded that the moral values of prospective school principal teachers have a crucial role in forming effective and responsible leadership in schools. When teachers of aspiring principals practice and develop these moral elements, they create a dignified, inclusive and ethical environment.

Integrity, fairness, empathy, courage, and discipline are the basic moral elements in building strong and trusted leadership. Openness, commitment to collaborative leadership, and respect for diversity strengthen relationships and promote the active participation of all members of the school community. Social responsibility, humility, and professional ethics make prospective principal teachers as moral role models who have a positive influence on the environment and the surrounding community.

Awareness of sensitivity to students' special needs, character building, and the ability to inspire and encourage student potential creates an environment that supports student development holistically. The ability to manage conflict wisely, respect privacy and trust, and communicate effectively reinforces good communication, harmonious relationships, and trust within the school. And, the commitment to professional growth reflects the aspiring principal teacher's dedication to continuously improving himself and inspiring staff to do the same.

By combining and developing these moral elements, prospective principal teachers can form moral leadership that has a positive impact in creating a quality learning environment, building student character, and establishing strong relationships with all members of the school community. Through the implementation of these moral values, teachers aspiring principals

can play an important role in shaping a bright future for students and contributing to better social development.

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