



## **Transformational Leadership of Kindergarten School Principal Based on “Integrity, Professionalism, and Entrepreneurship”**

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**Abstract:** The study aims to develop the concepts of school culture through the transformational leadership process. The study used qualitative methods with a phenomenological design involving case studies in Citra Berkas Kindergarten Surabaya. To collect the data, the researchers used interviews, observation, and documentation. Data analysis employed qualitative and descriptive techniques. The results of this study showed that Citra Berkas Kindergarten Surabaya has developed school culture based on values. It was concluded that IPE (Integrity, Professionalism, and Entrepreneurship) for kids is relevant to introducing entrepreneurship in early childhood education. The transformational leadership of the principal school of Citra Berkas Kindergarten has a complete picture of how the organization should be. The school principal expresses the organizational values basic principles to be shared and realized by all components of Citra Berkas Kindergarten.

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## **Introduction**

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

Transformational leadership enhances organizational change efforts (as opposed to the leadership designed for maintaining the status quo) (Rafferty & Griffin, 2004; Sahgal & Pathak, 2007). Transformational leaders change the *status quo* in organizations by behaving accordingly at each stage of the transformation process. Transformational leaders create visions and environments that motivate employees to excel beyond expectation (Bass & Avolio, 1989; Podsakoff et al., 1990; Kouzes & Posner, 1990; Conger & Kanungo, 1994; Carless, Wearing, & Man, 2000; Rafferty & Griffin, 2004).

Transformational leadership will not only engender innovation and originality, it will also provide guidance for and earning of commitment from staff (Somjai, 2019). An organizations' human resource management can be improved by comprehending transformational leadership concept (Rafferty & Griffin, 2004). By motivating followers to strive willingly and enthusiastically for higher levels of performance beyond ordinary

expectations, transformational leaders positively influence on training and development needs, subordinates, and successive planning (Sahgal & Pathak, 2007). It empowers the followers to work effectively and efficiently and follow provisions.

The result of some studies (Protheroe, 2015; Krüger, 2007) suggested that school culture seems to be more effective when school principals' belief is consistent with their efforts in: (1) sustaining focus on student achievement, (2) perfecting a collaborative organization culture, (3) helping teachers expand their repertoires to include research-based teaching strategies, (4) developing and sustaining a culture that encourages experimentation with new ideas to improve productivity.

It is found that teachers' performance increases when school principals implement transformative concepts by: (1) establishing goals and expectations; (2) resourcing strategically; (3) planning, coordinating, and evaluating teaching and the curriculum; (4) promoting and participating in teacher learning and development, and (5) ensuring an orderly and supportive environment (Flores, 2007; Robinson, 2008; Lesinger, 2016; Rahmi, 2019). Based on research in the library, there is a relationship between the principal transformational leadership and the school culture towards school's performance (Silins, 1992). Silins states that transformational leadership has a greater positive effect on educational organisations. Flores (2017) adds that effective leadership practices will a positively impact on teachers' professional development. Based on Robbins (2010) definition about organization culture, school culture is the interpretation of a system collective understanding formed by schoolmembers. It has concurrently become the differentiation towards other schools.

IPE (Integrity, Professionalism, and Entrepreneurship) as school culture comes from Ir's crystallization of life experience of Ir. Ciputra (1931-1991). As a trained architect, he founded his Ciputra group more than three decades ago. His Ciputra Development is one of the biggest property companies in Indonesia. However, he was also a philanthropist who developed Ciputra schools and universities. Forbes had nominated him in Indonesia's 50 richest 2018. Concerning this matter, Ir. Ciputra had given speech on how to be a successful businessman. He described it as the three principles called as "IPE". "IPE" stands for Integrity, Professionalism, and Entrepreneurship. For him, "integrity" is the core of relationship for doing business with others; integrity has its basis in morality and honesty. According to Ciputra, being professional is like having expertise; being an expert in the field engaged is the key factor in enhancing stakeholders' perception on how people did it business. Finally, Ciputra explained that entrepreneurs are people who drive the economic development of a country. Ciputra believed that the entrepreneurship becomes a solution for improving the national prosperity. Increasing the number of entrepreneurs will accelerate the economy so that people can reduce their dependency on job opportunities (Kementrian, 2010).

It is found that Indonesia with large population only has small number entrepreneurs. According to the report, Indonesian entrepreneurs are less than one percent, meanwhile the ideal number for a country is eight percent (Kementrian, 2010). This circumstance still far away from seven percent of average neighboring countries (Bowo, 2013). Concerning the situation, comes to Ir. Ciputra's mind a question whether entrepreneurship awareness could be begun as early as possible in student's life for their future. Is it well enough if it were begun for students from preschool to kindergarten?

Ir Ciputra believe that kidpreneur from the beginning to the children about self-employment to prepare them better when they are as adults to meet these economic challenges. since August 1, 2016, Citra Berkat CitraLand Surabaya School has implemented

“IPE for Kids”. As a pioneer in applying IPE culture in the context of schools, Citra Berkas School has trained teachers and staff referred to as IPE ambassadors. The IPE Ambassador will be the animator of IPE culture at Citra Berkas School.

The values of Integrity, Professionalism and Entrepreneurship (IPE) in the context of Citra Berkas School will be the backbone of learning and work culture. Within the education context, integrity stands for being trusted and respected for acting on God's truth, acting transparently, to be responsible. Professionalism means being superior and reliable because of lifelong learning, rejoicing in carrying out extra obligations with the best ability, and acting in a planned, collaborative and networked manner to positively impact. Moreover the value of entrepreneurship means innovative and sustainable because it is oriented to needs or opportunities; creative and innovative behavior; acts based on measured risk. The study aims to develop the concepts of school culture through the transformational leadership process. The study used qualitative methods with phenomenological design involving case studies in Citra Berkas Kindergarten Surabaya.

## **Research Method**

The research data was obtained through observation, interview, and documentation. The researchers presence is important for experiencing firsthand natural phenomena (naturalistic life) occurring at site. In the observation stage, the researchers used the guideline of observation. The observation data were noted in the form of field notes. The researchers observed the implementation of principal transformational leadership based on IPE. The interview was conducted to gain information on IPE character undertaken by the principal. The explored documents are IPE programs that had been conducted and photos related to the IPE activities.

The data analysis began with or after the data collection process. The stage of data analysis and interpretation completed by the researchers through the step of making a field note comprised giving the code to investigate the data source, collecting, sorting and classifying the data, synthesizing, making a summary and the index, ordering and making the category to make the data meaningful, searching and finding the model of correlations as the research findings. Checking this research's validity was completed using four criteria: credibility, transferability, dependability, and confirmability. To avoid mistakes in obtaining the data, the researchers rechecked the data validity before processing it so the data is accountable in drawing the conclusion (Rafferty dan Griffin, 2004).

## **Results and Discussion**

### **The Characteristics of IPE-based School Principal's Transformational Leadership in Citra Berkas Kindergarten Surabaya**

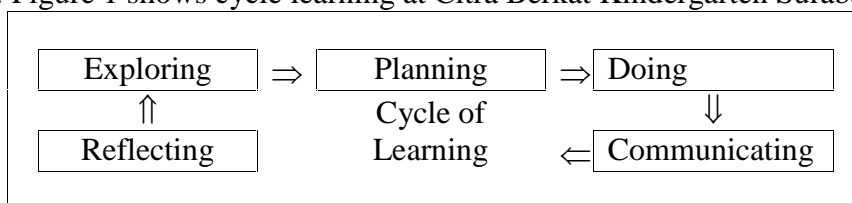
Transformational leadership done by school principal can be seen in the school's daily activities. Teachers understand the school vision and mission for developing their kindergarten. The guidance and empowerment from school principal enhance teachers' consciousness that students should be carried out for better future as entrepreneurs. Encouraging from school principal develops teachers' capabilities, skills, and personalities. Daily life of school principal's leadership brings admiration to teachers. It inspires them for doing their responsibility well. The research findings are in accordance with some research findings (Keating, 1982; Tilaar, 2002). According to Keating, leadership is a process in various ways influencing people or groups of people to achieve common goals. Yukl (2010) indicates that leadership is a process to influence others to understand and agree with what

needs to be done and how the task is carried out effectively, as well as a process to facilitate individual and collective efforts to achieve common goals.

### **The Process of Transformation Based on IPE Experienced by Teachers in Citra Berkas Kindergarten Surabaya**

The material for improving school performance comes from the cycle of learning. In the school mindset, the learning cycle encourages teachers to prepare annual school programs based on certain themes, media, learning resources, and evaluation tools. School principal participated in class activities and observed learning preparation and its details. The school principal employs polite and soft words to give teachers opportunities to improve their self-evaluation.

This is consistent with Wiyono's research that suggested school principal informal leadership and motivation for developing interpersonal relationship for better school culture (Wiyono et al., 2014). Any activities concerning students' improvement work in spiral cycle shown in picture 1. It becomes materials year by year for generating better school performance. Figure 1 shows cycle learning at Citra Berkas Kindergarten Surabaya.



**Figure 1. Cycle of Learning at Citra Berkas Kindergarten**

The existence of "cycle of learning" in Citra Berkas Kindergarten is proper with nowadays situation in early childhood education that faces complex and multi-dimensional problems (Hasan, 2009; Bowo, 2013; Meilanie, 2016). Early childhood education can be seen from other fields that intersect with the world of education, for example in the political, economic, social and cultural fields. Moreover, the world of education is a very heterogeneous environment that requires a holistic approach in dealing with various problems that exist in the educational environment (Bowo, 2013; Meilanie, 2016; Tasuah, 2016; Amelia, 2019; Sutarna, 2019; Cinantya, 2019). In this context, the principal must be able to understand the heterogeneous environment. Without an understanding of the fields of law, politics, economics, demography, and other environments related to schools, the principal will have difficulty in carrying out effective school management. Once trained to be effective managers, school administrators must now be leaders who can affect the community's culture while providing moral direction to the school (Burhanuddin, 2015; Supriono, 2018).

### **Acceptability of Transformational Leadership in Improving the Performance of School Organizations in Citra Berkas Kindergarten Surabaya**

Some research findings (Suhartono, 2005; Cho, 2008; Waluyo, 2013; Sugiana, 2015) state that the school principal's efforts to incorporate school culture within daily life depend on how teachers accept any idea from school principal. The research findings showed that teachers accepted school principal's transformational leadership well. They realized that what school principals did influence the learning process's success and student outcomes. The research findings indicates that school principal's transformational leadership is strategic and effective. IPE-based school culture as the basis of thoughts, attitudes, and behaviors arranges good culture within Citra Berkas Kindergarten atmosphere.

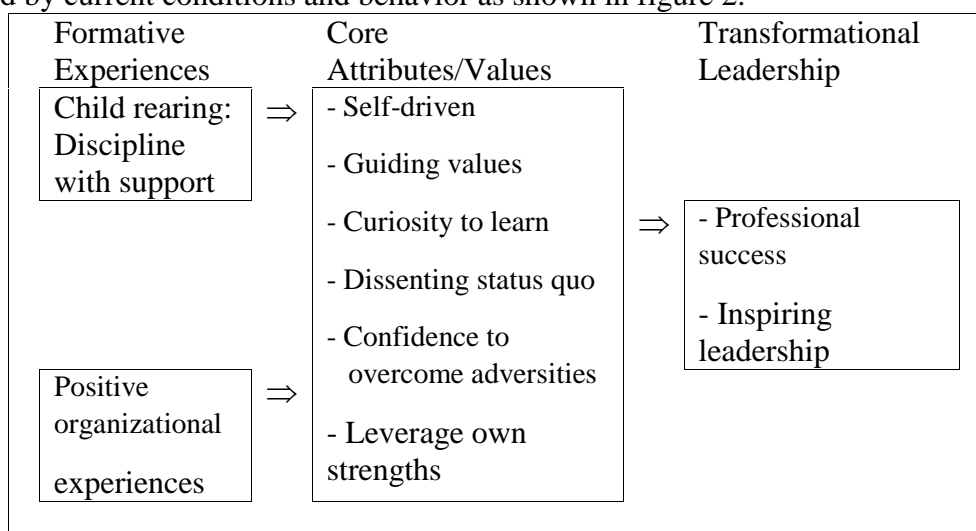
Experimentation with learning by doing, creative thinking, and innovative process seems to be the core values to educate young entrepreneurs School principals and teachers



work with their students, strive for academic excellence, be open in behavior and communication, trust colleagues, and be professional. It was consistent with Robbins and Judge (2013) that define leadership as the ability to influence groups to achieve a vision or set of goals. A school that does not want to stagnate requires a brave principal to face the future by creating a vision and inspiring members of the organization. Within this context, members' motivation is a factor that is quite dominant. The research findings showed three types of school principals' efforts to motivate teachers. The first type is improving self-determination. The research findings showed three types of school principals' efforts to motivate teachers. This resulted in someone would prefer a pleasant task and consider it an obligation. Motivation can be generated from within human beings and from outside the human self or the environment in a balanced way.

The second type is that school principal makes teachers having confidence in their self-efficacy. It makes teachers have individual beliefs to have the capability to perform a task (Robbins, 2010). Efficacy beliefs affect teachers in seeing and interpreting events. According to Robbins (2010), someone with low self-efficacy is more easily convinced that the efforts made in facing tasks and challenges will be difficult. It is the early symptoms of depression or negative stress. High self-efficacy people will advance challenges as something that can be overcome with sufficient competence and effort (Harefa, 2000).

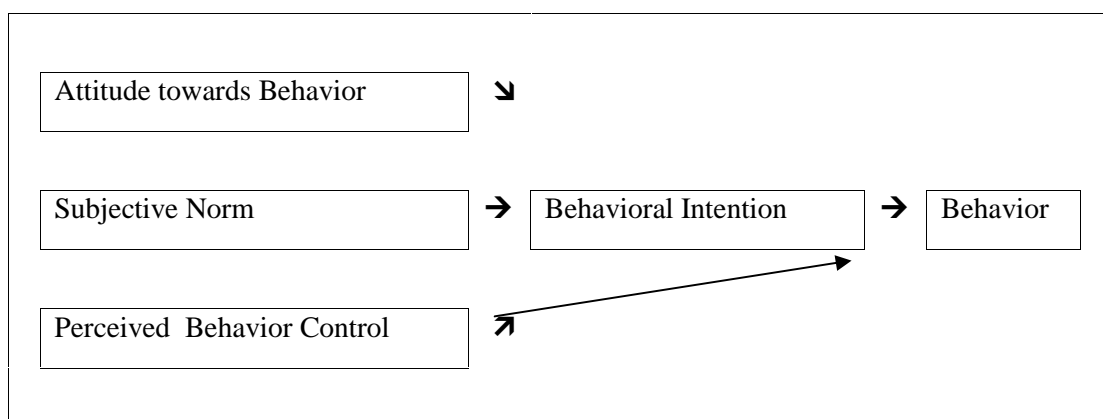
The third type is the reinforcement. School principal reinforces teachers' motivation to work by appreciating teachers and giving them opportunities to do their responsibility in the manner they can do as good as they can. School principal uses it to improve or maintain individual performance. Thus, the third type recognizes that a person's behavior in the future is shaped by current conditions and behavior as shown in figure 2.



**Figure 2. Model of Life Experiences and Attributes of Transformational Leaders (Sahgal & Pathak, 2007)**

### **IPE-based School Principal's Transformational Leadership Model**

The research findings show that IPE-based school principal's transformational model has its basis in the theory of planned behavior. The theory emphasizes the rationality of human behavior as well as the belief that the target behavior (namely entrepreneurship) is under the control of individual consciousness. Behavior depends not only on one's intentions but also on other factors that are not under the control of the individual, for example, the availability of resources and the opportunity to display the behavior (Ajzen, 1991; Steinmetz, 2016).



**Figure 3. Theory of Planned Behavior (Ajzen, 1991; Steinmetz, 2016)**

Theory of Planned Behavior states that people assume any information before doing certain action. It consists of three variables, namely: (1) attitude towards behavior is personal perception between like or dislike on certain action; (2) subjective norm is personal motivation when doing certain things that are influenced by the views of others. Important and well-known public figure can affect one's behavior (3) perceived behavioral control is the belief that someone can perform a behavior that is obtained from the experience of doing the same behavior that has been done by someone else (for example friends, family, or people who are admired). This belief is reinforced by the knowledge, skills, availability of time and facilities to carry out the behavior, and having the ability to overcome any difficulties that hinder the implementation of the behavior; and (4) behavioral intention is a decision to behave in the desired way or stimulus to carry out an act, either consciously or not; this intention is the beginning of the formation of a person's behavior. The theory of planned behavior explains that attitude towards behavior is an important subject that can predict a behavior's occurrence. If there is a positive attitude, support from people around and the perception of ease of convenience because there are no barriers to behavior then one's intention to behave will be higher.

Figure 3 explains what Citra Berkas Kindergarten did with their POE as the school core business. As school motto, "Sekolah Citra Berkas Entrepreneurship School", the attitude towards behavior component of establishing entrepreneurship behavior is to make students believe in the positive aspects of entrepreneurship so that they tend to be aware of the benefits of being entrepreneur with their POE (Project of Entrepreneurship). Components of subjective norms are people around students who supported and stimulated students to become entrepreneurs. Then, the component of perceived behavioral control is the positive experiences received from entrepreneurship activities and support systems that control students' entrepreneurial behavior. Interventions conducted in public and with groups were more successful than interventions in private locations or focusing on individuals (Steinmetz, 2016; Burns, 2017). It is consistent with some research findings (Suryana, 2001; Shane, 2003; Norman, 2009) that the entrepreneurship education should generate new entrepreneurs in its real sense and meaning.

## Conclusion

A transformational leader is someone who is aware of the principles of organizational development and human performance so he seeks to develop the aspect of leadership as a whole through motivating staff and calling for higher ideals and basing them on the basic values that he believes. In the research conclusion, researchers state that Citra Berkas Kindergarten Surabaya has developed school culture based on values. It was concluded that

IPE (Integrity, Professionalism, and Entrepreneurship) for kids is relevant to introduce entrepreneurship in early childhood education and the transformational leadership of principal school of Citra Berkas Kindergarten has a complete picture of how the organization should be. The school principal expresses the organizational values basic principles to be shared and realized by all components of Citra Berkas Kindergarten.

### Recommendation

It is hoped that with the results of this study a transformational leader is someone who will be aware of organizational development and human performance so that he seeks to develop overall leadership aspects through staff motivation and higher ideals and based on the values he believes in and on future research can develop other variables for wider research.

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