

# Ethical Leadership for Implementation of Character Education in Junior High School

Rois Abdul Fatah<sup>1</sup>, Aan Komariah<sup>2</sup>, Dadang Suhardan<sup>3</sup>, Asep suryana<sup>4</sup>, Dedy Achmad Kurniady<sup>5</sup>

<sup>1-5</sup>Educational Administration Programs, School of Postgraduate Studies, Universitas Pendidikan Indonesia (UPI), Indonesia

<sup>1</sup>roisabulfatah@upi.edu, <sup>2</sup>aan\_komariah@upi.edu, <sup>3</sup>dsuhardan13@upi.edu, <sup>4</sup>doef@upi.edu, <sup>5</sup>dedy\_achmad@upi.edu

## Article Info

Volume 83

Page Number: 25790- 25799

Publication Issue:

March - April 2020

## Article History

Article Received: 24 July 2019

Revised: 12 September 2019

Accepted: 15 February 2020

Publication: 30 April 2020

## Abstract:

This research aims to analyze role of ethical leadership in implementation of character education. This research used mixed method sequential explanatory survey to private junior high schools in West Java as known as boarding schools namely there were 214 schools. The observation involved teachers and students. Results of the research show the role of principals as the role model for moral actions. Teachers facilitated student understanding on argumentation of moral actions based on real samples based on ethical characteristics of principals in learning process. Figure of the principals as a role model motivated all parties having responsibility with full awareness and high productivity to implement character education. The Ethical leadership has significant role on effectiveness of character education implementation.

**Keywords:** Character Education, Ethical leadership, Learning Process, Junior high school.

## Introduction

One of the education objectives is to form characteristics taken from national values. The character education is implemented with the aim of building awareness on value meanings as the foundation of character education such as moral, how the values, implementing it as a daily practice as well as encouraging to form normative behavior based on abstract goals namely to be a character human. According to Lickona, Schaps, & Lewis (1995), Lickona (1991) purpose of character education is a deliberate effort to help people understand, care and act based on ethical values. Lickona (1991) emphasized on character education on ability to assess what is right (moral value), care on what is right (moral attitude) and do what is believed to be right (moral behavior). Morality and character are one of the most important education principles (Chou et al ,2013) facility of culturing and human, integrative, student

instinctualmoral, curative;this can be one of the healing for social illness (Koesoema, 2010). There are a number of management as one conducted by Hough (2011) who expressed the importance of character education management in class to provide additional value. Bajovic et al (2009) paid attention to problem of implementation of character education; among others are less clearance on defining character, less acknowledgement on importance of cognitive and social process in moral development and less of clearance in effective strategy for character development. Previously, Cline, &Necochea,. (1996), stated that it seemed to be still relevant to know any problems related to character education program namely related to inconsistency and sometimes, manifestation of values are conflicted to universal values, since there are a great variety of acceptable norms and behavior reflecting values. Hasnidar&Elihami (2019) expressed success on management of character

education lies on environment with some learning strategies for children, namely family, school and community.

Anggraini and Kusniarti (2016) showed less attention given on the implementation model of character education at schools by many parties and in a sustainable manner. School must have implementation guidance to create more organized and planned education. Principal managerial skill in implementing character education is still seen as a problem. It does not only serve as a role model, the principal does not show himself in social interaction as source of knowledge both for teacher and school in identifying character values and transmitting it into classes through planned process. Principals have responsibility to organize responsibility and supports of resources to implement the best character education in academic and non-academic activities including encouraging teacher capacity to implement character education. Theoretically, there is still limited explanation on character education management particularly at junior high school level. It is necessary for the schools to have conceptual, overall and practical character education management framework to implement character education at junior high school levels by adopting strategic management approach in order to create input, process and output of character education implementation. There are a number of business concepts used in education field, but there is less attention given to define it and understand the application as well as its implication in the educational context. Sawhney et al., (2017) described ignored management strategy in education; among others are leadership and governance. An ethical leadership has less attention in education literature (Elrehail et al, 2017). Falqueto, et al, (2019) specifically expressed very bad strategy development and implementation as well as weak leadership in educational institutions in developing countries. The educational institutions are required to change and have strategy in the management as well as leadership style in strategic management (Deeboonmee & Ariratana, 2014)

It is very important for any efforts to encourage integration of business concept such as implementation of strategies and leadership in education regarding the strategic role of education institution (Dyer & Dyer, 2015; Doyle & Brady, 2018, Falqueto, et al, 2019). Doyle & Brady (2018) gave as an example for necessity of alternative paradigm in rational model to discuss strategy and change leadership in education. Referring at the aforementioned problem background, the researcher is interested at exploring ethical leadership for the implementation of character education at junior high schools.

## **Literature Review**

### **Character Education**

Character education can be defined as a systematic effort to develop character. It is about teaching children any right and wrong things, actions, reasons and argumentation (Lickona (1991; 1996) expressed that ethic is a basic aspect in character education. It is education of community value and decision making based on moral argumentation (Lee, 2008). Overall relational dynamics between personal and various types of dimensions both inside and outside aims to make the person have more ability to appreciate freedom so he or she can be more responsible of self-growth as a person and other development in their life (Koesoema, 2010). Dardenne (2014) expressed character education referring to Berkowitz, 1998 as latent potential development in a holistic manner based on ethic, moral and values which are supported by behavior and focusing attitude to kindness, proactive in instilling values such as care, honesty, fairness, responsibility and respect with himself and others (Singh (2019).

### **Ethical Leadership**

In general, leadership is an ability to influence group in achieving target achievement (Robbins & Judge, 2017). Leadership needs ethics and high moral as the standard (Eisenbeiss, 2012). Ethical leadership is sourced from ethical values. Leadership needs ethic and high moral as standard (Eisenbeiss, 2012; Neves

and Story (2015)). Skubinn & Herzog (2014) expressed that ethical leadership is more than social role by subordinates, but it illustrated forms of ethical principles which are instilled in ethical leadership not based on moral subjectivity international of the leader.

Promoting behavior taken from ethical values to followers is done by communicating, encouraging empowerment, and making decisions, reducing subordinate anxiety (Demirtas & Akdogan, 2015). Riggio, Zhu, Reina, and Maroosis (2015) determined motivation behind leaders' ethical behavior and focus on the "main virtues". Leaders influence on orientation of the attitudes and behaviors of organizational members based on ethical values (core values) and avoiding the values of conflict. While Ozbag (2016) concluded that ethical leadership has two important dimensions namely personal moral and moral administration dimensions. Toytok & Kapusuzoglu (2016), expressed ethical leadership related to necessary ethical values by organization for formation and development of organizational ethical culture (Garba et al, 2016). Khan et al (2020) defined ethical leadership as a leadership based on two foundations: first is a moral personal component and another is a moral component as a manager. Leaders create work environment, rules / norms of behavior and evaluate employee performance using a variety of dimensions including moral behavior, use of more general leadership in school contexts (Khan, et al 2020).

### **Implementation of Character Education**

Implementation of character education based on class, cultural basic and community basic needs support of cooperation and spirit to achieve goals based on the determined plans in advance. Amanda et al (1998) explained that educators in its implementation serve as active agents giving responses and applying policy. McDermott (2004) expressed about incentive for employees in implementation of educational formation policy, resources and understanding on works.

Implementation as a social system is a series of organized relations socially, dynamically and contingently, the flow of information and structured resources. Capability, capacity, potential and contribution serve as important aspects of the implementation (May, 2013). Strategic implementation refers to the McKinsey model, is 1) a strategy to achieve revision, opportunity and threat, awareness and explanation of strategy, 2) structure, 3) system, 4) leadership style, 5) staff, 6) skills, 7) strategy, 7) values in strategy, mission, culture. (Misankova & Kocisova, 2014).

### **Effectiveness of character education**

Moral knowledge aspects are related to developing moral awareness, knowing moral values, taking other perspectives, instilling moral understanding and considering morals in the decision-making process (Lickona, 1991). Effectiveness is seen from the goals of fairness, perseverance, affection, respect, courage and understanding of what is important for life (Singh, 2019), social orientation, self-control, obedience, and self-respect, empathy, conscience, moral argument, and altruism (Berkowitz and Grych, 1998), improvement of adolescence behavior (McGrath, 2018), moral improvement and moral performance functions (Lickona and Davidson, 2005). Four main targets are moral, performance, intellectual, and civilian characteristics. (Berkowitz et al., 2017).

### **Development of Hypothesis**

The strategic approach in its implementation provides direction for sustainable school development in the future including placing the position as a superior school in long-term. Leadership and implementation serve as strategic aspects for an organization. For educational institutions, leadership serves as a key success in the implementation of character education. Implementation as a social process is an interaction placing leadership as a role model for any necessary values and norms in order to ensure the

implementation of character education. It is necessary for enhancing the quality of ethical leadership at schools (Arar et al 2016)

It is also necessary for guidance for alternative solutions to teaching problems, closer supervision and development of additional staff in certain fields, collegial support, mentoring, and feedback to encourage teacher capacity (Ovando & Trube, 2000). From the perspective of social learning, ethical leadership offers guidance, role models, inspires moral practices (Brown et al., 2005). Principals direct school and create positive organizational culture (Deal & Peterson, 1999). Toytok & Kapsuzoglu (2016) Organizations appear as a result of the actions taken by people and building their own system. On another side, ethical values attached to leaders direct school to be more focus to efforts and perseverance. Both value systems shown by leaders give mutual support to solve any obstacles in character education implementation. Singh (2019) expressed role of principal in each principle establishment which can encourage effectiveness of character education system at schools. Brown (2007) highlighted initial data on how ethical leadership is related to convincing positive results. Liu et al (2013) described ethical leadership in strengthening relation with performance. Ethical leadership is related to positive reputation for performance (Neves dan Story, 2015). The important elements for education environment (Sfakianak et al, 2018). Leaders maintain teacher motivation so that teachers function as role models and build supporting relationships for students in managing character education (Brown & Trevino (2013). Desimone (2020) explained position of leadership in teacher learning activities to improve their capability and achieve desired organizational culture and effectiveness (Toytok & Kapsuzoglu, 2016). Benninga et al (2003) emphasized the implementation of character education at schools related to student academic achievement. The hypothesis proposed is:

**Ha:** Ethical leadership has effects on effectiveness of character education through implementation of character education or directly.

### Research Method

In this research, the researcher used a mixed method of sequential explanatory survey to private junior high schools in West Java with a total of 214 schools with observational units involving teachers, parents and students. The measurement used rating scale of 1 until 5 and knowledge test on character education. The ethical leadership refers to Legley & Johansson (2003) Arar et al (2016), Langlois et al., 2014, among others: (1) ethics of care - relationships as the most important in functioning organization, (2) ethics of justice – namely, promoting strong social engagement with organization, coordination of collaboration results with all involved parties, and (3) critical ethics - making others aware of getting a better balance in distribution of social benefits. The implementation in a strategic perspective is adopted based on the context of education from the McKinsey model such as values in strategy, mission, culture. (Misankova & Kocisova, 2014). The effectiveness of character education is measured based on purpose namely student moral value knowledge (justice, perseverance, passion, respect, courage and understanding of what is important for life (Singh, 2019), moral reasoning and moral considerations in decision making process (Lickona, 1991). Data collection used Google form, manual ways (reachable areas), email and social media. Complete data are collected from 21 Schools which have characteristics as boarding schools. Data analysis used a CO-variant-based SEM approach.

### Research Results

Results of the research show that the constructed indicators in ethical leadership, strategy implementation and effectiveness of character education can be accepted. The observed factor weight values are accepted with a high level of reliability. The Cronbachs Alpha value is greater

than 0.70 which shows that all variables in the estimated model have discriminator validity criteria and have good reliability as can be seen in the table as follows:

Table 1. Mean of Variables

Items	Loading factor	mean	SD
<b>Ethical leadership</b>			
• Establishing relationships as the most important in functioning organization	0.747	3.64	0.43
• Promoting strong and interactive social arrangement by coordination of collaboration results among all involved parties	0.829	3.63	0.42
• Developing awareness to obtain better balance in social benefit distribution	0.755	3.52	0.39
<b>Implementation</b>			
• Strategies in achieving vision, opportunity and treat response, awareness and strategy description	0.876	3.61	0.42
• Organizational structure	0.878	3.52	0.38
• System	0.871	3.53	0.32
• Staff	0.871	3.54	0.33
• Skills	0.759	3.49	0.35
• Values in strategy, mission and school culture	0.829	3.52	0.31
<b>Effectiveness of character education</b>			
• Knowledge on moral values for students (justice, perseverance, passion, respect, courage and understanding of what is important for life.	0.873	0.38	0.32
• Moral reasoning	0.798	0.34	0.33
• Moral consideration in decision making process	0.798	0.33	0.34

Results of the normality test show normal data. Mahalanobis distance is greater than (>)chisquare table. Results of the fit model test show that the model in this study meets the criteria fit for the cut of value RMSEA (0.062), TLI (0.972), CMIN / DF (1,807), CFI (0.978), PNFI (0.736) which means that the model is acceptable based on *degree of freedom*.

The constructed variables can articulate the concepts with reality. Each parameter is consistent with the theory. For cut-off values such as GFI (0.937), AGFI (0.903), all meet the criteria. The effect of ethical leadership on implementation is 62.4% while the effect of implementation on the effectiveness of educational education is 84%. The effect of ethical

leadership on the effectiveness of negative education is very low at 0.4%. Results of testing the implementation position as mediation implies that full role of the implementation variable in the relationship of ethical leadership and the effectiveness of character education.

Results of the interviews with teacher as the data source show the existence of perspective conformity to the ethical leadership at schools. The ethical leadership is more defined by leadership having strong characteristics in caring dimension. Leaders emphasize the importance of balanced social arrangement with religious values. Social harmony is built on obligation. The weakest leadership indicator is the ability to develop awareness to get a better balance. The leaders emphasize the obligation not to produce logical argumentations in ethical behavior at schools. Respondents revealed the lack of skills to demonstrate work practices in effective and efficient management system as well as skill integrity in the work to implement character education based on still weak systems. However, it is said that as a boarding school, there are good potentials both for social resources and external parties such as relief agent which can be optimized to ensure more effective implementation of character education. Boarding schools have a good control mechanism of external disturbance and internal dynamics in the implementation of character education. There is each individual contribution in the implementation of character education; there are also quite adequate and supportive student and parent commitment and social actions.

### **Implementation of Character Education**

Ethical leadership practices at some schools emphasize the structural relationship between leadership and subordinates with students. There are weak and strong structured leadership interactions. More leaders build their foundation of leadership, namely trust through structure. In fact, social interaction is more precisely used as a way of developing trust by subordinates or the community.

Results of the interviews using telephone connections to several teachers show a number of schools with strong social interactions. The structural approach in implementing character education is seen to be less appropriate, rigid and less flexible in solving problems in implementing character education especially in term of allocating teacher resource and responsibility.

### **Discussion**

Position of leadership in the developed model based on 7 Mckensey for character education is seen as the core of effective implementation of character education. Leaders ensure that strategy design using Mckensey Model to realize character education is clear and understood by organizational members. Interactions and communication to develop awareness on the mission are very important both structurally and culturally. Leaders design and ensure organizational structure both personal, adequate compensation system and motivation system for teachers and staff. Leaders encourage formal and informal daily activities and procedures which direct to activity showing character education interaction. Leaders are care with and show balanced opportunity to improve skills both basic and actual ones for employees so that they are skilled in translating strategies into current character education in line with Ozbag (2016), Toytok & Kapusuzoglu (2016), Khan et al (2020) on ethical leadership role based on moral and structural as a manager. Leaders ensure the quality of structure and procedure in achieving success of implementation effectiveness of character education.

Ethical leadership serves as the key to encouraging social systems in organizations so that it can develop as interactive systems that direct individual behavior and organizations in order to have awareness of the mission, values and orientation of the character education strategies which are consistent with Lickona (1991), Chou et al., 2013, Bajovic et al on the importance of character education, then the role of leaders is to ensure the values and structure in the

implementation of character education. This is in line with the leader function in the implementation of strategy as expressed by Sawhney et al., (2017), Elrehail et al., (2017). Falqueto, et al, (2019), Deeboonmee&Ariratana, 2014, Dyer & Dyer, 2015), ethical leadership determines social interaction in the implementation of character education not only for the students but also for teachers as an agent having an important role in ensuring the success of education process in classroom or outside class. Ethical leadership help teachers and staff pass critical period and work pressure. In line with Demirtas&Akdogan, 2015). Riggio, Zhu, Reina, and Maroosis (2015) show functions of ethical leaders.

Results of the interviews with teacher as the data source show a number of schools giving more emphasis on structure and weak social interactions between leaders and subordinates as well as with students. Weak and strong leader interactions are structured. The structural approach in implementing character education is seen to be less appropriate, rigid and less flexible in solving problems in implementing character education especially in term of allocating teacher resource and responsibility. Social interaction is more appropriately used as a way to develop subordinate or community trust. Ethical leadership practices at some schools emphasize the structural relationship between leadership and subordinates with students. There are weak and strong structured leadership interactions. More leaders build their foundation of leadership, namely trust through structure. In fact, social interaction is more precisely used as a way of developing trust by subordinates or the community. Results of the interviews using telephone connections to several teachers show a number of schools with strong social interactions. In line with Araret al (2016), it stated that men leaders reported greater tendency for “treatment ethics” through social process. Garba et al (2018) stated on growing obligation by employees by the existence of ethical leaders.

Leaders in social interaction play a role in ensuring the acceptance, interrelation and involvement of staff, teachers, parents and students in the character education management system. Principals guarantee an incentive system as a material stimulant and guarantees treatment which shows adequate work life. Leaders reduce pressure and empower through the system and structure as well as direct it to be the shared norms. Leaders guarantee strategic collaboration and build strategic awareness of teachers and staff as the character education agents. Oriented ethical education leadership practice includes behavioral modeling or interaction in ethics, (Langlois, 2010; Langlois and Lapointe, 2010).

Implementation of strategic character education as a social process involving stakeholders of educational institutions requires a role of the ethical leaders. The leader shows value morality as the goal as well as the foundation which direct activity of organizational members at schools. Leadership remains in the system and does not interact directly in the process of education implementation. The leader develops the system, strengthens the structure, directs and guides the implementation of character education through the teacher. In line with Liu et al (2013), as well as Neves and Story, (2015), leaders guarantee and ensure the implementation based on demands of character educational strategic plans. Position of ethical leadership in the implementation of character education ensures effective work social system. Results of the research can be generalized to the level of education and structures which are relatively the same with the complexity level of the implementation of diverse character education.

### **Conclusion**

Options for adopting a strategic implementation strategy in education can more ensure the effectiveness of character education. Ethical leaders encourage social processes in the implementation of character education so that the agents have an awareness of character education,

skills and values along with culture which supports the character education as well as extend the research in the same level or lower level of education about the role of ethical leadership.

## References

1. Amanda D., Lea., H., Hugh., M. (1998). Educational Reform Implementation: A Co-constructed Process. University of California. Research Report #5: *Educational Reform*. 1-26
2. Anggraini, P., Kusniarti, T. (2016). The Implementation of Character Education Model Based on Empowerment Theatre for Primary School Students. *Journal of Education and Practice*. 7(1) 26-29
3. Arar, K., Haj, I., Abramovitz, R. and Oplatka, I. (2016). Ethical leadership in education and its relation to ethical decision-making: The case of Arab school leaders in Israel. *Journal of Educational Administration*. Vol. 54 No. 6, pp. 647-660.
4. Bajovic, M., Rizzo, K., Engemann, J. (2009). Character Education Re-Conceptualized For Practical Implementation. *Canadian Journal of Educational Administration and Policy*, Issue #92, March 14.
5. Begley, P.T. & Johansson, O. (2003). *The ethical dimensions of school leadership*. The Netherlands: Kluwer Academic Publishers.
6. Benninga, J.C., Berkowitz, Kuehn P., Smith, K., (2003). The Relationship Of Character Education Implementation And Academic Achievement In Elementary Schools. *Journal of Research in Character Education*, 1(1), pp. 19–32.
7. Berkowitz, M. W., & Grych, J. H. (1998). Fostering Goodness: teaching parents to facilitate children's moral development. *Journal of Moral Education*, 27(3), 371–391.
8. Berkowitz, M.W, Bier, M.C., Mc.Cauley., B., (2017). Toward A Science of Character Education. Framework for Identifying and Implementing Effective Practice. *Journal of Character Education Issue: Vol. 13 #1*
9. Berkowitz, M., & Grych, J. (1998). Fostering goodness: Teaching parents to facilitate children's moral development. *Journal of Moral Education*, 27, 371-391.
10. Brown, M. E., & Treviño, L. K. (2013). Do Role Models Matter? An Investigation of Role Modeling as an Antecedent of Perceived Ethical Leadership. *Journal of Business Ethics*, 122(4), 587–598.
11. Brown, M. E., Treviño, L. K., & Harrison, D. A. (2005). Ethical leadership: A social learning perspective for construct development and testing. *Organizational Behavior and Human Decision Processes*, 97, 117–134.
12. Brown, M.E. (2007). Misconceptions of ethical leadership: How to avoid potential pitfalls. *Organizational Dynamics*, 36, 140-155.
13. Chou, M., Tu, Y., & Huang, K. (2013). Confucianism and Character Education: A Chinese View, *Journal of Social Sciences*, 9(2), 59-66.
14. Cline, Z., & Necochea, J. (1996). An Effective Character Education Model for a Diverse Student Population. *The Educational Forum*, 60(2), 165–173.
15. Dardenne, M.K., (2014). A qualitative case study investigation into character Education experiences in one urban middle school setting. A Dissertation. Texas Wesleyan University.
16. Deal, T. & Peterson, K.D. (1999). *Shaping School Culture: The heart of leadership*. San Francisco.
17. Deeboonmee, W., & Ariratana, W. (2014). Relationship between Strategic Leadership and School Effectiveness. *Procedia - Social and Behavioral Sciences*, 112(Iceepsy 2013), 982–985.
18. Demirtas ,O., Akdogan A.A., (2015). The Effect of Ethical Leadership Behavior on

- Ethical Climate, Turnover Intention, and Affective Commitment. *Journal of Business Ethics*. 130:59–67
19. Desimone, L. M. (2020). Nurturing teacher learning opportunities—experiences, leadership and technology. *Journal Professional Development in Education*, 46(2), 175–177.
20. Doyle, T., & Brady, M. (2018). Reframing the University as an Emergent Organization : Implications for Strategic Management and Leadership in Higher Education. *Journal of Higher Education Policy and Management*, 1–16.
21. Dyer, G., & Dyer, M. (2015). Strategic Leadership for Sustainability by Higher Education : The American College & University Presidents' Climate Commitment. *Journal of Cleaner Production*, 6–11.
22. Eisenbeiss, S.A. (2012). Re-thinking Ethical Leadership: An Interdisciplinary Integrative Approach. *Journal The Leadership Quarterly*, 23(5), 791–808.
23. Elrehail, H., Emeagwali, O. L., Alsaad, A., & Alzghoul, A. (2017). The impact of Transformational and Authentic leadership on Innovation in Higher Education: The Contingent Role of Knowledge Sharing. *Journal of Telematics and Informatics*, 35(1), 55–67.
24. Falqueto, J.M., Hoffmann, V., E., Gommers, R.C., Mari, S.S.O., (2019). Strategic Planning In Higher Education Institutions: What Are The Stakeholders' Roles In The Process?. *Journal of Higher Education Springer Nature B.V.*
25. Garba, O. A., Babalola, M. T., & Guo, L. (2018). A Social Exchange Perspective On Why and When Ethical Leadership Foster Customer-Oriented Citizenship Behavior. *International Journal of Hospitality Management*, 70, 1–8.
26. Hasnidar, H., & Elihami, E., (2019). The Management Model of National Character Education for Early Childhood Education Through Based on Democracy. *Jurnal Pendidikan*, 3(1), 15-19.
27. Hough, David L. (2011). Characteristics Of Effective Professional Development: An Examination of the Developmental Designs Character Education Classroom Management Approach in Middle Grades Schools. *Middle Grades Research Journal* , Vol. 6 Issue 3, p129-143.
28. Khan Shazia, R., Bauman David, C., & Javed, U. (2020). A Study On The Effect Of Ethical Leadership On Teachers' Moral Motivation At Schools In Pakistan. *International Journal of Educational Management*.
29. Koesoema, Doni A. (2010). *Pendidikan Karakter: Strategi Mendidik Anak Di Zaman Global*. Jakarta: Grasindo.
30. Langlois, L. (2010). *The Anatomy of Ethical Leadership: To Lead Our Organizations in a Conscientious and Authentic Manner*. Arthabaska University Press, Edmonton.
31. Langlois, L. and Lapointe, C. (2010). Can Ethics Be Learned? Results From A Three-Year Action Research Project. *Journal of Educational Administration*. Vol. 48 No. 2, pp. 147-163.
32. Langlois, L., Lapointe, C., Valois, P. and Deleeuw, A. (2014). Development and validity of the Ethical Leadership Questionnaire. *Journal of Educational Administration*, Vol. 52 No. 3, pp. 310-331.
33. Lee W.R. (2008:) *Framework for Understanding Character Education in Middle Schools*. Disertasi. Walden University
34. Lickona, T. (1991). *Educating for character: How our schools can teach respect and responsibility*. New York: Bantam Books.
35. Lickona, T. (1996). Eleven Principles of Effective Character Education. *Journal of Moral Education*. 25(1), 93–100.

36. Lickona, T dan Davidson, M., (2005). Integrating Excellence and Ethics in Character Education. *Journal Social Science Docket*.
37. Lickona, T., Schaps, C., & Lewis, E. (1995). *Eleven Principles Of Effective Character Education*. Washington. Character Education Partnership
38. Liu, J., Kwan, H.K., Fu, P.P. & Mao, Y. (2013). Ethical leadership and job performance in China: The roles of workplace friendships and traditionality. *Journal of Occupational and Organizational Psychology*. 86, 564-584.
39. May, C. (2013). Towards a general theory of implementation. *Journal of Implementation Science*. 1–14.
40. Mc Grath, R. (2018). What Is Character Education? Development of a Prototype. *Journal of Character Education*, Volume 14(2), 23–35
41. Mcdermott, K. A. (2004). Incentives, Capacity, and Implementation: Evidence from Massachusetts Education Reform. *Journal of Public Administration Research and Theory*. Vol. 16, No. 1, pp. 45-65.
42. Mišanková, M., & Kočíšová, K. (2014). Strategic Implementation As A Part Of Strategic Management. *Journal of Procedia-Social and Behavioral Sciences*. 110, 861–870
43. Neves, P. & Story, J. (2015). Ethical Leadership And Reputation: Combined Indirect Effects On Organizational Deviance. *Journal of Business Ethics*. 127, 165-176.
44. Ovando, M.N & Trube, N.B., (2000). Capacity Building of Beginning Teachers From Alternative Certification Programs: Implications for Instructional Leadership. *Journal Of School Leadership*, 10—July 346-366
45. Ozbag, G.K. (2016). The Role Of Personality In Leadership: Five Factor Personality Traits And Ethical Leadership. *Journal Of Procedia - Social and Behavioral Sciences*, 235(2016), 235–242.
46. Riggio, R. E., Zhu, W., Reina, C., & Maroosis, J. A. (2015). Virtue-based measurement of ethical leadership: The Leadership Virtues Questionnaire: Correction to Riggio et al. (2010). *Consulting Psychology Journal: Practice and Research*, 67(1), 67-81.
47. Robbins, S. P., & Judge, T. A. (2017). *Organizational behaviour*. New jersey. Pearson
48. Sawhney, S., Gupta, A., & Kumar, K. (2017). A Case for Strategic Management in Higher Education in India, Leadership. *Journal Of Innovation and Entrepreneurship as Driving Forces of the Global Economy*. 403–410.
49. Sfakianak, E., Matsiori, Giannies, D.A., Sevdali, L., (2018). Educational Leadership And Total Quality Management: Investigating Teacher Leadership Styles. *Journal Of Management in Education*. Vol. 12, No. 4 pp 375-392
50. Singh, B (2019). Character Education In The 21st Century. *International Journal Of Social Sciences*. Vol.15, No.1 pp 1-8
51. Skubinn, R., & Herzog, L. (2014). Internalized Moral Identity in Ethical Leadership. *Journal of Business Ethics*, 133(2), 249–260.
52. Toytok, E.H & Kapusuzoglu, S., (2016). Influence of School Managers' Ethical Leadership Behaviors on Organizational Culture: Teachers' Perceptions. *Eurasian Journal of Educational Research*, Issue 66, pp 373-388