



# Development of a Model of Transformational Leadership Behavior and Ethical Leadership of Elementary School Principals in Creating Excellent Schools

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## ABSTRACT

**Objective:** This research aims to demonstrate elementary school principals' transformational and ethical leadership behavior. **Method:** This research is a type of research and development (R&D) research, and the development carried out refers to the Borg & Gall theory. The population of this study was school principals in Cluster 1 Diponegoro, Kasui District, Way Kanan Regency. The sample for this research was determined using a total sampling technique based on the research objectives: nine school principals in Gugus 1 Diponegoro. The data collection tool uses a valid and reliable questionnaire instrument. The data analysis technique uses a practicality test and questionnaire feasibility test with a calculated average value of 90 in the practical category. **Results:** The research results show that the model of transformational leadership behavior and ethical leadership of elementary school principals is practical. This is because the model of transformational leadership behavior and ethical leadership of school principals can significantly influence the quality and performance of teaching staff to create superior schools. **Novelty:** This research studies the topic further, showing that the model of transformational leadership behavior and ethical leadership of school principals greatly influence the quality and performance of teachers.

## INTRODUCTION

Education is one of the benchmarks that determine the progress of a country. According to Law of the Republic of Indonesia Number 19 of 2005 Chapter II Article 4, the National Education Standards aim to ensure the quality of national education to educate the nation's life. This is the basis that the primary key to achieving national education goals is improving the quality of education in schools (Sumiyani et al., 2024). The success of a school organization cannot be separated from the success of the principal's leadership. A qualified principal certainly has professionalism as a leader to influence subordinate staff to process, organize, and develop all their competencies (Siagian, 2021). Therefore, principal leadership is essential in improving school quality (Izzah et al., 2023). Principals with ideal leadership will bring progress to their institutions (Anami, 2022). Improving school quality needs to be planned and implemented by the targets to be achieved based on the vision, mission, and goals set within a predetermined period (Kurniawati et al., 2020). Leaders can achieve quality goals with many strategies and good leadership behavior (Basirun & Turimah, 2022). The strategy applied by the principal in improving school quality through excellent programs is the key to school success (Hayudiyani et al., 2020).

Excellent school programs are designed to improve the quality of education in schools (Utama & Inayati, 2022). In general, the objectives of the superior program refer to the achievement of national education goals. In addition, the superior program also aims to produce superior school graduates with adequate cognitive abilities so that each

graduate can continue their education to the next level (Anami, 2022). A school can be considered superior if its students' academic achievement is superior to other schools' (Liriwati et al., 2021). Every principal must want his school to have good quality, but the principal's ability varies, so this good desire still needs to be fully realized.

Based on the initial analysis conducted by the researcher on July 17, 2023, information was obtained that the principal's busy schedule resulted in the principal's primary duties as a leader being neglected. As a leader, the principal must be able to improve the ability and quality of teachers. The low quality of teachers certainly has an impact on the low academic and non-academic achievement of students. In addition, many things can directly affect student academic achievement, as explained in Arumsari & Hasanah's research (2021), namely parental support, teacher encouragement, and the subject's difficulty level. In addition, the preliminary study results also show several problems faced at Elementary School Gugus 1 Diponegoro, including student scores still below the minimum limit of completeness, the level of teacher discipline needs to be improved, and the infrastructure needs to be completed. In addition, the accreditation is still B, education report cards are still low, and achievements in sub-district level competitions are still relatively low.

The findings in the field are also by research conducted by Latifah (2022), which states that the strategies carried out by school principals are more standardized with the assumption that all educational inputs have been fulfilled, such as the provision of teaching materials, the provision of educational facilities, and the training of teachers and staff. However, the reality in the field shows that the input-output strategy still needs to be fully functional in educational institutions but only occurs in school business administration. In addition, education management has been more regulated by the bureaucracy at the central level. As a result, many factors projected at the central level do not occur or need to work correctly at the school level. Furthermore, this research data was strengthened by the researcher's interviews with school principals in Gugus 1 Diponegoro, Kasui sub-district, Way Kanan district. Based on interviews with principals in Gugus 1 Diponegoro, information was obtained that principals could have been more optimal in carrying out their managerial functions. In general, the principal's leadership ability is good, but the principal's leadership ability in Gugus 1 Diponegoro still needs to be more appropriate in using the school leadership style.

According to Hidayat and Anif (2023), in organizing excellent programs, principals must think about the targets that must be achieved by students and schools in the future. Based on the above problems, efforts can be made to overcome these problems, such as developing a model of leadership behavior that can be applied in schools. In achieving maximum school achievement, principals must have their leadership style. Leadership style is a way for a leader to influence the behavior of his subordinates so that they can work together and work productively to create a superior school (Andrian, 2020). The leadership models are transformational and ethical (Hidayat, 2023). The collaboration of these two models will positively impact schools, resulting in better performance, a healthier school culture, and students who are better prepared to face future challenges. Schools become dynamic and inclusive learning centers where innovation is encouraged, and moral values are the basis of every action and decision.

Principal leadership with a view of achieving organizational goals inspires and motivates teachers to come up with creative and innovative ideas to create superior schools. The desired leadership with this ability is transformational (Fahrurrobbil et al., 2020). Principal transformational leadership emphasizes the principal's efforts to

influence each of his subordinates, especially teachers, to improve learners' quality (Faruq & Supriyanto, 2020). This leadership concept offers a perspective of change to all educational institutions so that employees realize their existence and build institutions ready to create change (Murni, 2021). Transformational leadership is defined as a leadership model that focuses on improving the competency needs of teaching staff (Afza et al., 2022). Transformational leadership comes from the word "to transform," which means to transform or change something into a different form, for example, transforming vision into reality and potential into actual (Basirun & Turimah, 2022).

Transformational leadership has ethical implications when leaders change the way followers think. Ethics is an essential reciprocal trait for a leader because if leadership is based on sound ethics, many followers will empathize and follow the leader's direction. However, on the contrary, if the leader does not have ethics, then subordinates tend to find it challenging to follow the leader's rules. In this case, ethics is an integral part of creating effective leadership so that it will impact the atmosphere of the organization it leads and make the performance of its subordinates good and optimal (Na'im, 2022). Ethical leadership is seen as making fair and principled decisions characterized by concern for others and ethical behavior in personal and professional life. In making decisions, an ethical leader will refer to solid ethical principles and consider them to others; this attitude requires transparency, principles, and balance so that an ethical leader will be honest, responsible, and fair (Rakhma et al., 2022). Transformational leadership involves the relationship between leaders and staff to achieve high motivation and ethical values (Nur et al., 2021).

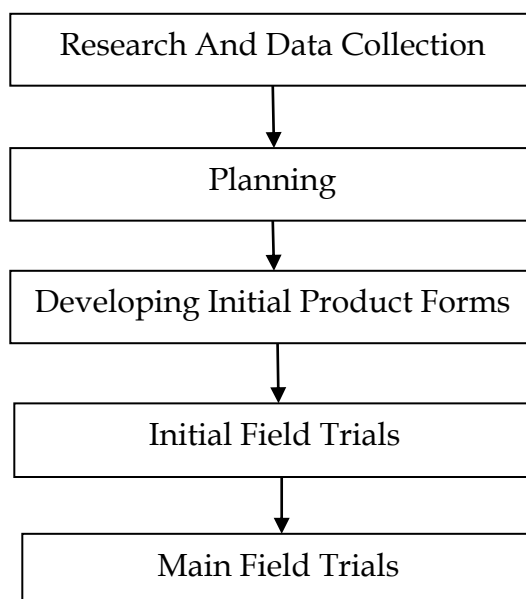
The concept of ethical leadership emerged due to declining trust in leaders (Rizal et al., 2023). Ethical leadership style is essential in stimulating ethical behavior in school organizations (Lubis & Abadi, 2022). Ethical leaders will use ethics to guide their leadership (Ationg et al., 2021). Ethical leadership is when a leader has principles, beliefs, and values that describe the proper organizational behavior, thus influencing teachers to achieve organizational goals (Hasan, 2019). Ethical leadership is the rules and norms that govern communication between leaders and subordinates (Hutabarat et al., 2023). Leadership ethics relates to how leaders can lead their followers by paying attention to the rules, values, and norms that apply in society (Junaidi et al., 2023). Moral values include responsibility, respect, character, discipline, hard work, honesty, and religion (Bhegawati & Novarini, 2021). To promote an ethical leadership model, principals must act as role models who demonstrate ethical behavior (Udin et al., 2023).

It cannot be denied that some principals still experience difficulties in leading schools because principals need to use effective leadership styles, such as transformational leadership and ethical leadership. Therefore, transformational and ethical leadership can be used as an alternative for principals to be better prepared to realize superior schools. The implementation of transformational leadership and ethical leadership has a positive impact on improving the quality of education, good relationships with stakeholders, the formation of an ethical school culture, increased staff satisfaction and engagement, and increased ethical awareness among students and staff (Nurhasanah et al., 2024). In addition, implementing a transformational leadership style and ethical leadership can improve the quality of school education in terms of academic and non-academic (Putri et al., 2024). As school leaders, principals have a huge responsibility to lead and develop quality schools to meet the expectations of various related parties (Izzati et al., 2024). Therefore, research objective to develop the transformational

leadership behavior models and ethical leadership of elementary school principals to create excellent schools.

## RESEARCH METHOD

This type of research is research and development (R&D), which consists of five stages, namely 1) research and data collection, 2) planning, 3) developing initial product forms, 4) initial field trials, 5) main field trials (Sugiyono, 2019), Research and Development (R&D) is a type of research used to produce a product. The flow of research activities is shown in Figure 1.



**Figure 1.** Research design.

Sampling uses total sampling because it meets the objectives and needs of the study. The population in this study was nine principals in Gugus 1 Diponegoro. The instruments used in this study were non-tests, namely observation, interviews, documentation, and questionnaires. Before testing, validation was carried out to determine the instrument's feasibility. The instruments used in this study are valid and reliable. The data analysis of this study used a feasibility test and a product practicality test using the Likert Scale.

## RESULTS AND DISCUSSION

### Results

This section describes the results of the validity, reliability, feasibility, and practicality tests, shown in Tables 1 and 2.

**Table 1.** Questionnaire validity test results.

Number	Recalculated value	rtable value	Condition	validity
1	0.824			
2	0.759			
3	0.844	0.666	rcount > table	Valid
4	0.812			
5	0.794			

6	0.701
7	0.759
8	0.854
9	0.801
10	0.854

Based on the results of the calculation of the validity test of the research instrument with N = 9 and a significance value of 5.000%, the rtable value of 0.666 can be obtained, which indicates that all questionnaire items are valid.

**Table 2.** Questionnaire reliability test results.

Number	Item Variants
1	0.790
2	1.048
3	0.762
4	0.890
5	0.790
6	0.362
7	1.433
8	1.129
9	1.090
10	0.790
<b>Number of Variants</b>	<b>9.086</b>
<b>Total Variance</b>	<b>57.033</b>
<b>Reliable (R11)</b>	<b>0.934</b>
<b>Category</b>	<b>Very high</b>

Based on the reliability test calculation results, the rcount value is 0.934, while the table is 0.666. Thus, it can be concluded that the test of the test instrument is declared reliable because the rcount of 0.934 is between the values of 0.810 - 0.100; it is stated that the level of reliability of the questionnaire is classified as very high. Furthermore, the researchers conducted a small group trial involving two school principals. Table 3 shows the results of the practicality test from the Principal's Response.

**Table 3.** Results of the principal's response practicality test.

Number	Aspect	Total score	Maximum Score
1.	Eligibility of content	20	20
2	Language	20	20
3	Presentation	5	10
	<b>Total score</b>	<b>45</b>	<b>50</b>
	<b>Average Percentage</b>		<b>90</b>
	<b>Criteria</b>		<b>Very practical</b>

The results of the practicality test of the principal's response in Table 3 indicate that the principal's response test obtained an average percentage score of 90% with very practical criteria.

**Table 4.** Results of the principal's response practicality test

Number	Aspect	Total score	Maximum Score
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1.	Eligibility of content	15	20
2	Language	15	20
3	Presentation	10	10
	<b>Total score</b>	<b>40</b>	<b>50</b>
	<b>Average Percentage</b>		<b>80</b>
	<b>Criteria</b>		<b>Very practical</b>

The results of the practicality test of the principal's response in Table 4 indicate that the principal's response test obtained an average percentage score of 80% with efficient criteria.

**Table 5.** Transformational leadership questionnaire data at UPT elementary school 02 jukuh Kemuning.

Number	Indicator	Total score	Maximum Score
1.	Idealized Influence	20	20
2	Idealized Influence	34	35
3	Individualized Consideration	18	20
4	Inspirational Motivation	34	35
	<b>Total score</b>	<b>106</b>	<b>110</b>
	<b>Score</b>		<b>96</b>

Based on the assessment results above, an 80-point score was obtained from a maximum of 110, and the resulting average score was 96. After conducting the primary product test on nine principals in the Diponegoro Cluster, the researchers conducted a practicality test through a questionnaire on the behavioral model of transformational leadership and ethical leadership in creating superior schools. The results of the practicality test from the responses of 9 principals in the Diponegoro Cluster can be seen in Table 6.

**Table 6.** Data from the ethical leadership questionnaire results at UPT elementary school 02 jukuh kemuning.

Number	Indicator	Total score	Maximum Score
1.	Living an ethical life.	9	10
2	Obtaining success	10	10
3	Listen to fellow teachers	10	10
4	Disciplining fellow teachers	8	10
5	Fair and Balanced	10	10
6	Can be trusted	10	10
7	Discuss business ethics or values with the teacher	6	10
8	Provide examples.	10	10
9	Consider the interests of fellow teachers.	10	10
10	Ask for opinions.	10	10
	<b>Total score</b>	<b>93</b>	<b>100</b>
	<b>Score</b>		<b>93</b>

Based on the assessment results in Table 6, a 93 out of a maximum score of 100 was obtained, and the resulting average score was 93.

**Table 7.** Data from the transformational leadership questionnaire at UPT elementary school 01 sukajadi.

Number	Indicator	Total score	Maximum Score
1.	Idealized Influence	19	20
2	Idealized Influence	28	35
3	Individualized Consideration	19	20
4	Inspirational Motivation	30	35
	<b>Total score</b>	<b>96</b>	<b>110</b>
	<b>Score</b>		<b>87</b>

**Table 8.** Data from the ethical leadership questionnaire at UPT elementary school 01 sukajadi.

Number	Indicator	Total score	Maximum Score
1.	Living an ethical life.	8	10
2	Obtaining success	9	10
3	Listen to fellow teachers	10	10
4	Disciplining fellow teachers	8	10
5	Fair and Balanced	9	10
6	Can be trusted	10	10
7	Discuss business ethics or values with the teacher	8	10
8	Provide examples.	10	10
9	Consider the interests of fellow teachers.	8	10
10	Ask for opinions.	9	10
	<b>Total score</b>	<b>89</b>	<b>100</b>
	<b>Score</b>		<b>89</b>

Based on the assessment results (Table 7), a score of 96 was obtained from a maximum score of 110, and the resulting average score was 87. The assessment results (Table 8) show an average score of 89 out of a maximum score of 100.

**Table 9.** Data from the transformational leadership questionnaire at UPT elementary school 01 sinar gading.

Number	Indicator	Total score	Maximum Score
1.	Idealized Influence	19	20
2	Idealized Influence	30	35
3	Individualized Consideration	17	20
4	Inspirational Motivation	34	35
	<b>Total score</b>	<b>100</b>	<b>110</b>
	<b>Score</b>		<b>90</b>

Based on the assessment results (Table 9), a score of 100 was obtained from a maximum score of 110, and the resulting average score was 90.

**Table 10.** Data from the ethical leadership questionnaire results at UPT elementary school 01 sinar gading.

Number	Indicator	Total score	Maximum Score
1.	Living an ethical life.	10	10
2	Obtaining success	9	10
3	Listen to fellow teachers	7	10

4	Disciplining fellow teachers	8	10
5	Fair and Balanced	5	10
6	Can be trusted	10	10
7	Discuss business ethics or values with the teacher	6	10
8	Provide examples.	9	10
9	Consider the interests of fellow teachers.	10	10
10	Ask for opinions.	8	10
<b>Total score</b>		<b>82</b>	<b>100</b>
<b>Score</b>		<b>82</b>	

**Table 12.** Data from the transformational leadership questionnaire results at UPT elementary school 1 kedaton

Number	Indicator	Total score	Maximum Score
1.	Idealized Influence	18	20
2	Idealized Influence	30	35
3	Individualized Consideration	18	20
4	Inspirational Motivation	30	35
<b>Total score</b>		<b>96</b>	<b>110</b>
<b>Score</b>		<b>87</b>	

Based on the assessment results in Table 11, an average score of 82 out of a maximum score of 100 was obtained. Based on the assessment results (Table 12), a score of 96 was obtained from a maximum score of 110, and the resulting average score was 87.

**Table 12.** Data from the ethical leadership questionnaire results at UPT elementary school 1 kedaton.

Number	Indicator	Total score	Maximum Score
1.	Living an ethical life.	9	10
2	Obtaining success	8	10
3	Listen to fellow teachers	10	10
4	Disciplining fellow teachers	8	10
5	Fair and Balanced	9	10
6	Can be trusted	10	10
7	Discuss business ethics or values with the teacher	8	10
8	Provide examples.	8	10
9	Consider the interests of fellow teachers.	8	10
10	Ask for opinions.	9	10
<b>Total score</b>		<b>87</b>	<b>100</b>
<b>Score</b>		<b>87</b>	

**Table 13.** Data from the transformational leadership questionnaire results at UPT elementary school 01 karang lantang.

Number	Indicator	Total score	Maximum Score
1.	Idealized Influence	20	20
2	Idealized Influence	29	35
3	Individualized Consideration	17	20
4	Inspirational Motivation	28	35
<b>Total score</b>		<b>94</b>	<b>110</b>
<b>Score</b>		<b>85</b>	



The assessment results (Table 12) show an average score of 87 out of a maximum score of 100. Based on the assessment results in Table 13, a score of 94 was obtained from a maximum score of 110, and the resulting average score was 85.

**Table 14.** Data from the ethical leadership questionnaire results at UPT elementary school 01 karang lantang.

Number	Indicator	Total score	Maximum Score
1.	Living an ethical life.	10	10
2	Obtaining success	10	10
3	Listen to fellow teachers	7	10
4	Disciplining fellow teachers	7	10
5	Fair and Balanced	9	10
6	Can be trusted	10	10
7	Discuss business ethics or values with the teacher	7	10
8	Provide examples.	10	10
9	Consider the interests of fellow teachers.	10	10
10	Ask for opinions.	8	10
<b>Total score</b>		<b>88</b>	<b>100</b>
<b>Score</b>		<b>88</b>	

Based on the results of the assessment (Table 14), an average score of 88 out of a maximum score of 100 was obtained. Based on the assessment results (Table 15), a score of 106 was obtained from a maximum score of 110, and the resulting average score was 96.

**Table 15.** Data from the transformational leadership questionnaire results at UPT elementary school 01 kampung baru.

Number	Indicator	Total score	Maximum Score
1.	Idealized Influence	20	20
2	Idealized Influence	32	35
3	Individualized Consideration	20	20
4	Inspirational Motivation	34	35
<b>Total score</b>		<b>106</b>	<b>110</b>
<b>Score</b>		<b>96</b>	

**Table 16.** Data from the ethical leadership questionnaire results at UPT elementary school 01 jaya tinggi.

Number	Indicator	Total score	Maximum Score
1.	Living an ethical life.	10	10
2	Obtaining success	8	10
3	Listen to fellow teachers	10	10
4	Disciplining fellow teachers	10	10
5	Fair and Balanced	9	10
6	Can be trusted	10	10
7	Discuss business ethics or values with the teacher	7	10
8	Provide examples.	9	10
9	Consider the interests of fellow teachers.	9	10
10	Ask for opinions.	9	10

<b>Total score</b>	<b>91</b>	<b>100</b>
<b>Score</b>		<b>91</b>

Based on the assessment results in Table 16, a score of 91 out of a maximum of 100 was obtained, and the resulting average score was 91. Based on the assessment results in Table 17, a score of 107 was obtained from a maximum score of 110, and the resulting average score was 97.

**Table 17.** Data from the transformational leadership questionnaire results at UPT elementary school 01 long wave

Number	Indicator	Total score	Maximum Score
1.	Idealized Influence	20	20
2	Idealized Influence	34	35
3	Individualized Consideration	19	20
4	Inspirational Motivation	34	35
	<b>Total score</b>	<b>107</b>	<b>110</b>
	<b>Score</b>	<b>97</b>	

**Table 18.** Data from the ethical leadership questionnaire results at UPT elementary school 01 long wave

Number	Indicator	Total score	Maximum Score
1.	Living an ethical life.	10	10
2	Obtaining success	8	10
3	Listen to fellow teachers	10	10
4	Disciplining fellow teachers	8	10
5	Fair and Balanced	8	10
6	Can be trusted	10	10
7	Discuss business ethics or values with the teacher	8	10
8	Provide examples.	9	10
9	Consider the interests of fellow teachers.	9	10
10	Ask for opinions.	10	10
	<b>Total score</b>	<b>90</b>	<b>100</b>
	<b>Score</b>	<b>90</b>	

Based on the results of the assessment (Table 18), a score of 90 out of a maximum of 100 was obtained, and the resulting average score was 90. Based on the assessment results (Table 19), a score of 102 was obtained from a maximum score of 110, and the resulting average score was 92. Based on the assessment results in Table 20, a score of 94 out of a maximum score of 100 was obtained, and the resulting average score was 94.

**Table 19.** Data from the transformational leadership questionnaire results at UPT elementary school 01 datar bancong

Number	Indicator	Total score	Maximum Score
1.	Idealized Influence	19	20
2	Idealized Influence	31	35
3	Individualized Consideration	19	20
4	Inspirational Motivation	33	35
	<b>Total score</b>	<b>102</b>	<b>110</b>
	<b>Score</b>	<b>92</b>	

**Table 20.** Data from the ethical leadership questionnaire results at UPT elementary school 01 datar bancong

Number	Indicator	Total score	Maximum Score
1.	Living an ethical life.	9	10
2	Obtaining success	9	10
3	Listen to fellow teachers	8	10
4	Disciplining fellow teachers	10	10
5	Fair and Balanced	10	10
6	Can be trusted	10	10
7	Discuss business ethics or values with the teacher	8	10
8	Provide examples.	10	10
9	Consider the interests of fellow teachers.	10	10
10	Ask for opinions.	10	10
	<b>Total score</b>	<b>94</b>	<b>100</b>
	<b>Score</b>		<b>94</b>

### *Discussion*

Developing behavioral models of Transformational and Ethical Leadership can be a strong foundation for creating excellent schools. In education, transformational leadership is closely related to motivating, inspiring, and empowering all school community members to achieve high performance. Meanwhile, ethical leadership emphasizes the importance of integrity, honesty, and responsibility in decision-making. Transformational leadership can influence school members' attitudes, views, or responses, work enthusiasm, and job satisfaction to reduce and overcome all conflicts that occur in schools. Transformational leadership can be interpreted as a visionary leader because the leader is a change agent and acts as a catalyst, which provides a role in changing the quality of schools in a better direction. Transformational leaders have clear goals, vision, and mission and have a comprehensive picture of their organization in the future. Leaders with a transformational style have unique characteristics in guiding change in schools; this is due to several supporting factors in this transformational style, such as communication, embracing human resources, and motivating all members of the school institution.

Transformational leaders can encourage school community staff to see that the goals to be achieved are more than just their interests. When viewed from its dimensions, several behavioral components indicate transformational leadership. School principals are said to demonstrate transformational leadership when they implement components of transformational leadership behavior, including individualized influence, which refers to the principal's leadership behavior that teachers can recognize, trust, and emulate. Inspirational motivation refers to the leadership behavior of the school principal in providing high motivation to school residents, especially school members. Intellectual stimulation refers to the principal's leadership behavior in providing innovative and constructive stimulation. Individualized consideration refers to the leader paying attention to individual members. Transformational leadership will positively influence the relationship between the principal and the school community; with the concept of transformational leadership, the school community will feel amazed, proud, and respectful of the principal and motivated to do work with results that exceed targets.

The Transformational Leadership model is an efficient approach to creating superior schools. In this model, the principal becomes a source of inspiration and motivation for all school members. Through clear communication and an inspiring vision, Transformational leaders can direct the organization toward a common goal. They focus on academic achievement and staff and student's personal and professional development. Through this approach, schools become places that motivate, encourage growth, and create an inclusive and competitive learning environment. Apart from the transformational leadership behavior model, researchers also apply the ethical leadership behavior model to create superior schools.

Implementing the Ethical Leadership model includes ten stages, namely 1) living an ethical life. The principal must be an excellent example in behavior and decisions, lead a life consistent with ethical values, and 2) gain success. The principal must pursue success in ways that are by ethical principles, without harming other people or harming the common interest; 3) listening to fellow teachers. The principal must be willing to listen to opinions and input from colleagues, including teachers, to understand various perspectives and improve decision-making; 4) discipline fellow teachers; ethics are needed; a principal must be firm in enforcing discipline, but in a way that fair and proportional, and taking into account ethical aspects, 5) Fair and balanced, a school principal needs to act pretty and balanced in treating all colleagues, without taking sides or discriminating; 6) trustworthy, ethical leadership requires trust from colleagues. A principal must be trustworthy in their actions and communications; 7) discussing ethics or business values with teachers, having open discussions about ethical and business values with fellow teachers can help clarify expectations and standards applied in the work environment; 8) providing examples, not just talking about ethical values, school principals must also practice it in their daily actions, be an example for others, 9) consider the interests of fellow teachers, in making decisions, a principal must consider the interests and needs of fellow teachers, not just focus on personal or small group interests, 10) asking for opinions, ethical principals must open themselves to input and feedback from their colleagues, including teachers, to ensure that decisions taken reflect shared needs and values.

Ethical leadership focuses on integrity, fairness, and social responsibility, core values that shape a healthy organizational culture. A leader who applies an ethical leadership model makes decisions based on personal or small group interests and considers the impact on the entire school community. Ethics and transformational leadership have a significant relationship. Collaboration between transformational and ethical leadership models is the key to creating superior schools. The two complement each other, creating a solid framework to guide schools toward excellence. In this context, transformational leadership brings an inspiring vision and energy that spurs positive change in schools. Transformational leaders move the entire school community toward a common goal by motivating, inspiring, and providing clear direction. On the other hand, ethical leadership provides a solid moral foundation for the actions of leaders and all school members. It involves integrity, fairness, and trust as core values that shape an organization's culture. The collaboration between these two models creates an inclusive, empathetic work environment oriented towards high achievement.

Development of behavioral models of Transformational Leadership and Ethical Leadership behavior model development has gone through feasibility testing by conducting material expert validation to get validator input and suggestions for the Transformational Leadership and Ethical Leadership behavior models developed.

Transformational Leadership and Ethical Leadership behavior models developed. Expert validators provided some input on the transformational leadership, and ethical leadership behavior models developed. The expert validators' suggestions and input were then revised according to the input and suggestions to make the product feasible to implement. The value of the results of the expert validation feasibility test obtained by the researcher is 80 with a feasible category and 80 with a decent category. In addition, the developed behavioral model of transformational leadership and ethical leadership behavior models were also tested for practicality before implementation and practicality before implementation. This practicality data is obtained from the results of the principal's response, which aims to determine whether the transformational leadership and ethical leadership behavior model developed is practical or impractical for school principals (Putra, 2021) – implemented by school principals. From the results of the practicality test conducted by the researcher, the average results of the practicality test on the Transformational Leadership behavior model ranged from 85-97, while the average results of the practicality test on the Ethical Leadership behavior model ranged from 82-94. between 82-94. This means that the average practicality test results on the behavioral model of Transformational Leadership and Ethical Leadership behavior models obtained percentages of 85-97%, included in the practical criteria (Poerwanti et al., 2020).

In addition, if you look at each indicator on the Transformational Leadership behavior model, the average response results of 9 school principals in Gugus 1 Diponegoro shows that the lowest score is obtained by the indicator of individual attention, which is 18-20 with a maximum value of 20, while the highest value is obtained in the indicator of inspirational motivation, which is 28-34. the highest value is obtained in the indicator of inspirational motivation, namely 28-34. In the Ethical Leadership behavior model, the lowest value is obtained by the indicator of discussing ethics, namely 4. behavior model, the lowest value is obtained by the indicator discussing ethics, namely 4-10 with a maximum value of maximum value of 10, while the highest value is obtained in the indicator Considering coworkers ranges from 8-10 with a maximum value of 10. Of course, it is a concern and evaluation material for researchers so that principals can apply the Transformational Leadership behavior model. Principals can apply the Transformational Leadership and Ethical Leadership behavior models. Ethical Leadership. The low score on the indicator regarding ethics or business values with teachers is because the principal only discusses and discusses this point with the school bursar, who discusses these points with the school treasurer; the points cannot be explained in detail to each teacher. This cannot be avoided from being explained in detail to every school member because this point is related to school administration, so the teachers need to learn about the ethics or business values of the school or the school's business ethics or values.

## CONCLUSION

**Fundamental Finding:** Based on data analysis from research and development entitled "Development of Transformational Leadership Behavior Models and Ethical Leadership for School Principals in Creating Superior Schools," it can be concluded that. 1. The Transformational Leadership Behavior Model and Ethical Leadership elementary school principals were developed using R&D development; each stage of product development refers to the Borg and Gall model through 5 stages, namely gathering information and initial research, planning, product development, transformational

leadership behavior model and ethical leadership, initial product testing, main product testing. Based on the Borg and Gall development stages analysis, school principals can implement Transformational Leadership and Ethical Leadership behavioral models to create superior schools. 2. Models of Transformational Leadership and Ethical Leadership behavior for elementary school principals have been developed practically to be implemented in elementary schools; this can be shown from the results of Purchasing a product practicality test from the principal's response obtained the average practicality test results on the Transformational Leadership behavior model ranged from 85-97, while the average practicality test results on the Ethical Leadership behavior model ranged from 82-94. This means that the average practicality test results on the Transformational Leadership and Ethical Leadership behavior models obtained a percentage of 85-97%, included in the efficient criteria. **Implication:** These results have implications if the principal in Cluster 1 Diponegoro attempts to improve leadership behavior by implementing transformational leadership and ethical leadership models, then it is possible that in the future, the principal can influence teacher performance, thereby having a positive impact on improving school quality **Limitation :** Limitations: This research has limitations in terms of the participants involved in this research, the researcher does not guarantee that the results will be the same as other studies, this depends on the characteristics of the principal, teachers and school environment. **Future Research:** Future research suggests that researchers should study more detailed models of transformational leadership behavior and ethical leadership of school principals. Apart from that, researchers carry out objective, comprehensive, and periodic supervision of models of transformational leadership behavior and ethical leadership of school principals, especially in elementary schools.

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