The Exploring Of The Ethical Leadership Implementation Of Cooperative Board In Indonesia Setting: A Case Study

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Abstract
The Ethical Component Of Leadership Behaviour Makes Their Job More Answerable Towards Actions And Decisions They Take. The Objective Of The Study Was To Portray The View Of The Cooperative Board Units' Toward Principals' Ethical Leadership In The Cooperative Performance In Bangkalan Madura, Indonesia. This Study Employed A Descriptive Case Study With A Quantitative Data To Describe The Views Of The Cooperative Board. Participants Were 50 Cooperative Boards From 10 Cooperative Units In One Of Cities In Indonesia, Bangkalan. The Purposive Sampling Was Used To Choose 50 Cooperative Boards And 10 Leaders Of The Cooperative Which Was Assessed. Data Was Collected Using A Questionnaire. Validity Of The Instrument Was Determined Using Construct And Face Validity. The Reliability Of The Questionnaire Was Ascertained Significantly. The Descriptive Statistics Was Used To Analyse The Data . The Study Concluded That That Principal's Ethical Leadership Was Important, But The Key Driver To Improving Performance Was Openness And Well As The Ability Of The Principal To Nurture And Develop Leadership Capabilities Of Others. The Study Recommends That Principals Put In Place A Framework That Would Help The Cooperative Boards Work As A Team For The Betterment Of Their Performance.
Keywords: *Leadership, Ethical Leadership, Cooperative Boards.*

I. Introduction

One of the key management components in achieving an organization's goals is leadership. Since people want to gather and work together, the idea of leadership has developed (Robbins & Coulter, 2016). Ethical leadership appears to be the current concern, based on the understanding that the key element of leadership is influence over others, so that those in power can exercise their position properly. According to Ciulla (2014), ethics is at the basis of leadership because if a leader is immoral, his organization, company, or institution would collapse, resulting in a significant social impact. Leaders hold the positions of power, and their decisions have an impact on others; thus, it is critical that their beliefs have strong ethical foundations and, more importantly, that they are associated with external behaviours and acts which serve the well-being of all people. In contrast, if a company is managed by an ethical leader, it is expected to promote a healthy organizational culture and more successful work (Jha & Singh, 2019; Madanchian, Hussein, Noordin, & Taherdoost, 2018).

Outstanding leaders are known for guiding, inspiring, motivating, and directing their subordinates in the right direction in the leaders' existence, whether in social or professional settings. They serve as facilitators and mentors, shaping the behaviours and activities of the people they supervise. The ethical component of leadership behaviours makes their job more accountable for their behaviours and judgments. Leadership is constructed on several of interconnected pillars. These foundations include how individuals interact effectively with contexts outside of themselves, how they build cooperation to achieve organizational goals, how they understand and are understood by others, and how they provide mutual input for progress in various tasks and functions as an organization (Eva et al., 2019; Kelemen, et al., 2019). In this study, the ethical leadership scale was used. The ethical leadership scale consisting seven factors (Yukl et al., 2013), however, in this study used three factors namely integrity, professionalism, and personnel development adapted from Yulk et al.

Establishing the leadership perspective on Indonesian credit unions necessitates a thorough understanding of the members' cultural variety. This is true since Indonesia is well-known for its archipelago, which is made up of thousands of tribes with diverse beliefs, languages, and customs. Including the word "membership heterogeneity" in co-operative leadership is critical since the leader must be able to incorporate varied opinions and interests into a single holistic strategy how to be a good leader. Leadership in cooperatives, according to Singh and Ballabh (1994), should be described as a natural common all relevant resources, including expertise and other tangible assets. The concept arose from the common ground of leadership philosophy. Leadership, which was traditionally thought to be focused on a leader has now evolved to terms of process. It is the process through

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which individuals utilize their power and influence to persuade others to adopt a particular worldview (Ospina and Sorenson, 2006; Palus and Horth, 2002).

There are some previous studies dealing with the leadership, ethical leadership and leadership in cooperative. Some findings from the previous studies found that the value of personal integrity is always present in ethical leadership. Personal integrity is a characteristic that explains leadership effectiveness. Based on the findings above, this study filled the gaps to portray the view of the cooperative board unit's toward principals' ethical leadership in the cooperative performance in Bangkalan Madura, Indonesia based on integrity, professionalism, and personnel development adapted from (Yulk et al. 2013) which was implemented in Cooperative boards in Indonesia.

II. Literature Review

Leadership

Leadership is a powerful force behind the strength of many organizations, and in order to develop an effective organization, work within the scope of what they can achieve, then mobilize the organization to change towards this new vision (Northouse, 2013). Influencing employee resources to achieve goals is not as simple as one might think, because employee resources range in their traits, demanding a leader's leadership style to move them. Leadership style is a behavioral norm that someone employs when attempting to influence the conduct of others (Thoha, 2004). Three major leadership styles, namely authoritarian, democratic, and laissez-faire, are formed as a result of the development of different leadership aspects (Fiaz, et al., 2017).

Ethical leadership

The concept of ethical leadership has origins that go back to the 1980s, its stringent social component is a relatively recent innovation (Arar, 2015; Arar et al., 2016). According to Stouten et al. (2012), organizations require and look for leaders who explicitly include ethics in their leadership agenda and urge staff members to incorporate them into their daily work. The ethical aspect of leadership behaviour increases accountability for their actions and choices. The focus of ethical leadership behaviour is on using social influence for good while making judgments, acting morally, and influencing subordinates. Ethical leadership highlights honesty and integrity in the values and practices of the leaders. In this contemporary situation, ethical leadership plays an important role in an organization (Krisharyuli, 2020; Yulk et al., 2013)

Cooperative In Indonesia

Cooperatives are formed by enabling each the member of cooperative understand each other or by working hand in hand. Based on the principles of economic movement, cooperative activities are based on the principle of relatives. To develop appropriate solutions for leadership in Indonesian cooperative boards, the leader became the ideal leadership for a social collective leadership model. Prasetyo, et al. (2016) stated that leadership must be described as a mechanical process in which an individual leader must be able to improve his or her power of influence in order to establish team leadership while supporting the spirits of all members. The end result of this procedure would be organizational leadership. This is where an organization can present itself as a leader in their society. They will collaborate with other organizations to achieve the common good for the entire society.

To achieve the goals of cooperatives, cooperatives must always adhere to the foundation and principles of cooperatives. The purpose of cooperatives is stated in Law No. 25/1995 article 3 which reads as follows: Cooperatives aim to advance the welfare of members in particular and society in general and to participate in building a national economic order in realizing an advanced, just and prosperous society based on Pancasila and the 1945 Constitution. Baswir (2013) stated that the management of a cooperative is a board formed through a meeting of members who are attended and entrusted with the mandate to lead and manage cooperatives both in the field of organization and business within a predetermined period.

III. Methods

Research Design

The research design of this study employed a descriptive case study with a quantitative data with a case study of cooperative units in Bangkalan Madura, Indonesia. This study employed a descriptive case study with a quantitative data to portray the view of the cooperative boards toward ethical leadership in their cooperative units. (Yin, 2014 & Rukminingsih, et al., 2020) stated that a descriptive case study aims to portray the specific phenomena by using quantitative or / and qualitative data.

Participants

Participants were 50 cooperative boards from 10 cooperative units in one of cities in Indonesia, Bangkalan. The purposive sampling was used to choose 50 cooperative board and 10 leaders of the cooperative

which was assessed. The participants were assured of their privacy and confidentiality through consent form. The information collected was strictly for research purposes and participants' identities were not disclosed.

Data Collection

A questionnaire was employed to collect the data. The guided questionnaire was used as the data collection tool. Validity was construct and face validity. The reliability of the questionnaire was ascertained significantly. The development of the ethical leadership scale was based on a plan that was broken up into three factor groups and the behavioural indicators involving integrity. Professionalism and personal improvement adapted from (Krisharyuli, 2020; Yulk et al., 2013) that corresponded to each group. To conduct a validity test of content relevance, a total of 35 items were set up and given to 40 raters.

Table 1. Blueprint of Ethical Leadership with Behavioural Indicators

No	Themes	Definition	Behavioural Indicators	Questions
1	Integrity	A good leader must have complete personal unity. Actions and words are consistent with one another.	Honest, open, true, informing something true according to reality	1. Being open about the obstacles in carrying out the work 2. Reporting according to real conditions 3. Making a simulation for a change and confirming it with the relevant section 4. Being communicative and open in meetings 5. Coordinating, dividing tasks according to the main tasks and functions
			Making decisions that are fair, without discrimination, and without causing either party jealousy	6. Making research according to the rules 7. Not discriminating in working together 8. Reducing incentives according to work behavior 9. Equitable work assignments 10. Carrying out work tasks according to the rules 11. Complying with superiors
			Respecting commitments, maintaining commitments, sticking to regulations, exercising discipline, and maintaining trust	12. Sticking to technical guidelines 13. Requesting permission according to the rules 14. Appreciating differences of opinion, not violating the rules 15. Reminding the forum to work properly & correctly
2	Professionalism	Understanding oneself allows a leader to carry out tasks correctly, proportionately, and justifiably while directing and influencing others to achieve organizational objectives.	Working successfully and efficiently to complete tasks requires being active and productive.	16. Accompanying, providing subordinate solutions 17. Providing a proposed concept of thought, aspects of strengths and weaknesses 18. Supervising, guiding, protecting subordinates 19. Conducting training, giving good service 20. Taking the initiative to make a clean competition
			Being self-sufficient, free to do whatever is necessary to attain the goals, but accountable for work execution and results, and safeguarding and modelling subordinates	21. Giving an example of carrying out the task as instructed, not being late 22. Maintaining the obligation to close office secrets 23. Working to meet the targets. 24. Giving an example of arranging his own room so neatly 25. Creatively solving problems but maintaining loyalty
			willingness to learn from previous experiences and incorporate new knowledge	26. Seeing previous performance 27. Modelling the experiences of successful partners 28. Following training and development for progress

				29. Thinking alternative, having a lot of tricks 30. Trying to find a solution when there are obstacles 31. Overcoming the encountered obstacles
3	Personnel Improvement	The idea of boosting a leader's capabilities to support their own existence and organizational growth	Considering about alternatives, getting a number of ideas/ways to get things done, and empathy, attempting to understand from the perspective of others, and serving with sincerity	32. Empathy, trying to understand from other people's point of view, serving with sincerity 33. Embracing, approaching, chatting, asking further questions 34. Understanding subordinates's point of view, giving advice 35. Leading with sincerity, I become them, they become me

Adapted from (Krisharyuli, 2020; Yulk et al., 2013)

Based on the description of each factor with several behavioural indicators (table 1), the blueprint for constructing the ethical leadership scale was based on the results in table 2) as the following:

Table 2. The Blueprint of Ethical Leadership Scale

No	Factor	Number	Percentage
	Integrity	1-15	43
	Professionalism	16-31	43
	Personnel Improvement	32-35	14
	Total	35	100

Data Analysis

Descriptive statistics were used to analyse the data. To determine the frequency, percentage, mean, standard deviation, and central tendency of the data, the descriptive analysis was performed. Through Google Form, all the samples. Using Google Forms, a link to the questionnaire was made and distributed to the cooperative boards. Every single respondent included in the study's samples completed these questionnaires.

IV. Results and Discussion

Results

This section presents and discusses the results related to the research questions on the view of the cooperative board units' toward principals' ethical leadership in the cooperative performance in Bangkalan Madura, Indonesia. The results of this study from a questionnaire taken from 50 cooperative boards as the participants of this study. To answer research questions, the findings from the questionnaire is shown in Table 3,4 &5.

Table 3. The view of the cooperative board units' toward principals' ethical leadership in Bangkalan Madura, Indonesia based on integrity as the behavioural indicator.

No	Integrity	Strongly agree (4)	Agree (3)		Disagree (2)	Strongly Disagree (1)
1	Informing any difficulties found openly when performing the task	54% (27)	44% (22)		2% (1)	0
2	Reporting based on current situations	46% (23)	54% (27)		0	0
3	Making a simulation for a change and confirming it with the relevant section	56% (28)	44% (22)		0	0
4	Being open and interactive in meetings	54% (27)	46% (23)		0	0
5	Being open and interactive in meetings	42% (21)	56% (28)		2% (1)	0
6	Dividing and coordinating duties in line with the primary roles and tasks	46% (23)	48% (24)		4% (2)	2% (1)
7	Not making any distinctions while cooperating	44% (22)	42% (21)		10% (5)	4% (2)
8	Reducing incentives based on performance	44% (22)	48% (24)		8% (4)	0
9	Appropriate job assignments	52% (26)	42% (21)		6% (3)	0
10	Following the rules when performing work-related duties	54% (27)	40% (20)		8% (3)	0

11	Following the rules and doing what is required	52% (26)	38% (19)		10% (5)	0
12	Following technical specifications	56% (28)	40% (20)		4% (2)	0
13	Requesting approval in accordance with the regulations	50% (25)	44% (22)		6% (3)	0
14	Considering different points of view while adhering by the law	60% (30)	34% (17)		6% (3)	0
15	Informing the forum to operate correctly and properly	48% (24)	48% (24)		2% (1)	2% (1)
Average Score		50	45		4.5	0.5

From table 3, it showed that the average of 50 cooperative boards answered strongly agree with the mean score 50 , agree with the mean score 45, disagree with the mean score 4.5 and strongly disagree 0.5 from questionnaire number 1 until 15. The table also showed that there were high gaps between agreeing and disagreeing. Those gaps indicated that the cooperative boards had the positive views toward their cooperative leaders dealing with ethical leadership.

The percentage of integrity factor consisting 15 numbers involves three behavioural indicators as the following (1) Honest, open, true, informing something true according to reality which were distributed in the questionnaire from number 1until 5 and 50 cooperative boards answered strongly agree with the mean score 50.4, agree with the mean score 48.8 disagree with the mean score 0.4 and strongly disagree 0 (2) Making decisions that are fair, without discrimination, and without causing either party jealousy which were distributed in the questionnaire from number 6 until 11 and 50 cooperative boards answered strongly agree with the mean score 48.6, agree with the mean score 43, disagree with the mean score 7.6 and strongly disagree with the mean score 1, (3) Respecting commitments, maintaining commitments, sticking to regulations, exercising discipline, and maintaining trust which were distributed in the questionnaire from number 12 until 15 and 50 cooperative boards answered strongly agree with the mean score 53.5, agree with the mean score 41.5, disagree with the mean score 4.5 and strongly disagree with the mean score 0.5.

Table 4. The view of the cooperative board units' toward principals' ethical leadership in Bangkalan Madura, Indonesia based on professionalism as the behavioural indicator.

No	Professionalism	Strongly Disagree %	Disagree %	Agree %	Strongly agree %
16	Assisting offering secondary alternatives	62 (31)	32 (16)	6 (3)	0
17	Giving a suggested conceptual framework, together with its strengths and weaknesses	52 (26)	46 (32)	2 (1)	0
18	Guiding advising, and defending subordinate	60 (30)	36 (18)	4 (2)	0
19	Providing quality training and service	72 (36)	24 (12)	4 (2)	0
20	Making the decision to create a fair competition	44 (22)	54 (27)	2 (1)	0
21	Providing a specific example of following instructions precisely and being on time	58 (29)	38 (19)	4 (2)	0
22	Keeping the duty to maintain office secrets	54 (27)	44 (22)	2 (1)	0
23	Working to achieve the goals.	54 (27)	44 (22)	2 (1)	0
24	Describing how he has meticulously set up his own room as an example	52 (26)	48 (24)	2 (1)	0
25	Problems can be solved creatively while being committed.	50 (25)	50 (25)	0	0
26	Considering previous performance	58 (29)	42 (21)	0	0
27	Modelling successful partners' experiences	58 (29)	36 (18)	6 (3)	0
28	Pursuing training and development to advance	54 (27)	46 (23)	0	0
29	Alternative thinking, an abundance of strategies	58 (29)	40 (20)	2 (1)	0
30	Attempting to overcome barriers while looking for a solution	60 (30)	36 (18)	4 (2)	0
31	Solving the challenge we face	56 (28)	44 (22)	0	0

Total Average Score	54	44	6	0

From table 4, it showed that the average of 50 cooperative boards answered strongly agree with the mean score 54, agree with the mean score 44, disagree with the mean score 6 and strongly disagree 0 from questionnaire number 16 until 31 The table also showed that there were high gaps between agreeing and disagreeing. Those gaps indicated that the cooperative boards had the positive views toward their cooperative leaders dealing with ethical leadership.

The percentage of Professionalism factor consisting 15 numbers involves three behavioural indicators as the following (1) Working successfully and efficiently to complete tasks requires being active and productive which were distributed in the questionnaire from number 16 until 20 and 50 cooperative boards answered strongly agree with the mean score 50.4, agree with the mean score 48.8 disagree with the mean score 0.4 and strongly disagree 0 (2) Being self-sufficient, free to do whatever is necessary to attain the goals, but accountable for work execution and results, and safeguarding and modelling subordinates which were distributed in the questionnaire from number 21 until 25 and 50 cooperative boards answered strongly agree with the mean score 53.6, agree with the mean score 44.8, disagree with the mean score 2 and strongly disagree with the mean score 0, (3) willingness to learn from previous experiences and incorporate new knowledge which were distributed in the questionnaire from number 26 until 31 and 50 cooperative boards answered strongly agree with the mean score 57.3, agree with the mean score 40.6, disagree with the mean score and strongly disagree the mean score 0.

Table 5. The view of the cooperative board units' toward principals' ethical leadership in Bangkalan Indonesia based on personal improvement as the behavioural indicator.

No	Personnel Improvement	Strongly Disagree %	Disagree %	Agree %	Strongly agree %
32	Empathy, attempting to comprehend from others' perspectives, and sincere service	52 (26)	48 (24)	0	0
33	Addressing, approaching, conversing, and asking more questions	58 (29)	42 (21)	0	0
34	Considering the viewpoint of subordinates and offering guidance	52 (26)	48 (24)	0	0
35	With sincere leadership, I become them and they become me.	50 (25)	50 (25)	0	0
Total Mean Score		53	47	0	0

From table 5, it showed that The percentage of Personnel Improvement factor consisting 4 numbers involves one behavioural indicator as the following (1) Considering about alternatives, getting a number of ideas/ways to get things done, and empathy, attempting to understand from the perspective of others, and serving with sincerity which were distributed in the questionnaire from number 32 until 35 the average of 50 cooperative boards answered strongly agree with the mean score 53, agree with the mean score 47, disagree with the mean score 0 and strongly disagree 0. The table also showed that there were high gaps between agreeing and disagreeing. Those gaps indicated that the cooperative boards had the positive views toward their cooperative leaders dealing with ethical leadership.

Discussion

The description of the results of this study which answered the research question of this study have been carried out to portray the view of the cooperative board units' toward principals' ethical leadership in the cooperative performance in Bangkalan Madura, Indonesia. In order to maintain the rationality of the study's results, the analysis in this study is supported by theories and earlier, related research. The results showed that the average scores of the questioner result involving three aspects of ethical leadership were positive views and also depicted that three aspects involving integrity, professionalism and personal improvement have been fulfilled by 10 leaders of cooperative units in Bangkalan, Madura Indonesia.

The first aspect of ethical leadership was integrity of the leader which showed the positive views involving three behavioural indicators as the following (1) Honest, open, true, informing something true according to reality, (2) Making decisions that are fair, without discrimination, and without causing either party jealousy, (3) Respecting commitments, maintaining commitments. The results were also supported by some previous studies dealing with integrity of leadership.

To gain recognition from other parties and subordinates, the leaders showed authority by orienting the tasks according to the existing rules and were beneficial to the organization. Leaders must prioritize the interests of the organization above the others' interests. The integrity aspect related to the leaders' wholeness in terms of consistency between their words, feelings, and mind in their behaviour. Leaders with integrity have principles and

characterized themselves as people who consistently acted in accordance with moral and social values (Yulks, 2013). It is in line with Eva, et al. (2019) & Kelemen et al. (2019) found that these foundations include how individuals interact with contexts outside of themselves effectively, how they build cooperation to achieve organizational goals, how they understand and are understood by others, and how they provide mutual input for progress in various tasks and functions as an organization.

The second aspect of ethical leadership was professionalism of the leader which showed the positive views involving three behavioural indicators as the following (1) Working successfully and efficiently to complete tasks requires being active and productive, (2) Being self-sufficient, free to do whatever is necessary to attain the goals, but accountable for work execution and results, and safeguarding and modelling subordinates, (3) willingness to learn from previous experiences and incorporate new knowledge. The results were also supported by some previous studies dealing with professionalism of leadership.

Professionalism is the second ethical leadership component. He is more capable and competent than his coworkers because he is a leader in control of more than one individual. This sets a leader apart from other people. Professionalism demonstrated the leaders' self-awareness of the need to carry out tasks well, equitably, and accountably in order to guide and control subordinates toward the successful fulfilment of organizational goals. It is in line with Prasetyo, et al. (2016) Krisharyuli, (2020); Yulk et al.,(2013) that the willingness to work and go immediately to the completion of duties and responsibilities are behavioural characteristics that demonstrate professionalism at the most basic level. Professionalism showed the leaders' self-awareness of the importance of carrying out tasks well, fairly, and accountably in order to manage and control subordinates toward the successful achievement of organizational goals. At the most basic level, professionalism is demonstrated by the willingness to work and go straight to the completion of obligations and responsibilities.

The third aspect of ethical leadership was personal development of the leader which showed the positive views involving one behavioural indicators as the following (1) Considering about alternatives, getting a number of ideas/ways to get things done, and empathy, attempting to understand from the perspective of others, and serving with sincerity. The result was also supported by some previous studies dealing with personal development of leadership.

The third element of ethical leadership identified by this study is one's own personal growth. The development of his organization is something that a smart leader would constantly strive to improve. In line with Krisharyuli, (2020); Yulk et al.,(2013) ; This study recognized one's own personal growth as the third component of ethical leadership. A wise leader would always work to further the development of his organization. According to the needs and resources available, employees who need to make efforts to increase their level of self-competence can be directed to participate in learning assignments, workshops, and training sessions. According to Singh and Ballabh (1994), leadership in cooperatives should be characterized as a natural shared all pertinent resources, including knowledge and other tangible assets.

V. Conclusion

The results of this study that addressed the research question were described in order to illustrate how the cooperative board units in Bangkalan Madura, Indonesia considered positive views about the ethical leadership of the principals in the cooperative performance. One of the biggest issues government officials, especially the leaders, confront in the age of globalization is how to carry out their responsibilities and functions in a way that is in line with the goals of the people while also demonstrating professionalism, a strong work ethic, and the ability to respect bureaucratic ethics. The difficulty is manageable given that the public, according to actual data, wants the government apparatus to perform its functions as efficiently as possible. Personal growth is the third component of ethical leadership that this study has uncovered. A wise leader would always look for ways to further the development of his company. Integrity, professionalism, and employee growth are the three pillars on which the concept of ethical leadership is based. In this study only focus on three aspects of ethical leadership involving integrity, professionalism, and personal development, so further researchers are suggested to investigate to other aspects of ethical leadership to add the different findings of ethical leadership.

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