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ETHICAL LEADERSHIP: CONCEPTUALIZATION AND MEASUREMENT

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ABSTRACT

This study aims to find out and build theory and interviews with making a scale and begin to measure the scale of ethical leadership. Not many measurements make the scale of ethical leadership by involving indigenous perspectives in its construction, so it becomes important to scale ethical leadership. Completed research method by using mixed methods for 195 leaders as respondents in the Yogyakarta City Government. Five leaders as respondents were interviewed using feno-grounded theory, 30 respondents in the step of trying out the scale, and 161 respondents for ethical research instruments. The results of the study show that the concept is also by the leader for things such as honesty, fairness, and openness in accordance with applicable rules. There are three factors in the scale of Ethical Leadership, namely Integrity, Professionalism, and Personal Development, which produces reliability r=0.843 with the number of items 24. The range of values of the loading factor between 0.306 to 0.719 shows the scale of ethical leadership, including valid and reliable able to measure the tendency of ethical leadership. Thus, the ethical leadership scales psychologically appropriate to be used to see the profile of the individual who acts as leaders.

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1. Introduction

Ethical leadership appears to be the latest issue by the idea that the essence of leadership is influence so that leaders in power can perform their leadership wisely. Ciulla (2014) stated that ethics is the core of leadership because if a leader is unethical, he will cause his organization, company, or institution collapse resulting in a very massive social consequence. Conversely, if an organization is led by an ethical leader, it is predicted to produce a good organizational culture, and the work will be more effective (Jha & Singh, 2019; Madanchian, Hussein, Noordin, & Taherdoost, 2018).

The rise of the leader figure involves many parties emotionally. Leadership includes complex moral relations, beliefs, rules, commitment, emotions, and a good shared vision among the people (Ciulla, 2014). Leadership is built on a variety of inseparable foundations from one another. These foundations include how individuals interact effectively with the contexts outside of themselves, build cooperation to achieve organizational goals, understand and be understood by others, and provide mutual input for the progress in various tasks and functions as an organization (Eva, Wolfram Cox, Tse, & Lowe, 2019; Kelemen, Matthews, & Breevaart, 2019).

Most leadership theories have several similar positive values, but there is still one main characteristic distinguishing each of them from the existing leadership theories. Yukl (2013) revealed the relations of several key variables in leadership, such as the characteristic and leadership skills, the leaders' behavior, the strength of the influence, the followers' reactions and behavior, situational conditions, and integrative approaches affecting the realization of leadership performance.

The development of various leadership aspects produces multiple styles of leadership in terms of the leaders' behavior approach with the formulation of three major styles of leadership, namely: Authoritarian, Democratic, and Laissez-Faire (Fiaz, Su, Amir, & Saqib, 2017; Manners, 2008; Van Vugt, Jepson, Hart, & De Cremer, 2004). Certain effective styles of leadership will be declared more effective if they are able to direct as many followers as possible to achieve certain expected goals. The democratic type is considered more effective than the other two types (Robbins, 2015). Whereas with an integrative approach focusing on the followers' perceptions about the ideal leaders' characteristics and behavior, there will be found some leadership types such as charismatic, authentic, prophetic, transformational heeding ethics in its application (Budiharto & Himam, 2006).

Weichun Zhu, May, & Avolio (2004) stated that authentic leaders also pay attention to ethical behaviors such as honesty and transparency to voice stakeholders' interests since those behaviors can be used as their moral evaluation. Consistent with the research of Avolio et al. considering authentic leadership as a basic construct that can be combined with ethical and transformational leadership, ethical leadership is one of the latest issues in leadership studies.

Yukl (2013) revealed that many thoughts about ethical leadership formulate the leadership role or function as a help for subordinates to deal with conflict and find productive ways to cope with it. It was further explained that ethical leadership

always involves the personal integrity concept. Personal integrity is an attribute explaining leadership effectiveness (Mills & Boardley, 2017). Ethical leadership emphasizes honesty and consistency in the leaders' values and behaviors. For this current condition, ethical leadership has an effective role in an organization. Researches show that a leader in both public and private organizations can use ethics and empower these behaviors to create qualified relations between subordinates and superiors to have a positive impact on the organization (Elçi, Şener, Aksoy, & Alpkan, 2012; Naiyananont & Smuthranond, 2017).

Many previous studies have focused on discussing how the effects created from ethical leadership. Piccolo, Greenbaum, Hartog, & Folger (2010) explain the appropriateness of ethical leadership with job characteristics that might be handled by this typical leadership. Another study states that this ethical leadership is directly related to the organizational climate, which will then stimulate the growth and performance of employees in the organization (Mayer, Aquino, Greenbaum, & Kuenzi, 2012; Shin, 2012).

An organization led by ethical leaders will have greater trust from the subordinates to the organization, and the subordinates will be more loyal to the organization (Yukl, Mahsud, Hassan, & Prussia, 2013). This is because an ethical leader is an individual who has high integrity, good ethical standards, and serious concern for his subordinates and makes an ethical decision (Brown, Treviño, & Harrison, 2005). Ethics do not have universal meaning but are closely related to the culture and religious beliefs of the local community. Therefore, we need a cross-cultural and religious approach

to understand the leadership issue in accordance with the ethics in certain places. Each region has a different orientation and rationalization based on mutual agreement (Dion, 2012). The culture of a nation is an important factor influencing the appropriate style of leadership to be displayed (Budiharto & Himam, 2006). It was further explained that the culture of a nation is one of the important situational factors influencing the style of leadership of a leader not to choose the style as he pleases.

The existence of a leader becomes an important factor to direct and guide as well as decide on something good for the sustainability of the organization. Ciulla (2014) stated that sustainability could all be realized by paying attention to the great individual leading with sincerity (great person) in a serving situation and leadership. The great person has a special trait and is able to become a leader. A true leader is born to lead because of the leadership talent he had from birth results in better skill. This talent is able to provide stimulation and motivation so that he can analyze and stimulate others to behave together in a way that he does or expects (Kartono, 1998).

Ethical leadership measuring instruments as self-assessment in Indonesia has not been a standardized psychological measuring instrument. The developed instrument itself focuses on multidimensional measurement in the western context, which focuses more on student leadership in various schools (Kalshoven, Den Hartog, & De Hoogh, 2011). Other studies by Yukl, Mahsud, Hassan, & Prussia (2013) also show that there is no comprehensive measurement of ethical leadership because it is comprehensive, involving many cultures, aspects, and other

things that typically occur in certain organizations. Measurement in Indonesia itself has been carried out by Karim, Mardhotillah, & Samadi (2019), which tries to construct the concept of ethical leadership from cultural and ethnic perspectives, but the study has not yet continued to the quantitative approach in its objectification. Therefore, it is necessary to develop a new ethical leadership measuring instrument in line with the local culture. Studies considering local culture and wisdom are important (Budiharto & Himam, 2006), so the focus of this study was to explore the concept of ethical leadership in the Indonesia local government sphere, especially Yogyakarta, which was dominated by Eastern culture.

2. Literature Review

According to Yukl (2013), ethical leadership always involves the personal integrity concept. Most theories of ethical leadership emphasize the importance of the leaders's influence on the followers in the organization's ethical climate. Matters related to ethical leadership are the existing moral/ethical values. In his research Yukl et al. (2013) formulated the main role/function of leadership to raise awareness about ethical issues and help people resolve conflicting values. Brown et al. (2005) defined ethical leaders as honest and fair people acting as role models in ethical behavior. Furthermore, the definition of an ethical leader is added as a person-oriented leader showing moral behavior and trying to create an ethical climate in the organization (Den Hartog & Belschak, 2012). Kanungo (2009) stated that ethical leaders must participate in actions or behaviors, bringing benefits to others, and avoid harmful actions or behaviors to others.

Theoretically and practically, organizations that involve ethical leadership will run well following the goals and ideals of the organization (Demirtas & Akdogan, 2015).

To apply the style of ethical leadership, there are five principles believed to lead to the development of ethical leadership. Five principles of ethical leadership development, according to Northouse (2003), include respect for others, service to others, justice for others, honesty towards others, and building community with others. Respect for others explains the ability of ethical leaders to treat others with dignity and respect. The second dimension is service to others, describing a leader who serves others. The third dimension, justice for others, focus on the fair decision making of a leader for all parties. Furthermore, the fourth dimension of Northouse (2003) is honesty towards others, emphasizing the need for honesty. The last dimension is building a community with others, meaning that ethical leaders should build community with others.

Starratt's tridimensional model is one of the models for measuring ethical leadership. This model was first discovered by Starratt in 1991 (in Kalshoven, Den Hartog, & De Hoogh, 2011) by defining ethical leadership based on three interdependent dimensions, namely: ethics of justice, ethics of critique, and ethics of care. The first dimension is the ethics of justice with the purpose of provoking an exchange, engage in the debate, and show transparency in management as well as find solutions when the understanding is challenged. Consulting is the most preferred strategy to promote a positive attitude towards the understanding of this ethics. The intention of those acting in accordance with the ethics of justice is responsible for autonomy based on some forms of cooperation. This intention is

to promote social order in the organization as a result of collaboration among all involved parties.

The second dimension is ethics of critique highlighting the injustice of social relations created by law, in organizational structures, or through language use. This ethic expresses a perspective to be able to benefit one person or group to harm another person or group. Someone may not obey the rules that he considers unfair. It is a criticism of the existence of a social justice element for the sake of human dignity. Furthermore, the final dimension is the ethics of care relating to the requirements of relations between individuals, not from a contractual or legal perspective, but absolute respect. The purpose of ethics of care is to consider human relations as an important function in an organization.

With a similar style of thinking about ethical leadership (Yukl et al., 2013) explained the emphasis on the value of ethical leadership in seven dimensions, namely: integrity, altruism, humility, empathy and healing, personnel development, justice, and empowerment. In principle, each dimension contains kindness elements. The integrity dimension emphasizes keeping promises and agreements, so that the leader acts consistently with the values, acknowledges mistakes, takes responsibility, and does not try to manipulate people. The second dimension, altruism, prefer helping others, willing to take risks/sacrifice to protect/forgive others, prioritizing the interests of others above personal interests, willing to provide services out of his working hours and assignments.

The third dimension is humility, shown by respecting others, avoiding status symbols & privileges, acknowledging limitations and mistakes, and respecting the others' efforts to achieve success. The fourth dimension is empathy & healing, shown by helping others deal with stress, supporting to accept differences, acting as mediators, and giving forgiveness after conflict. The fifth dimension is personnel development, among others, facilitating the development of individual confidence, giving opportunities to learn from mistakes, being available to supervise and guide, and encouraging individuals to learn from mistakes. The sixth dimension is justice, shown by supporting to treat others fairly, opposing unjust policies, and opposing ways of manipulation of others. The last dimension is empowerment, shown by discussing the decisions and the effects on others, providing opportunities for subordinates to act according to their authority, and encouraging subordinates to reveal their shortcomings.

3. Research Method

This study used mix methods carried out in two sequential phases. The virtues considered in using mix methods are relation, priority, time, and incorporation factors (Ramdani, Supriyatin, & Susanti, 2018). The mix method used was the exploratory sequential design, which allowed the researchers to conduct qualitative research including in-depth interviews with the feno-grounded theory approach followed by a quantitative survey by constructing ethical leadership measuring instrument based on qualitative results and tested on the subjects according to the criteria (Ramdani, 2018).

To conduct interviews in order to extract information related to the theoretical construct of ethical leadership, the researchers made an interview guideline

based on the results of the previous literature regarding the construct of ethical leadership. Each question aimed to explore the leadership experiences along with the dynamics that the subjects felt and experienced as a leader. There were five subjects in the qualitative stages chosen by the theoretical sampling method (Creswell, 2009) whose criteria include: (a) the participants were assumed to be able to produce useful data to strengthen the theory; (b) five participants were leaders with more than two years experience in the Yogyakarta City Government scope; (c) the participants were also chosen since their subordinates recognized them as role models, and (d) the participants obtained informed consent as a form of willingness to be involved in this research.

The data were analyzed qualitatively, according to Corbin & Strauss (2014) including open coding, axial coding, and selective coding. Open coding is the process of detailing, testing, comparing, and categorizing the data, so that they have a specific meaning. Axial coding is the process of organizing categories obtained from open coding. Furthermore, selective coding is the process of selecting core categories systematically and developing concepts by integrating all categories, done by systematically linking to other categories for further needs as well as improvement and development. After going through those stages, arrangement of ethical leadership scales were produced in accordance with the blueprint. To maintain the validity and objectivity of this qualitative result, the researchers made a credibility reference including the suitability of the interview results (verbatim) with the subjects's actual conditions. Then inter-subjective validity was done through the directed participants's understanding and also member checking by asking the participants to re-examine the results of the interview. The evidence must have been explicitly available and procedurally responsible.

The quantitative approach was carried out in the second stage of this research by testing the ethical leadership scale. This ethical leadership scale was arranged based on the dimensions and behavioral indicators describing ethical leadership from the results of the first stage of research. Furthermore, after the trial, the obtained results of the items were used as the ethical leadership measurement scale. At this stage, the research was carried out by using a rearranged measuring instrument for testing the analysis of factors and revisions.

Subjects involved in the quantitative research were selected by purposive sampling technique (subjects randomly chosen by the researchers) with the following criteria:
a. Active employees in the Yogyakarta City Government;
b. Minimum experience as an echelon IV with a term of at least two years;
c. Possessing bachelor degree;
d. Filling in informed consent.

The quantitative approach in the second stage of this research was the measurement of ethical leadership measuring instrument construct through trials and research. Measurement was the process of quantifying an attribute to obtain a quantitative score (Azwar, 2013). The intended score was obtained by using a measuring instrument that had the characteristics of the objectives to be achieved. The determination of the objective identification of the measuring instrument in

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the second stage of this research used definitions, dimensions, and behavioral indicators describing ethical leadership (Azwar, 2016). The making of blueprint was carried out as a reference for writing the items so that ethical leadership measuring instrument could be arranged. Data generated from the trial were calculated for the item reliability and discrimination power. The collected data were used for analysis, namely the parametric testing process to find out whether the item met the psychometric requirements to be measurement scale.

5. Result and Discussion

The research subjects at this first stage were determined based on the most votes of five officials and five general functional (staff) at Employment, Education, and Training Agency (BKPP). The results of the voting established several names of leaders as role models for State Civil Apparatus (ASN) assessed based on the level of discipline, clarity, and firmness in leadership, cooperation and willingness to be the subject of research interviews.

The purpose of this first stage was to extract the concept of good leadership among Yogyakarta City Government officials to drive the performance of their employees and what factors arose in good leadership. The researchers compiled interview protocols to help themselves when asking questions to the subjects in revealing their leadership experiences. Furthermore, the questions would flow when the interview had taken place. This in-depth and semi-structured interview technique was quite effective in generating the data in a very varied field, and then the researchers summarized them in the equation of several factors.

The obtained interview results were reported in verbatim form. Then member checking was conducted by interviewing the respondents according to the meeting appointment with the respondents. During member checking, data triangulation based on the categorization of each respondent was also carried out. Data triangulation was carried out with direct speakers and also discussions with supervisors and fellow researchers who had understood the concept of ethical leadership. This was done to avoid the researchers's subjectivity in interpreting the interview data. Table 1 explains the demographics of the subjects at the interview stage, while table 2 explains the results of the analysis and categorization of the five subjects based on a mixed methodological approach.

Table 1. The Demographics of Interview Subjects

No	Sex	Position
1	M	Head of Education & Training
2	F	Secretary of Employment, Education, and Training Agency (BKPP)
3	M	Head of Women's Community Empowerment & Child Protection
4	M	Head of Regional Revenue
5	F	Head of the Cooperation and Micro, Small, Medium Enterprises (UMKM)

Note. Sex (M = Male, F = Female)

Themes	Definitions	Behavioral Indicators	Examples of Behavior	Functions
Integrity	All personal unity that must be possessed by a good leader. There is a consistency between actions and words	Honest, open, true, informing something true according to reality	• Being open about the obstacles in carrying out the work • Reporting according to real conditions • Making a simulation for a change and confirming it with the relevant section • Being communicative and open in meetings • Coordinating, dividing tasks according to the main tasks and functions	Maintaining the stability of HR conditions and a conducive work environment, finding solutions for the development of progress
		Being fair in making decisions, not discriminating, not causing jealousy of either party	• Making research according to the rules • Not discriminating in working together • Reducing incentives according to work behavior • Equitable work assignments • Carrying out work tasks according to the rules • Complying with superiors	Creating comfortable and fair work conditions, minimizing obstacles that may arise
		Maintaining trust, abiding by the rules, discipline, according to commitments, keeping promises	• Sticking to technical guidelines • Requesting permission according to the rules • Appreciating differences of opinion, not violating the rules • Reminding the forum to work properly & correctly	Making the personnel calm in doing the assignment according to the responsibility until it is finished according to the rules
Professionalism	Self-understanding owned by the leader to carry out tasks properly, proportionally, justifiable to guide and direct	Active, productive in working effectively and efficiently for task completion	• Accompanying, providing subordinate solutions • Providing a proposed concept of thought, aspects of strengths and weaknesses	Growing a sense of pride and creating mental achievements by lightening the workload of others

		subordinates towards the successful achievement of organizational goals	• Supervising, guiding, protecting subordinates • Conducting training, giving good service • Taking the initiative to make a clean competition • Maintaining the obligation to close office secrets	
		Being independent, free to do anything in accordance with the goals but responsible for the implementation of work and the achieved results, protecting and being a model for subordinates	• Giving an example of carrying out the task as instructed, not being late • Working to meet the targets. • Giving an example of arranging his own room so neatly • Creatively solving problems but maintaining loyalty	Demonstrating professional responsibility, order while working
Personnel Improvement	The concept of enriching the competency of the leader to support self-existence and organizational progress	Willingness to learn from the past experiences and adding the new knowledge	• Seeing previous performance • Modelling the experiences of successful partners • Following training and development for progress	Establishing the success of other works
		Thinking alternatives, having lots of ideas/ways to get work done and empathy, trying to understand from the perspective of others, serving with sincerity	• Thinking alternative, having a lot of tricks • Trying to find a solution when there are obstacles • Overcoming the encountered obstacles • Empathy, trying to understand from other people's point of view, serving with sincerity • Embracing, approaching, chatting, asking further questions • Understanding subordinates's point of view, giving advice • Leading with sincerity, I become them, they become me	Paying attention to the condition of human resources for work optimization

Based on the description of each factor with several behavioral indicators (table 2), the blueprint for constructing the ethical leadership scale was based on the results of the research stage I as follows (see table 3):

Table 3. The Blueprint of Ethical Leadership Scale

Factors	Number	Percentages
Integrity	1-16	43%
Professionalism	17-32	32%
Personnel Improvement	33-47	25%
Total	47	100

Note. Number refers to the item's order number

After the ethical leadership scale was arranged, the researchers conducted a content validity test with the help of 40 psychologists (consisting of students in Master of Psychology, students in Professional program, and psychologist practitioners). Scale distribution was done via face to face or email. The returns of the relevance scale were 30 raters. The researchers used the calculation of the item relevance scale with Aiken's Validation (1985) (see table 4):

Table 4. *Aiken's Validation Results*

No	V	No	V	No	V	No	V	No	V
1	0.83	11	0.9	21	0.71	31	0.92	41	0.62
2	0.9	12	0.84	22	0.86	32	0.92	42	0.77
3	0.79	13	0.85	23	0.89	33	0.95	43	0.89
4	0.86	14	0.76	24	0.92	34	0.82	44	0.93
5	0.85	15	0.87	25	0.85	35	0.85	45	0.72
6	0.8	16	0.71	26	0.96	36	0.93	46	0.84
7	0.86	17	0.76	27	0.69	37	0.87	47	0.81
8	0.84	18	0.73	28	0.91	38	0.86		
9	0.91	19	0.72	29	0.88	39	0.78		
10	0.92	20	0.77	30	0.93	40	0.88		

Note. No (item's order number), V (validation value for each item), and the threshold is 0.62 (item 41 failed).

The next step was to calculate the item discrimination power because it was an indicator of the ability of the item to distinguish the individuals or groups who had or did not have the measured attributes.

Item discrimination power test was done by calculating the correlation between the item score distribution and the scale score distribution (rix). Criterion for a good item in this study was that which had a total item correlation coefficient rix ≥ 0.30. Item with item total correlation coefficient of at least 0.3 was rated satisfying and deserved to be maintained. At this stage, there were five items failed so that the used items were 42 items.

The next stage was to test the suitability of each item on the ethical leadership scale with the underlying theoretical construct. The researchers used confirmatory factor analysis (CFA) system with the extraction method of principal component analysis of fixed factor choice into three factors corresponding to theoretical construct found in this research. The factor analysis approach was used to verify the suitability of factors from a set of variables. The analysis was carried out using the Varimax rotation method to see the suitability of the item distribution with the measured factor. The Kaiser-Meyer-Olkin's (KMO) calculation result to estimate the adequacy of the sample is 0.762; Barlett Test of Spherecity value is 2351.878 with p <0.01 meaning that there was a significant correlation between the variables, and factor analysis could be continued.

The obtained results stated that the integrity factor was shown by factor 2 (two) consisting of the items number 2, 4, 5, 8, 10, 11, 12, 13, and 14 with a factor loading value of 0.306-0.656. Furthermore, the professionalism factor, shown by factor 3 (three) with a factor loading value of 0.337-0.710 was owned by the items number 16, 18, 19, 20, 27, 29, and 31. personnel development factor existed in the items number 32, 33, 34,

35, 36, 37, 38, and 39, which were collected in a factor group 1 (one) with a factor loading value of 0.343-0.655. Therefore, the total number of items meeting the requirements of this ethical leadership scale factor analysis was 24.

  The next step was concurrent validity, one type of criteria validity. Criteria validity is a score validation procedure based on external criteria used as a reference for score testing. Criteria used as benchmarks for validation of test scores could be obtained at almost the same time or after a certain period of time. Concurrent validity does not require a long time span to compare test results with the criteria. The criteria in this case could be a test with the same measurement objectives with the test to be validated or a variable with a relevant relation (Anastasi & Urbina, 1997).

  The Javanese Asta Brata leadership scale is the development of measurement constructs conducted by As'ad, Anggoro, & Virdanianty (2011). The teaching of Asta Brata is one form of Javanese cultural values found in literary works. The Asta Brata scale has a number of items of 32 that measure the leaders' character in a Javanese manner, divided into 8 different character groups, namely: sun, wind, moon, fire, earth, sky, sea, and star. The Asta Brata scale had been tested on 186 subjects and had a satisfying alpha coefficient of 0.86.

  Based on a research on 147 respondents who worked on and recollected Asta Brata leadership scale, the Alpha Cronbach's reliability result was 0.917. As for the results of the calculation of concurrent validity between the ethical leadership scale and the Asta Brata leadership scale, it produced a correlation of 0.607, meaning that both scales were able to measure leadership. The more details can be seen in table 5:

Table 5. The Correlation of Concurrent Validity Scale

	E.L	A.B.L
E.L	1	0.607
A.B.L	0.607	1

Note. E.L (Ethical Leadership), A.B.L (Asta Brata Leadership).

  The first step of this research was the identification of ethical leadership indicators based on existing ethical leadership concepts. This activity was carried out through in-depth interviews on 5 (five) leaders whose existence was recognized. Based on the interview transcripts, the step was continued by an analysis using open coding to look for common themes from the interview results, then grouping and concluding. The conclusion of the first research result is the definition of ethical leadership and the involved factors with an explanation of behavioral indicators.

  Based on the interviews with the five leaders, it was found the concept of ethical leadership, the leaders's values about all things relating to goodness such as honesty, fairness, and openness that underlie their authority in directing, guiding, and giving instructions or ordering subordinates to carry out the assigned tasks according to the responsibilities and applicable rules. Almost the same thing was also expressed by Brown et al. (2005) that ethical leadership is a form of value-based leadership influencing the followers's self-concepts and beliefs. In turn, this could affect the motivation, attitudes, and behavior of the followers. One way for ethical leaders to influence the followers's self-concepts and beliefs was to act as a role model for their followers. They exhibited ideological ethical behavior and set an example through ethical and moral values. Value-based leaders involved

themselves in the communication process to strengthen certain values and identities. This study is supported by previous research which states that ethical leadership is very important in developing organizational culture (Sari, 2019).

The factors obtained from the results of the analysis of this interview were more oriented to the needs of the leaders themselves. To gain recognition from other parties and subordinates, the leaders showed authority by orienting the implementation of tasks according to the existing rules and were beneficial to the organization. Leaders must prioritize the interests of the organization above the others's interests. The integrity factor referred to the wholeness of the leaders so as to be consistent among the words, feeling, and mind as well as the actions taken by the leaders. Leaders with integrity meant that they had principles and described themselves as people who behaved in accordance with the moral and social values consistently (Schlenker, 2008). The results of the analysis of this research further explained the behavioral indicators observed in the leaders such as the principle of honesty, fairness, and trust based on compliance, discipline, and high commitment to keep promises. Integrity was a moral factor combining these qualities. Integrity is a personal characteristic of a leader guiding his beliefs, decisions, and actions (Resick, Hanges, Dickson, & Mitchelson, 2006).

The second ethical leadership factor is professionalism. As a leader in charge of more than one person, he has more potential and competence than his colleagues. This is what distinguishes a leader from the others. Professionalism based on the Indonesia Dictionary (KBBI, 2018) is quality and behavior as the characteristic of a profession or professional person. Professionalism is also defined more in the competencies or skills expected from a professional. Based on the results of the analysis of interviews in this research, the researchers concluded that leadership professionalism showed the leaders's self-understanding to carry out tasks well, proportionately, accountably for guiding and directing subordinates towards the successful achievement of organizational goals. Behavioral indicators to represent professionalism from the simplest level are the willingness to work and go directly to the completion of tasks and responsibilities. The exploration of this professionalism indicator also appeared to the level of freedom of the leaders to do whatever they wanted according to the situation of the problems and was still under the control of the leaders' responsibility. The leaders's individual freedom is the inherent freedom of responsibility in directing subordinates to stay on the path to achieve organizational goals.

Self-development is the third factor of ethical leadership in this research. A good leader would never stop learning to do something good for the development of his organization. As explained by Widyastuti (2011)), a good leader will be judged by the ability to complete the task, to be close with his followers (cohesiveness), to have good morality, as well as to always learn and develop himself (continual learning and development). Therefore, it is important to hold a self-competency assessment to determine the individuals' strengths and weaknesses for self-introduction and placement of self-functions according to individuals' capacities.

The application of the results of the competency assessment towards the potential employees conducted by the Assessment Center can help the government, especially the department that regulates staffing to recognize the competencies of the HR of the State Civil Apparatus (ASN). Each employee will have a competency mapping according to his capacity so as to facilitate the selection of candidate leaders according to their duties and functions as outlined in the job analysis needs and employee competency standards. Employees who need efforts to improve the quality of self-competence can be referred to join learning tasks and training/workshops according to the available needs and facilities.

Personnel development training is one type of trainings provided to State Civil Apparatus (ASN). The variety of objectives and methods provided by training providers should consider the position of the individuals who will join the training. Training and development are the process of delivering knowledge, skills, and other characteristics needed by an individual to be able to support more effective organizational functions (Thornton & Rupp, 2006). For an employee who holds functional position, there are 6 types of personnel development training including Achievement Motivation Training, Effective Communication Skills, Human Skill Improvement, Personnel Effectiveness, Readiness to Change and Team Building (Regional Office I of State Employment Agency (Kantor Regional I BKN, 2011). Based on the assessment integrated with the performance achievements of the leaders, the leaders' strengths and weaknesses can be seen.

The second step of the research in constructing the construct validity was testing the obtained empirical factors to see the relevance, item discrimination power, and reliability. This research used Aiken's item validity test (V), the total item correlation coefficient, and the Cronbach's alpha value. The preparation of the ethical leadership scale was based on a blueprint divided into three factor groups along with the behavioral indicators representing them. The total number of arranged items was 47 and then distributed to 40 people as raters to conduct validity test of content relevance. The raters in this relevance test were active master and doctoral students in psychology as well as several psychologist practitioners.

The relevance questionnaire was given via email and face to face. The validity number obtained by this relevance test ranged 0.69-0.96. The only failed one item was the item number 41 which measured personnel development factors with alternative thinking indicators. The statement of the item number 41 was: Suggestions from subordinates make me able to solve existing problems. Based on the raters' assessment, this statement showed the activeness of subordinates to think of ways to solve existing problems, while the explanation of alternative thinking indicators was the activeness of the leader to have many ideas or ways of solving problems. Therefore, most raters tend to give a rating of neutral (3) or inappropriate (2).

After going through several calculation processes to fulfill the psychometric property of the ethical leadership scale, the latest factor analysis results stated that the ethical leadership scale had 24 items to measure ethical leadership trends. In the integrity factor, there were nine representing items with the lowest loading factor value (0.306) in the item number 14,

and the highest (0.656) was in the item number 2. In the professionalism factor, there were representing seven items with the lowest loading factor value (0.337) in the item number 16 and the highest value (0.719) in the item number. The third factor is the personnel development factor, represented by eight items with the lowest loading factor value (0.343) in the item number 37 and the highest (0.655) in the item number 36. The ethical leadership scale consisting of these three factors namely integrity, professionalism, and personnel development is a unifactor measuring scale with a reliability coefficient value of r0.843. The Kaiser-Meyer-Olkin's (KMO) value to estimate the adequacy of the sample was 0.762 and the total variant explained was 32%. This shows that factor analysis can be continued.

In this globalization era, one of the big challenges faced by government officials, especially the leaders, is how to display professionalism, a high work ethic, and the ability to uphold bureaucratic ethics in carrying out their duties and functions in accordance with the aspirations of the people. The challenge is reasonable, considering that empirically public wants the government apparatus to carry out service duties optimally. The foundation of this expectation is now more directed at the government institutions in order to realize good governance.

Based on the result of the research, the researchers could conduct additional analysis by looking at the effect of gender differences and the level of echelonization of the leaders's positions on the scale of ethical leadership. Gender bias in leadership usually disadvantages women compared to men around the world (Hogue & Lord, 2007).

Hausmann, Tyson, & Zahidi (2012) also stated that men hold stronger leadership than women, both in terms of trade and governance. The differences seem contradictory between men and women, especially in the style of servant leadership showing women's dominant than men's (Hogue, 2016). However, the application of the result of the ethical leadership research showed that there is no difference at the level of ethical leadership based on gender and occupational echelonization. This means that there is no interaction between gender and echelon level in influencing ethical leadership.

6. Conclusion and Suggestion

The construct of ethical leadership is built on three factors: integrity, professionalism, and personnel development. Testing the construct validity of the ethical leadership scale in this research has gone through various stages from content to factorial validity to meet its psychometric requirements and produce good psychometric properties to be used as an instrument for measuring ethical leadership based on indigenous approaches.

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