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Educational Management of Postgraduate Program of Semarang State University

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	School Principal leadership in its implementation in this study means: (1) describing and analyzing the values of leadership trilogy, (2) Principal leadership based on leadership Trilogy factually (3) the implementation of school principal leadership based on the leadership trilogy (4) the development of a principal leadership model based on the leadership trilogy. This study employs qualitative research approach using research and development design. The research follows these steps: (1) organizing, reducing and presenting the data, (2) classifying and analyzing data (3) the developing a leadership model based on leadership Trilogy. The research concludes that the implementation of school principal leadership based on leadership Trilogy include: (1) the implementation of school principal leadership based on leadership trilogy is still limited to the understanding on the perception of principals, (2) an effective leadership trilogy contains aspects of *ing ngarsa sung tulada, ing Madya Mangun Karsa,* and *tut wuri handayani.* The principal leadership model development based on Leadership Trilogy starts from a factual model, conceptual model design, hypothetical model design, and then final model. The strength of principal leadership based on Leadership trilogy is that it can be implemented in several leaderships: (1) authoritarian, (2) democratic, (3) permissive, (4) delegation, (5) family, (6) participatory, and (7) *teling Seleng.* The implementation of model is functional on: (1) authoritarian leadership of *ing ngarsa sung tulada* can be functional (2) participative leadership of *ing Madya Mangun Karsa* can be functional, and (3) the democratic leadership of *tut wuri can handayani* can be functional. © 2014 Universitas Negeri Semarang

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INTRODUCTION

Education Management is a systematical and comprehensible team working process in managing education to achive the goals, both short, term, and long term goals. The process consists of planning, implementation, supervision, and development to coordinate the educational resources (Mulyasa, 2008: 20). Therefore, the need of having an effective leadersi is critical to ensure a well-managed education.

Leadership in the management refers to the overall activity to influence others using example, motivation, and guidance so they can work in a team to achieve the collective goals. Besides, leadership also deals with the ability to supervise, coordinate, communicate, and interact with the employers in particular contexts. A leader is someone who owns some strength as predisposition so they can exercise the authority and responsibility as leader.

Tamansiswa leadership is a leadership which follows the Leadership Trilogy of Ki Hadjar Dewantara containing three aspects namely "*ing ngarsa sung tulada, ing madya mangun karsa* dan *tut wuri handayani".* The Leadership Trilogy refers to a Tamansiswa model of democratic leadership which moves someone's thoughts, feelings, and willingness based on self-awareness, self-action, and yet collective cultivation. According to Leadership Trilogy, good leadership emerges from a wise and democratic leader. Such leadership relies on the value of justice, fairness, consensus, and wisdom namely *democrtie dan leiderscrap* which serves as the basic foundation for the

discipline and peace requirements in all educational and organizational aspects administered by Tamansiswa organization. "*Democratie an Leiderschap"* believes in individual freedom, yet still regards the existence of leader as an essential factor to rule and administer the consensual targets and goals.

The basis of freedom which is believed by Tamansiswa is essentially different with the self freedom meant by western democracy or liberal democracy. Liberal democracy emerges from individualism. In this regard, the right of someone in Liberal Democracy can mean as the right of an individual to oppress others, even the ruling democracy can oppress the democracy itself. Ki Hadjar Dewantara explains that Tamansiswa's life philosophy creates one theoretical formula namely "trikon"; continuity, convergence, and concentricity, as the foundation of Tamansiswa's struggle in the middle of society (Nayono, 2004: 8)

A school progress is determined highly on school principal leadership. An effective school principal leadership is needed to create an engaging school climate and culture. according to the school principal competence which is managed under the National Education Ministry Regulation, No. 13 year 2007 on April 17 2007 about the standards of School Principal, states that a school principal must have managerial competence to create an innovative and conducive environment for students to learn.

From the perspective of educational management, in running the school, principal's leadership must adhere the value system of self-awareness, ingenuity, and courage based on

positive, unwritten regulations and rules. Rokeach and Bank in Thoha, (1996; 18-19) explain that value system is a type of trust that exists within the scope of belief system in which a person acts or avoids a particular action, or define a proper and improper things.

All schools in Tamansiswa Institution have already implemented a value system of Tamansiswa Leadership Trilogy from Ki Hajar Dewantara which is embodied in the act of leadership's nature, feature, and character, especially in the aspects of: (1) *Ing ngarsa ing sung tuladha* such as: having (a) disciplined life or self-authority (b) independence. (2) *Ing madya Mangun Karsa* such as: (a) the attitude of introspection (b) the attitude of motivation (c) spirit of motivation, (3) *Tut wuri handayani* such as: (a) providing opportunities and chances for the freedom of their students/subordinates (b) not forcing their subordinate (c) and not being easily provoked, (d) not coercing, punishing, threatening their subordinates.

School principal leadership based on Leadership Trilogy values, in the perspective of the modern development of education management, needs to be adjusted to the demands and era development. In the current situation, Leadership Trilogy encounters several problems such as (1) the dissipation of values in the Leadership Trilogy itself, (2) the absence of a shared vision in understanding the values and implementation of Leadership Trilogy, (3) the problem of leadership, organizational management, and finance. The difficult situations at schools cause a lack of excellent and educational services. So eventually, the public

believes that placing their children to Tamansiswa schools is not different with the other schools.

RESEARCH METHODOLOGY

This study uses the approach of Research and Development. According to Borg and Gall (2007: 784-785), research and development is a process employed to create a product, in this study the result is the development model of school leadership. The study started from collecting the data to reveal the values and implementation of principals Leadership, then the model was described, predicted and analyzed with the relevant literatures and study. The model was then compiled into factual model of leadership principal based on Leadership trilogy. From research and development (R & D) Model Development Principals leadership Ki Hajar Dewantara trilogy was generated.

Data was collected through interviews, observation and documentation from primary and secondary data sources. The collected data was selected and classified according to the purpose of research, then verified to determine which one is appropriate for the purpose according to the type and needs. To ensure the validity of the data, researcher implemented the triangulation technique which is a technique that confirms the obtained data with other relevant parties including the data source. To maintain the reliability of the data, researcher consulted the data with other data sources.

The selected procedure of developing the Principals leadership model is adapted from the model developed by Sugiyono, (2009: 298)

Figure 1. The steps of Development (Sugiyono - Modified)
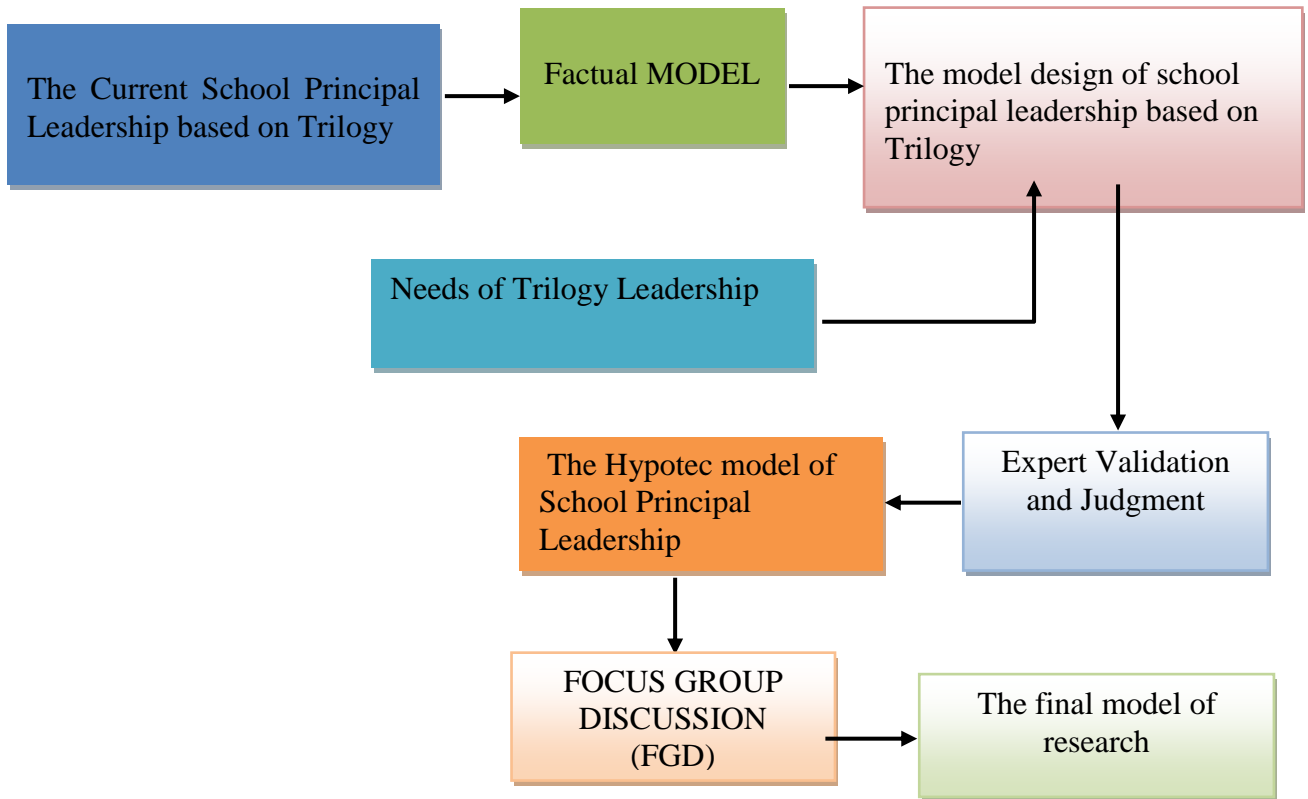
The development process starts from deciding the target of the preliminary research and the development approach, determining the data source, deciding the location of the research, and the time of implementation. And the developed model was started from the factual models, design models, and hypothetical model which was then validated as a ready-implemented model of leadership development for the Principals. The development of the leadership model based on the leadership trilogy did not undergo field trials, and was validated by experts.

RESULT AND DISCUSSION

This study shows that the core values which serve as the foundation for principal's leadership are as follow: (1) service, (2) Honesty (3) Justice (4) Motivator (5) Listener (6) Observer (7) Wisdom (8) Response to error (9) Companion (10) Discussion (11) Freedom (12) Independence (13) Collaboration (14) Confidence (15) Open-mindedness (16) Effective leader. The effectiveness of principal's leadership based on Leadership Trilogy is a leadership which that does require the time and energy to instruct the

school officials, employees, and students without shutting down their creativity.

There are three constraints encountered in the implementation of school principal leadership namely psychological constraint, sociological constraint and anthropological constraint.

(1) Psychology Constraints. This constraint influences the the harmony of relationship between the school principal and the other schools' components because it involves people's behavior and character, position rank, long period of service, so it can to affect the school principal in giving orders.

(2) Sociological constraint. This constraint emerges from the fact that there are sociological differences among school officials and employees such as the educational background, wealth, and other factors which can make the school principal feel less superior as compared to the one they lead.

(3) Anthropological Constraint. The anthropological factor is an enormous influence within school because it involves a culture that has existed in a long period of time such as the existence of two groups from common people and noble people (*priyayi*).

The Design of Leadership Model
The factual model in this study is developed on the basis of the obtained data of preliminary study received from school principals, and is factually designed to be the school principal leadership based on Leadership Trilogy. The components are based on the needs analysis, and relevant research and also the values contained in the aspect of *Ing ngarso sungtulada*, *ing Madya Mangun Karsa*, and *tut wuri handayani*,.

The needs analysis of principal leadership based on Leadership Trilogy shows that the Leadership Trilogy profile in school includes: (1) creating team working (2) deciding the tasks, (3) creating working map and the right products, (4) creating a democratic atmosphere, (5) creating a creative situation, (6) being prompt in detecting a problem, (7) quickly resolving the problem (8) carefully identifying the deviation of employment (9) being fair and thoughtful in solving work problems.

The conceptual model design of school principal leadership based on Leadership Trilogy is developed from the factual model after receiving the data from the needs analysis and literature review. The three aspects produce the conceptual mode which is then validated by experts in the stage of expert judgment.

Hypothetical model is a model generated from the conceptual model design validated by expert judgment. The requested design of hypothetical model is then processed in a Focus Group Discussion forum (FGD). In FGD, the participants are asked about their opinions and suggestions in a written form as reflection on the advantages and disadvantages of the hypothetical model design and how to improve and refine the design into a hypothetical model of the final model.

The final model development of the principal leadership model based on Leadership Trilogy is a revision and refinement of the hypothetical model design.

Figure 2. Final Model of School Principal development based on Leadership
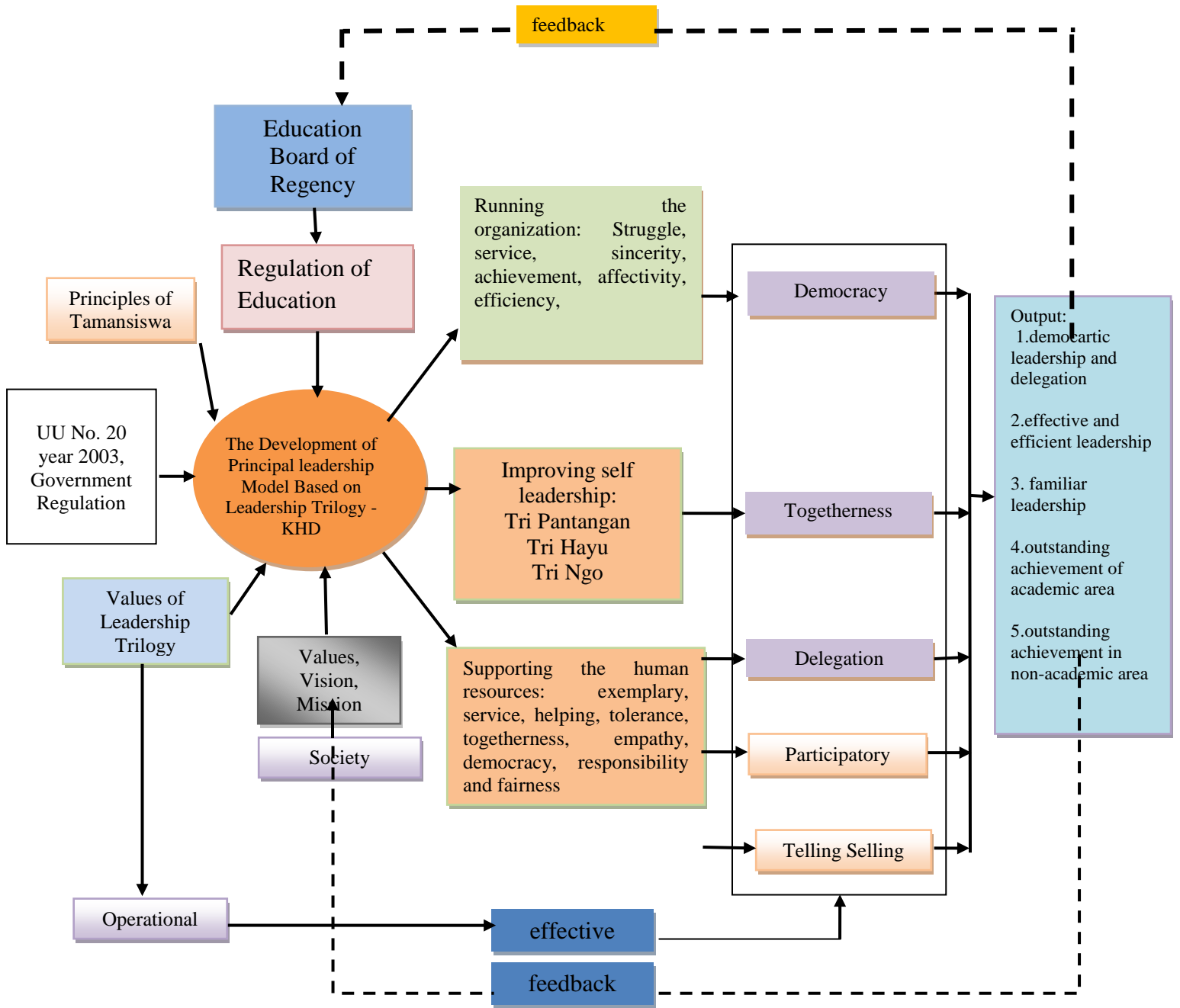
The strengths of Leadership Model

The strength of leadership model generated from the development process is the leadership which is able to develop and move the school, improve the self-quality, and develop human resources. The principal leadership which are able to develop and drive the school are: (1) creating an effective system of leadership and administration for the school principal, institution, officials, employees and, students (2) creating a system of management process such as: (a) an efficient organization and structure of schools (b) improvement of the officials and employees professionalism, (c) the character building of the students, and (d) career development for officials and employees.

The principal leadership is supposed to be able to develop human resources including the ability to: (1) create a working togetherness (2) appropriately distribute the tasks, (3) create a flexible working process, (4) create a participative working atmosphere, (5) create a creative atmosphere, (6) rapidly capture the problem, (7) quickly resolve the problem (8) carefully identify errors (9) be fair and reasonable in resolving the problem (10) create a harmonious working atmosphere (11) create innovative condition.

The principal leadership must be able to improve the quality of principals, especially in: (1) providing support (2) giving freedom or independence (4) providing assistance (5) creating a democratic atmosphere (6) having empathy (7) establishing contact system (8) being cautious for errors, (9) establishing a

constructive and collaborative atmosphere (10) creating justice

The strengths of School Principal Values based on Leadership Trilogy

The components in Leadership Trilogy rely on three basic notions. *Ing Ngarsa Sungtulada*, the power of leadership values that contain abilities to: (1) act wisely, (2) be fair in making decisions, (3) be a role model, (4) act appropriately, (5) be an example, (6) establish communication, (7) act honestly, (8) pay attention to every activity, (9) be consistent in attitude, (10) become example, (11) be responsible, (12) create a harmonious atmosphere, (13) pay attention to the needs of staff, (14) build a good relationship, (15) be friendly, (16) foster the essence of family, (17) create a partnership, (18) maintain the integrity of the school, (19) maintain the authority of school, (20) be reliable, (21) maintain the self-dignity, and (22) maintain order.

Ing Madya Mangunkarsa, the power of leadership values that contain abilities to: (1) improve the quality of work, (2) motivate (3) build togetherness (4) direct and advice the staffs, (5) direct the execution of the task, (6) maintain conducive working atmosphere, (7) give guidance, (8) build tolerance, (9) maintain a sense of comfort, (11) guide the staffs, (12) be transparent, (13) move the spirit of co-operation, (14) create a productive work, (15) create a partnership, (16) maintain cooperation, (17) create a conducive working atmosphere, (19) maintain work togetherness of work.

Tut Wuri Handayani, the power of leadership values that contain abilities to: (1) create a sense of security, (2) keep and maintain

calmness, (3) think of welfare (4) encourage the staff to excel, (5) encourage staff to improve their quality, (6) reprimand necessarily, (7) find a way out for the staffs in trouble, (8) delegate authority and responsibility, (9) give awards, (10) encourage staff to excel, (12) take into account any school activities, (13) motivate the staffs to move forward, (14) give warning, (15) improve the quality of officials, employees and students, (16) promote the quality of work, (17) supervise, (18) understand the problems, and (19) maintain communications.

The implementation of School Principal Leadership

In its implementation, the principal leadership model based on Trilogy leadership can change human resources gradually become participatory, delegation, and democratic so there is freedom and independence in creating a productive and effective leadership. The required implementation of proportional Leadership that is suggested to the officials, employees, and students is presented in the matrix below.

Figure 3. Matrix of School Principal Leadership Implementation based on Leadership Trilogy
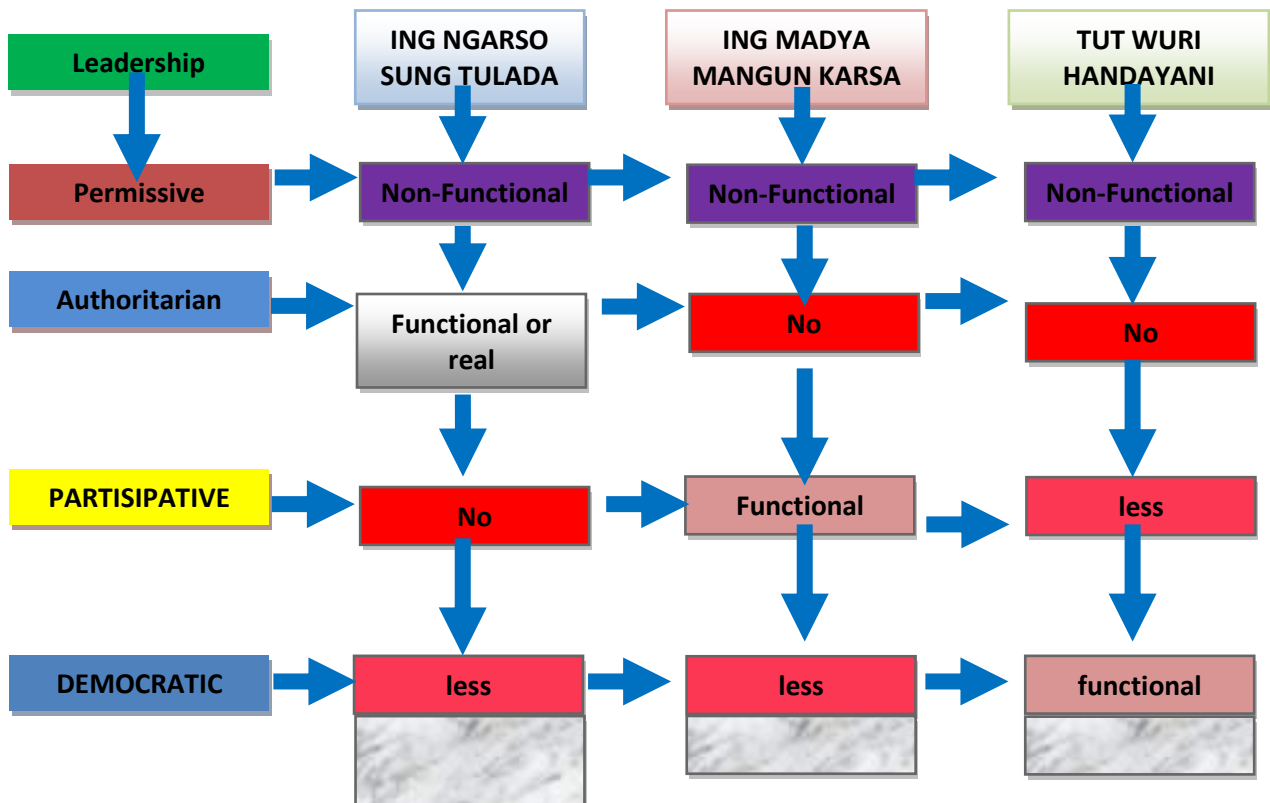
Implementation of school principal leadership as explained by the matrix above is meant that the principal leadership model based on Leadership Trilogy can be implemented appropriately in the following aspects: (1) In the principal leadership with permissive style, the aspect *ing ngarsa sung tulada* cannot be functional, while in aspect of *ing madya mangun karsa* dan *tut wuri handayani* are not functional. (2) In the authoritarian leadership, the aspect of *ing ngarsa sung tulada* is very functional, while in aspects of *ing madya mangun karsa* dan *tut wuri handayani* are not functional. (3) In participatory leadership, the aspects of *ing ngarsa sung tulada ing* dan *tut wuri handayani* are not functional while the aspect of *madya mangun karsa* is very functional, and (4) in the democratic leadership, the aspects of *ngarsa sung tulada* and *ing madya mangun kasra* are not functional while the aspect of *tut wuri handayani* is very functional.

CONCLUSION

Based on the discussion of the results, it can be concluded that the principals have not been able to fully capture the values of Leadership Trilogy, so the leadership of Tamansiswa principal in Yogyakarta is not much different from the leadership of the principals of the regular schools. The school principals have not implemented the leadership Trilogy optimally because they do not have the same perception and understanding toward the values of Leadership Trilogy. The model of Leadership trilogy can be applied to the permissive, participative, democratic, and authoritarian leaderships by adjusting the aspects of *ing ngarsa sung tulada, ing madya mangun karsa,* and *tut wury handayani* so the leadership can become productive, effective, and efficient. The development of a Principal Leadership model based Leadership Trilogy can create a leadership that can develop the human resources, school and self-leadership.

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