

Expanding Trilogy-Based Headmaster Leadership: A Conceptual Framework

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Abstract:

This research aims to perform in-depth study on the less optimal implementation of leadership management system in Yayasan Tamansiswa (Tamansiswa Foundation). It was conducted at vocational schools (VCs) under Tamansiswa Foundation management in Yogyakarta Special District. Preliminary study was conducted to decide research site and focus. Data were gathered through in-depth interview, participatory observation, and documentary study. Data were descriptive-qualitatively analyzed by comparing sources, time lengthening through more persistent study on the dichronic data in triangulation concept. Result of this research found that dynamic leadership model has shifted from a guiding to participative, delegative leadership. Leadership trilogy-based headmaster leadership refers to the pattern of leadership that utilizes and implements leadership trilogy values with an effective leadership capable to improve and develop human resources from weakness to enhance with strong professional qualities.

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I. Introduction

Schools under Yayasan Tamansiswa (Tamansiswa Foundation) management, in fact, possesses excellent leadership systems of values and organization, i.e. Ki Hadjar Dewantara Leadership Trilogy (KHD LT), comprising of 3

(three) principles *Ing ngarsa sung tuladha* (setting example in the front), *Ing madya mangun karsa* (building spirit in the middle) and *Tutwuri handayani* (supporting from the back), (*Peraturan Besar Tamansiswa* 2006:14).

At implementation level, however, the leadership and organization systems have not been optimally implemented by headmasters due to (1) different situations –between the past time of the values born and that of the present time, (2) less similar understanding and perception concerning the values of KHD LT, (3) economic demand and need, and (4) changing time demand. Such a condition has made (a) less optimal implementation of KHD LT values, (b) dissimilarity of headmasters' leadership styles, (c) lower excellence and branding in education service and bargaining power, (d) the difficulty of schools in building *Ketamansiswaan* (Tamansiswa noble values) character, (e) decreasing excellences of Tamansiswa schools. Empowering professional and ethical competence in transmitting leadership should be properly carried out with a wise basis (Huda & Teh, 2018; Huda et al., 2018a; Huda et al., 2018b). All of this have made Tamansiswa schools are not considered as special compared to those beyond Tamansiswa. Even when the schools beyond Tamansiswa are more qualified and have well developed yet, people abandon and prefer to go to those other than Tamansiswa schools. To regain its excellence and people trust to Tamansiswa schools, various efforts should be conducted by Tamansiswa schools; one of them is to develop headmaster leadership model.

KHD Leadership Trilogy (KHD LT)

According to Ki Hajar Dewantara in Suratman (1995:15) KHD LT refers to leaders of wisdom, democracy and leadership containing the

elements of truth, justice, kinship, *musyawarah* (negotiation for consensus), wisdom and *pengayoman* (shelter). KHD LT is a democratic leadership that Tamansiswa develops, i.e. a model of leadership which drives the thinking, feeling, and will of its members based on the principles of self-awareness, self-conducted, collectively shared-outcome. Such a leadership contains the values of KHD LT consisting of 3 (three) principles: *Ing ngarsa sung tuladha*, *Ing madya mangun karsa*, and *Tut wuri handayani*.

At policy level, the KHD LT stating “to implement the basic values of leadership trilogy, is affected by several factors, among others: the current (1) social life, (2) socio-political, socio-economic, and socio-cultural conditions, (3) education condition”. Meanwhile the basic values of the principle: (1) *Ing ngarsa sung tuladha* means setting example in the front, namely making himself to be a good example and a role model. A leader should become a good example and role model for his or her subordinates; (2) *Ing madya mangun karsa*, means building spirit or will in the middle or it refers an idea to goodness. A leader should struggle for together with his or her subordinates, and (3) *Tut wuri handayani*, refers to supporting from the back; it is from the back a leader provides support and supervision.

The principles in KHD LT serves as a guide for headmaster leadership, so that the traits and characteristics of Tamansiswa leaders are showed. Such traits and characteristics create the

KHD LT-based leadership character of headmasters as the following:

The leadership character in *Ing ngarsa sung tuladha* principle implies: (1) self-discipline, i.e. capability to perform self-control, (2) independency, (3) humility, (4) spirit of teaching and guiding, (5) spirit of entertaining, (6) spirits of *siar* (publicizing) and marketing, (7) becoming role model, (8) high and thorough working spirit, (9) sincere and smart in working.

Furthermore, the leadership character in the principle of *Ing madya mangun karsa* refers to: (1) introspective, (2) motivating, (3) *ndeleng* (viewing), *niteni* (observing), *nirokake* (imitating), *nambahi* (adding), (4) character of pleasing and not arbitrary, (5) capability to build relationship with members, (6) high spirit at work, (7) having enchantment, personality, and showing compassion to members, (8) having perseverance, persistence, and maturity, and (9) skill to create job, (10) boldness and fair, (11) having extensive knowledge and assertiveness, (12) caring for members.

While leadership character in the principle *Tut wuri handayani* implies the following traits, namely: (1) providing independence to members, (2) providing no pressure, (3) providing no threat, (4) providing no punishment, (5) providing no blame, (6) giving responsibility, (7) enforcing obligation, (8) providing members' rights, (9) providing wide opportunities, (10) providing honesty; (11) providing responsibility, (12) being

capable to work together, (13) providing guide and supervision, (14) being fair and caring.

KHD LT-based Tamansiswa leadership, basically, is the implementation of values within the principles of: *Ing ngarsa sung tuladha*, *Ing madya mangun karsa*, and *Tutwuri handayani*". The relationship of leaders and their members are not treated as "employer and workers". But, it is like the relationship between children and their parents.

Leadership values in KHD LT refer to that leaders should become example, role model, paragon for the members they lead. To be highly independent, the schools of *Perguruan Tamansiswa* should rely on their own strength. They should be efficient in spending by using their own spending system (*zelf bedruiping system*) as its live organizational instrument, but independent. Since they rely on their own strength, with no physical or spiritual relationship with the members, Tamansiswa leaders sincerely have close relationship with their children (members). They do not ask a right, but they give themselves to the children and serve them. (*Piagam dan Peraturan Besar Tamansiswa*, 2009:2).

In KHD LT, the terms of "*organisatoris* (organisatory)" and "*organis* (organic)" have been known and were firstly introduced by Ki Tjokrodirdjo. *Organisatoris* refers to "based on the available rules" and it is a good one and should be complied with. However, when the rules are, accidentally, wrong, or does not indicate

a *laku* (good behavior), or even possibly creates difficult condition, or trespasses actual facts and truths, then it is the person who implement them should be responsible. Being *organisatoris* and not-*organis* (live) is like a machine and it cannot be justified. The problem of being *organisatoris* that is not-*organis* has never become a written rule; however, it is always obeyed by Tamansiswa leaders (Tauchid, 2004:39).

II. Research Questions

- (a) What the KHD LT-based headmaster leadership actual model that for the time being has been implemented at the vocational schools (VCs) in Tamansiswa Foundation of Yogyakarta is; and the problem formulation become: (1) What values are adopted as headmaster leadership guide?, (2) What obstacles that headmasters face in carrying out their leadership?
- (b) What conceptual and hypothetical model designs of KHD LT-based headmaster leadership model development at VCs in Tamansiswa Foundation are; with following formulation: (1) Which KHD LT values are used as headmaster leadership guide?; (2) How do headmasters serve as paragons?; (3) Which motivations are used to drive KHD LT-based headmaster leadership at VCs in Tamansiswa Foundation?
- (c) How the excellent and effective development of KHD LT-based headmaster leadership model at VCs in Tamansiswa Foundation of

Yogyakarta is, with the following descriptions: (1) Which values do serve as the excellences of KHD LT-based headmaster leadership model?; (2) How is the implementation of KHD LT-based headmaster leadership values conducted?; and (3) How is the effectiveness of KHD LT-based headmaster leadership model at VCS in Tamansiswa Foundation conducted?

- (d) What the final model of KHD LT-based headmaster leadership model is, with the following description and analysis: (1) Which KHD LT values are adopted as headmaster leadership guide?; (2) Which are the properties of KHD LT and what is KHD LT-based leadership function in headmaster leadership at VCs in Taman Siswa Foundation?

Objective

In general, the present research aimed to review: what the KHD LT-based headmaster leadership actual model that for the time being has been implemented at the VCs in Tamansiswa Foundation of Yogyakarta is; what conceptual and hypothetical model designs of KHD LT-based headmaster leadership model development at VCs in Tamansiswa Foundation is; how the excellent and effective development of KHD LT-based headmaster leadership model at VCs in Tamansiswa Foundation of Yogyakarta is; what the final model of KHD LT-based headmaster leadership model is.

In specific, the present research aimed to identify (1) what values are adopted as headmaster leadership guide; (2) what obstacles that headmasters face in carrying out their leadership; (3) what KHD LT values are used as headmaster leadership guide; (4) how headmasters serve as paragons; (5) which motivations are used to drive KHD LT-based headmaster leadership at VCs in Tamansiswa Foundation; (6) which values serve as the excellences of KHD LT-based headmaster

leadership model; (7) how the implementation of KHD LT-based headmaster leadership values is conducted; and (8) how the effectiveness of KHD LT-based headmaster leadership model at VCS in Tamansiswa Foundation is conducted; (9) which KHD LT values are adopted as headmaster leadership guide; (10) which the properties of KHD LT are and what the leadership function in KHD LT-based headmaster leadership at VCS in Taman Siswa Foundation is.

III. Methodology

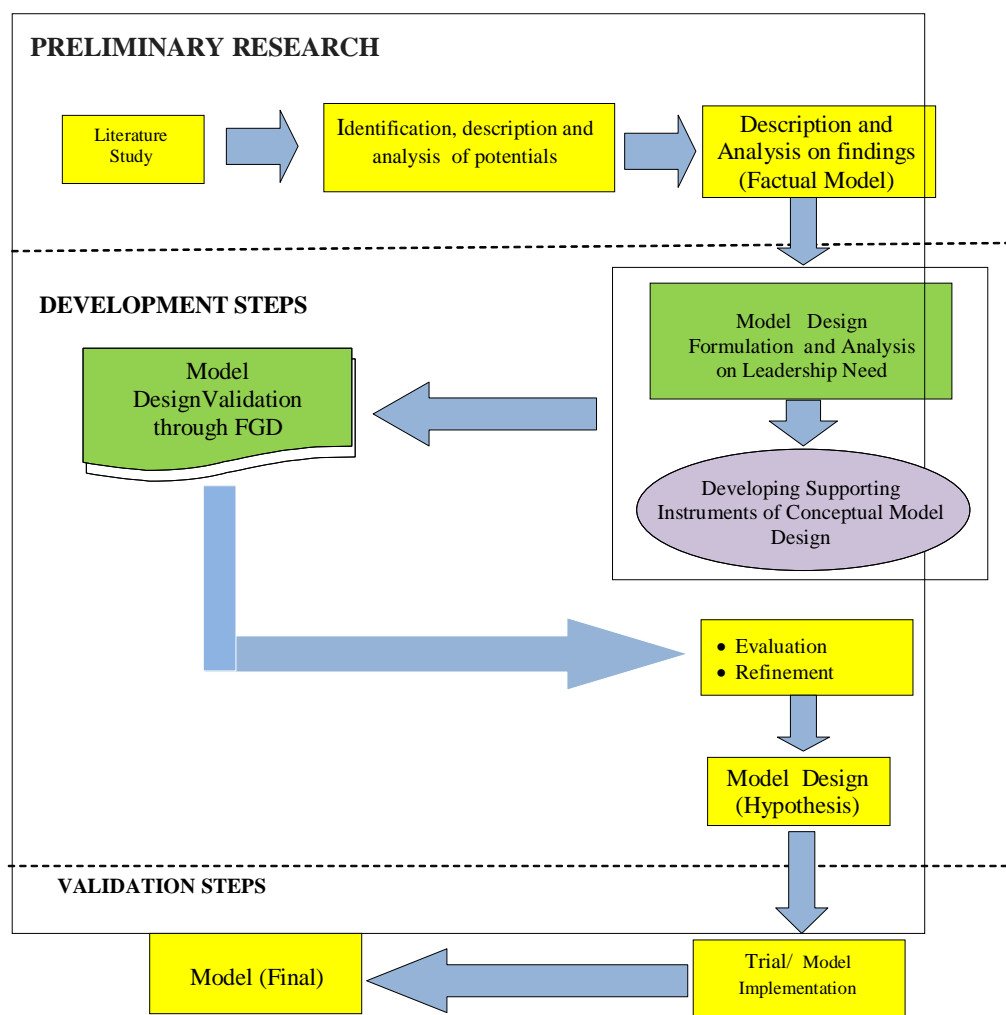


Figure 1. Research Procedure and Development Steps

The three development steps are described as the following: *first*, preliminary study consisted

of literature study, identification, potential description and analysis, and description and analysis on factual model findings. *Second*, development step involved the following steps: (1) formulating the conceptual model design of headmaster leadership development and creating model instrument and model development guide, (2) validating conceptual model design through expert judgement, (3) completing and fixing the conceptual model design to become hypothetical model design; *third*, validation step involved: (1) performing trials, at limited scale of the hypothetical model design by involving some

experts to evaluate trial result at limited scale, (2) producing the final model of KHD LT-based headmaster leadership model development.

Findings

Factual Model

The preliminary study conducted at 3 (three) Tamansiswa schools identified the factual model of headmaster leadership and obstacles, namely: psychological, anthropological and sociological ones. Based on the result of the study, the paradigm on trilogy-based headmaster leadership was found, as depicted in the Figure 2.

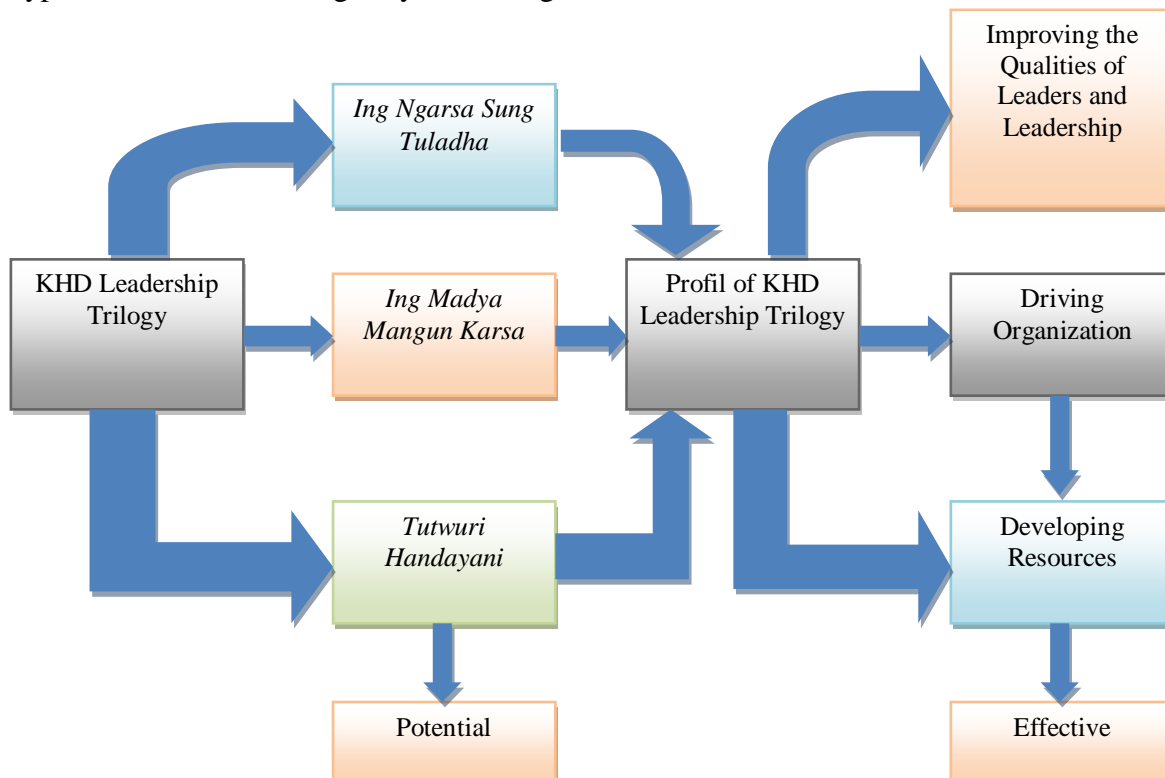


Figure 2. Paradigm on KHD LT

Then, the paradigm on KHD LT was modified into the factual model of trilogy-based headmaster leadership as seen on the Figure 3.

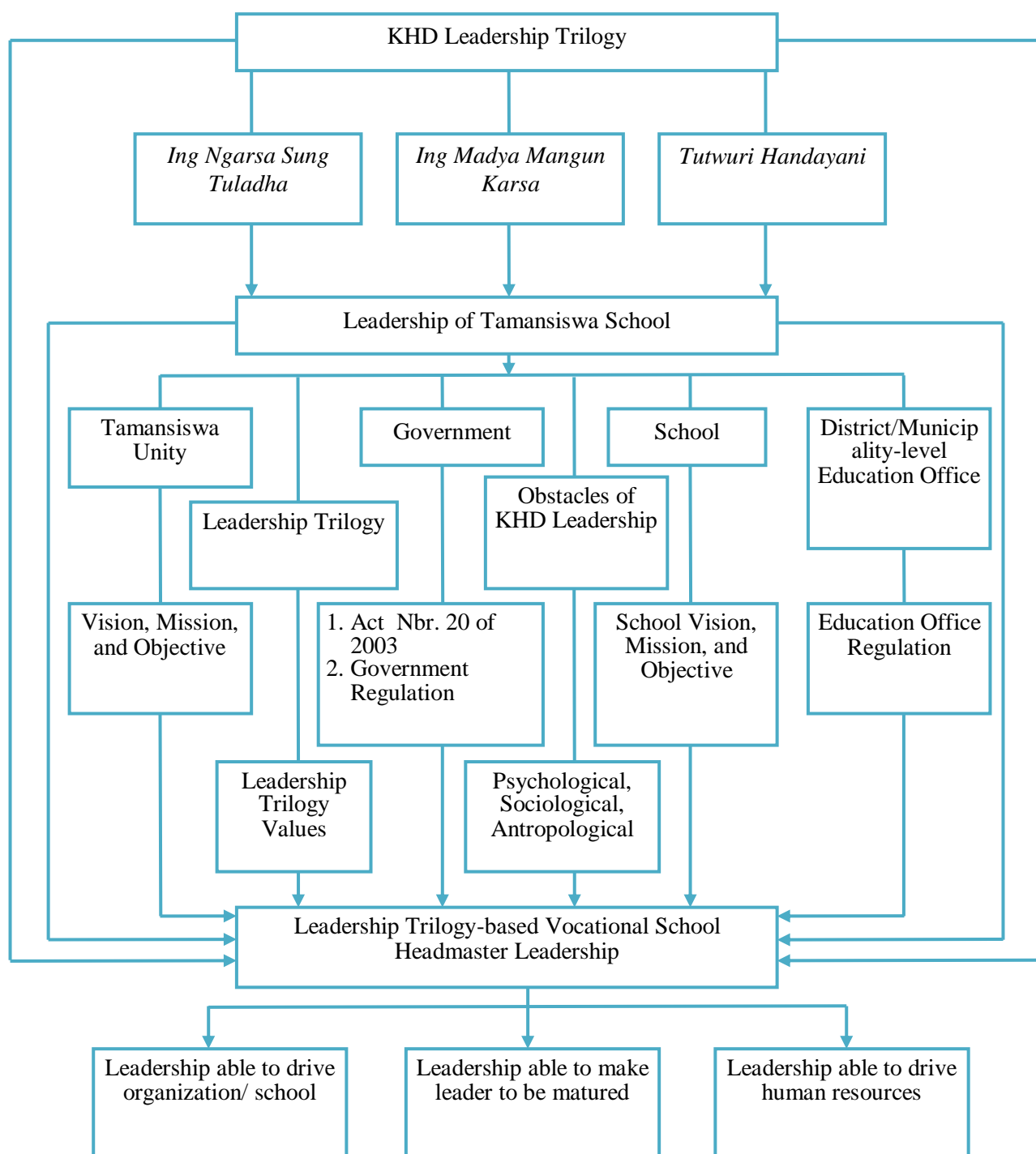


Figure 3. Leadership Trilogy-based Headmaster Leadership Factual Model

The factual model of leadership trilogy-based headmaster leadership has 3 (three) following competences, namely: (1) developing and driving human resources, (2) developing and driving the schools, (3) improving leadership and leader quality.

Headmaster Leadership Model Development

The conceptual model design of KHD LT-based headmaster leadership was developed based on the factual model, and integrated to literature study, relevant studies, and need analysis on headmaster leadership, as seen on Figure 4.

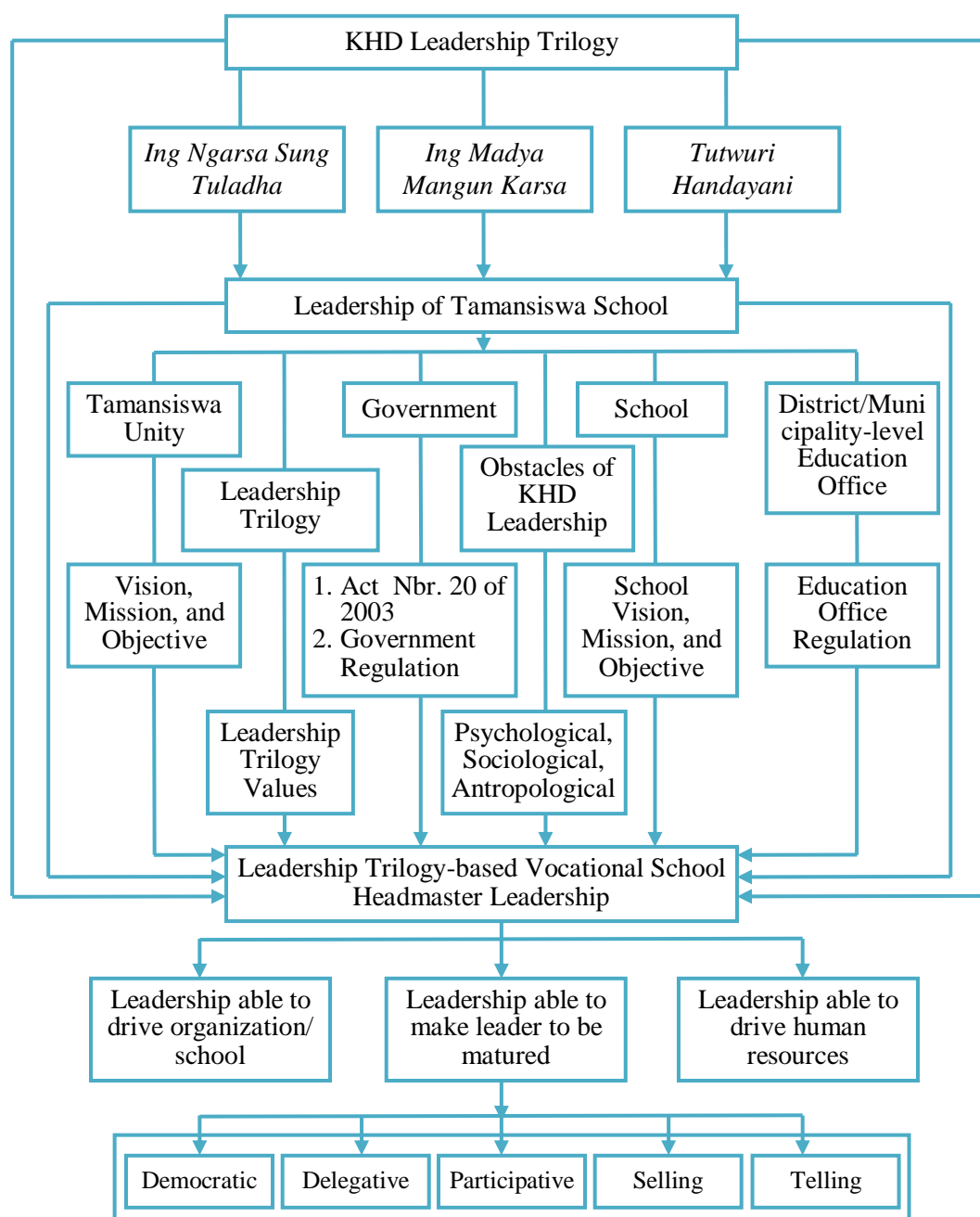


Figure 4. Conceptual Model Design of Trilogy-based Headmaster Leadership

Development of Conceptual Model Design

The conceptual model design of leadership trilogy-based headmaster leadership was developed by using Expert Judgement validation that management scholar and experts performed by carrying out evaluation, providing suggestions, inputs, drawbacks and excellences of the conceptual model design. Some scholars and experts invited in the Expert Judgement

validation session were: (1) Prof. Dr. Ki Djohar, MS, (2) Prof. Dr. Ki Wurjadi, MS, (3) Prof. Dr. Ki Supriyoko, M.Pd, (4) Dr. Ki Mundilarno, M.Pd, (5) Dr. Ki Sahedy Noor, SK, MM. and (6) Dr. Ki Samidjo, M.Sc. The validation resulted were adopted to fix the conceptual model design and hence, the hypothetical model design of KHD LT-based headmaster leadership development was produced.

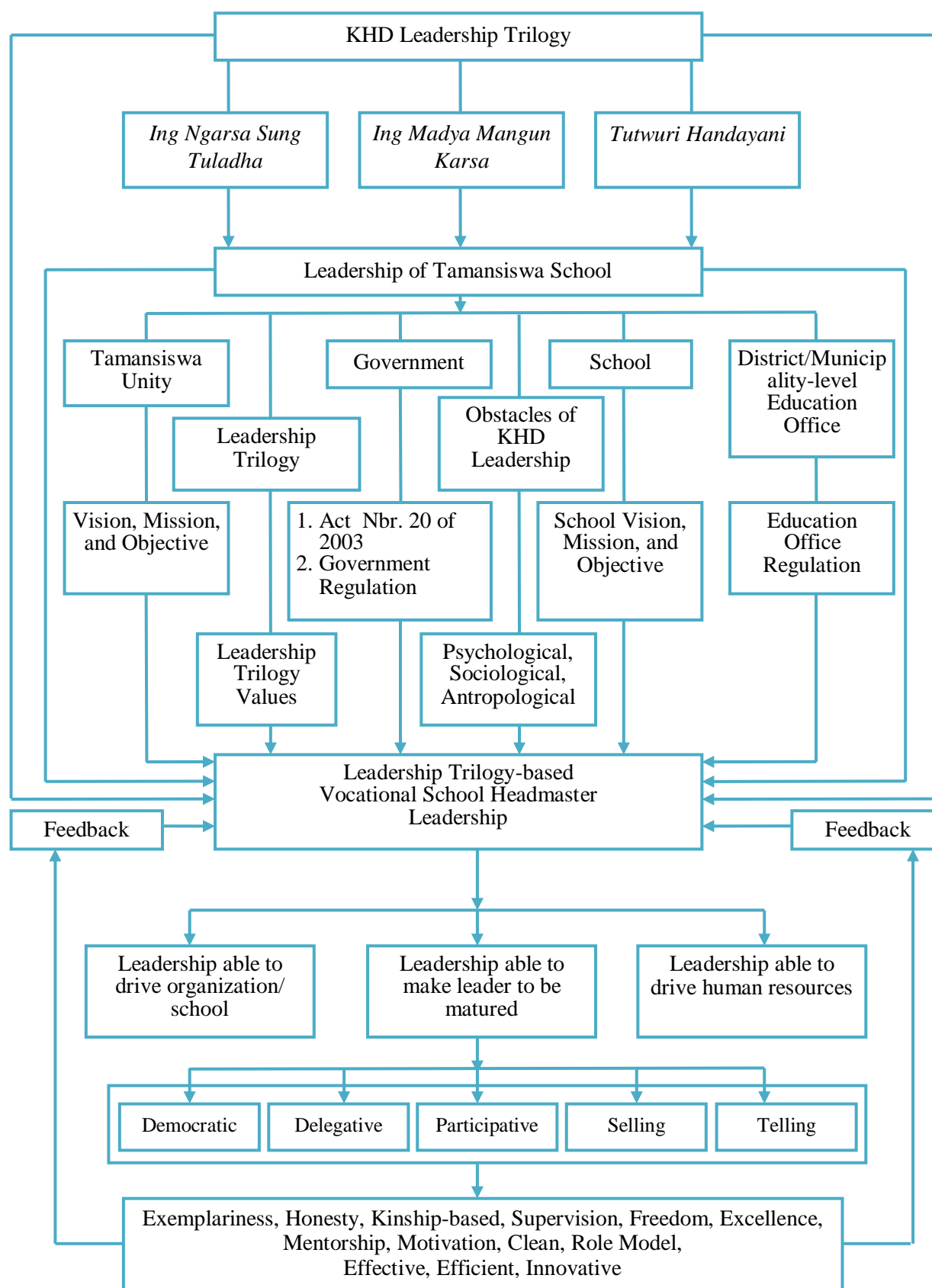


Figure 5. Hypothetical Model of Trilogy-based Headmaster Leadership

Hypothetical Model Design Development

Sugiyono (2010:214) states that model design development can be developed through validation by inviting some experienced experts or scholars to conduct model design validation for identifying drawbacks, weaknesses and excellences. The hypothetical model design of LT-based headmaster leadership was evaluated by education experts and practitioners in FGD by the involvement 8 (eight) private VC headmasters and 8 (eight) lecturers from the Vocational and Technology Education Department of Sarjanawiyata Tamansiswa University and 1 (one) lecturer from Graduate Program of Sanata Dharma University to perform evaluation, provide written suggestions and inputs concerning the hypothetical model design of LT-based headmaster leadership. Such inputs and suggestions from the experts and scholars concerning the validation on the hypothetical model design of headmaster

leadership development showed that: (1) the model design should be refined by considering the interrelationship of elements or parts; (2) the model proposed had not reflected trilogy-based headmaster leadership yet, (3) the headmaster leadership proposed had not indicated it as the model design output of trilogy-based headmaster leadership development. Such inputs and suggestions were used to fix the hypothetical model design of trilogy-based headmaster leadership model development to produce the final model.

Final Model +of Trilogy-based Headmaster Leadership Model Development

The final model of KHD LT-based headmaster leadership refers to the hypothetical model that has been fixed based on the evaluation, inputs and suggestions from education management experts and practitioners in the FGD session as seen on Figure 6.

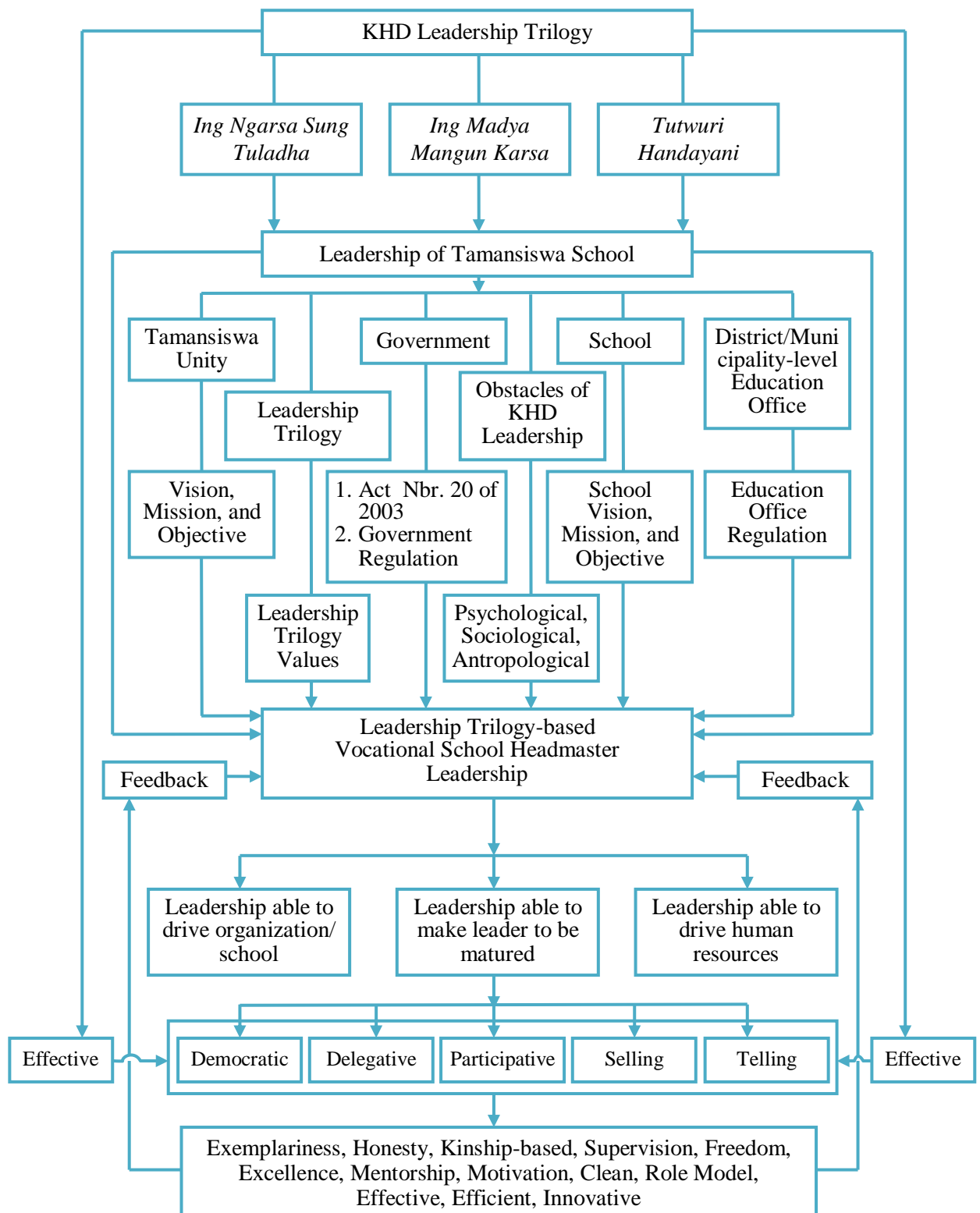


Figure 6. Final model of Trilogy-based Headmaster Leadership

IV. Analysis and Discussion

Final Model of Trilogy-based Headmaster Leadership

The development of final model of trilogy-based headmaster leadership can be described as the following: (1) the values that serves as the guide in the KHD LT involves exemplariness, discipline, being role model, directing, controlling, freedom, openness, and mentorship; (2) the exemplariness of headmasters comprises the characters of honest, fair and wise, (3) motivation used involves recognition, freedom, prestigiousness, independence, and excellence, (4) the obstacles that the headmasters face consist of sociological, antropological and psychological ones.

In terms of the leadership, the position of personnels at various levels in Tamansiswa has only showed difference in authority and responsibility; however, all personnels have similar functions and duties to serve and to make Tamansiswa develop greater and greater. The procedure of deciding headmaster leadership policy at Tamansiswa have still needed to be fixed. There have been obstacles in terms of coordination and communication between *perguruan* (education institution management) and policy implementers i.e. headmasters.

The more dominant role of *perguruan* as the authority and education policy maker higher than headmasters has treated headmasters as the subordinate and the implementer of *perguruan*'s policy. However, in terms of external relationship,

headmaster as community partner is at the equal level; they are different in terms of task only, so that they are required to develop creativity and innovation in implementing leadership, making better progress, development and creating quality for the school. Then, the implementation of leadership-trilogy based headmaster leadership indicates that (1) in implementing leadership, headmaster has complied with available procedure appropriate with rules and regulations, (2) in implementing leadership headmaster has built a good interaction with *pamong*s (tutors), employees and learners, (3) the participation of *pamong*, employees and learners has been in a good condition, (4) management principles has not well been implemented in deciding headmaster's policy, and (5) the implementation of headmaster's leadership has been affected by (a) *Perguruan Tamansiswa*, (b) District/Municipality-level Education Office, (c) internal and external stake holders that are oriented to fulfill public interest and learners' needs, (6) school organizational structure is under the *Perguruan Tamansiswa* management, (7) salary funding for *pamong* is obtained from education tuition and from government aid in the form of teacher certification allowance and government wealth aid. Headmaster leadership at Tamankarya of Tamansiswa, was analyzed using the interactive model of headmaster leadership that was conducted among headmaster, *perguruan*, *pamong*s and learners, and produced closed model of headmaster leadership as

feedback in the inter-element relationship of headmaster leadership. The implementation of trilogy-based headmaster leadership is separated from the Tamansiswa vision, mission and policy, local and central government policy, and existing regulations.

Development of Trilogy-based Headmaster Leadership Model

The development of headmaster leadership model was aimed to develop excellent, effective and applicable leadership model. It was adopted as headmaster leadership model within Tamansiswa community. Trilogy-based headmaster leadership model design was developed using interactive-participative model, and it developed management function and good governance principle. The interactive model of Tamansiswa headmaster leadership development has turned out to be a dynamic process involving all parties, from the process, decision and policy implementer; all are given roles according to their individual capacities.

The development of trilogy-based headmaster leadership model is displayed in a chart and it shows the flow of inter-related, inter-influencing and inter-cooperative parts or elements within headmaster leadership. The headmaster leadership model has been capable to appropriately function leadership style and develop human resources, from lower- to higher qualities.

Compared to the study of Chrispeels (2008) the development of leadership trilogy-based

headmaster leadership model indicates advantages and excellences since in this kind of leadership model the telling and selling, democratic, delegative, participative leadership can be implemented. Also, it can be implemented in the leadership with human resources of lowest to highest capacities.

The development of leadership trilogy-based headmaster leadership model has produced a dynamic model of leadership; i.e. it is able to improve the quality of headmaster leadership, from the leadership providing guidance, mentorship and exemplariness (*ing ngarsa sung tuladha*,) has shifted to be a leadership providing support and direction (*ing madya mangun karsa*) and then to be a participative, delegative, and supervising leadership (*tutwuri handayani*).

The development of trilogy-based headmaster leadership model has produced a model of leadership capable to perform: (1) the function of trilogy-based headmaster leadership in supervising human resources; i.e. after supervision session, the leadership is able to (a) change human resources, from the weakest personnel to be independent and capable to self-control, (b) develop and drive human resources to be independent human resources (*Tutwuri handayani*); (2) the function of trilogy-based headmaster leadership in improving the quality of leaders and leadership to (a) be democratic, (b) kinship-based; (c) guide headmasters in understanding “*Tri Pantangan* (Three Prohibitions)” for not abusing power, performing

corruption and not trespassing ethics; (3) the function of trilogy-based headmaster leadership to develop and drive organization to (a) improve and solidify the quality in school organization, (b) maximize school organization functions. Therefore, school can make fast progress, highly develop and be qualified in learning and creating graduates. Headmaster leadership in institutional (school) organization is able to create positive interaction among divisions, facilitate coordination among units, one with other elements so that effective and efficient leadership is created.

Leadership Trilogy Values

Furthermore, leadership trilogy-based headmaster leadership with the flowchart and headmaster leadership model indicates leadership values, i.e. exemplariness, honesty, being role model, kinship, mentorship, support, dynamic, control, freedom, excellence, motivation, clean, effective, efficient, innovative. Headmaster leadership model can be used as branding in providing excellent services and leadership with the benefits of implementation impact can be enjoyed by school citizens as presented on Table 1.

Tabel 1: Matrix KHD Leadership Trilogy Values

Number	Basic Value of KHD Trilogy	Character Values	Implementation Impacts
1	<i>Ing ngarsa sung tuladha</i>	exemplariness discipline innovator role model shelter openness honesty dedication guidance wisdom	Leadership that is able to drive and develop school organization and human resources Improving work quality and services Improving disciplines of <i>pamong</i> , employees and learners Leadership which is wise and harmonious communication at school Leadership providing exemplariness, shelter, creating conducive atmosphere for school citizens Leadership which is dynamic and functional in driving human resources Leadership creating cooperative atmosphere for school citizens Leadership able to establish pride for <i>pamong</i> , employee and learners Leadership that is motivating to work enthusiastically
2.	<i>Ing madya mangun karsa</i>	motivator creative improving dynamizing person pride originator of idea	Leadership able to build the discipline and indendence of employee, <i>pamong</i> and

Number	Basic Value of KHD Trilogy	Character Values	Implementation Impacts
3	<i>Tutwuri handayani</i>	inspirer collaboration independence effective efficient democratic collective collegial kinship-based wise fair freedom, independence supervision menthorsip <i>musyawarah</i> (negotiation for consensus)	learners Leadership able to create democratic atmosphere Leadership that is supervising to ensure work is done in order and organized way Leadership providing mentorship and guidance to create togetherness and no one is left

The Implementation of Trilogy-based Headmaster Leadership

The KHD LT-based leadership implementation shows that (1) initial introduction leadership or telling selling and permissive leadership has been functional in *Ing ngarsa sung tuladha*, but not functional in *Ing madya mangun karsa* and *Tutwuri handayani*; (2) authoritative leadership is highly functional in *Ing ngarsa sung tuladha*, less functional in *Ing madya mangun karsa* and not functional in *Tutwuri handayani*; (3) participatory leadership is not

functional in *Ing ngarsa sung tuladha*, highly functional in *Ing madya mangun karsa* and not functional in *Tutwuri handayani*; (4) democratic leadership is not functional in *Ing ngarsa sung tuladha* and *Ing madya mangun karsa*, highly functional in *Tutwuri handayani*. (5) delegatory leadership is not functional in *ing ngarsa sung tuladha* and in *ing madya mangun karsa*, functional in *Tutwuri handayani*. The implementation of trilogy-based headmaster leadership is seen on Table 2.

Table 2. Leadership Process of Leadership Trilogy

KHD Trilogy Leadership Level	<i>Ing ngarsa sung tulada</i>	<i>Ing madya mangun karsa</i>	<i>Tutwuri handayani</i>
Telling	x	-	-
Selling	x	-	-
Participation	-	x	-
Delegative	-	-	x
Authoritarian	x	-	-
Democratic	-	-	x

To appropriately implement trilogy-based headmaster leadership, it is necessary to perform adjustment of headmaster leadership style and KHD LT principle, leadership level, to understand leadership trilogy values, to know school organization and human resource profile.

The Effectiveness of Trilogy-based Headmaster Leadership Development Model

The leadership trilogy headmaster leadership model fulfills effective leadership behavior and it is consistent with the study of Dewi Anggraini (2011:81). The headmaster leadership model meets the requirements of leadership effectiveness involving: (1) task oriented behavior; the effective headmaster leadership does not waste time in conducting works with school citizens, and it is focused on leadership functions oriented to planning task, implementation and supervision, and also controlling; (2) relation oriented behavior; headmaster leadership is effective and it is task-oriented behavior; it does not sacrifice care to human relationship; (3) participative leadership; headmaster leadership more utilizes collective supremacy (kinship) than individually controls every subordinate.

Conclusion

Based on the analysis and discussion, the conclusion shows that basically, leadership trilogy-based headmaster leadership is (1) a kind of leadership that utilizes and implements leadership trilogy values, (2) an effective leadership that should be conducted in

Tamansiswa schools, (3) a kind of headmaster leadership that is capable to improve and develop human resources, i.e. *pamong* and employees, from weak (less professional) to strong (professional) conditions; (4) a leadership that is capable to improve the quality of leader and headmaster leadership, and also a leadership that can drive and develop schools; (5) a dynamic headmaster leadership, shifted from one which gives example (*ing ngarsa sung tuladha*) to that which provides support (*ing madya mangun karsa*), then to a delegatory-participatory leadership (*tutwuri handayani*); (6) a headmaster leadership which is functional to be implemented in permissive, participative, democratic and authoritative consistent with the principles of *Ing ngarsa sung tuladha*, *Ing madya mangun karsa* and *Tutwuri handayani* to become effective leadership.

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