

PRINCIPAL'S TRILOGY LEADERSHIP STYLE AND TEACHER PRODUCTIVITY IN ISLAMIC ELEMENTARY SCHOOL OF EAST JAVA PROVINCE, INDONESIA

By

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GAYA KEPIMPINAN TRILOGI PENGETUA DAN PRODUKTIVITI GURU DI SEKOLAH RENDAH ISLAM WILAYAH JAWA TIMUR, INDONESIA

ABSTRAK

Kajian ini bertujuan untuk mengenal pasti pengaruh amalan gaya kepimpinan trilogi pengetua terhadap produktiviti guru di sekolah rendah Islam wilayah Jawa Timur, Indonesia. Selain itu kajian ini bertujuan untuk mengenal pasti tahap amalan kepimpinan trilogi pengetua, ciri-ciri gaya kepimpinan trilogi pengetua, tahap perbezaan gaya kepimpinan trilogi pengetua mengikut lokasi dan kategori sekolah rendah Islam, tahap perbezaan produktiviti guru mengikut lokasi dan kategori sekolah rendah Islam, pengaruh gaya kepimpinan trilogi pengetua terhadap produktiviti guru di sekolah rendah Islam, dan bagaimana pengetua yang berjaya menjana produktiviti guru di sekolah rendah Islam. Sehubungan itu, seramai 835 orang guru daripada 31 buah sekolah di rendah Islam wilayah Jawa Timur, Indonesia telah dipilih secara rawak menggunakan persampelan rawak bertujuan. Manakala data diperolehi daripada responden menggunakan soal selidik yang terdiri dari dua bahagian utama iaitu amalan kepimpinan pengetua dan produktiviti guru. Kesemua item soal selidik memperoleh nilai *Cronbach Alpha* yang tinggi dan mantap iaitu .91. Data kualitatif diperolehi daripada responden menggunakan aktiviti temu bual dengan 4 orang pengetua dan 16 orang guru. Seterusnya data kuantitatif yang diperolehi telah dianalisis dengan menggunakan statistik deskriptif, ujian t, dan analisis regresi berganda. Dapatan kajian menunjukkan bahawa tahap amalan gaya kepimpinan trilogi pengetua di sekolah awam dan luar bandar lebih tinggi daripada sekolah swasta dan kawasan bandar. Tahap produktiviti guru di sekolah awam dan luar bandar lebih tinggi daripada sekolah swasta dan kawasan bandar. Dapatan kajian juga menunjukkan gaya dimensi *shared decision-making* mempunyai faktor muatan terbesar antara dimensi yang lain daripada gaya kepimpinan trilogi. Selain itu, dapatan kajian menunjukkan bahawa gaya kepimpinan trilogi pengetua mempengaruhi produktiviti guru di sekolah rendah Islam wilayah Jawa Timur, Indonesia. Dapatan kajian daripada data temu bual menunjukkan amalan gaya kepimpinan trilogi pengetua boleh menjana produktiviti guru di sekolah rendah Islam

wilayah Jawa Timur, Indonesia. Dari segi implikasi kajian, amalan gaya kepimpinan trilogi pengetua perlu diamalkan secara berterusan oleh pengetua untuk meningkatkan kualiti pendidikan sekolah. Kementerian Pendidikan Nasional Indonesia perlu mereka bentuk model latihan pra-perkhidmatan bagi calon pengetua mengikut garis panduan gaya kepimpinan trilogi. Ia bertujuan untuk menggalakkan pengetahuan dan kemahiran bagi calon pengetua untuk mengamalkan gaya kepimpinan trilogi apabila mereka mengambil alih jawatan sebagai pengetua di masa depan.

PRINCIPAL'S TRILOGY LEADERSHIP STYLE AND TEACHER PRODUCTIVITY IN ISLAMIC ELEMENTARY SCHOOL OF EAST JAVA PROVINCE, INDONESIA

ABSTRACT

This study is intended to investigate the influence of principal's trilogy leadership style on teacher productivity in Islamic elementary school of East Java Province, Indonesia. This study defines some research problems as follows: the level of principal's trilogy leadership practice, the characteristics of principal's trilogy leadership style, the difference of principal's trilogy leadership style according to location and category of Islamic elementary school, the difference of teacher productivity according to location and category of Islamic elementary school, the influence of principal's trilogy leadership style on teacher productivity in Islamic elementary school, and how successful principal generates teacher productivity in Islamic elementary school. In this case, the study selects randomly 835 teachers from 31 schools in East Java Province, Indonesia as the respondent of the study. This study selects the subject of the study using *purposive random sampling*. The quantitative data are gained from questionnaire items consisting of two main sections: questionnaire items to measure principal behavior and questionnaire items to measure teacher productivity. All questionnaire items have highly *Cronbach's Alpha* Value, it is .91. The quantitative data are analyzed using statistical analysis of descriptive analysis, t-test, and multiple regression. Then, the qualitative data are gained through interview activity with 4 principals and 16 teachers. The research findings show that the level of principal's trilogy leadership style in rural and public school is higher than that of private and urban school. The level of teacher productivity in rural and public school is higher than that of private and urban school. Further, the output of statistical analysis shows that shared decision making dimension of trilogy leadership style has the biggest loading factor among other dimensions of trilogy leadership style. This research finding reveal principal's trilogy leadership style influences teacher productivity in Islamic elementary school of East Java Province, Indonesia. The interview data show that principal's trilogy leadership style is able to promote teacher productivity in Islamic elementary school of East Java Province, Indonesia. This study suggests the principal has to implement trilogy leadership style

continuously to manage the school to improve educational quality of the school. It is also suggested that the Indonesian Ministry of National education should design pre-service training model for the candidate of principal according to the guideline of trilogy leadership style. It is intended to promote good knowledge and skill among the candidates to practice trilogy leadership style when they take over the position as the school principal in the future.

CHAPTER 1

INTRODUCTION

1.1 Introduction

Education is crucial and has invaluable contribution for mankind through the ages to keep the survival of the generation and achieve better future life. Education functions as a medium to transfer knowledge, technology and cultural heritage (Maliki, 2008), and to train human being to be expert in economic or business activities. Thus, education is part of human's life and follows the natural law of life, rigidly. Because nothing is eternal in the world except the change itself, human's life evolves and changes over time; accordingly, educational activities and institutions are required to be able to flexibly anticipate the changes in order to survive in any situation.

The key person to promote the change in a school organization is the principal. Principals are vital for schools to achieve better in both academic and non academic activities (Leithwood, Chapman, Corson, Hallinger, & Hart, 1996). Accordingly, in the context of education in East Java, regional government described those weaknesses in school managements are usually caused by the principals (<http://www.dindik.jatimprov.go.id>).

It is important for principals to know the strategy and skills of leadership in order to successfully lead and guide the school. Morrison (2002), and Kohler and Pankowski (1997) state that leadership strategy is now moving from traditional to the most popularly called transformational leadership. Perry (1996) stated that leadership itself is a transformation. In this case, leader transforms the organization from one of

stability to one of enthusiasm for challenge, change, and progress. Fiedler (1967) argues that leader's effectiveness in a given situation depends on the fit between the style and task, authority level and the nature of the group (Cunningham & Cordeiro, 2009).

In the context of Indonesia, where this current study took place, Indonesian Ministry of Religious Affairs describes that the performance of principal's leadership in Islamic Elementary Schools in Indonesia is still unsatisfactory and it affects the school improvement especially about the teachers' professionalism (Ahmad Khoirul Fata, 2006; Ki Supriyoko, 2004; Mahfud Djunaidi & Muhammad Saifudin, 2005). Most of the time, principals of Islamic Elementary School do not even possess a bachelor degree or relevant certifications, and they tend to be bureaucratic since they only do routinely administrative activities in handling the school management. They do not focus on developing professional capacity of the staffs, especially teachers. This situation is well understood that most of the principals are from administrative staff and they want to be the principal just to prolong the tenure of their service as the government employee.

Contextually, Indonesian Ministry of Education defines the trilogy of leadership by Ki Hajar Dewantoro that promotes human resources empowerment with the emphasis of love, sympathy, and empathy as the approach to conduct educational activity (Ki Bagyo Boentarsono, Ki Suhardjo & Ki Sutopo, 2005; Ki Luluk Mukatab, 2008). Thus, this study aims to investigate the principal's trilogy leadership style and its influence on teachers' productivity in Islamic elementary schools of East Java province, Indonesia.

1.2 Background of Study

1.2.1 Background of the Development of Islamic School Management in Indonesia

The initial phase to start Islamic education activities in Indonesia had been started together with the arrival of Islam to the country in the thirteenth century (Dhofier, 1995). Islamic scholars who introduced Islam to Indonesians conducted teaching-learning activity and involved themselves in local cultural activities to preach Islam, especially in Java. It is in line with concept in Islam that nobody knows Islam without logical thinking (Zamakhsyari Dhofier, 1995). Initially, Islamic scholars built traditional Islamic education institutions called 'Pondok Pesantren'. These traditional institutions ran the teaching-learning activity in Islamic subjects such as Arabic, Islamic Laws, the Koran, Islamic History, and other related subjects. Pondok Pesantren is a dorm-school, where students lived there to study and conducted daily activities. This traditional style of Islamic education institution is still exists in Indonesia until now.

In line with the development of human cultural activities, Pondok Pesantrens also develops themselves to conduct teaching-learning activities. Afterwards, they built religious school called Madrasah to organize education activity within the Pesantren; there are specific levels in the learning process such as Madrasah Ibtidaiyah (elementary level), Madrasah Tsanawiyah (secondary level), Madrasah Aliyah (upper secondary level). However, the subjects still focused on Islamic knowledge. Therefore, Pondok Pesantren can be considered as the root of Madrasah or Islamic school in this modern era (Zamakhsyari Dhofier, 1995). Normally, the leader of Pesantren and Madrasah in the old era is inherited by the son of Islamic

scholar. However, in the modern era the leader of Madrasah is appointed by the foundation for private Madrasah and by the government for public Madrasah.

The first Islamic school or Madrasah which combines Islamic subjects and general sciences was built by Kyai Haji (KH) Ahmad Dahlan in Jogjakarta in 1912. KH Ahmad Dahlan is the founding father of Muhammadiyah, the largest modern Islamic organization in the world with 30 million members throughout Indonesia (Yunan Yusuf, Yusron Razak & Haidar Nasir, 2005). It is the milestone that marks the beginning era of modern Islamic education in Indonesia (Yunan Yusuf et al, 2005). KH Ahmad Dahlan organized Islamic school or Madrasah with the modern organizational structure consisted of principals, teachers, administration staffs in the schools, in order to run educational activities more effectively.

Islamic school that was built by KH Ahmad Dahlan is called Madrasah Muhammadiyah and its curriculum content consisted of Arabic, Islamic Laws, the Koran, Math, Science, Malay language, English, Dutch, Sports, Handicraft-making, etc. (Yunan Yusuf et al., 2005). The position of the principal of a Madrasah is not inherited automatically by the son of the previous Madrasah leader but the principal appointed by the foundation. The government of Indonesia continues and improves what KH Ahmad Dahlan did to organize Islamic education institutions. It is clearly understood that the emerging of Islamic school in Indonesia came from the initiative of Indonesian society so that it is quite normal that private Islamic schools is larger in number than public Islamic schools.

Even though the alumni of Islamic schools had given significant contributions to support the independence of Indonesia in 1945, the government did not pay much attention to the existence of Islamic schools while they organized and

reformed the education system. Thereby, until 1970s, the curriculum content of the Madrasahs still covers 90 percent of Islamic knowledge (Ahmad Gunaryo, 2001). Madrasahs also got less budget from the government so that it makes Madrasah difficult to reach better achievement in both academic and non academic aspects. Mastuki (2001) describes that on average Madrasah gets around 50 percent of financial support from the student parent, the government's subsidy for Madrasahs is less than 50 percent of the schools' budget (Mulyono, 2009).

After a while, the government made the joint decree of Indonesian Ministries of Home Affairs, National Education, and Religious Affairs to improve the quality of Madrasah in 1975. The decree allows Madrasah design its curriculum content that consists of 70 percent general subjects and 30 percent of Islamic subjects (Ahmad Gunaryo, 2001; Mulyono, 2009). Accordingly, The Constitution No. 20/2003 about National Education System of Indonesia gives more attention to Madrasahs, which are officially considered as one type of formal education institutions in Indonesia.

The organizational structure of the Madrasahs follows the regulation of the Constitution No. 20/2003 and the Regulation of Indonesian Minister of National Education No. 19/2007 about the standardized management of Indonesian primary and secondary schools. The principal, who is the highest leader in a Madrasah, is supported by three vice principals to help him or her to organize education activity effectively. They are vice principal of curriculum, administrative affairs, as well as student and public relation affairs. There are homeroom teachers for each class who is responsible to handle any problems within the class. The coordinator of administration staff coordinates the administration staffs including cleaning service worker to support the principal to handle administrative job. Each teacher within a

Madrasah is responsible for handling teaching-learning activity according to his own field. The principal consults any educational problem within the school to the school committee. The detail of organizational structure of Madrasah is illustrated in Figure 1.1 as follows:

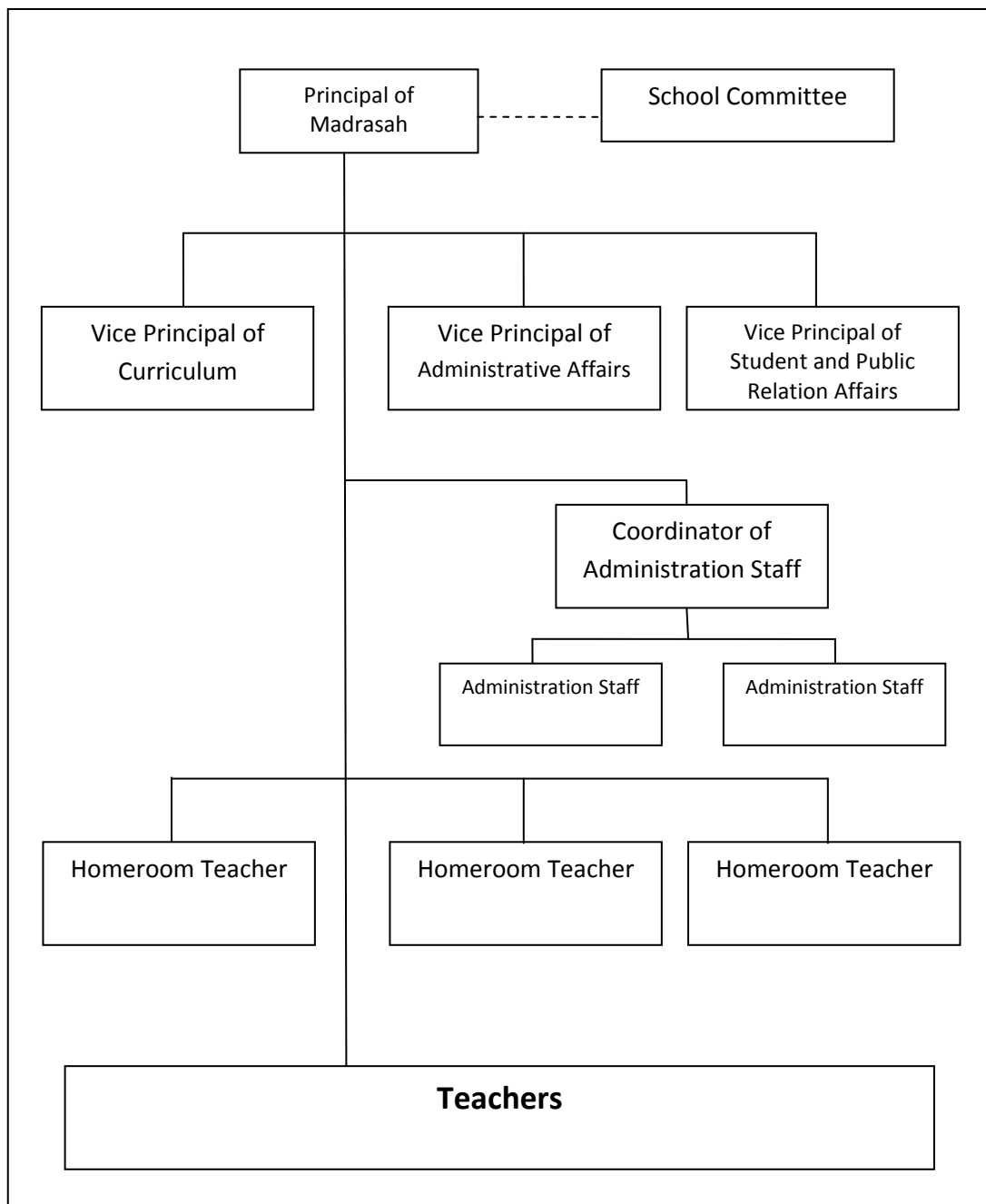


Figure 1.1: Organizational Structure of Madrasah (Source: Permendiknas No.19/2007)

1.2.2 The Emergence of Trilogy Leadership Style in Indonesian School Management

It can be considered that to lead a school means to initiate the change to the individuals within the school and encourage them to be resilient, highly motivated, and creative to face the challenge. Soedjito (1986) argues that the changing situation of the world makes less effective for autocratic and laissez faire approach in child rearing, education activity, and social life. He proposed the idea of Ki Hajar Dewantoro, the first Indonesian Minister of Education, about the trilogy of leadership in education activity. During his period as the Ministry of National Education of Indonesia, Ki Hajar Dewantoro decided that all individuals involved in education activity have to implement the trilogy of leadership to handle the education institution (Ki Bagyo Boentarsono et al, 2005). Even, the Indonesian Army applies the trilogy of leadership to run the military organization (Ki Luluk Mukatab, 2008).

Trilogy of leadership is initially proposed by Ki Hajar Dewantoro in the era of the Dutch colonialism, in July the 3rd, 1922 when he founded an education institution called *Taman Siswa*. Leadership Trilogy and Taman Siswa are designed to confront the Dutch policy in education. Trilogy leadership and Taman Siswa are locally relevant to Indonesian culture, and promote democracy as well as national pride among Indonesian teachers and students (Darsiti Soeratman, 1985; Abdurrachman Surjomihardjo, 1986). The idea of the trilogy of leadership covers some dimensions as follows:

a. Modelling Dimension of Trilogy Leadership Style

Leaders should give the example, determine and communicate vision to the members, and behave properly in accordance with the legitimate social norms. The leader has the authority to direct, properly give positive or negative reinforcements to the members. The sense of love by the leader underlies the implementation of reinforcements. Positive or negative reinforcement (reward and punishment) is not merely transactional; it is not an exchange to what the members have done to the organization. Instead, they are intended to nurture and improve the potential of the members. This concept is line with idealized influence and leading by example in the concept of transformational leadership.

b. Participative Dimension of Trilogy Leadership Style

Leaders should be involved in the work of the members within the organization and be aware of individual problems among the members. Every individual has his own potential and preference, and the leaders should treat every individual differently. This concept is in line to individualized consideration of transformational leadership.

c. Motivational Dimension of Trilogy Leadership Style

Leaders should encourage and motivate the members to continuously learn, to be creative to solve problems, and to collaborate with other members within the organization. This concept is related to intellectual stimulation and inspirational motivation of transformational leadership.

Hidred Geertz and Frans Magnis Suseno stated that the context of Javanese culture suggests harmonious life among the members of the community (Firdaus

Syam, 2003). Every individual not only relies on logical thinking but also takes emotion and human's feeling into consideration in the social interaction.

A managerial procedure is not the single factor to lead and direct the organization but the leadership success needs love, sympathy, empathy, and feeling secure among the members within the organization. The trilogy of leadership by Ki Hajar Dewantoro brings the family concept into the school leadership. The principal has to lead and direct the school but he should behave like a father to his family in doing leadership activity.

The principal is responsible to lead the individuals within the school, love them, and protect them (Majelis Luhur Tamansiswa, 2001; Ki Bagyo Boentarsono et al, 2005). Studies by Arif Rahman Tanjung (2006) and Asmaun Sahlan (2010) show that the principals who apply trilogy leadership can successfully improve teacher productivity and educational quality within the school. Research findings revealed that the a successful principal is able to promote teachers' professionalism through emphasizing the importance of long life education and continuous learning activity as well as motivating teachers to handle educational activity within the school so that it is able to move from low level to level A (Arif Rahman Tanjung, 2006; Asmaun Sahlan, 2010).

The principal must be aware of the social context where the school exists to make the implementation of leadership strategy within the school successful (Southworth, 2004). Accordingly, the context in which the school operates is influential for the principal leadership and the school life. Leithwood in Cunningham and Cordeiro (2009) stated that transformational leadership in education much stresses on how to lead teachers to do beyond the expectation to reach better

achievement of the school goal through promoting intrinsic motivation, caring to each individual's problem, promoting teachers' collaboration and so forth.

Whereas, trilogy leadership style always allows for the cultural context to promote independence of teachers, delegating responsibility to them, and the leader's inspirational motivation and intellectual stimulation to encourage them to do the best for the school (Majelis Luhur Tamansiswa, 2001). In the light of this, it is quite reasonable for the principal of Islamic Elementary School of East Java to implement transformational leadership in the perspective of the trilogy of leadership by Ki Hajar Dewantoro or the trilogy leadership style. This current study aims to investigate principals' trilogy leadership style and teachers' productivity in Islamic elementary schools of East Java, Indonesia.

1.2.3 Leadership Problems in Indonesian School Management

As the world changes and becomes more complex, school leaders are trapped in the very complicated situation. Accordingly, principals in Indonesia have to understand that their position is no longer a merely representative of the central government to do routinely school management, but to think the best for the school and the stakeholders.

Education goes in line with the rhythm of the world, as the world changes and so does education activity. The advance of science and technology make everything different from the old one so that the word 'change' must always exist in the mind of the principals in Indonesia, otherwise they will be left behind by their counterparts from foreign countries.

The Constitution No. 22/1999 of the Republic of Indonesia gives the autonomy to the local government. According to this constitution, Education is on the hand of the local government. Even, the Indonesian school leader has to follow the guideline by the constitution to manage educational activity within the school based on the policy of school based management. The school based management covers some points such as the school environment is conducive to improve learning activity, the school has the clear vision and the determined target, the school has good management and leadership, the school has the high expectation to reach the school goals, the school always develop the professional capacity of individuals within the school, the school routinely evaluates the school activity, the school builds mutual cooperation with the society to improve the school. The school based management strongly suggests the school to determine the school budget, the content of curriculum, define the school target allowing for the school's own characteristics. The policy of school based management is the new change in Indonesian school since it is initially implemented in 2000. However, this policy does not show any satisfactory results so far since the individuals within the school experience culture shock to have this policy. The principal mostly plays the role as the agent of the central government to do routinely management activity such as planning the school budget, monitoring the teachers, supervising teaching and learning process and other related activities. Dedi Supriadi (2004) stated that the failure of school based management is because of the principal leadership. The principal leadership and principal's job performance are still disappointing to the society. The principal is not democratic, flexible and creative to lead the school in order to be resilient to face the challenge and survive in any situation (Jawa Pos, November 5, 2010).

The Indonesian Ministry of Religious Affairs found some crucial problems of the Islamic Elementary School such as social problems, the quality of human resources, the curriculum, and the advance of science and technology (Ahmad Khoirul Fata, 2006). Most of Indonesian still considers the Islamic Elementary School is the number two education institution or the standard quality of the Islamic Elementary School is below the Elementary School under the Indonesian Ministry of Education so that almost 85 percent of the Islamic Elementary School students are from the poor family. The staff of the Islamic Elementary School is mostly below the standard. Almost 60 percent of the teachers only hold the certificate of the senior high school and the rest of them mostly only hold diploma in education (two year teacher training program in university) and it affects significantly for their professional capacity to educate the pupils. The Islamic Elementary School is still difficult to manage the curriculum since the school has to provide 70 percent of subjects related to general science like Math, Science, Arts, Sport and 30 percent of subjects related to religious knowledge such the History of Islam, Arabic, Islamic Law and so forth. Dedi Supriadi (2004), Mulyono (2009), and Asmaun Sahlan (2010) stated that the most influential in educational quality improvement and teacher productivity improvement within the school is school principal. Unfortunately, the principal can't implement trilogy leadership as suggested by the Indonesian Ministry of National Education to manage the school well. The government pressures the principal to merely meet the defined target by the government. The job of principal covers 70 percent of bureaucratic activity and only 30 percent of educational activity (Dedi Supriadi, 2004). Afterwards, most of principals are not ready to implement the trilogy leadership strategy since most of

them are less competent to apply it (Muhammad Saifudin & Mahfudh Djunaidi, 2004; Asmaun Sahlan, 2010).

The problem of Islamic Elementary School of East Java province is connected to the national problems of Islamic Elementary School. Ki Supriyoko (2004) classifies the problems of the Islamic Elementary School into some points such as the perception of the society, the academic achievement, teacher professionalism, principal leadership. The academic achievement is closely connected to the teaching facility, students' capacity, and the most important one is the professional capacity among the teachers within the school (Ahmad Khoirul Fata, 2006; Mahfud Djunaidi & Muhammad Saifudin, 2005; Asmaun Sahlan, 2010). The school can't achieve the high score of examination with poor facility, poor professionalism of teachers, low students' motivation. This situation needs the effective leader or principal to initiate the change for the school improvement, collaborate with individuals to achieve the school goals, empower the staff to achieve high standard of professional capacity. The principal is the key to reach the school improvement and motivate the teachers to develop professional capacity in order to reach better achievement of school goals (Dedi Supriadi, 2004; Mulyono, 2009; Asmaun Sahlan, 2010). In the light of this, the principal is responsible for improving teachers' competency and managing all school resources to improve educational quality within the school. The principal is suggested to follow the guideline by the Indonesian Ministry of National Education to implement trilogy leadership style to lead the school better (Ki Luluk Mukatab, 2008).

Leithwood in Cunningham and Cordeiro (2009) describes that transformational leadership is intended to develop teachers' capacity through some

points as follows: motivate the teachers to develop and maintain collaborative and professional school culture, improve the teachers' personal capacity, and encourage the teachers to have a mutual cooperation among them to solve the problems more effectively. Afterwards, Cunningham and Cordeiro (2009) argue that transformational leadership stresses on how to improve the organization based on values, visions, and clear goals. The next, trilogy leadership guides the principal to lead teachers by showing good example, obedience to the school rule, caring to teachers, treating school members equally based on the school rule, promoting teachers' collaboration, and inspiring teachers to be creative to manage educational activity in order to make teachers more motivated to do beyond the expectation for the best of the school (Ki Bagyo Boentarsono et al, 2005; Ki Dwi Rahadi Januwarso, 2008). Those ideas suggest that the school with the organizational health should have the good school atmosphere such as trust, commitment, mutual cooperation, openness, less autocratic, and feeling secure among individuals within the school; and the principal is responsible for creating that condition.

The principal's leadership to improve educational quality in Indonesian school is still disappointed since the principals mostly act as the agent of the government with the main job is to meet the bureaucratic guideline by the government, and they have a little initiative to take action to improve teachers' job performance for the sake of educational quality improvement; it needs immediate and serious action to tackle this problem (Jawa Pos, 2010). Dedi Supriadi (2004) argues that school autonomy cannot run well because of the principals' low job performance, 70 percent of principal's activity only deals with administrative problem and only 30 percent of principal's activity deals with educational quality improvement. The data

showed that only 10 percent of elementary school in Indonesia belongs to the category of good school (Dedi Supriadi, 2004). The student drop out is between 3 percent until 5 percent nationally every year and the grade retention of elementary school student is around 15 percent nationally every year (Dedi Supriadi, 2004). Even, the Islamic Elementary Schools in East Java still show the unsatisfactory achievement in academic and managerial aspects and it cannot be separated from the leadership strategy of the principal. The school needs the principal who is able to play the role as the good example, motivator, and inspire everyone to do better to achieve the school goal.

Indonesian Ministry of National Education (2001) identifies some problems that obstruct the quality improvement in Indonesian education institution. They are as follows:

1. Educational policy based on educational production function or input-output analysis is not implemented well. This policy means the school is the center of production activity where the defined goal will be achieved successfully if the input of school meets the standard requirement. The school which has students with high intelligence, highly competent teachers, good learning facility is supposed to be able to reach better results.
2. Educational management is characterized by top-down approach that the principal's main role is an agent of government. The principal's main job is to meet the objective of the government policy. It makes the principal too bureaucratic and autocratic to handle the educational activity within the school.

3. The participation of student's parent and society members is low to improve educational quality of the school. The school is difficult to get the support from the society to run educational activity well and determine the school policy that meets the society need.
4. The principal leadership is in crisis. Few principals are able to implements the trilogy of leadership suggested by the Indonesian Ministry of National Education. The principal is not creative, democratic, flexible, and innovative to manage the school. This situation affects teachers' productivity to improve educational quality of the school.

(Arif Rahman Tanjung, 2006:1)

Leadership crisis also happens to Islamic school since few principals of Islamic school meet the standard competence as the principal. The Regulation of Indonesian Minister of National Education No. 13/2007 defines some standard competences for the principal. The regulation also orders the candidate of principal to hold principalship certification prior to the time he is officially appointed as the principal. Unfortunately, there are so many regions in Indonesia that are not ready to implement this policy. Most of the candidate of principals is appointed as the principal because of the seniority in the structural rank and they have lack of pre-service training before they do the job as the principal. Thus, the incompetent principal cannot enhance teachers' productivity to improve educational quality of the school.

Mulyono (2009) classifies Islamic school into public Islamic school and private Islamic school. Private Islamic school covers 90 percent of the total number

of Islamic schools throughout the country. The principal of public Islamic school is appointed by the government and the principal of private Islamic school is appointed by the foundation that supervises the school.

Mulyono (2009), Muhammad Saifudin and Mahfud Djunaidi (2004) define some problems of educational quality improvement of Islamic school, the problems are related to school management, principal leadership, and school budget. The principal does not show good leadership to manage the school since the principal is not democratic, innovative, and creative to lead the members. It happens because the principal is not ready to implement the trilogy of leadership suggested by the Indonesian Ministry of National Education when he conducts leadership activity within the school. The Islamic school gets less funding from the government than the general school gets. Accordingly, the school is difficult to manage the program with less budget.

Aside from that, Thoha Hamim (2007) stated that low level of educational quality in Indonesian education is much affected by less competent teacher. The less competent teacher cannot build enjoyable learning environment that enables the students enjoy learning activity and can master the content of curriculum well; it is because the principal is busy with bureaucratic activity and less focuses on improving teacher competency in teaching activity. Afterwards, Fasli Jalal (2010) states that most of Indonesian teachers are less competent in teaching activity since the principal and the supervisor give less priority to improve teachers' competency to conduct teaching activity better; they are still busy with bureaucratic affairs. Thus, it clear that Indonesian teachers show unsatisfactory achievement in educational activity since the principal ignores to improve teachers' competency.

1.3 Problem Statement

Ciput Dahriman and Mahfud Djunaidi (2002), Muhammad Saifudin and Mahfud Djunaidi (2004), Asmaun Sahlan (2010) stated that the most influential problem of Islamic school management is principal leadership. The principal tends to be authoritarian to lead the members and face the school problem. Few principals of Islamic school involve the teachers in solving the problem and deciding the school policy. They used to be authoritarian to finish the conflict within the school, even they are part of the conflict itself. They are really supposed to finish the conflict with agreement, sharing ideas, and active participation among the members of the school. Many principals in Islamic school cannot implement the trilogy of leadership well (Ciput Dahriman & Mahfud Djunaidi, 2002; Muhammad Saifudin & Mahfud Djunaidi, 2004; Asmaun Sahlan, 2010).

Aside from that, there are some Islamic schools that show satisfactory result for both academic and non academic aspects. The study by Asmaun Sahlan (2010) showed that Madrasah Aliyah (Islamic Senior High School) Al-Ikhsan in Kutai, East Kalimantan Province is able to achieve the excellence in academic and non academic aspects. Asmaun Sahlan describes that the principal of Madrasah Aliyah Al-Ikhsan deeply cares the members, gives much opportunity to the members to develop their capacity, involves them in any decision making, promotes creativity, innovation, and healthy competition among the members within Madrasah Aliyah Al-Ikhsan. In other words, the principal of Madrasah Aliyah Al-Ikhsan can implement the trilogy of leadership well to manage the school.

Another study is conducted by Farid Hasyim (2009) in Madrasah Ibtidaiyah (Islamic Elementary School) Negeri I Malang or it is called MIN I Malang. MIN I

Malang is one of the prominent Islamic elementary school in East Java. MIN I Malang wins the first champion in the National Championship of Healthy School Environment. Two students of MIN I Malang are successfully to join with student exchange program to Japan. MIN I Malang always achieves the best result in the final national examination among the elementary schools in Malang. Farid Hasyim describes that the principal of MIN I Malang promotes participation of the members to improve educational quality of the school, builds mutual cooperation with student's parent and society members, cares the members to finish individual problem and satisfy individual need. Therefore, the educational program of MIN I Malang can run well since the principal uses the leadership strategy suggested by the Indonesian Ministry of National Education to lead the school.

Arif Rahman Tanjung conducts the study in Sekolah Menengah Atas Negeri I Gunung Sindur (Public Senior High School of Gunung Sindur) in 2006. The principal always involves the members in any educational activity within the school, motivates the members to be creative and innovative to find the new way to solve the problem. And, the principal never hurts any one's feeling when he corrects the mistake of the members; he always sits together with the members, discusses the problem with them, lets the members evaluate what they have done, and helps the members to find the best solution for the problem. The findings of the study show that the implementation of the trilogy of leadership by the principal can enhance teachers' productivity to improve educational quality of SMAN I Gunung Sindur.

From the above research findings, it can be inferred that the principal who implements trilogy leadership style well is able to promote teachers' competency and manage all school resources better to reach better achievement of the school goal.

However, most of researches are conducted using qualitative method. It is necessary to conduct research on trilogy leadership style using quantitative method to investigate in what level the principal practices trilogy leadership style to enhance teachers' job performance to improve educational quality of the school. In this case, the researcher uses the instrument to gain quantitative data to measure the principal's behavior to practice trilogy leadership style to lead Indonesian school. Even, the researcher is able to use both qualitative and quantitative method to conduct the research on principal's trilogy leadership practice to have more comprehensive understanding on that problem. This study is intended to know the dynamic of the trilogy of leadership among the principals of Islamic Elementary School in East Java to generate productivity among teachers and its effect to the school achievement. The study also investigates the challenges faced by the principals and the schools, and how do the principals tackle the challenges. More specific, the study is intended to identify the principal's trilogy leadership strategy and teachers' productivity in Islamic Elementary School of East Java, Indonesia.

1.4 The Aim of the Study

The aim of study is to identify the influence of principal's trilogy leadership style on teachers' productivity in Islamic elementary school of East Java, Indonesia.

1.5 Objective of the Study

This study is intended to investigate some significant problems as follows:

- a. To describe the level of principal's trilogy leadership style in Islamic elementary school according to teachers' perspective.

- b. To identify the differences of principal's trilogy leadership style according to location and category of Islamic elementary school.
- c. To Identify the differences of teacher productivity according to location and category of Islamic elementary school.
- d. To identify the influences of principal's trilogy leadership on teacher productivity in Islamic elementary school.
- e. To identify the characteristic of principal's trilogy leadership style in Islamic elementary school according to teachers' perspective.
- f. To investigate how do successful principals (trilogy leadership style) work to bring about teacher productivity in Islamic elementary school.

1.6 Research Question

1. What is the level of principal's trilogy leadership style according to teachers' perspective?
2. Is there the difference of principal's trilogy leadership style according to location and category of Islamic elementary school?
3. Is there the difference of teacher productivity according to location and category of Islamic elementary school?
4. Is there the influence of principal's trilogy leadership style on teacher productivity in Islamic elementary school?
5. What is the characteristic of principal's trilogy leadership style according to teachers' perspective?

6. How do successful principals of Islamic elementary school of East Java to generate teacher productivity?

1.7 Hypotheses of the Study

The null hypotheses of the research are as follows:

- Ho1. There is no significant difference of principal's trilogy leadership style according to location and category of Islamic elementary school.
- Ho1.1 There is no significant difference of principal's trilogy leadership style in Islamic elementary school of urban and rural areas.
- Ho1.2 There is no significant difference of principal's trilogy leadership in public and private Islamic elementary school.
- Ho2 There is no significant difference of teacher productivity according to location and category of Islamic elementary school.
- Ho2.1 There is no significant difference of teacher productivity in Islamic elementary schools of urban and rural areas.
- Ho2.2 There is no significant difference of teacher productivity in public and private Islamic schools.
- Ho3 There is no significant influence of principal's trilogy leadership on teacher productivity in Islamic elementary school.
- Ho3.1 There is no significant influence of principal's trilogy leadership on teachers' attitudes in Islamic elementary school.
- Ho3.2 There is no significant influence of principal's trilogy leadership on teachers' job performance in Islamic elementary school.

Ho3.3 There is no significant influence of principal's trilogy leadership on school effectiveness in Islamic elementary school.

1.8 Significance of the Study

Significance of the current study implies within the practical aspect and the improvement of science in the field of educational leadership. First, the study is intended to suggest that the trilogy leadership must be included as the material for pre-service training for the principal candidate in Indonesia. Second, the Indonesian Ministry of Education is able to use the data from the study to define the policy to improve educational quality of Indonesia especially to improve the capacity of the principal. Third, the study is also intended to advance the science of education especially the science in educational management and leadership.

1.9 Limitation and Delimitation of the Study

The researcher is sure to conduct the research in the Islamic Elementary School of East Java since he has long experience to teach in Islamic school and now belongs to the Indonesian Ministry of Religious Affairs as the lecturer in the State Islamic University of Malang (Universitas Islam Negeri Malang). This situation makes the researcher easy to contact the person and the institution involve in the study. The researcher and the respondents of the research are emotionally connected at each other so that it makes easy for those who involve in the research to communicate at each other without any mental burden when the research activity takes place.

However, the researcher still faces many problems that disturb the progress of research activity. The research area includes six regions in East Java, it covers

very long distance to reach from one school to another school. It takes time to collect the data. The researcher often finds the facts that many schools are not welcome to be the research subjects. Afterwards, the researcher cannot rely on the preliminary data from the single institution; the researcher has to crosscheck the data from other institutions. The researcher has to come in person to the Provincial Board of Education of East Java, the Provincial Board of Indonesian Ministry of Religious Affairs of East Java, and the National Accreditation Committee of East Java to have the valid preliminary data, time is still the problem to collect the data. Since there is a lot of Islamic Elementary School in East Java so it is very difficult to conduct the research for all population. The researcher uses purposive cluster random sampling. The researcher chooses East Java to conduct the research, determines the sample at random but the researcher groups the school into the school of big city/region or urban area like Surabaya city, Sidoarjo Regency and Malang city, and the school of small city/region or rural area like Malang regency, Blitar regency, and Pasuruan regency. The researcher determines the sample using krejcietable, and the data are gained from observation, review of documentation, interview, and questionnaire. The researcher uses statistical analysis of correlation to analyze the correlation between the principal's leadership and teachers' productivity.

1.10 Operational Definition

- i. **Leadership:** According to Burns (1978), leadership means to influence the members to do more than expected, empower the members to achieve full potential, build mutual cooperation, place the organizational goal before the individual's interest. For the purpose of the study, leadership means the process of influencing the teachers to