The Contribution of Teaching Experience, Professional Competence and Pedagogical Competence to the Leadership Trilogy of Elementary School Teachers’ Learning and Instruction in Mungkid Subdistrict, Magelang Regency

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Abstract

Education is a human effort to expand knowledge that forms values, attitudes, and behaviors. As a developing country, Indonesia needs qualified but competent human resources in the educational world. One of the government’s efforts is to create quality human resources through education. Schools are formal educational institutions that play a pivotal role in realizing the educational goals. The objectives of this research are to determine (1) the contribution of teaching experience, professional competence and pedagogical competence to the leadership trilogy of elementary school teachers’ learning and instruction in Mungkid Subdistrict, Magelang Regency, (2) the contribution of teaching experience to the leadership trilogy of elementary school teachers’ learning and instruction in Mungkid Sub-district, Magelang Regency, and (3) the contribution of professional competence to the leadership trilogy of elementary school teachers’ learning and instruction in Mungkid Sub-district, Magelang Regency. This research used a quantitative research approach. The research data collection technique was a questionnaire, and it was used to obtain data on the contribution of teaching experience, professional competence, and pedagogical competence to the leadership trilogy of elementary school teachers’ learning and instruction in Mungkid Subdistrict, Magelang Regency.

Keywords: Professional Experience, Pedagogy, Leadership Trilogy

Introduction

The teacher plays a strategic role in shaping the national character through the development of desired personality and values. In this sense, the teacher’s role is difficult to realize as it is irreplaceable by others. In terms of a learning dimension, the teacher’s role in Indonesian society remains dominant even though the technology used in learning processes develops rapidly. This is because dimensions of educational processes or more specifically learning processes, which are played by teachers, cannot be replaced by the technology.

The success of a nation's education will be achieved unless an effort is made to improve the quality of education within a national scope. For that reason, the government has to improve the quality of education in Indonesia, for example, through the formal education transformation such as elementary schools. Elementary school is a milestone in the creation of quality human resources. The inculcation of values, attitudes and behaviors in elementary schools will determine human steps in a further platform of education.

Educating as such is certainly different from teaching. In a broad sense, education must be understood as a process that not merely pertains to transfer of knowledge, but also guides students to become more intelligent, creative, polite, and virtuous generations. Psychologists believes that students are not the glass that must be filled, but the fire that must be lit. The theory further strengthens the belief that education is also a process to ignite the fire of love and enthusiasm in that children continue seeking knowledge without any hindrances. On that basis, educational processes should be directed at generating children's creative power to explore and process the
information obtained while maintaining children's critical power to maintain the validity of information. Furthermore, creativity will grow when there is a sufficient space to express things considerably. A balanced reciprocal communication between students and educators is able to provide the required space. The objectives of this research are to determine (1) the contribution of teaching experience, professional competence and pedagogical competence to the leadership trilogy of elementary school teachers’ leaning and instruction in Mungkid Sub-district, Magelang Regency, (2) the contribution of teaching experience to the leadership trilogy of elementary school teachers’ learning and instruction in Mungkid Sub-district, Magelang Regency, and (3) the contribution of professional competence to the leadership trilogy of elementary school teachers’ learning and instruction in Mungkid Sub-district, Magelang Regency.

Method

This research used a quantitative method that can be interpreted as a research method. Based on the philosophy of positivism it seeks to examine populations and specific samples, collect data through research instruments, quantitative or statistical data analysis, aiming at testing hypotheses (Sugiyono, 2017). This research data collection technique was categorized as research instruments through which the data were analyzed quantitatively. The research setting was in Tempuran-based elementary schools, Magelang Regency.

Results and Discussion

Teaching Experience

The teacher’s ability to teach is one of the main requirements in that students are encouraged to achieve good learning outcomes. Sardiman defines that teaching is set to convey knowledge to students (Sardiman, 2014: 47). Sedarmayanti adds that experience is a major factor in one's development, while experience is merely possible in environmental relationships (Sedarmayanti, 2009: 75). Experience is a leading factor in one's development, meaning that abilities will be well-developed if the learner has the true awareness of lessons learned from intended experiences.

A professional teacher must have a set of knowledge and skills in relation to applicable standards. The provision of more teaching hours triggers more teaching experiences a teacher may have. Through the teaching experience, a teacher can improve the achievement of professional competency standards. Teaching experiences can provide an understanding of carrying out work assignments in the future, because the teacher will know about the work as reflected through his or her past experiences. Every experience within a teacher’s life will help him provide specific skills and knowledge to do his or her job. He or she performs certain types of assignments repeatedly in a long period of time resulting in the professional competence and the development of job-related skills.

The government defines teaching experience as one of the aspects of a professional teacher’s appraisal. The article 2 of Minister of Education Regulation No. 18/2007 paragraph 3 states that portfolio assessment refers to (2) an acknowledgment of teacher's professional experience in the form of evaluating documents that specifically describe (1) academic qualifications; (2) education and training; (3) teaching experience; (4) lesson plan and implementation; (5) assessment of superiors and supervisors; (6) academic achievements; (7) professional development work; (8) participation in scientific forums; (9) organizational experience in the educational and social fields; and (10) awards relevant to the field of education.

What needs to be observed further from paragraph 3 point c is that teaching experience is the work period of teachers in carrying out duties as educators in certain education units in line with the assignment letter from the competent institution (the government, or community education providers or groups). Learning from a wide range of experiences in the position and the length of time, the teaching experience will further strengthen one's personal maturity in carrying out duties and responsibilities as a teacher. The teacher’s experience will determine certain steps that can uphold success in learning and assuming other relevant responsibilities. Likewise, through teaching experience, teachers become more knowledgeable of things that must be avoided because they will become obstacles and lead to failure in carrying out their profession.
Muslich Mansur argues that the teacher’s work experience is a working period in carrying out duties as an educator in a particular education unit with regard to the assignment letter from the authorized institution (the government or community education providers or groups) (Muslich, 2007: 13). An education unit supports the teaching process of a teacher in terms of measuring his or her ability to teach professionally. The teaching period is calculated from the time a person is concerned with the first appointment and services as a teacher in a special education unit to handle the subject to teach. In the International Journal of Instruction, the results of Unal’s research highlight that teachers with higher numbers of years of teaching experience are found to favor maximum teacher control (Interventionism) more than that of mothers (Zafer Unal, Ashihan Unal, 2012). This statement implies that the teacher's teaching period supports the teacher's level of control. The higher the teacher's teaching period, the more professional a teacher controls the class he or she manages. The more the teacher interacts with students, the better he or she understands their characteristics through the direct engagement in classroom interactions.

**Professional Competence**

Teachers are required to have a teaching authority based on their qualifications as teaching staff. As educators, teachers must have professional skills in the field of learning and instruction. With these abilities, teachers can carry out their role. "Professionalism is a designation for the quality of the attitudes of members of a profession towards their profession and the degree of knowledge and expertise they have to perform their duties" (Mudlofir, 2012: 5).

This notion is in line with the Republic of Indonesia’s Minister of Education's National Regulation No. 16/2007 concerning academic qualification standards and teacher competencies, stating that teachers in elementary schools (SD) /Islamic elementary schools (MI), or other equivalent forms must have a minimum educational diploma qualification (D-IV) or an undergraduate degree (S1) in the field of elementary schools (SD) /Islamic elementary schools (MI) (D-IV / undergraduate program in primary school education department (S1PGSD) / Madrasah Ibtidaiyah Teacher Education (PGMI) or psychology obtained from an accredited study program. The indicators of teachers’ professional competence are closely related to Permendiknas No.16/2007, namely (a) mastering the material, structure, concepts, and scientific mindset to support the taught subjects; (b) mastering the competency standards and basic competencies of subjects or areas of development they support; (c) developing learning materials taught creatively; (d) continually developing professionalism by taking reflective actions; and (e) utilizing information and communication technology to communicate and develop themselves. Professional is a term that refers to a job carried out by a person and becomes a source of income that requires expertise, or skills that meet certain quality standards or norms that require professional education (Regulation Number 14/2005: 2). In addition, professional teachers have the competencies required to carry out educational and teaching tasks. These competencies include knowledge, attitudes and professional skills, both social and academic in nature (Kunandar, 2011: 46).

The Government Regulation of the Republic of Indonesia No. 74/2008 concerning teachers Chapter II Competency and Certification, article 2 and the First Section Competencies, article 3 paragraph (7), professional competence in paragraph (2) refers to the teacher’s ability to master knowledge in the field of science, technology, and / or arts and culture that supports the mastery of (a) subjects in a broad sense in line with the standard content of the educational unit programs, subjects, and / or groups of subjects to be supported; (b) concepts and methods of relevant scientific disciplines, technologies, or arts, conceptually overseeing or coherent with the educational unit programs, subjects, and / or groups of subjects worth considering.

A professional person can be viewed from the quality of the attitude and knowledge in carrying out his or her duties. Likewise, a professional teacher is required to have the teaching competence. He or she can carry out tasks marked by in-depth expertise in both teaching materials and methods. His profession is also demonstrated through the responsibility to carry out all of his or her services. He or she should be able to assume responsibility as a teacher to students, parents, the community, the nation, state and religion. Thus, a professional teacher has personal, social, intellectual, moral and spiritual qualities and responsibilities.
The impact of professionalism can be beyond the education system and learning organizations. The demands of professionalism in the field of education and educational leadership are non-negotiable anyhow. Therefore, it requires various kinds of efforts to generate concepts in a way that each actor focuses on the service to the customer (customer-oriented services). Professionalism is mainly concerned with the quality, equality and behavior to accentuate the characteristics of a profession or professional person (Department of National Education, 2008: 897). Understanding a profession has multi-faceted connotations. In general, profession is defined as a job that requires further education in science and technology used as a basic device to do a variety of useful activities.

One of the teacher’s roles is to transfer knowledge and values. When a teacher transfers a wide variety of knowledge and values, interactions occur between the teacher and students. The main task of a teacher is to teach, and in terms of a teaching practice, he or she carries out activities to guide and train students, so that changes may happen in a better direction of cognitive, effective, and psychomotor aspects.

A teacher can be a professional teacher if he or she has teaching competence; he or she continually explores knowledge and channels the knowledge to students by means of a proper delivery; he or she can get closer to students, so that a good communication can be built among them. A teacher must build a good social environment as well, and he or she must have good teaching skills. A professional teacher is a person who masters the knowledge being taught. In other words, a professional teacher is an expert who is able to teach students about the knowledge they need to master.

**Pedagogical Competence**

The National Educator Standard concerning Teacher’s Pedagogical Competencies states that pedagogical competence is an ability to manage learners’ potential dimension that includes understanding students, designing and implementing lessons, evaluating learning outcomes and developing students to actualize wide-ranging potentials that they possess (Mulyasa, 2008: 75). Pedagogical competence is an ability to understand students by managing the capacity to build education and dialogues (Suprihatiningrum, 2013: 101)

Pedagogical competence is an ability to understand students and the organization of learning that transforms education (Majmudin, 2008). The Government Regulation of the Republic of Indonesia No. 74/2008 concerning teachers specifically Chapter II Competency and Certification article 2 and the First Section on Competencies article 3 paragraph (4) pedagogical competencies includes the ability of an educator to manage students’ learning such as a) understanding educational insight or foundation, b) understanding of students, c) development of curriculum or syllabus, d) learning design, e) implementation of educational and dialogical learning, f) utilization of learning technology, g) evaluation of learning outcomes, and h) development of students to actualize various potentials that they have.

Matters connected to the pedagogical competence are based on Permendiknas No.16/2007 including (a) mastering students' characteristics in terms of physical, moral, social, cultural, emotional, and intellectual qualities; (b) mastering learning theories and principles of learning; (c) developing a curriculum related to the subjects / areas of development being taught; (d) organizing educational learning; (e) utilizing information and communication technology for learning purposes; (f) facilitating the development of learners to actualize various potentials that they have; (g) communicating with students effectively, empathically, and politely; (h) carrying out assessment and evaluation of learning processes and outcomes; (i) utilizing the results of assessment and evaluation for the benefits of learning; and (j) taking reflective actions to improve the quality of learning. Thus, pedagogical competence is the teacher's understanding of students and the management of learning, which is useful for recognizing students’ characteristics, so that a teacher can understand what students need.
Leadership Trilogy

Ing Ngarso Sung Tuladha Leadership

According to Moh. Yamin (2009: 193-195), Ki Hadjar Dewantara's leadership teachings popular among Indonesians include Ing Ngarso Sun Tuladha, Ing Madya Mangun Krsa, Tut Wuri Handayani. Honestly but strictly speaking, a leader must possess these three qualities in order that he or she becomes a role model for subordinates. The words Ing ngarso basically mean in the forefront or in advance, Sun is derived from the word Ingsun that means me, and Tulodo means a role model. Therefore, Ing Ngarso Sun Tuladha is a principle that emphasizes in what extent a leader must be able to provide role models for those around him or her. In this way, a teacher must hold a principle that someone can be a role model. Ki Hajar Dewantara’s teachings describe a situation in which a leader not only becomes a progressive person who puts forward advancement, but also an example to those who follow him or her. In short, the words Ing Ngarso Sun mean that a leader must be in the forefront of leadership or must be an example for those he or she leads.

According to Kamus Besar Bahasa Indonesia, leadership is derived from the basic word "lead", which means show the way and guide to connect or understand by knowing, heading, guiding and training, educating and teaching independently.

1. Leadership is a contribution to achieve an individual’s and a group’s goals. In other words, leadership is an action between an individual and a group that results in both an individual’s and a group’s achievement of certain goals. Leadership appears in the process by which a person directs, guides, influences and controls the thoughts, feelings or behaviors of others.
2. Leadership does not mean holding a position or having a title, but leadership is a matter of influencing people. That is why, people who influence others are called leaders.
3. Robbins in Ara Hidayat and Imam Machali argues that leadership is the ability to influence a group of members to work towards their goals and objectives. Kotter in Ara Hidayat and Imam Machali states that leadership is a set of processes primarily intended to create an organization or adapt it to conditions that keep changing.
4. Leadership is the ability to move, motivate and influence people to be willing to take actions directed at achieving goals through encouragement to make decisions about the activities to carry out.
5. Owens in Mulyadi argues that leadership is a dimension of social relations within organizations in order to exert influences between individuals or groups through a social interaction, identifying leadership.
6. George R. Terry in Syaiful Sagala states that leadership is a relationship among leaders that influences others to work consciously, do tasks and achieve desired goals. Wirawan in Syaiful Sagala states that leadership is a process of leaders to create a vision, influence attitudes, behaviors, opinions, values, and norms, so that followers realize the vision.

Ing Madya Mangun Krsa Leadership

Leadership is translated into terms of traits, personal behaviors, influences on others, patterns, interactions, cooperative relations between roles, positions of administrative positions, persuasions, and perceptions of others about the legitimacy of influences (Wahjosumidjo, 2005: 17). Leadership is an activity to influence the behaviors of others, or the art of influencing human behaviors both individuals and groups (Miftah Thoha, 2010: 9). Leadership is a crucial factor in an organization because successes and failures of an organization are determined by the leadership power in the organization. Leadership is a group process carried out by someone who manages and inspires a number of jobs to achieve organizational goals through the application of management techniques (C. Turney in Martinis Yamin and Maisah, 2010: 74).

Leadership is an activity to influence people who wish to achieve organizational goals, as stated by George R. Terry in Miftah Thoha (2010: 5). Leadership includes the process of setting organizational goals, motivating followers’ behaviors to achieve goals, influencing to improve the group performance and its culture. Leadership is a process of social influences in which managers seek the voluntary participation of subordinates to achieve organizational goals (Dale Timple, 2000: 58). Leadership describes the direction and goals to be achieved in an organization. Thus, leadership is very influential for big organizations.


**Tut Wuri Handayani Leadership**

*Tut Wuri Handayani* leadership emphasizes that a leader provides opportunities for the leadership growth. A person is qualified to be a leader when he is able to prioritize others first. The success of a person is related to the success of other people that he or she had led. In essence, a leader is someone who is in control of getting others to gain the control. The authority essentially enables others to take control over their work and life. The *Tut Wuri Handayani* leadership has the criteria such as a) providing encouragement and freedom, so that subordinates want to initiate, or take the initiative and have the confidence to work reactively, b) following the activities of his or her followers carefully and thoroughly. Providing the correction and direction when dealing with errors and irregularities.

A leader encourages his or her followers from behind. By doing so, he or she paves the way for freedom, and confidence for his or her followers. A leader can also observe his or her followers from a different perspective, that is, from a "distance" perspective when he or she does not directly give directions, when he is not directly in their midst.

The key message here is trust. As usual, trust is one of the most effective weapons to motivate the followers. Ki Hajar Dewantara mentioned the terms "encouraging from behind", meaning to allow followers to do activities without being commanded to do so. Without collaborating, it does not mean that a leader leaves his followers. Instead, he or she must provide encouragement, support, and facilities for followers.

In Ki Hajar Dewantara’s perspective, a leader must not only be in the forefront, but also in the middle and behind his or her followers. He or she must be everywhere, and must be in the forefront of giving directions what to do, how and where to go. He or she must sometimes be in the middle, to be a real part of the organization, understand, motivate and inspire followers to step forward in the direction.

<table>
<thead>
<tr>
<th>Correlation</th>
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<th>VAR00003</th>
<th>VAR00007</th>
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<td>*</td>
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<td>.000</td>
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<td>150</td>
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<tr>
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<td>Pearson Correlation</td>
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<td>.576 *</td>
<td>1</td>
</tr>
<tr>
<td>*</td>
<td>Sig. (2-tailed)</td>
<td>VAR00007</td>
<td>.000</td>
<td>.000</td>
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<tr>
<td>N</td>
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<td>150</td>
<td>150</td>
<td>150</td>
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<tr>
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<td>.576 *</td>
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<td>*</td>
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<tr>
<td><code>VAR00007</code></td>
<td>Pearson Correlation</td>
<td>VAR00001</td>
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<td>.692 *</td>
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<td>N</td>
<td>150</td>
<td>150</td>
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</tr>
</tbody>
</table>

**, Correlation is significant at the 0.01 level (2-tailed).**
In terms of the value of $F = 75.329$ along with a very significant predicate ($p = 0.00$) and positive values of R1Y, R2Y and R3Y can be interpreted as factors of teaching experience, professional competence and pedagogical competence that positively contribute to the intensified application of leadership trilogy concepts acceptable in the elementary school teachers’ learning and instruction in Mungkid Subdistrict, Magelang Regency.

SR$_1 = |[a_1] (J P_{1Y})| : |(a_1) (J P_{1Y})| + |a_2) (J P_{2Y})| + |a_3) (J P_{3Y})|) \ SR_1 = (|0.096)(96.377,193) + |(0.096)(96.377,193) + |(0.943)(12.276,513) + |(0.683)(17.826,413)|

SR$_1 = |(9.252,210)| : |(9.252,210)| + |(11.576,752)| + |(12.175,440)|) \ SR_1 = |(9.252,210)| : |(33.004,402)|

SR$_1 = 0.28034$

SR$_1 = 28.034%$

From the calculation of the relative contribution of teaching experience factors, it can be concluded that the relative contribution of the teaching experience factor to the intensified application of leadership trilogy concepts acceptable in the elementary school teachers’ learning and instruction in Mungkid subdistrict, Magelang Regency is 28.034 per cent.

SR$_2 = |(a_2) (J P_{2Y})| : |(a_1) (J P_{1Y})| + |a_2) (J P_{2Y})| + |a_3) (J P_{3Y})|) \ SR_2 = (|0.943)(12.276,513) + |(0.096)(96.377,193) + |(0.943)(12.276,513) + |(0.683)(17.826,413)|

SR$_2 = |(11.576,752)| : |(9.252,210)| + |(11.576,752)| + |(12.175,440)|) \ SR_2 = |(11.576,752)| : |(33.004,402)|

SR$_2 = 0.35076$

SR$_2 = 35.076%$

From the calculation of the relative contribution of professional competence factors, it can be concluded that the relative contribution of the mastery of professional competence factors to the intensified application of leadership trilogy concepts acceptable in the elementary school teachers’ learning and instruction in Mungkid Subdistrict, Magelang Regency is 35.076 per cent.

SR$_3 = |(a_3) (J P_{3Y})| : |(a_1) (J P_{1Y})| + |a_2) (J P_{2Y})| + |a_3) (J P_{3Y})|) \ SR_3 = (|0.683)(17.826,413) + |(0.096)(96.377,193) + |(0.943)(12.276,513) + |(0.683)(17.826,413)|

SR$_3 = |(12.175,440)| : |(9.252,210)| + |(11.576,752)| + |(12.175,440)|) \ SR_3 = |(12.175,440)| : |(33.004,402)|

SR$_3 = 0.36890$

SR$_3 = 36.890%
From the calculation of the relative contribution of pedagogical competency factors, it can be concluded that the relative contribution of the pedagogical competency mastery factor to the intensified application of leadership trilogy concepts acceptable in the elementary school teachers’ learning and instruction in Mungkid Subdistrict, Magelang Regency is 36.890 per cent.

\[ SE_1 = (SR_1)(R^2) \]
\[ SE_1 = (0.28034)(0.608) \]
\[ SE_1 = (0.17045) \]
\[ SE_1 = 17.045\% \]

From the calculation of the effective contribution of teaching experience factors, it can be concluded that the effective contribution of the teaching experience factor to the intensified application of leadership trilogy concepts acceptable in the elementary school teachers’ learning and instruction in Mungkid Subdistrict, Magelang Regency is 17.045 per cent.

\[ SE_2 = (SR_2)(R^2) \]
\[ SE_2 = (0.35076)(0.608) \]
\[ SE_2 = (0.21326) \]
\[ SE_2 = 21.326\% \]

From the calculation of the effective contribution of professional competence factors, it can be concluded that the effective contribution of the mastery of professional competence factors to the intensified application of leadership trilogy concepts acceptable in the teaching practices of elementary school teachers in Mungkid Subdistrict, Magelang Regency is 21.326 per cent.

\[ SE_3 = (SR_3)(R^2) \]
\[ SE_3 = (0.36890)(0.608) \]
\[ SE_3 = (0.22429) \]
\[ SE_3 = 22.429\% \]

From the calculation of the effective contribution of pedagogical competency factors, it can be concluded that the effective contribution of the pedagogical competency mastery factor to the intensified application of leadership trilogy concepts acceptable in the teaching practices of elementary school teachers in Mungkid Subdistrict, Magelang District is 22.442 per cent.

\[ SE_{FL} = 100\% - (SE_1 + SE_2 + SE_3) \]
\[ SE_{FL} = 100\% - (17.045\% + 21.326\% + 22.429\%) \]
\[ SE_{FL} = 100\% - 60.800\% \]
\[ SE_{FL} = 39.200 \]

From the calculation of the effective contribution of other factors, it can be concluded that the effective contribution of other factors beyond the teaching experience factors, professional competency factors and pedagogical competency factors to the intensified application of leadership trilogy concepts in the elementary school teachers’ learning and teaching in Mungkid Subdistrict, Magelang Regency is 39.200 per cent.

<table>
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<td>Correlation</td>
<td>Significance</td>
<td>(2-tailed) Df</td>
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</tbody>
</table>

Table 2. The Partial Contribution of Teaching Experience
From the calculation of Partial Correlation Statistics, and the value of \( RY1-23 = 0.240 \) along with a very significant predicate (\( p = 0.003 \)), it can be concluded that individually the teaching experience factor greatly contributes positively to the intensified application of leadership trilogy conceptable in the elementary school teachers’ learning and teaching in Mungkid Subdistrict, Magelang Regency.

<table>
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<td>-</td>
<td>Df</td>
<td>146</td>
<td>0</td>
</tr>
</tbody>
</table>

From the calculation of Partial Correlation Statistics, and the value of \( RY2-13 = 0.296 \) along with a very significant predicate (\( p = 0.000 \)), it can be concluded that individually the mastery factor of professional competence is very positive as it contributes to the intensified application of leadership trilogy conceptable in the elementary school teachers’ learning and teaching in Mungkid Subdistrict, Magelang Regency.

<table>
<thead>
<tr>
<th>Control Variables</th>
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<td>-</td>
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<td>Correlation</td>
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<tr>
<td>-</td>
<td>Df</td>
<td>146</td>
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</tbody>
</table>

From the calculation of Partial Correlation Statistics, the value of \( RY3-12 = 0.387 \) along with a very significant predicate (\( p = 0.000 \)), it can be concluded that individually the mastery of pedagogical competency factors contribute positively to the intensified application of leadership trilogy conceptable in the elementary school teachers’ learning and teaching in Mungkid Subdistrict, Magelang Regency.

**Conclusion**

In terms of the data analysis using statistical calculations, this research obviously draws the following conclusions.

1. The intensified application of leadership trilogy concepts in the elementary school teachers’ learning and instruction in Mungkid Subdistrict, Magelang Regency is generally high or good; the teacher has applied concepts of *ing ngarsa sung tuladha, ing madya karsa karsa* and *tutwuri handayani* in the learning and teaching processes.
2. Factors of teaching experience, mastery of professional competence and mastery of pedagogical competencies positively contribute to the intensified application of leadership trilogy concepts in learning and teaching activities. That is why, the higher level of teaching experience contributes to the mastery of professional competence, the mastery of psychological competencies, and the intensified application of leadership trilogy concepts in learning and teaching activities. Conversely, the lower level of teaching experience contributes to the mastery of professional competence, mastery of pedagogical competencies, and the intensified application of leadership trilogy concepts in the elementary school teachers’ learning and instruction in Mungkid Subdistrict, Magelang Regency.
3. Mathematically the contribution of the teaching experience, mastery of professional competence and pedagogical competence factors to the intensified application of leadership trilogy concepts in the
elementary school teachers’ learning and instruction is 60.800 per cent.

4. Individual teaching experience factors positively contribute to the intensified application of leadership trilogy concepts in learning and teaching activities. For this reason, the higher the teaching experience, the better the intensified application of leadership trilogy concepts in learning and teaching processes. Conversely, the lower the teaching experience, the worse the intensified application of leadership trilogy concepts applicable in the elementary school teachers’ learning and instruction in the Mungkid Subdistrict, Magelang Regency. Mathematically the contribution of the teaching experience factor to the intensified application of leadership trilogy concepts in learning and teaching activities is 17.045 percent.

5. The mastery of professional competency factors positively contributes to the intensified application of leadership trilogy concepts in learning and teaching interactions. That is why, the higher the mastery of professional competence, the better the intensified application of leadership trilogy concepts applied in learning and teaching activities. Conversely, the lower the mastery of professional competence, the worse the intensified application of leadership trilogy concepts in elementary school teachers’ learning and teaching activities in Mungkid Subdistrict, Magelang Regency.

Recommendations

1. Mathematically the contribution of the teaching experience factor to the intensified application of leadership trilogy concepts in learning and teaching activities is 21.326 per cent.

2. Pedagogical competency mastery factors individually and positively contribute to the intensified application of leadership trilogy concepts in learning and instruction. That is why, the higher mastery of pedagogical competencies, the better the intensified application of leadership trilogy concepts in learning and instruction. Conversely, the lower the mastery of pedagogical competencies, the worse the intensified application of leadership trilogy concepts in the elementary school teachers’ learning and instruction.

3. Mathematically the contribution of the teaching experience factor to the intensified application of leadership trilogy concepts in learning and instruction is 21.326 per cent.

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