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Trilogy Tamansiswa Teaching in Primary School Teacher Education
Department of UST**

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To cite this article:

Nartani, C.I., Wardani, K., & Praheto, B.E. (2020). Inhibiting and Supporting Factors of Internalization The Leadership Trilogy Tamansiswa Teaching in Primary School Teacher Education Department of UST. *International Conference on Technology, Education and Science* (pp. 63–66). Yogyakarta.

**Inhibiting and Supporting Factors of Internalization the Leadership
Trilogy Tamansiswa Teaching in Primary School Teacher Education
Department of UST**

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Article Info

Keywords

*Leadership Trilogy
Tmansiswa Teaching
Students
Pedagogic Competence*

Abstract

This study aims to determine the inhibiting factors and supporting factors for the Internalization of Tamansiswa Teaching Trilogy of Leadership in the Primary School Teacher Education Study Program, Sarjanawiyata Tamansiswa University. This research is a field research with qualitative research methods. Furthermore, this research was carried out in the Elementary School Teacher Education Study Program, Sarjanawiyata Tamansiswa University in the odd semester of the 2020/2021 school year. The research subjects are lecturers and students. Then the research object is the inhibiting and supporting factors in the internalization of the Tamansiswa Leadership Trilogy teachings in the Primary School Teacher Education Study Program, Sarjanawiyata Tamansiswa University. Furthermore, for data collection techniques carried out by interviews and documentation. Data analysis used qualitative descriptive analysis techniques which included data collection, data reduction, data presentation, and drawing conclusions. The results showed that there were inhibiting factors in the internalization of the Leadership Trilogy teachings, such as the low level of understanding of the Principles of the Leadership Trilogy and difficulties in designing the Leadership Trilogy based learning. As for the supporting factors, such as the condition of the campus environment which is already organized and thick with Tamansiswa teachings.

Keywords: Leadership Trilogy, Tamansiswa Teaching, Students, Pedagogic Competence.

Introduction

Education is the process of transferring knowledge systematically from one person to another according to the standards set by experts (Moses, 2012). With this knowledge transfer, it is hoped that it can change behavioral attitudes, thinking maturity and personality maturity into formal education and informal education. One of the implementation of education is in schools and teachers have an important role in the implementation of education in schools. Teachers as educators must have various competencies.

Competence is basically a description of what a person can do at work, as well as what the visible form of that job is. To be able to do a job, a person must have the ability in the form of knowledge, attitudes and skills that are relevant to the field of work (Suyanto & Jihad, 2013: 39). A person is said to be competent in his field if his knowledge, skills and attitudes, as well as the results of his work are in accordance with the standards (size) set and / or recognized by the institution / government (Musfah, 2011: 28). In the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, it is explained that competence is a set of knowledge, skills, and behaviors that must be possessed, lived, and controlled by a teacher or lecturer in carrying out professional duties (Mulyasa, 2013: 25). Teacher competencies include pedagogic competence, personality competence, social competence and professional competence (Supentangingrum, 2013: 100).

One of the competencies that a teacher must have is formed and learned during his studies in college. The Primary School Teacher Education Study Program is a study program that prepares students to become

elementary school teachers. The Primary School Teacher Education Study Program (PGSD) of the Sarjanawiyata Tamansiswa University is one of the study programs in the Tamansiswa environment. Therefore, the teachings of Tamansiswa should be the foundation in the implementation of campus life both in terms of institutions and students, so that the vision of the PGSD Study Program at Sarjanawiyata Tamansiswa University, namely in 2024, becomes one of the superior study programs in primary school teacher education based on Tamansiswa teachings. With one of the objectives is to produce educators who are active, creative, innovative, have high character, and are able to apply Tamansiswa teachings. The PGSD Study Program is required to not only produce professional and competent elementary school teacher candidates but also elementary school teacher candidates who apply Tamansiswa teachings.

One of the most famous Tamansiswa teachings is the Leadership Trilogy which has three principles including *ing ngarsa sung tuladha, ing madya mangun karsa, tut wuri handayani* (Dewantara, 1967). This Tamansiswa teaching is also used as a slogan for the ministry of education and culture in Indonesia. As a study program in the Tamansiswa environment, it is only natural that every activity in the academic community is always based on the teachings of Tamansiswa. However, that does not mean there are no obstacles in its implementation. In this research article, the inhibiting factors and supporting factors in the internalization of the Tamansiswa Leadership Trilogy teachings in the PGSD Study Program of UST will explain, especially in strengthening students' pedagogical competences. Reber in Mulyana (2004: 21) defines internalization as the unification of values in a person, or in psychological language it is an adjustment of one's beliefs, values, attitudes, practices and standard rules. This definition implies that the understanding of the values obtained must be practicable and have implications for attitudes. This internalization will be permanent in a person. In addition, internalization is also interpreted as an effort made to insert values into the soul so that they become theirs (Ihsan, 1997: 155).

As for Law Number 14 of 2005 concerning Teachers and Lecturers, it is explained that pedagogical competence is the ability of a teacher to manage the learning process related to students, including understanding educational insights or foundations, understanding students, developing curriculum or syllabus, learning design, the implementation of educational and dialogical learning, the use of learning technology, evaluation of learning outcomes, and the development of students to actualize their various potentials (Sagala, 2009). Seeing this understanding, competence is very relevant and in line with the teachings of the Tamansiswa Leadership Trilogy. In this case, the inhibiting factors and supporting factors of the internalization of the Tamansiswa Leadership Trilogy teachings in the Primary School Teacher Education Study Program, Sarjanawiyata Tamansiswa University, Yogyakarta will be explained.

Method

This research is a field research with qualitative research methods. The qualitative research method is a research method based on the post-positivism philosophy, used to examine the condition of natural objects, where the researcher is a key instrument (Sugiyono, 2017). This research was conducted in the Primary School Teacher Education Study Program, Sarjanawiyata Tamansiswa University in the odd semester of the 2020/2021 school year. The research subjects are lecturers and students. Then the research object is the inhibiting and supporting factors in the internalization of the Tamansiswa Leadership Trilogy teachings in the Primary School Teacher Education Study Program, Sarjanawiyata Tamansiswa University. Furthermore, for data collection techniques carried out by interviews and documentation. Data analysis used qualitative descriptive analysis techniques as proposed by Miles & Huberman (2005) which includes data collection, data reduction, data presentation, and drawing conclusions. The analysis was continued with drawing conclusions based on the results of interviews to determine the inhibiting and supporting factors of internalizing the Tamansiswa Leadership Trilogy teachings.

Results and Discussion

Knowing the inhibiting factors and supporting factors of an internalization process is important. This is because it can be seen the problems faced to design solutions so that the results can be maximized. Likewise, the process of internalizing the Tamansiswa Leadership Trilogy teachings in strengthening the pedagogical competence of students in the Primary School Teacher Education Study Program of Sarjanawiyata Tamansiswa University. Based on the results of interviews with lecturers and students in the PGSD Study Program of UST, it can be seen that the supporting factors and inhibiting factors for internalization of the Tamansiswa Leadership Trilogy teachings in strengthening student pedagogical competences. These two things are described as follows.

Table 1. Inhibiting and Supporting Factors for Internalization of Tamansiswa Leadership Trilogy Teaching in Strengthening Student Pedagogical Competencies in the PGSD Study Program of UST

Supporting Factors	Inhibiting Factors
<ol style="list-style-type: none"> 1. A supportive academic atmosphere, as well as the condition of the campus environment which is already organized and thick with Tamansiswa teachings, and a strong sense of kinship. 2. Human resources who are ready to accept environmental conditions or work conditions. 3. The high attitude of independent education. 4. There is always evaluation and improvement in learning. 5. Infrastructure, student abilities, various cultures from which students come 6. A conducive classroom atmosphere, students and lecturers collaborating with each other in creating a positive learning atmosphere. 7. Personal factors: Personal awareness, knowledge and willingness to apply the leadership trilogy. 	<ol style="list-style-type: none"> 1. Lack of understanding of the principles of the Leadership Trilogy. 2. Difficulties in designing / designing lessons that require time and stages of designing RPS, especially in integrating the principles of the Leadership Trilogy. 3. Not all lecturers apply the principles of leadership trilogy. 4. The term that is widely used is Javanese, so you have to learn more to interpret the language. 5. There are still students who are not disciplined, do not obey lecture rules, and fluctuations in student motivation 6. There are some students whose attitudes are still not able to be invited to positive things for various reasons. 7. Lack of student awareness to apply these principles.

Based on the table above, it can be seen that the supporting factors and inhibiting factors for internalization of the Tamansiswa Leadership Trilogy principle in strengthening pedagogical competence in the PGSD Study Program of UST. In general, internalization Tamansiswa Trilogy Leadership principle supported by the academic atmosphere that has been organized and condensed with Tamansiswa teachings. However, in general there are still inhibiting factors that arise such as a lack of understanding of the principles of the Tamansiswa leadership trilogy and the difficulty in integrating the leadership trilogy Tamansiswa teachings into the semester learning plan. Therefore, several solutions were formulated to overcome the inhibiting factors. These solutions include 1) The Study Program makes policies related to the implementation of Tamansiswa teachings; 2) It is necessary to apply the teachings of the Leadership Trilogy consistently and continuously; 3) Always learn at any time in accordance with the dynamics of education while maintaining the teachings of Tamansiswa; 4) Always remind, reprimand and advise students; 5) Discussing a lot with lecturers who teach the *Ketamansiswaan* course; 6) The program study gives emphasis to all lecturers to apply it; and 7) Always ask what obstacles are being faced and require students to discuss each other either with others or lecturers before and during learning activities.

Regarding the implications of the Leadership Trilogy Teaching, it can be seen that this teaching has implications for the pedagogic competence of students. Sadulloh (2018: 2) states that Pedagogy is the study of the problem of guiding children towards certain goals in order to be able to independently solve problems in their life. In addition, Pedagogy is an educational theory that questions what and how to educate the best (Suardi, 1979). Based on Law No. 14 of 2005 on Teachers and Lecturers, it is explained that pedagogical competence is the ability of a teacher to manage the learning process related to students. Thus, the teachings of the leadership trilogy which include *ing ngarsa sung tuladha*, *ing madya mangun karsa*, *tut wuri handayani* have great implications for the pedagogical competence of students who are prospective elementary school teachers. *Ing ngarsa sung tuladha* has a belief that being a leader must be able to provide role models for the people around him. Then *ing madya mangun karsa* means that someone in the middle of his busy life must also be able to arouse or inspire enthusiasm, and must be able to provide innovations in his environment by creating a more conducive atmosphere for safety and comfort. Furthermore, *tut wuri handayani* means that someone has to provide moral encouragement and enthusiasm from behind and this moral encouragement is needed by the people around us to foster motivation and enthusiasm.

Conclusion

Based on the research results, it can be concluded that in general, internalization Tamansiswa Trilogy Leadership principle supported by the academic atmosphere that has been organized and condensed with Tamansiswa teachings. However, in general there are still inhibiting factors that arise such as a lack of understanding of the principles of the Tamansiswa leadership trilogy and the difficulty in integrating the leadership trilogy Tamansiswa teachings into the semester learning plan. However, the internalization of the

Tamansiswa leadership trilogy which includes the principle of *ing ngarsa sung tuladha, ing madya mangun karsa, tut wuri handayani* significant implications for strengthening the pedagogical competence of students as prospective elementary school teachers.

Acknowledgements

Thank you to the Institute for Research, Development and Community Service (LP3M), University of Sarjanawiyata Tamansiswa which has provided the 2020 internal research grant.

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