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The Effect of Trilogy Leadership Style and Organization Culture on School  
Performance: Evidence form Indonesian Senior High School

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## ABSTRACT

The purpose of this study was to analyze the influence of Ecology Leadership and Organizational Culture toward school performance. This research method is a quantitative method with data processing tools using the SmartPLS version 3.0 program. The research data were obtained from an online electronic questionnaire distributed online using a snowball sampling system. The respondents of this study were 260 teachers of school in Jakarta. The results of data analysis show Ecology Leadership and Organizational Culture significantly influence school performance. The novelty of this study is the first Ecology Leadership and Organizational Culture research model with on school performance.

## 1. Introduction

Education is an important element for human life. In the process, formal educational institutions such as schools become manifestations of the realization of the goals of national education. According to Sunarsih (2020), Cahyono (2020) and Fahmi (2020) The school with all its resources has made various improvements so that the educational process that is held can run according to its goals. The most important element in the process of providing education in these schools is how the managerial process is carried out by the principal. The leadership of the principal also determines the extent to which the success of the education program organized can be realized. According to Vizano (2020); Pramono (2020) and Dezky (2020) educational leadership as the ability and readiness to be able to mobilize and foster educators / educational apparatus so that they are willing to carry out educational tasks effectively and efficiently in order to achieve goals. As for the school which is an educational community, one of its essence is to form a leadership spirit for each individual in the school in order to become a complete human being. According to Asbari (2020); Bernarto (2020) and Sartika (2020) Education, which carries the trilogy of educational leadership according to Ki Hadjar Dewantara, can promote the growth of character-mindedness as an inseparable unity, so that education can advance the perfection of life, namely: life in harmony with world developments. . Carrying out his leadership in Taman Siswa uses the concept of a leadership trilogy, namely Ing Ngarso Sung Tuladha, Ing Madya Mangun Karsa, Tut Wuri Handayani (guiding by example, guiding by building will, and encouraging creativity by providing strength). This leadership trilogy is very good if it is applied by the principal in leading its members to further improve member performance.

According to Vizano (2020); Pramono (2020) and Dezky (2020) Teachers are the most decisive component in the education system as a whole, which must receive central, first and foremost attention, this one figure will always be a strategic spotlight when talking about educational issues, because teachers are always related to components. Wherever in the education system, teachers play a major role in education development, especially those held formally in schools, teachers also greatly determine the success of students, especially in relation to the teaching and learning process. The teacher is the component that most influences the creation of quality education processes and outcomes. Therefore, any improvement efforts made to improve the quality of education will not make a significant

contribution without the support of professional and qualified teachers. According to Wibowo (2020); Nugroho (2020) and Purwanto (2020) The task of teachers is closely related to increasing human resources through the education sector, therefore efforts are needed to improve the quality of teachers to become professionals. So that improving the quality of education can be successful. As stated by According to Vizano (2020); Pramono (2020) and Dezky (2020) improving the quality of education depends on many things, especially the quality of the teachers. However, the quality of teachers will be related to many things, including the leadership of the school principal, organizational culture, and the work motivation of the teacher concerned. Leadership is a behavior pattern of leaders in directing and controlling subordinates to follow their will in achieving predetermined goals and objectives. In simple terms, it can be said that leadership is a method used by a leader in influencing his subordinates. The way to influence their subordinates will create the culture of the organization they lead. According to Wibowo (2020); Nugroho (2020) and Purwanto (2020) The organizational culture in a school environment will be different from other schools, this difference is due to the existence of an environment that affects different organizations, both external and internal organizations. The difference between one organization and another, especially internally, is formed by the leadership and members of the organization in achieving its goals, as well as the change of leadership, will affect the culture of an organization. Negative perceptions of organizational culture will create a less conducive school climate. According to Asbari (2020); Bernarto (2020) and Sartika (2020) The climate of the school is related to how the work relationship between peers, between teachers and school principals, between teachers and other education personnel and between agencies in their environment. Giving the right motivation will encourage employees to change their behavior to grow and develop to achieve success at work. To optimize the achievement of employees' achievements, management support is needed in its implementation, one of which is by providing motivation to employees, so that employees can increase their abilities according to what management wants, so that their performance will increase, according to the goals of the organization.

According to Vizano (2020); Pramono (2020) and Dezky (2020) Teachers are a professional profession where they are required to do their best to carry out their profession as best as possible. As a professional, the teacher's duty as educator, teacher and trainer should have an impact on their

students. In this case the teacher should be able to continuously improve their performance which is the capital for the success of education. Thing . that what is meant by teachers is professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating. This task is carried out for all students in early childhood education through formal education, primary education and secondary education. Furthermore, what is meant by professional is a job or activity that is carried out by a person and becomes a source of living income that meets certain quality standards or norms and requires professional education. Teacher performance will be optimal, if it is integrated with school components, both principal leadership, organizational culture, teacher work motivation, and employees and students. According to Sunarsih (2020), Cahyono (2020) and Fahmi (2020) suggest that there are several factors that can affect teacher performance in carrying out their duties, namely: Principal leadership, work facilities, expectations, and trust of school personnel. Thus it appears that the leadership of the principal and work facilities will also determine whether the teacher's performance is good or bad. In other words, the principal's leadership affects teacher performance. According to Vizano (2020); Pramono (2020) and Dezky (2020) Principal leadership is the principal's ability to mobilize, mobilize, guide, protect, exemplify, encourage and provide assistance to human resources in a school so that they can be maximally utilized to achieve The goals that have been set In the new paradigm of education management, a principal must carry out his role as a leader by carrying out the function of being an educator, manager, administrator, supervisor, leader, innovator and motivator. Principal leadership is an important aspect in improving school quality. Some literature reveals that the leadership of principals who have good leadership characteristics such as having a clear vision, strong leadership and having high expectations for student achievement and teacher performance, will be able to improve school quality, which distinguishes good quality schools and a school whose usual quality is the leadership of the principal. This is also stated by According to Wibowo (2020); Nugroho (2020) and Purwanto (2020) that in schools you will find principals who are aggressive, dynamic and professionally careful in providing educational programs that are considered important. You will not find a good school with a bad principal, or vice versa, a bad school with a good principal. Many schools that fail turn out to be successful, and the good ones are in steep decline. The improvement and deterioration of schools can be traced from the quality of leadership of the principal. School

is an organization, and the culture that exists at the school level is an organizational culture. The main recipe for organizational culture is the collective interpretation carried out by the members of the organization and the results of its activities. According to Asbari (2020); Bernarto (2020) and Sartika (2020) Organizational culture is the norms and values that direct the behavior of organizational members. Culture is always changing, this is in accordance with the role of schools as agents of change that are always ready to keep up with changes that occur. So the school organizational culture is also expected to be able to follow, select, and innovate towards the changes that occur. argues that culture and education are two elements that cannot be separated because they are mutually binding. According to Suheny (2020); Supriadi (2020) and Kadiyono (2020) Culture lives and develops because of the educational process, and education only exists in a cultural context. What is in the meaning of the curriculum is an engineering of the civilization of a society, while the educational process is essentially a dynamic civilizing process. A positive school organizational culture can affect the implementation of high quality education and the formation of positive attitudes and morals for all personnel in educational institutions. This condition is very supportive of the achievement of high learning achievement. Educational administration and management experts since the 1980s have firmly placed the responsibility of the principal as the creator of a conducive school culture and school characteristics.

According to Vizano (2020); Pramono (2020) and Dezky (2020) The motivation of teachers is expected to be able to produce maximum performance. There are three needs that drive motivation, namely "Need for achievement, need for affiliation, and need for power". The need for achievement, the need to be accepted by the group, and the need to occupy a position. This theory explains that individuals get continuous encouragement, namely the need for encouragement that ultimately brings someone to love their profession. Teacher work motivation is influenced by several factors, one of which is the principal's leadership factor. leadership is the ability to influence, motivate, and enable others to contribute to the effectiveness and success of the organizations of which they are members ". The leadership of the principal in terms of motivating teachers is a very important position in ensuring the smooth working of teachers, so that the principal must have good leadership skills. The ability of a leader to achieve these goals has been proposed the goal path theory, which is a leadership theory based on the theory of expectations of motivation related to the leadership style of workers and in certain situations. According to Suheny

(2020); Supriadi (2020) and Kadiyono (2020) The path goal theory developed by Robert Housen identifies four leadership styles, namely: directive (directing), supportive (providing support), participative (participating), and achievement oriented. According to Sunarsih (2020), Cahyono (2020) and Fahmi (2020) The leadership style of school principals and teacher work motivation are related to one another, both of which influence each other in a school organization. According to Vizano (2020); Pramono (2020) and Dezky (2020) explain, "motivation is a willingness to make high-level efforts to achieve organizational goals, which are conditioned by the ability of these businesses to satisfy the needs of a certain number of individuals." In other words, leadership orientation and motivation are attached to organizational goals and good organizations grow in a good culture. A good organizational culture supports teacher work motivation. According to Asbari (2020); Bernarto (2020) and Sartika (2020) state that; "A conducive school climate and culture is characterized by the creation of a safe, comfortable, and orderly learning environment, so that learning can take place effectively." And there are seven primary characteristics that collectively covers the essence of organizational culture. The seven characteristics are: (1) innovation and taking risks, (2) attention to details, (3) result orientation, (4) human orientation, (5) team orientation, (6) aggressiveness, and (7) stability. And it is concluded that the work motivation of teachers in schools is influenced by the leadership of the principal and organizational culture. These three variables in previous research have been disclosed and are variables that influence each other. The purpose of this study was to analyze the influence of Trilogy Leadership and Organizational Culture toward school performance.

## **2. LITERATURE REVIEW**

### **Leadership**

Leadership According to Vizano (2020); Pramono (2020) and Dezky (2020) A leader is someone who has certain skills that can influence his followers to work together towards achieving the goals that have been set. Thus, it is clear that leaders can have various advantages, skills and compared to other members. According to Wibowo (2020); Nugroho (2020) and Purwanto (2020) leadership is any action taken by an individual or group to coordinate and give direction to individuals or groups who are members of a particular forum to achieve predetermined goals. Principal of the School According to Wahjosumidjo (2005: 84-85) The principal is a leadership position that

cannot be filled by people without being based on considerations. Whoever will be appointed as the principal of the school must be determined through certain procedures and requirements. Therefore the principal is basically a formal official, because his appointment is through a process and procedure based on applicable regulations. Seeing the heavy burdens and responsibilities borne by the principal, a broad and adequate competence must be possessed by a school principal. Because finding a head who masters all these competencies is not easy, the most important thing is the willingness and enthusiasm to master these competencies. According to Suheny (2020); Supriadi (2020) and Kadiyono (2020) the competencies that the principal must have are personality competence, managerial competence, entrepreneurial competence, supervisory competence and social competence. Principal Leadership is an important force in the framework of school management, therefore the ability to lead effectively is the key to the success of school organizations. The essence of leadership is the willingness of others to follow the wishes of the leader. The principal as a leader must be able to generate a strong will with enthusiasm and confidence in the subordinates in carrying out their respective duties as well as providing guidance and directing subordinates and providing inspiration in achieving goals. According to Wibowo (2020); Nugroho (2020) and Purwanto (2020) The principal is one of the components of education that plays the most important role in improving the quality of education. This is because there is a relationship between the success of the quality of education in schools and the quality of school principals. Successful schools are schools that are led by quality principals, and vice versa, less successful schools are schools led by less qualified principals. According to Vizano (2020); Pramono (2020) and Dezky (2020) Principal leadership is one of the manifestations of national leadership, namely Pancasila leadership, a potential or power capable of empowering all community and environmental resources imbued with the principles of Pancasila to achieve national goals, in a situation certain. Therefore, the leadership of the principal as one of the implementation of national leadership which aims to educate the nation's life, must reflect the realization of Pancasila leadership which has a virtuous character and is based on the Pancasila leadership trilogy: in front of giving an example (*ing ngarsa sun tuladha*), in the middle it is able to awaken so that the people he leads work on and create something useful (*ing madya mangun karsa*), and behind provide encouragement so that subordinates are able to carry out their duties properly and responsibly.

According to Vizano (2020); Pramono (2020) and Dezky (2020) Leadership Style is a leader behavior describing his relationship with subordinates in an organizational pattern to influence his subordinates which is expressed in the form of behavior or personality patterns. Indicators of the principal's leadership style are: 1) leader behavior as a structure (Directive), including; (a) the leadership establishes clear expectations of the tasks assigned to subordinates, (b) the leadership provides direction to subordinates, (c) the leadership provides special guidance to subordinates and explains their expectations. 2) Behavior that describes a leader who is friendly and can reach his employees (Supportive), including; (a) leaders pay attention to the needs of subordinates, (b) leaders create a pleasant organizational climate, (c) leaders maintain a conducive environment, (d) leaders show empathetic behavior. 3) Encouraging and facilitating behavior (Participatif), including; (a) leaders provide opportunities for subordinates to participate in decision-making made by leaders so that they are expected to increase motivation, (b) leaders become consultants for their subordinates, (c) leaders collect input from subordinates and consider them seriously before making decisions, 4) Behavior encourage employees.

### **Leadership Trilogy**

The Concept of Ki Hadjar Dewantara Trilogy According to Moh. Yamin (2009: 193-195) the teachings of Ki Hadjar Dewantara's leadership that are popular among the community are Ing Ngarso Sun Tulodo, Ing Madya Mangun Karsa, Tut Wuri Handayani. Strictly speaking, in this sense, a leader must have these three characteristics in order to become a role model for his subordinates or subordinates. The three teachings, namely Ing Ngarso Sun Tulodo, Ing Madyo Mbangun Karso, and Tut Wuri Handayani will be discussed in the following explanation: 1) Ing Ngarso Sun Tulodo Ing ngarso means in front or in front, Sun comes from the word Ingsun which means I , Tulodo means role model. So the meaning of Ing Ngarso Sun Tulodo is that being a leader must be able to provide role models for the people around him.

According to Suheny (2020); Supriadi (2020) and Kadiyono (2020) So that what someone must uphold is the exemplary word. In the first teachings of Ki Hajar, it describes a situation where a leader is not only a person who walks in front, but must also be an example for those who follow him. Ing Ngarso's word cannot stand alone, if it doesn't get an explanatory sentence behind it. 2) Ing Madya Mbangun Karsa Ing Madyo means in the middle,



Mbangun means awakening or arousing and Karso is defined as a form of will or intention. So the meaning of Ing Madya Mbangun Karsa is that someone in the middle of his busy life must also be able to arouse or inspire enthusiasm. Therefore, someone must also be able to provide innovations in their environment by creating a more conducive atmosphere for safety and comfort. This second teaching is full of the meaning of togetherness, cohesiveness and cooperation. A leader not only looks at the people he leads, but he also must be in the middle of the people he leads. So it is not commendable if a leader is silent and does nothing while the people he leads suffer. In addition, leaders must be creative in leading, so that the people they lead have new insights in acting. According to Suheny (2020); Supriadi (2020) and Kadiyono (2020) a leader must protect all the people he leads. 3) Tut Wuri Handayani Tut Wuri means following from behind and handayani means giving moral encouragement or encouragement. So that means Tut Wuri Handayani is that someone must provide moral encouragement and morale from behind. This moral drive is needed by the people around him to grow motivation and enthusiasm. This third leadership teaching is the watchword of the world of education, which of course has a deep meaning. If interpreted as a whole, Tut Wuri Handayani aims to create an independent and independent person, and it is hoped that a new generation will emerge who will dare to lead without waiting for others to lead.

### **Organizational Culture**

According to According to Vizano (2020); Pramono (2020) and Dezky (2020) "organizational culture is the basic pattern of shared values and assumptions governing the way employees within an organization think about and act on problems and opportunities." Schein in Yulk (2005: 334) "defines the culture of a group or organization as shared assumptions and beliefs about the world and their place in it, the nature of time and space, human nature, and human relationships". Rivai and Mulyadi (2012: 373) define organizational culture as "how learning organizations relate to the environment which is an amalgamation of assumptions, behaviors, stories, myths, ideas, metaphors, and other ideas to determine what it means to work in an organization. According to Vizano (2020); Pramono (2020) and Dezky (2020) Culture means a shared belief value system that produces norms of behavior. Furthermore, according to Peters and Waterman in Gibson, Ivancevich, Donnelly (1987: 41) "An effective organization has an internal culture that reinforces the need for excellent quality. Culture can be a positive and negative force in achieving effective achievements. This

definition explains that organizational culture is the institutionalized values, assumptions, attitudes and behavioral norms which then manifest in appearance, attitudes and actions, so that it becomes the identity of a particular organization. According to Suheny (2020); Supriadi (2020) and Kadiyono (2020) A strong organizational culture has the potential to improve performance. Organizational culture in the context of educational institutions, namely school is an organization that has an organizational culture. Mulyasa (2011: 90) "a conducive school climate and culture is characterized by the creation of a safe, comfortable, and orderly learning environment, so that learning can take place effectively". A conducive situation that is born from a good school culture can support an effective learning process, so that all involved, especially students, feel comfortable and pleasant in learning. According to Vizano (2020); Pramono (2020) and Dezky (2020) "School / madrasah culture is something that is built from the results of the meeting between the values (values) adopted by the principal as a leader with values shared by teachers and employees who is in the school / madrasah ". From some of the above theories, it can be concluded that the school organizational culture is the basic assumption, values and beliefs that are held, believed to be true and developed in schools and used as a basis for taking action to achieve goals and become the identity of the school organization. And indicators of school organizational culture developed from the theory of Robbins & Judge (2011: 256) are: 1) innovation and taking risks, including; (a) creativity and (b) responsible, 2) attention to details, including; (a) work accuracy and (b) evaluation of work results, 3) results orientation, including: (a) target achievement and (b) work facilities, 4) human orientation includes: (a) comfort and (b) personal needs, 5) team orientation includes: (a) cooperation and (b) mutual respect,

### 3. METHODS

The method used in this research is quantitative method. Data collection by distributing questionnaires to 280 teachers of school in Jakarta . The electronic questionnaire was distributed online using the snow ball sampling technique. Each closed question / statement item is given five answer options, namely: strongly agree (SS) score 5, agree (S) score 4, neutral / doubtful (N) score 3, disagree (TS) score 2, and strongly disagree. agree (STS) score 1. This method also used by research conducted by Sunarsih (2020); Bernarto (2020); Sartika (2020); Suheny (2020); Supriadi (2020); Kadiyono (2020); Zena (2020); Cahyono (2020); Kartika (2020); Asbari

(2020) ;Wibowo ( 2020); Nugroho (2020) and Purwanto (2020).The method for processing and analyzing data is by using PLS and using SmartPLS version 3.0 software. Hypothesis testing in this study uses the Partial Least Square (PLS) method. PLS is an alternative method of analysis with variance-based Structural Equation Modeling (SEM). The advantage of this method is that it does not require assumptions and can be estimated with a relatively small number of samples. The results of the frequency descriptive data processing for the characteristics of the respondents provide an overview of the respondents who are sampled and answer the questionnaire.

The characteristics of the respondents are presented in table 1.The following:

**Table 1.** Respondent Descriptive Information

Criteria		Total
Age	< 30 Years	101
	30 - 40 Years	96
	> 40 Years	83
Working Periode	< 5 Years	106
	5-10 Years	92
	> 10 Years	82
Gender	Male	164
	Female	116

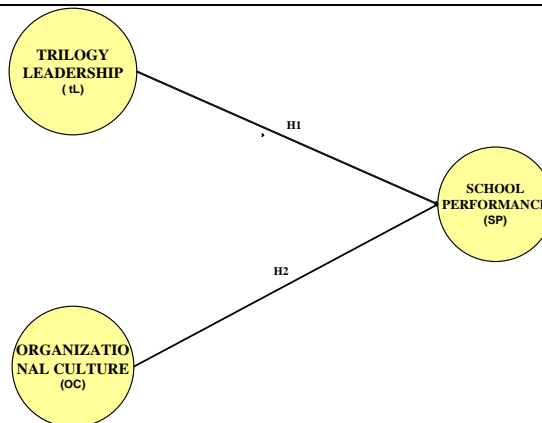


Figure 1. Research Model

Based on the study of existing theories and previous research, the following hypotheses were developed:

Hypothesis 1 (H1) : Trilogy leadership style influence schools performance  
Hypothesis 2 (H2) : Organizational Culture style influence school performance

Indicators of school performance variable has 7 sub variables, namely 7 accreditation standards: a. Vision, mission, goals and strategies for achievement; b. Governance, leadership, management & quality assurance systems; c. Students and graduates, d. Human Resources; e. Curriculum, learning and academic atmosphere; f. Funding, facilities and information systems g. Research, community service and cooperation

#### **4. RESULT AND DISCUSSION**

##### **Convergent Validity Test**

Convergent validity is the extent to which a measure is positively correlated with alternative measures of the same construct. To evaluate the convergent validity of the reflective constructs, we consider the outer loadings of the indicator and the average variance extracted (AVE). A high outer loadings in the construct indicates that the related indicators have many similarities, which are captured by the construct. At a minimum, the outer loadings of all indicators must be statistically significant. The general rule is that the standard outer loadings must be 0.7 or higher. Consideration removes outer loadings. Rather than automatically removing the indicator when the outer loadings are below 0.70, researchers should carefully examine the effect of item deletion on composite reliability, as well as on the validity of the construct content. In general, indicators with outer loadings between 0.40 and 0.70 should be considered for removal from the scale only when removing the indicator leads to an increase in composite reliability (or average variance extracted) above the recommended threshold value. Another consideration in the decision whether to remove indicators is the extent to which their removal affects the validity of the content. Indicators with weaker outer loadings are sometimes maintained based on their contribution to content validity. Indicators with very low outer loadings (below 0.40) should, however, always be omitted from the construct (Hair et al., 2011). For AVE values,  $AVE > 0.50$  or higher indicates that, on average, the construct explains more than half the variance of its indicator. In contrast, an AVE of less than 0.50 indicates that, on average, more variants remain in the item error than in the variance described by the construct.

This analysis step also used by research conducted by Asbari (2020); Bernarto (2020); Sartika (2020); Suheny (2020); Supriadi (2020) ;Kadiyono (2020);Zena (2020); Cahyono (2020); Kartika (2020) ;Asbari (2020) ;Wibowo ( 2020); Nugroho (2020) and Purwanto (2020)

**Table 2. Indicator Loadings, Cronbach’s Alpha, Composite Reliability, and Average Variance Extracted (AVE)**

Variables	Items	Loadings	Cronbach’s Alpha	Composite Reliability	AVE
Trilogy Leadership (EL)	TL1	0.802	0.834	0.713	0.898
	TL2	0.609			
	TL3	0.723			
Org Culture(OC)	OC1	0.825	0.813	0.934	0.955
	OC2	0.711			
	OC3	0.709			
School Performance (SP)	SP1	0.763	0.789	0.812	0.843
	SP2	0.642			
	SP3	0.564			

**Discriminant Validity Test**

Discriminant validity is the extent to which a construct is completely different from another by empirical standards. Thus, establishing discriminant validity implies that a construct is unique and captures phenomena that are not represented by other constructs in the model. Traditionally, researchers have relied on two measures of discriminant validity. Cross-loadings are usually the first approach to assessing the discriminant validity of indicators. This analysis step also used by research conducted by Asbari (2020); Bernarto (2020); Sartika (2020); Suheny (2020); Supriadi (2020) ;Kadiyono (2020);Zena (2020); Cahyono (2020); Kartika (2020) ;Asbari (2020) ;Wibowo ( 2020); Nugroho (2020) and Purwanto (2020)In particular, the outer loadings of the indicator on the associated construct must be greater than any cross-loadings (i.e., the correlation) of the other constructs.

Table 3. Discriminant Validity

Variables	V	T	SP
Trilogy Leadership	0.911		
Org Culture	0.789	0.909	
School Performance	0.843	0.605	0.819

The results of the discriminant validity test in table 3 above can conclude that the model meets the discriminant validity show by all constructs that have AVE square root values above the correlation value with other latent constructs. The Fornell-Larcker criterion is a second approach to assessing discriminant validity. It compares the square root of the AVE value with the latent variable correlation. In particular, the square root of each AVE construct must be greater than the highest correlation with the other constructs. An alternative approach to evaluating the Fornell-Larcker criterion results is to determine whether the AVE is greater than the squared correlation with other constructs. The logic of the Fornell-Larcker method is based on the idea that constructs share more variance with related indicators than with other constructs.

**Tabel 4. Collinearity Statistics (VIF)**

Variables	Performance (P)
Trilogy Leadership	1.113
Org Culture	1.316

Based on the test results in Table 4, all VIF scores for all variables are less than 5, meaning that this model does not have a collinearity problem. Hypothesis testing in PLS includes the direct effect significance test. The effect test is carried out using the t-statistical test in the partial least squared (PLS) analysis model using the SmartPLS 3.0 software. With the bootstrapping technique, the R Square value and the significance test value were obtained as shown in the Table below:

**Table 5. R Square Value**

R Square	R Square Adjusted
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School performance	0.89	0.621
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According to Table 4 above, the R Square schools performance (TP) value of 0.89 which means that the school performance variable (SP) can be explained by trilogy leadership and organizational culture variable by 89%, while other variables explain the remaining 11% (not discussed in this research). While Table 5 displays the effect between the research variables that have been mentioned are showed the T Statistics and P-Values .

**Hypothesis Test**

Internal consistency reliability: composite reliability should be higher than 0.70 (in exploratory research, 0.60 to 0.70 is considered acceptable). Consider Cronbach's alpha as the lower bound and composite reliability as the upper limit of internal consistency reliability. Indicator reliability: the outer loadings of the indicator must be higher than 0.70. Indicators with outer loadings between 0.40 and 0.70 should be considered for removal only if deletion causes an increase in composite reliability and AVE above the threshold value of 0.5.. The t-statistic test in the partial least squared (PLS) analysis model using the help of SmartPLS 3.0 software perform using the direct effect test. This analysis step also used by research conducted Kadiyono (2020);Zena (2020); Cahyono (2020); Kartika (2020) ;Asbari (2020) ;Wibowo ( 2020); Nugroho (2020) and Purwanto (2020)The table below obtain the bootstrapping technique, R Square values, and significance test values:

Table 6 shows t-statistics and p-values that show the influence between variable variables

**Table 6. Hypotheses Testing**

Hypotheses	Relationship	Beta	SE	T Statistics	P-Values	Decision
H1	EL->SP	0.512	0.013	3.114	0.001	<i>Supported</i>
H2	OC->SP	0.675	0.111	2.412	0.002	<i>Supported</i>

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Based on the statistical calculations summarized in Table 6 above, it is concluded that all variables by trilogy leadership, organizational culture and schools performance are positive and significant. Evidenced by the t-

statistics value is greater than 1.96 and the p-value is smaller than 0.05. meaning that all hypotheses are accepted.

## **Discussion**

### **The influence of trilogy leadership on school performance**

Based on statistical calculations with PLS in Table 6 above, it can be concluded that the variable trilogy leadership positively and significantly affects the school performance variable. This is evidenced by the t-statistics value of 3.114 greater than 1.96 and the p-value of 0.001 less than 0.050. That is, the hypothesis is accepted. These findings are in line with and in accordance with the results of previous studies by Achmadi (2020); Cahyono (2020); Kartika (2020); Fahmi (2020); Sartika (2020) and Vizano (2020) which states that trilogy leadership has a positive and significant effect on schools performance, meaning that trilogy leadership will encourage an increase in schools performance.

### **The influence of Organizational Culture on schools performance**

Based on statistical calculations using PLS in Table 6 above, it can be concluded that the organizational culture variable positively and significantly affects the schools performance variable. This is evidenced by the t-statistics value of 2.412 which is greater than 1.96 and the p-value of 0.002 which is smaller than 0.05. That is, the hypothesis is accepted. These findings are in line with and in accordance with the results of previous studies by Abidina (2020); Zena (2020); Nugroho (2020); Dezky (2020); Asbari (2020); Bernarto (2020); Pramono (2020) which states that organizational culture has a positive and significant effect on schools performance, meaning that organizational culture will encourage an increase in schools performance.

## **Discussion**

According to Asbari (2020); Bernarto (2020) and Sartika (2020) One of the most important parts of a leader is his ability to influence and mobilize all components in order to achieve goals effectively and efficiently. This ability must also be based on the characteristics and strengths it possesses so that there will be obedience and the willingness of its followers to carry out work and activities together in achieving organizational goals. A leader is not just a position or power, but more than that as a mandate and dedication for all he leads. Leaders as servants, public servants, who must serve and "give" to the people they lead. This is inversely proportional to the fact,



many leaders always want to be served, adored, and even expect to be given something by the community / they lead as a form of gratitude for their services. And it seems that this has become a habit in society and is considered a necessity. In this era, the era of globalization where the demands of society are increasing and demand quality, the role of leaders in facing the demands and challenges is getting bigger and more complex. According to Asbari (2020); Bernarto (2020) and Sartika (2020) Leaders are required to have a deep understanding of what the people they lead, including: Leaders who have faith and devotion to God Almighty. Leaders who serve are not served 3. Leaders who provide role models Good 4. A leader who can arouse fighting spirit. A leader who has "strength". A leader who has empathy, is open, humble 7. A leader who is decisive, disciplined. A leader who is careful, careful in his actions. A leader who is simple but optimistic 10. who has a great sense of humor. According to Suheny (2020); Supriadi (2020) and Kadiyono (2020) A leader is a role model they lead. The leader is the center of view, so that all attitudes, behavior, speech, even dress will be of concern. A leader must be able to act as a teacher, parents who can be followed and respected. Leaders must also act as colleagues / friends, work partners, who can be invited to communicate with, discuss in solving problems faced by their followers. Developing the ability to be imitated is one of the biggest challenges for today's leaders, because of the many cases that occur to leaders in this country so that there is a leadership crisis, people become apathetic, they don't care about leaders. Likewise in the process of selecting leaders, some people are optimistic and some are pessimistic, because the methods used to make themselves as leaders are sometimes considered negatively by the community. So that in time, leaders cannot carry out their functions properly as public servants, but quite the opposite. According to Sunarsih (2020), Cahyono (2020) and Fahmi (2020) teacher work motivation is the degree of success of a madrasa principal in achieving organizational goals by means of influencing followers through the ideal combination of task orientation and emphasis on human relations in accordance with the situation at hand. According to Danim (2004: 19) leadership means the ability to motivate and one that affects a person's work motivation is leadership style. In addition, the principal is also expected to be able to build a good madrasah organizational culture. According to Supriyadi (2020), Zena (2020) and Cahyono (2020) the aspects measured to determine the work motivation of Tsanawiyah madrasah teachers are: 1) Need for achievement, namely covering; (a) desire to participate in training, (b) have a high curiosity, (c) have a high sense of responsibility, (d) desire

to do better. 2) The need for acceptance by the group (Need for affiliation), includes: (a) have a sense of mutual need, (b) cooperate with colleagues, (c) establish good relationships with colleagues. 3) The need to occupy a position (Need for power), includes: (a) sensitive to the environment, (b) a desire to be a leader, (c) competing in a healthy and correct manner.

The three basic principles (trilogy) of leadership according to Ki Hajar Dewantara are: 1. Ing ngarsa sung tuladha. Ing ngarsa sung tuladha means, in front of giving an example. A leader is a locomotive that is at the very front, which will direct the tracks that should be passed. The leader is a person who will be seen by all the people he leads, so he must be an example, a guide for those he leads. As leaders, sometimes we need to stand in front and lead the troops. This is important, especially if our troops are made up of less experienced people. The easiest way to lead an army is by being an example both in speech, speech, and deeds so that it can stimulate subordinates to behave like the leader. For example, when there is a policy on employee discipline where all employees must come to the workplace on time, the leader always emphasizes the importance of discipline and punctuality, but if the leader himself cannot set an example in his presence and cannot give reasons why he cannot attend on time, then it is only a matter of time when employees start imitating and looking for opportunities to relax in time discipline. Emphasizing the role of a leader as an exemplary figure, who must be able to guide and set an example to those who dream, if it is associated with *hastabrata* this concept is the same as the nature of the sun. A good leader is one who is able to walk in the forefront and become a shield in the arena of struggle in facing obstacles and dangers and thinking all efforts to achieve goals. With strong determination, a leader must be able to carry out the most and hardest work and enforce discipline by making him an exemplary role model. According to Kartono (1998: 288) as a leader who must be at the forefront, he must have a strong, responsive and responsible nature. Tough means cultivating body strength and inner peace by working hard, daring to face dangers, being protector, shade for those who are led. *InyaIng madya mangun karsa* means in the middle of building a will or intention. *Karsa* means will, will or intention. It can also be expressed as an idea. Sometimes, as leaders, we need to be in the midst of the troops to raise the spirit to fight. In facing difficulties the leader does not need to take over but let them face and solve it themselves. What leaders need to do is build, raise their enthusiasm so that they don't fall down, so that they will become strong. A leader in this case acts as an inspiring

motivator, like the sun which is able to provide energy to all living things on earth. A leader when in the midst of what he leads must be able to protect, build togetherness to achieve goals.

A leader must be able to embrace those they lead, be willing to accept criticism and suggestions, and be able to create initiatives to achieve goals effectively and efficiently, leaders must be able to create an organizational atmosphere to be conducive, so that a shared spirit will emerge to motivate each other in achieving the desired goals. Leaders must be able to cooperate with subordinates. So that all the work done will feel easy or light and will further strengthen the relationship between subordinates and leaders, but it does not violate ethics. But Wuri Handayani means from behind giving encouragement and strength. A leader must be able to put himself behind to encourage individuals in the organization he leads to be at the front to gain progress and achievement. Being behind does not mean the leader hides behind his followers or is cowardly, following behind his leader, but must be interpreted as an encouragement that gives freedom to those in front of him to express, take initiative, have initiative and have self-confidence, not depending on others, work not only based on orders from superiors only. Such leaders aim to educate and develop those they lead so as to create a regeneration process. In accordance with the saying that a good leader is one who is able to prepare the next leader who is better than himself, provides subordinates with knowledge and provisions that will increase their insight and intelligence, and give opportunities for others to advance. Usually these leaders have followers who are intelligent, persistent, passionate, so that the leader only needs to provide directions, follow and correct when something goes wrong. When associated with *hastabrata* this leader is like *bayu* or wind, has a ambegated nature, is dynamic, is open and does not hesitate or give confidence to his followers. Thus, even though the leader stands behind, his function is to provide strength and moral support to strengthen every step and action of his followers. The meaning contained in the leadership philosophy according to Ki Hajar Dewantara above illustrates that a leader must have good qualities and advantages / advantages in order to give obedience to his subordinates.

## 5. CONCLUSION

The results of data analysis show Trilogy Leadership and Organizational Culture significantly influence school performance. The novelty of this study is the first Trilogy Leadership and Organizational Culture research model with on school performance. The three philosophies of leadership from Ki Hajar Dewantara are very appropriate to the current state and condition of the nation. Where this philosophy has a very deep meaning as a basis, guidance in the life of the nation and state, especially for leaders in this country. From the three sentences in this philosophy, we can learn how a leader should carry out his function properly. A good leader must be able to place himself and be sensitive to the surrounding environment. Leaders must be able to put themselves at the front to set an example, in the middle to encourage, and behind to provide encouragement or strength for mutually agreed goals. With direct elections that are actually to elect and determine leaders, we all hopes that this country will have many leaders who truly have the ability and desire to lead according to the leadership philosophy. Not a leader who only cares for himself and his group, but a leader who is able to inspire and bring Indonesia to a better direction. For our beloved country, Indonesia, let us show our work in facing the era of globalization by becoming an extraordinary leader. The aspects that are measured to determine the leadership style of the headmaster of the madrasah tsanawiyah are: 1) The behavior of the leader as a structure (Directive), including: (a) challenging subordinates with high expectations, (b) emphasizing implementation and excellence in work, c) Subordinates are given responsibility, (d) Involve subordinates in setting challenging goals. 2) Behavior that describes a leader who is friendly and can reach his employees (supportive), including: (a) creating what subordinates must do, (b) setting clear expectations of the tasks assigned to subordinates, (c) providing direction to subordinates, (d) provide specific guidance to subordinates and explain their expectations. 3) The behavior of encouraging employees (Achievement oriented), includes: (a) providing opportunities for subordinates to participate in decision making, (b) becoming a consultant for subordinates, (c) gathering input from subordinates and considering it seriously before making a decision. 4) Encouraging and facilitating behavior (Participative), including: (a) paying attention to the needs of subordinates, (b) creating a pleasant organizational climate, (c) maintaining a conducive environment, (d) showing empathetic behavior.

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