

Development of a Literacy Leadership Model Based on Ki Hadjar Dewantara's Leadership Trilogy at Tamansiswa College

Didi Supriadi^{1*}, Welius Purbonuswanto¹, & Alfiatul Maulida²

¹Department of Management Education, Universitas Sarjanawiyata Tamansiswa, Indonesia

²Department of Management, Universitas Sarjanawiyata Tamansiswa, Indonesia

*Corresponding email: didi.supriadi@ustjogja.ac.id

Received: 30 December 2024 Accepted: 06 January 2025 Published: 10 February 2025

Abstract: Development of a Literacy Leadership Model Based on Ki Hadjar Dewantara's Leadership Trilogy at Taman Siswa College. Objectives: This study aimed to construct a structural model of literacy leadership grounded in Ki Hadjar Dewantara's leadership trilogy at Sekolah Taman Siswa. The research employed a quantitative methodology via a survey technique. **Methods:** The research was carried out from April to September 2024. The study was conducted at Sekolah Tamansiswa institutions in the Special Region of Yogyakarta. The participants in this study included the principal, vice principal, and teachers of Tamansiswa school in the Special Region of Yogyakarta. The sampling method employed was purposive sampling, with 116 respondents. The data gathering method employed a questionnaire, succeeded by quantitative descriptive analysis and model analysis utilizing the Structural Equation Model (SEM). **Findings:** The analysis results demonstrated that the Ki Hajar Dewantara leadership variable significantly and positively influences Literacy Leadership. Ki Hajar Dewantara's leadership elucidated literacy leadership by 64.7%. *Ing ngarsa sung tuladha*, as articulated by Ki Hajar Dewantara, underscores the significance of educators as exemplars, aligning with the notion of literacy leaders who are required to inspire and motivate others through tangible deeds. *Ing madya mangun karsa* constitutes a significant component of the Ki Hajar Dewantara Leadership Trilogy. *Ing madya mangun karsa* contributes to fostering an environment that promotes and sustains literacy growth. Literacy leaders must cultivate a literacy culture that empowers and fosters active engagement. *Tut wuri handayani* underscores the function of leaders as facilitators and motivators who offer assistance and guidance from a supportive position. **Conclusion:** The Ki Hajar Dewantara's leadership is proven to have a significant and positive influence on Literacy Leadership. The leadership approach based on Ki Hajar Dewantara's values directly contributes to improving the quality of literacy leadership. A literacy leader must be attuned to individual needs and offer suitable support to maximally enhance reading abilities.

Keywords: literacy model, educational leadership, leadership trilogy, ki hadjar dewantara, taman siswa school.

Keywords: literacy model, educational leadership, leadership trilogy, ki hadjar dewantara, taman siswa school.

To cite this article:

Supriadi, D., Purbonuswanto, W., & Maulida, A. (2025). Development of a Literacy Leadership Model Based on Ki Hadjar Dewantara's Leadership Trilogy at Tamansiswa College. *Jurnal Pendidikan Progresif*, 15(1), 55-73. doi: 10.23960/jpp.v15.i1.202505.

■ INTRODUCTION

A leader overseeing an educational institution must possess robust literacy initiatives. This literacy encompasses not only reading and writing abilities but also a profound

comprehension of pertinent issues, proficient communication skills, and ethical leadership principles. Robust literacy is essential for an educational leader to convey vision, comprehend intricate difficulties, and lead with integrity

(Daniels, 2001). Literary leaders possess the capacity to express visions, convey messages with clarity, and exert influence over others (Fullan, 2020). They can make decisions grounded in a profound comprehension of the challenges confronting the company. Literacy significantly aids leaders in conflict management, team building, and fostering an inclusive workplace culture.

Effective leadership is crucial in education, particularly in enhancing student literacy. Education leadership is essential for enhancing student literacy. Collaboration among education leaders in a coordinated manner can enhance literacy outcomes for students (Hidayati et al., 2022). Educational leaders must recognize that literacy serves as a tool for self-empowerment and advocacy for students (Sergiovanni, 2014). Literacy learning constitutes a collective responsibility, necessitating the collaborative efforts of all educators to engage in a coordinated and purposeful approach. Collaboration among education leaders in a coordinated manner can enhance literacy outcomes for students (Herdiawan et al., 2020).

Literate leaders exhibit greater openness to innovation, possess ethical leadership qualities, and demonstrate a commitment to lifelong learning. These aspects serve as essential foundations for the success of leaders in guiding educational organizations toward greater achievements. The principal must consistently engage in and prioritize leadership functions within the school environment. The leadership at Tamansiswa School fosters the growth and development of leadership commitment. Ki Hadjar's leadership within the Tamansiswa education organization is characterized by the leadership trilogy: *Ing Ngarso Sung Tuladha* (guiding by example), *Ing Madya Mangun Karsa* (fostering by building will), and *Tut Wuri Handayani* (encouraging creativity by providing strength). This leadership trilogy is effective when implemented by the principal to enhance member

performance, thereby facilitating progress in school development. According to Sharp, Raymond, and Piper (2020), literacy leadership occupies a strategic role in modeling and instilling literacy leadership values in future educators, thereby influencing their literacy leadership practices. Therefore, it is important for literacy teacher educators to constantly develop themselves and ensure the relevance of their literacy leadership practices. Participation in professional development activities can be one way to achieve this.

The findings of Mujahid et al. (2021) regarding the leadership model of Ki Hajar Dewantara are applicable today, serving as a reference for the revitalization of national leadership grounded in esteemed cultural values. An effective educational leadership literacy model can be constructed based on Ki Hadjar Dewantara's leadership trilogy at Taman Siswa College. An effective educational leadership literacy approach comprises three primary components as articulated by Ki Hadjar Dewantara: moral leadership, intellectual leadership, and social leadership. Moral leadership encompasses integrity, ethical principles, and significant accountability. Intellectual leadership is an element that underscores knowledge, expertise, and comprehensive understanding within the realm of education. Social leadership is a facet that underscores the capacity to influence and collaborate with others to collectively attain educational objectives. Literacy teacher educators are well positioned to exemplify literacy leadership to aspiring teachers, so influencing the literacy leadership practices of future educators (Sharp, Piper, & Raymond, 2018). Consequently, it is imperative for literacy teacher educators to sustain their pertinence and significance in literacy leadership. We advise literacy teacher educators to regularly engage in professional development activities that enhance their literacy leadership skills.

The research challenge is: “How can the Leadership Trilogy of Ki Hadjar Dewantara (*Ing Ngarso Sung Tuladha, Ing Madya Mangun Karso, Tut Wuri Handayani*) be applied within the framework of literacy leadership at Taman Siswa College?” This study seeks to establish an optimal literate leadership framework grounded in the Leadership Trilogy of Ki Hadjar Dewantara at Tamansiswa College. Ki Hajar Dewantara’s leadership model is pertinent and efficiently used in the contemporary setting. This model may serve as a benchmark for the restoration of national leadership grounded in the esteemed values of culture (Nisa et al., 2020). This structural model is anticipated to provide a framework for school leaders at Tamansiswa College to cultivate successful literacy leadership aligned with the esteemed principles of Ki Hadjar Dewantara.

Literacy Leadership

Genuine literacy leaders comprehend and oppose the commodification of literacy, including the professional development driven by commercial entities like textbook publishers (Thompson & Brezicha, 2022). Literacy challenges and literacy functions are fundamental to the culture of educational institutions and the broader educational system. Literacy leadership is guiding educators in literacy initiatives that enhance student performance, requiring pedagogical proficiency and subject matter experience, along with the capacity to convey the requisite information and skills to assist teachers. Literacy leadership encompasses the capacity to implement a literacy mission and vision that directs instructors, staff, students, and families associated with the campus or educational system. Literacy leadership encompasses the capacity to implement a literacy mission and vision that directs teachers, staff, students, and families associated with the campus or school system (Green, 2017).

Literacy leadership is a gradual process that develops in educators over time through the

acquisition of content knowledge and pedagogical expertise. Literacy leadership is a construct that evolves with increased engagement. Growth is invariably accompanied by transition or change. Authentic leadership is fundamentally constructed through the accumulation of experience, knowledge, and understanding. Literacy leadership encompasses genuine literacy knowledge and the characteristics of school system leaders across various levels. These leaders, including literacy coaches, assistant principals, principals, supervisors, curriculum directors, educators, and teachers, are essential in delivering effective literacy leadership. Literacy leaders recognize the importance of developing soft skills pertinent to literacy communication (Bates & Morgan, 2018). All educators and educational leaders typically hold responsibility for significant literacy decisions within schools (Hayes et al., 2017). Consequently, literacy content knowledge is synonymous with literacy leaders who possess an understanding of significant and current literacy research (Gabriel, 2021).

Literacy leadership represents a critical dimension of educational leadership, wherein leaders engage daily with current events, address immediate goals and concerns, and strategize for the long term. This process involves continuous reflection, reevaluation, and adjustment of priorities (Torkzadeh, Mohammadi, & Eslami, 2021). Literacy leadership transcends mere titles or positions; it embodies action and exemplifies effective guidance. Literacy leaders possess substantial expertise and often engage in risk-taking to enhance outcomes for students, educators, families, and the broader community (Arifin & Hermawan, 2022). Literacy leadership transcends mere titles or positions; it embodies action and exemplifies effective guidance.

Literacy leaders aim to encourage students to engage in deep analysis of their reading materials, as such cognitive engagement fosters intellectual development. Literacy leaders and

their students share a common belief that reading is an enjoyable activity that enhances the lives of those who embrace it (Febriastuti, Lian, & Mulyadi, 2021). Literacy leaders establish and implement a personal growth agenda that ensures they receive the respect and autonomy afforded to all professionals. These competencies enable literacy leaders to effectively oversee literacy instruction responsively and deliberately (Shinta, Johan, & Halimah, 2023). Literacy leaders instruct their students that reading transcends mere memorization of details; it possesses the capacity to significantly transform lives (Herdiawan et al., 2020).

Four key reasons highlight the significance of literacy leadership: 1) The influence of school leaders on student achievement is significant, ranking just behind that of teachers in terms of their effect on student learning. (Fullan & Pinchot, 2018). School leaders are essential in fostering equitable outcomes and addressing the literacy needs of every student, particularly those with or at risk for literacy-related disabilities. They achieve this by creating and assessing effective reading plans throughout the school within a multi-tiered system of support (Eagle, Dowd-Eagle, Snyder, & Holtzman, 2015). 3) School leaders establish robust literacy teams, enhancing the teaching and learning process by fostering staff motivation, commitment, and a positive school culture (Groenewald, 2024). 4) School leaders serve as instructional leaders, actively facilitating the implementation of evidence-based literacy practices by ensuring access to high-quality professional development and coaching/feedback opportunities (Applegate & Applegate, 2009).

In the current fast-paced environment, the significance of precise literacy among students is paramount. Educational leaders are essential in enhancing and advancing student literacy outcomes (Green & Rodgers, 2019). Collaboration with educators in a coordinated and intentional way is essential for achieving this goal. Creating a detailed action plan aimed at enhancing

students' literacy skills and foundational knowledge allows educational leaders to establish a robust basis for literacy advancement. A range of strategies can be employed to achieve this goal, including providing teachers with professional development and support for effective literacy instruction, establishing a comprehensive school-wide literacy program that utilizes research-backed instructional methods, conducting continuous monitoring and assessment of student literacy progress to guide instructional choices, and partnering with community stakeholders to foster a literacy-rich environment that reaches beyond the classroom. These strategies will enhance students' literacy cognition and skills while also fostering overall teacher professionalism and the effectiveness of literacy programs (Fountas & Pinnell, 2020). An appropriate action plan from school leaders will influence multiple areas within the school, including student cognition, teacher professionalism, and the effectiveness of literacy programs. Consequently, educational leaders must remain updated and leverage pertinent sources to guide their strategies in literacy leadership.

Educational leaders can foster a culture of literacy across their entire school environment. The establishment of a literacy culture necessitates the provision of professional development and support for educators, the implementation of instructional practices grounded in research, ongoing monitoring and assessment of student progress, and the cultivation of robust collaborations with parents and community stakeholders (Kelly, 2023). Educational leaders need to remain updated on the latest studies and effective strategies in literacy instruction to make knowledgeable decisions and steer their schools toward achievement. Furthermore, educational leaders have the opportunity to promote the incorporation of literacy throughout the curriculum, guaranteeing that every subject encompasses reading and writing tasks to improve student understanding and analytical

abilities. Educational leaders possess the ability to bring about significant change in their schools and communities by implementing effective literacy practices.

The Leadership of Ki Hadjar Dewantara

Ki Hajar Dewantara's leadership concept highlights the significance of a leadership approach focused on human development, character formation, and the empowerment of individuals and communities, all while giving precedence to local wisdom and the cultural values of the Indonesian nation. Ki Hajar Dewantara's leadership trilogy emphasizes three fundamental principles in guiding others, particularly within the realm of education. *Ing ngarso sung tuladha*, which translates to "In front giving an example." This principle conveys that an effective leader should exemplify positive behavior for others to follow. This principle highlights the necessity for educators to exemplify positive behavior, actions, and work ethics that can serve as a model for students and staff alike. *Ing madya mangun karsa*, signifying, while fostering a desire or initiative. This second principle emphasizes the importance of leaders in inspiring and fostering initiative or creativity among their peers. In education, this entails offering opportunities for students and educators to cultivate their concepts and engage actively in shaping a vibrant learning atmosphere. *Tut Wuri Handayani* translates to In the back encouraging. This third principle pertains to the assistance provided by leaders from a supportive position to facilitate the full realization of an individual's or community's potential. In an educational environment, this highlights the crucial role of the principal or teacher in offering the necessary support and guidance for students and staff to foster their independent growth and development.

The leadership trilogy of Ki Hajar Dewantara is an implementation of the values contained in the principles: *Ing ngarso sung tuladha*, *Ing madya mangun karsa*, and *Tut*

wuri handayani", which places the relationship between leaders and their citizens not in the position of "employer and laborer", but as the relationship between children and their parents. In the leadership trilogy of Ki Hajar Dewantara, leadership values have been standardized, where leaders must be able to be examples, role models and role models for the citizens they lead. In order for schools at the Tamansiswa School to be maximally independent, they must be based on their own strength, be economical in using their own shopping methods (*zelf bedruiping system*) which is the tool for all businesses that live but stand alone. Therefore, relying on their strength, the Tamansiswa Leaders are not bound physically or mentally and with a pure heart intend to be close to their children, not asking for any rights but surrendering themselves and serving their children (Majelis Luhur Perguruan Tamansiswa, 1996).

Ki Hajar Dewantara's leadership principles highlight the significance of comprehensive and well-rounded leadership, where leaders serve as role models, motivators, and supporters for those they guide. This approach remains pertinent and is thought to assist in addressing various challenges in leadership and education in today's context (Marliani & Djadjuli, 2019). The concept of leadership has evolved in the context of globalization, influenced by the challenges and advancements present in multiple facets of life. Moreover, there is a recognition that future leadership should be grounded in robust and equitable values, with leaders dedicated to sustainability and social justice on a global scale. Contemporary leaders are anticipated to be catalysts and pioneers in addressing the challenges of globalization while harnessing its beneficial impacts for both national and global well-being (Marliani & Djadjuli, 2019).

Ki Hajar Dewantara significantly influenced education rooted in local culture by implementing his leadership strategies and founding Taman Siswa. He promoted an educational framework

that integrated both local and national cultural values to nurture the younger generation. Promoting a curriculum that embodies the nation's esteemed values, thereby aiding in the preservation and advancement of local culture. The implementation of the Among system, which prioritizes a sense of community and education rooted in nature and freedom, embodies the cultural values of the area. Fostering an educational approach that emphasizes humanistic values, creating avenues for students to grow in alignment with their potential and distinctiveness, while also respecting their cultural backgrounds. Under his guidance, Taman Siswa goes beyond academic education to enhance national identity and honor cultural diversity in Indonesia (Wiryanto & Anggraini, 2021).

The research hypothesis is founded on leadership concepts that highlight exemplary behavior as key to Ki Hadjar Dewantara's methodology. This principle is believed to have an important role in shaping and influencing literacy leadership practices, especially in the Tamansiswa school environment.

- H₁: The principle of *Ing Ngarso Sung Tuladha* in the leadership of Ki Hadjar Dewantara has a significant influence on the practice of literacy leadership at Taman Siswa School.
- H₂: The principle of *Ing Madya Mangun Karso* in the leadership of Ki Hadjar Dewantara has a significant influence on the practice of literacy leadership at Taman Siswa School.
- H₃: The principle of Tut Wuri Handayani in the leadership of Ki Hadjar Dewantara has a significant influence on the practice of literacy leadership at Taman Siswa School.

■ METHOD

Research Design

The study utilized a quantitative approach through the implementation of a survey method. This method was selected as it seeks to create a literacy leadership framework grounded in Ki Hadjar Dewantara's leadership trilogy, focusing

on quantifying relevant variables and examining the numerical relationships among them. This survey method was selected due to its suitability for gathering data from a comparatively large sample through the use of a questionnaire instrument. The investigation was conducted between April and September 2024. The study was carried out at Tamansiswa schools located in the Special Region of Yogyakarta.

Participants

The participants in this study included teachers, vice principals, and principals from Taman Siswa schools located in the Special Region of Yogyakarta, totaling 179 individuals. The sampling technique utilized was purposive sampling, involving a total of 116 participants. The primary aim of employing purposive sampling was to identify respondents deemed to possess the highest level of knowledge and experience in literacy leadership and the application of Ki Hadjar Dewantara's Leadership Trilogy within Taman Siswa schools. The insights gathered from these respondents will enhance the credibility of the questionnaire content, delve into significant themes and issues, and deepen the understanding of quantitative data.

Instrument

The Likert scale questionnaire is the main instrument in this study to measure respondents' perceptions and experiences related to literacy leadership and the implementation of Ki Hadjar Dewantara's Leadership Trilogy. This study will use a Likert scale with five answer choices, namely: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. The questionnaire will consist of a series of statements that reflect indicators of literacy leadership and Ki Hadjar Dewantara's Leadership Trilogy. Respondents will be asked to state how much they agree or disagree with each statement.

Literacy leadership is assessed through eight categories of practices identified by Gorr (2016): 1) possessing literacy content knowledge, 2)

understanding best practices in literacy instruction, 3) establishing school-level structures that support literacy, 4) promoting and ensuring a literacy environment and management system, 5) developing a school-wide literacy mission, 6) evaluating literacy instruction, 7) monitoring student progress, and 8) supporting staff professional development. Ki Hadjar Dewantara's leadership trilogy instrument was assessed through three aspects established by Sentono (2019), which are derived from the principles of *Ing ngarsa sung tuladha*, *Ing madya mangun karsa*, and *Tutwuri handayani*. *Ing ngarsa sung tuladha*: "In front should set an example". This principle emphasizes the importance of leaders acting as role models. Leaders should demonstrate exemplary behavior and set a positive example for others to follow. *Ing madyo mangun karso*: "In the middle should take initiative and be cooperative". This principle highlights the need for leaders to be actively involved and to inspire and motivate others. Leaders should work alongside their team, fostering a spirit of cooperation and initiative. *Tut wuri handayani*: "At the back should give support". This principle underscores the role of

leaders in providing support and encouragement from behind. Leaders should empower their subordinates, offering guidance and support to help them succeed (Agus et al., 2020; Shobron, 2020)

Data Analysis

The data collected from the field were subsequently subjected to statistical analysis. The Structural Equation Model (SEM) serves as a suitable statistical technique for analyzing the data in this study due to its capability to examine the intricate relationship between literacy leadership and the Ki Hadjar Dewantara Leadership Trilogy. The application of SEM enables the assessment of the validity and reliability of the research instrument, specifically evaluating how effectively the indicators represent the construct of the variables under investigation. Employing SEM allows for the examination of hypotheses concerning the causal relationship between the Ki Hadjar Dewantara Leadership Trilogy, considered an exogenous latent variable, and literacy leadership, which is viewed as an endogenous latent variable.

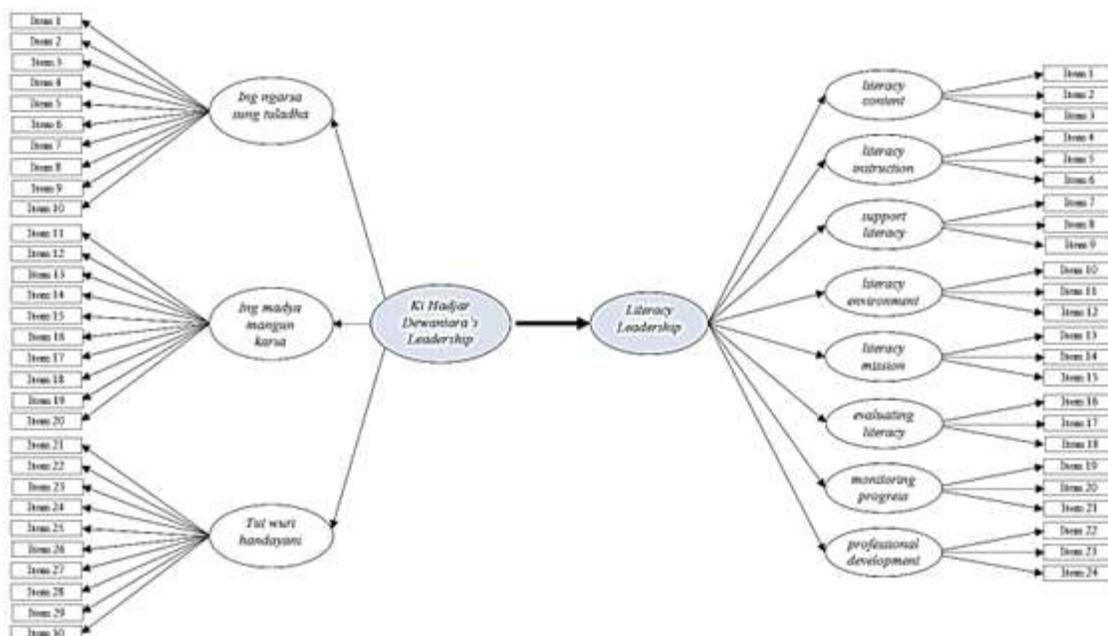


Figure 1. Structural model of literacy leadership based on ki hadjar dewantara's leadership

The findings from the data analysis are anticipated to offer a comprehensive perspective in addressing the research objectives. This study employs a quantitative descriptive analysis technique for data analysis, followed by model analysis utilizing the Structural Equation Model (SEM). Utilizing SmartPLS 3.00 software for SEM analysis to evaluate the structural model illustrated in Figure 1.

The convergent validity of the measurement model is indicated by loading factors of each instrument above 0.7. Composite Reliability (CR) of the indicator block demonstrates satisfactory reliability. A construct is deemed reliable if the composite reliability value exceeds 0.7. The goodness of fit model employs SRMR, which

stands for Standardized Root Mean Square Residual. SRMR values ranging from 0.08 to 0.10 signify a satisfactory model fit. Goodness of Fit (GoF) assesses the validity of the overall model data, encompassing both outer and inner models. The test possesses a category value ranging from 0 to 1; a GoF result of 0.1 is classified as small, 0.25 as medium, and 0.36 as high. The GoF value test is computed using the formula $AVE \times R^2$ (Hair et al., 2019).

■ RESULT AND DISCUSSION

The findings of this study derive from a sample of 116 participants, with their characteristics detailed in Table 1.

Table 1. Respondent characteristics

Variable	Category	N(%)
Sex	Male	48 (41%)
	Female	68 (59%)
Age	21-30 years	17 (15%)
	31-40 years	38 (33%)
	41-50 years	47 (41%)
	51-60 years	14 (12%)
Education level	Undergraduate	101 (87%)
	Postgraduate	15 (13%)
Length of working	1-10 years	59 (51%)
	11-20 years	38 (33%)
	20-30 years	19 (16%)

The proportion of male and female respondents was nearly balanced, with males representing 41% and females representing 59%. A significant majority of respondents fell within the 41-50 age bracket, representing 41% of the overall sample. The subsequent group consisted of individuals aged 31-40, accounting for 33% of the sample size. A significant portion of the respondents, 87%, possessed a graduate level of education, whereas the remaining 13% held postgraduate qualifications. A total of fifty-one percent of respondents reported having teaching

experience ranging from 1 to 10 years, whereas 33% indicated they had taught for a duration of 11 to 20 years.

Validity and Reliability of Measurement

The evaluation of the outer model assesses the relationship between latent variables and indicators or manifest variables, employing validity and reliability testing for this purpose. The validity test in PLS is categorized into two types: Convergent Validity and Discriminant Validity.

Table 2. Convergent validity results

	Evaluating Literacy	Ing madya mangu n karsa	Ing ngarsa sung tuladha	Literacy Instruction	Literacy Content	Literacy Environment	Literacy Mission	Monitoring Progress	Professional Development	Support Literacy	Tut wuri handayani
EL1	0.908										
EL2	0.820										
EL3	0.908										
IMMK1		0.770									
IMMK10		0.865									
IMMK2		0.824									
IMMK3		0.687									
IMMK4		0.871									
IMMK5		0.835									
IMMK6		0.665									
IMMK7		0.858									
IMMK8		0.776									
IMMK9		0.845									
INST1			0.788								
INST10			0.811								
INST2			0.763								
INST3			0.694								
INST4			0.854								
INST5			0.793								
INST6			0.817								
INST7			0.819								
INST8			0.811								
INST9			0.765								
LC1					0.880						
LC2					0.751						
LC3					0.920						
LE1						0.905					
LE2						0.620					
LE3						0.895					
LI1			0.804								
LI2			0.853								
LI3			0.745								
LM1							0.797				
LM2							0.780				
LM3							0.916				
MP1								0.929			
MP2								0.769			
MP3								0.876			
PD1									0.913		
PD2									0.871		
PD3									0.824		
SL1										0.909	
SL2										0.713	
SL3										0.911	
TWH1											0.696
TWH10											0.847
TWH2											0.844
TWH3											0.658
TWH4											0.860
TWH5											0.679
TWH6											0.840
TWH7											0.841
TWH8											0.836
TWH9											0.795

The analysis results presented in Table 2 demonstrate that every variable item exhibits a loading factor value exceeding 0.50. Consequently, it can be determined that all items related to the research variables have successfully

met the criteria for convergent validity. Alongside the utilization of the loading factor value, the assessment of convergent validity can also be conducted by examining the Average Variance Extracted (AVE) value.

Table 3. Average variance extracted (AVE)

	AVE Value
Ing ngarsa sung tuladha	0.628
Ing madya mangun karsa	0.644
Tut wuri handayani	0.629
Literacy Intruction	0.643
Literacy Content	0.728
Literacy Environment	0.669
Literacy Mission	0.695
Monitoring Progress	0.741
Evaluating Literacy	0.774
Professional Development	0.757
Support Literacy	0.722

The analysis results presented in Table 3 indicate that all variables possess an AVE value exceeding 0.50. Consequently, it can be concluded that the convergent validity of all

variables is satisfactory. The subsequent validity assessment conducted on SEM PLS involves discriminant validity. The findings from the discriminant validity assessment presented below:

Table 4. Fornell-Larcker criterion

	Evaluating Literacy	Ing madya mangun karsa	Ing ngarsa sung tuladha	Literacy Intruction	Literacy Content	Literacy Environment	Literacy Mission	Monitoring Progress	Professional Development	Support Literacy
Evaluating Literacy	0.880									
Ing madya mangun karsa	0.609	0.803								
Ing ngarsa sung tuladha	0.662	0.694	0.793							
Literacy Instruction	0.511	0.304	0.381	0.802						
Literacy Content	0.540	0.325	0.414	0.580	0.853					
Literacy Environment	0.803	0.633	0.695	0.470	0.544	0.818				
Literacy Mission	0.762	0.539	0.634	0.559	0.517	0.784	0.833			
Monitoring Progress	0.781	0.671	0.698	0.459	0.513	0.750	0.681	0.861		
Professional Development	0.563	0.556	0.620	0.331	0.221	0.498	0.509	0.604	0.870	
Support Literacy	0.673	0.485	0.570	0.561	0.473	0.757	0.631	0.639	0.479	0.850
Tut wuri handayani	0.678	0.647	0.762	0.381	0.452	0.696	0.613	0.694	0.624	0.591

Table 4 illustrates that the variable exhibits the highest correlation value with its associated variables, suggesting that it possesses strong discriminant validity. The subsequent test for discriminant validity involves examining the correlation comparisons of each variable item, as detailed below:

According to Table 5, the variable exhibits the highest item correlation value, indicating that it possesses strong discriminant validity. For example, for the variable item EL1, the highest correlation value of 0.908 occurs in the Evaluating Literacy dimension, while for other correlation values <0.908, this indicates that the EL1 item

has good discriminant validity, similar assessments are also carried out on other items. According to the results of the convergent and discriminant validity tests, all variable items demonstrate strong validity, indicating that all variables are appropriate for use as instruments in the subsequent research phase.

Table 6 indicates that the values for Cronbach's alpha and composite reliability for each variable exceed 0.70. This suggests that all variables in the study demonstrate strong reliability, making them suitable for use as tools in future investigations.

Table 5. Discriminant validity

	Evaluating Literacy	Ing madya mangun karsa	Ing ngarsa sung tuladha	Literacy Instruction	Literacy Content	Literacy Environment	Literacy Mission	Monitoring Progress	Professional Development	Support Literacy	Tut wuri handayani
EL1	0.908	0.579	0.621	0.450	0.493	0.767	0.778	0.715	0.498	0.672	0.628
EL2	0.820	0.406	0.534	0.473	0.483	0.628	0.576	0.628	0.434	0.517	0.531
EL3	0.908	0.610	0.588	0.429	0.453	0.716	0.646	0.713	0.551	0.579	0.626
IMMK1	0.506	0.770	0.536	0.121	0.205	0.507	0.435	0.554	0.373	0.428	0.454
IMMK10	0.573	0.865	0.678	0.341	0.339	0.553	0.547	0.665	0.545	0.466	0.659
IMMK2	0.542	0.824	0.559	0.355	0.392	0.511	0.470	0.543	0.386	0.411	0.506
IMMK3	0.439	0.687	0.415	0.261	0.256	0.455	0.426	0.377	0.355	0.316	0.446
IMMK4	0.585	0.871	0.629	0.255	0.307	0.622	0.497	0.601	0.471	0.429	0.582
IMMK5	0.434	0.835	0.507	0.133	0.183	0.492	0.371	0.529	0.488	0.374	0.512
IMMK6	0.253	0.665	0.398	0.124	0.236	0.309	0.186	0.304	0.269	0.159	0.272
IMMK7	0.551	0.858	0.712	0.363	0.287	0.561	0.516	0.667	0.575	0.492	0.671
IMMK8	0.506	0.776	0.524	0.223	0.229	0.509	0.458	0.538	0.443	0.382	0.481
IMMK9	0.424	0.845	0.516	0.194	0.155	0.499	0.339	0.496	0.473	0.349	0.494
INST1	0.546	0.461	0.788	0.359	0.476	0.628	0.552	0.569	0.457	0.480	0.617
INST10	0.668	0.619	0.811	0.314	0.315	0.573	0.576	0.656	0.587	0.481	0.716
INST2	0.445	0.428	0.763	0.340	0.399	0.463	0.464	0.445	0.345	0.392	0.491
INST3	0.344	0.406	0.694	0.391	0.372	0.381	0.324	0.397	0.318	0.407	0.418
INST4	0.517	0.605	0.854	0.338	0.275	0.584	0.524	0.606	0.569	0.516	0.623
INST5	0.638	0.506	0.793	0.323	0.366	0.645	0.636	0.587	0.497	0.491	0.648
INST6	0.505	0.592	0.817	0.169	0.284	0.580	0.555	0.518	0.551	0.438	0.620
INST7	0.460	0.675	0.819	0.210	0.202	0.588	0.446	0.550	0.543	0.421	0.631
INST8	0.608	0.664	0.811	0.263	0.285	0.548	0.483	0.678	0.569	0.456	0.698
INST9	0.463	0.463	0.765	0.374	0.372	0.479	0.432	0.459	0.391	0.428	0.502
LC1	0.489	0.303	0.364	0.488	0.880	0.479	0.494	0.459	0.247	0.347	0.437
LC2	0.249	0.128	0.133	0.345	0.751	0.298	0.257	0.267	-0.024	0.257	0.167
LC3	0.567	0.345	0.474	0.600	0.920	0.559	0.511	0.527	0.256	0.547	0.472
LE1	0.799	0.596	0.708	0.479	0.542	0.905	0.713	0.763	0.545	0.764	0.712
LE2	0.351	0.318	0.237	0.238	0.244	0.620	0.404	0.363	0.109	0.466	0.247
LE3	0.721	0.584	0.646	0.391	0.486	0.895	0.745	0.637	0.454	0.591	0.638
LI1	0.353	0.162	0.280	0.804	0.433	0.259	0.323	0.260	0.268	0.381	0.229
LI2	0.561	0.328	0.371	0.853	0.606	0.541	0.609	0.522	0.311	0.569	0.437
LI3	0.216	0.196	0.232	0.745	0.265	0.235	0.323	0.229	0.192	0.334	0.170
LM1	0.590	0.536	0.576	0.376	0.352	0.680	0.797	0.491	0.463	0.554	0.553
LM2	0.533	0.316	0.386	0.550	0.403	0.520	0.780	0.491	0.301	0.413	0.325
LM3	0.760	0.485	0.604	0.484	0.524	0.742	0.916	0.697	0.492	0.596	0.625
MP1	0.781	0.660	0.688	0.476	0.482	0.789	0.718	0.929	0.575	0.669	0.730
MP2	0.537	0.391	0.427	0.265	0.450	0.501	0.445	0.769	0.305	0.401	0.421
MP3	0.670	0.643	0.652	0.413	0.400	0.612	0.560	0.876	0.638	0.545	0.599
PD1	0.488	0.432	0.510	0.282	0.216	0.443	0.472	0.531	0.913	0.393	0.573
PD2	0.561	0.530	0.594	0.303	0.216	0.484	0.499	0.553	0.871	0.484	0.584
PD3	0.407	0.488	0.507	0.279	0.136	0.361	0.343	0.488	0.824	0.363	0.461
SL1	0.659	0.546	0.591	0.509	0.487	0.752	0.614	0.629	0.513	0.909	0.608
SL2	0.408	0.252	0.258	0.405	0.248	0.467	0.414	0.350	0.177	0.713	0.290
SL3	0.612	0.393	0.541	0.508	0.430	0.669	0.556	0.602	0.463	0.911	0.550
TWH1	0.448	0.469	0.497	0.190	0.268	0.523	0.432	0.578	0.480	0.398	0.696
TWH10	0.686	0.673	0.764	0.356	0.454	0.682	0.559	0.620	0.567	0.591	0.847
TWH2	0.576	0.529	0.636	0.335	0.348	0.610	0.531	0.606	0.551	0.535	0.844
TWH3	0.415	0.384	0.363	0.009	0.235	0.379	0.237	0.423	0.400	0.388	0.658
TWH4	0.560	0.497	0.592	0.336	0.358	0.576	0.540	0.595	0.486	0.466	0.860
TWH5	0.379	0.415	0.417	0.141	0.191	0.375	0.249	0.421	0.357	0.388	0.679
TWH6	0.557	0.502	0.626	0.333	0.418	0.588	0.527	0.632	0.541	0.459	0.840
TWH7	0.522	0.522	0.690	0.403	0.359	0.560	0.537	0.540	0.486	0.461	0.841
TWH8	0.559	0.537	0.670	0.424	0.407	0.601	0.559	0.542	0.556	0.512	0.836
TWH9	0.606	0.543	0.666	0.360	0.466	0.550	0.576	0.517	0.486	0.449	0.795

Table 6. Reliability test results

	Cronbach's Alpha	rho A	Composite Reliability
Ing ngarsa sung tuladha	0.934	0.938	0.944
Ing madya mangun karsa	0.938	0.946	0.947
Tut wuri handayani	0.933	0.941	0.944
Literacy Instruction	0.739	0.805	0.844
Literacy Content	0.817	0.883	0.889
Literacy Environment	0.749	0.830	0.855
Literacy Mission	0.778	0.802	0.872
Monitoring Progress	0.824	0.859	0.895
Evaluating Literacy	0.853	0.860	0.911
Professional Development	0.840	0.850	0.903
Support Literacy	0.806	0.854	0.885

Structural Model Testing (Inner Model)

The assessment of the structural model seeks to determine the relevance of relationships among latent variables in the study framework by examining the path coefficients, which indicate the existence of relationships between these latent variables.

The hypothesis indicates a significant effect when the p-value is less than 0.05. According to the analysis presented in Table 7, the coefficient reflecting the influence of Ki Hajar Dewantara's leadership on literacy leadership is 0.804, accompanied by a T-statistic of 20.928 and a p-value of 0.000. Consequently, given that the

Table 7. Path coefficient results

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Ki Hajar Dewantara Leadership -> <i>Ing madya mangun karsa</i>	0.868	0.870	0.034	25.538	0.000
Ki Hajar Dewantara Leadership -> <i>Ing ngarsa sung tuladha</i>	0.917	0.919	0.017	52.853	0.000
Ki Hajar Dewantara Leadership -> <i>Tut wuri handayani</i>	0.899	0.901	0.018	50.258	0.000
Literacy Leadership -> Evaluating Literacy	0.900	0.902	0.016	54.937	0.000
Literacy Leadership -> Literacy Instruction	0.671	0.671	0.068	9.855	0.000
Literacy Leadership -> Literacy Content	0.669	0.668	0.095	7.079	0.000
Literacy Leadership -> Literacy Environment	0.893	0.897	0.016	54.402	0.000
Literacy Leadership -> Literacy Mission	0.861	0.862	0.032	27.157	0.000
Literacy Leadership -> Monitoring Progress	0.866	0.868	0.025	34.922	0.000
Literacy Leadership -> Professional Development	0.663	0.665	0.056	11.849	0.000
Literacy Leadership -> Support Literacy	0.822	0.826	0.051	16.226	0.000
Ki Hajar Dewantara Leadership -> Literacy Leadership	0.804	0.807	0.038	20.928	0.000

coefficient is positive and the p-value is 0.000, which is less than 0.05, it can be concluded that Ki Hajar Dewantara has demonstrated a positive and significant impact on Literacy Leadership. The Adjusted R Square value for Digital Leadership is 0.647, meaning that Ki Hajar Dewantara Leadership is able to explain Literacy Leadership by 64.7%, while the remaining 35.3% is explained by other variables outside the research model.

Ki Hajar Dewantara did not explicitly address literacy leadership; however, his educational philosophy offers a robust framework

for comprehending the fundamental aspects of leadership in literacy. The principles of *Ing ngarsa sung tuladha*, *Ing madya mangun karsa*, and *Tut wuri handayani* are pertinent in the development of effective and influential literacy leaders. The findings from the Structural Equation Model analysis indicate that Ki Hajar Dewantara significantly influences literacy leadership, evidenced by a determination coefficient of 64.7%. Consequently, the leadership trilogy of Ki Hajar Dewantara may be utilized by school principals to enact literacy leadership within educational institutions. Ki Hajar Dewantara's

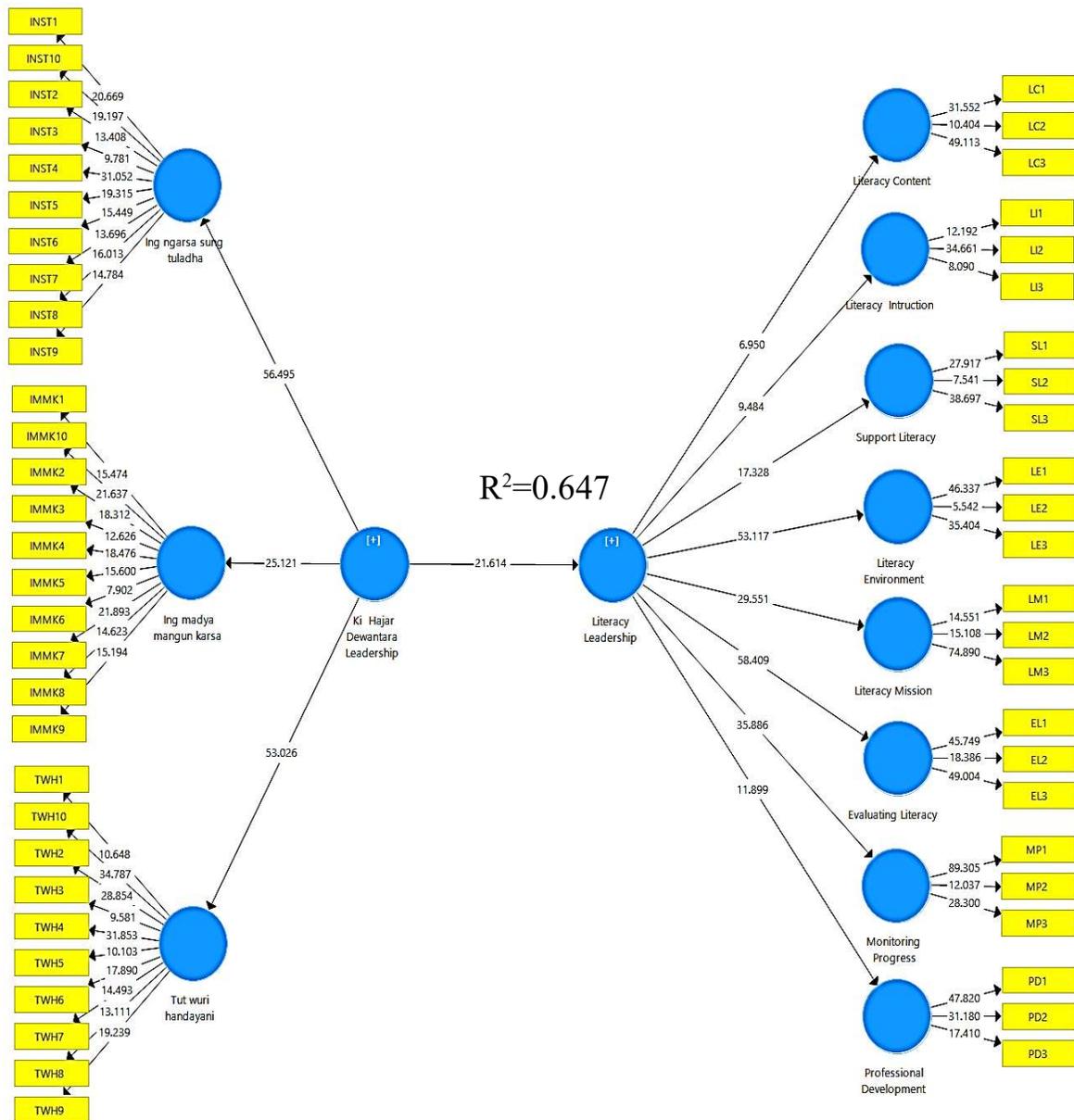


Figure 2. Results of structural equation model analysis

leadership philosophy, articulated through *Ing ngarsa sung tuladha*, *Ing madya mangun karsa*, and *Tut wuri handayani*, demonstrates significant relevance to the principles of literacy leadership.

H₁: The principle of *Ing Ngarso Sung Tuladha* on literacy leadership

A literacy leader should exemplify literacy, exhibit a strong interest in reading, possess effective communication skills, and embody a

commitment to lifelong learning. Ki Hajar Dewantara highlighted the significance of teachers serving as role models for their students. This aligns with the concept of a literacy leader who must inspire and motivate others through tangible actions. Albert Bandura's social learning theory posits that individuals acquire knowledge and behaviors through the observation and imitation of models, particularly those who are esteemed and perceived as competent (Mangal, 2024).

Learning occurs within a social context, facilitated by interaction, shared experiences, and reinforcement. A literacy leader exhibiting a passion for reading, advanced literacy skills, and a commitment to learning will motivate others to emulate and enhance their abilities.

Studies indicate that transformational leaders, characterized by their vision, inspiration, and role modeling, positively influence the motivation, performance, and self-development of their followers. Transformational leadership theory is a significant concept in leadership research, highlighting leaders' capacity to inspire and motivate followers to attain exceptional outcomes for their organizations. Siangchokyo, Klinger, & Campion (2020) aligns with the principle of *Ing ngarsa sung tuladha*. Transformational leadership yields beneficial outcomes for individuals, groups, and organizations, thereby enhancing leadership effectiveness and organizational culture (Alhazemi & Ali, 2016). In the realm of literacy, such leaders can cultivate a robust literacy culture.

H₂: The principle of *Ing Madya Mangun Karso* on literacy leadership

The implementation of *Ing ngarsa sung tuladha* in literacy leadership involves engaging as an active and informed reader. A literacy leader should exhibit a strong interest in reading, possess comprehensive knowledge, and engage in ongoing learning. The principal exhibits strong literacy skills, effective communication abilities in both verbal and written forms, critical information analysis, and the application of literacy across diverse life contexts, which is essential for serving as a role model (Amin, Adiansyah, & Hujjatusnaini, 2023). The principal fosters a culture of literacy, while a proactive literacy leader establishes an environment conducive to literacy development by ensuring access to books, organizing literacy activities, and recognizing literacy achievements (Louis, 2011). The principal serves as a mentor and role model, guiding

individuals in the development of their literacy skills and exemplifying literacy values in daily interactions (Hayes et.al, 2017).

Ing madya mangun karsa, signifying while building enthusiasm, constitutes a crucial element of Ki Hajar Dewantara's leadership trilogy. In the middle of fostering intentions, literacy leaders contribute to establishing an environment that promotes and supports literacy development in both educational institutions and society at large. Ki Hajar Dewantara posits that education should liberate and cultivate students' enthusiasm for active learning. Literacy leaders must cultivate a literacy culture that fosters empowerment and promotes active participation. The principle of *Ing madya mangun karsa* highlights the importance of leaders in fostering an environment that promotes initiative, collaboration, and empowerment. This principle aligns with McClelland's Achievement Motivation Theory, which highlights the significance of achievement, affiliation, and power as motivators for individuals (Mahande, Akram, & Rahman, 2022). A Literacy leader who employs *Ing madya mangun karsa* seeks to comprehend individual needs and establish an environment conducive to meeting these needs within the realm of literacy.

Research on democratic leadership (Szeto, 2021) indicates that a leadership style that engages team members in decision-making, fosters active participation, and appreciates individual contributions positively influences motivation, satisfaction, and performance. This aligns with the principle of *Ing madya mangun karsa* in fostering a participatory literacy culture. The implementation of *Ing madya mangun karsa* in literacy leadership involves the establishment of a supportive environment. The principal facilitates access to diverse reading resources, technology, and environments that promote literacy development.

Principals promote collaboration and creativity by developing literacy programs and activities that enhance cooperation,

communication, and innovation (Sari et al., 2023). Principals facilitate individual empowerment by offering opportunities and support tailored to each person's literacy development, aligned with their interests and needs. Principals foster literacy leadership across all levels by promoting literacy independence and leadership among not just the leader, but also every individual within the environment.

H₃: The principle of *Tut Wuri Handayani* on literacy leadership

Tut wuri handayani, meaning from behind encouraging, represents the third principle in Ki Hajar Dewantara's leadership trilogy. This principle highlights the leader's function as a facilitator and motivator, offering support and guidance from a supportive position, thereby enabling individuals to grow autonomously. *Tut wuri handayani*, literacy leaders offer guidance, support, and resources essential for individuals to enhance their literacy skills. Ki Hajar Dewantara promotes an educational methodology that directs and fosters the potential of students. A literacy leader must be attuned to individual needs and offer suitable support to facilitate optimal development of literacy skills.

The role of *Tut wuri handayani* in literacy leadership can be elucidated through the lens of self-determination theory. Self-determination theory highlights the significance of autonomy, competence, and relatedness as key factors in motivating individuals. Self-determination theory (SDT) is a sociocultural motivation framework frequently utilized in educational settings to enhance student engagement (Wood, 2019). This theory highlights the importance of three fundamental psychological needs: relatedness, competence, and autonomy, which positively influence motivation (Guay, 2022). A literacy leader who implements *Tut wuri handayani* fosters an environment conducive to addressing these three needs within literacy development. Research of Firmansyah et al (2022) research

on transformational leadership and servant leadership shows that leaders who empower, support, and prioritize the growth of their followers have a positive impact on motivation, performance, and innovation. This aligns with the principle of *Tut wuri handayani* in the advancement of literacy leadership.

Principals may implement the principle of "Tut wuri handayani" to enhance literacy leadership development. Principals understand the literacy needs and goals of each individual, provide appropriate guidance, and encourage them to develop themselves at their own pace and style (Harju, 2020). Principals facilitate access to a variety of reading resources, implement supportive technology, and create opportunities for literacy development across different contexts (Gholamshahi, 2017). Principals foster a culture of mutual respect, allow for experimentation and learning from errors, and eliminate obstacles to literacy development (Plaatjies, 2019). Principals promote the development of independent, critical learners who assume responsibility for their literacy advancement. Facilitate the emergence of new literacy leaders from within the community (Berkovich & Hassan, 2023).

CONCLUSION

While Ki Hajar Dewantara did not explicitly address Literacy Leadership, his educational philosophy offers a robust basis for comprehending the fundamental aspects of leadership in literacy. The principles of *Ing ngarsa sung tuladha*, *Ing madya mangun karsa* and *Tut wuri handayani* are pertinent to the development of an effective and influential literacy leader.

Ing ngarsa sung tuladha highlights the significance of exemplifying role model behavior in leadership. Research and theory on leadership indicate that leaders who serve as role models significantly impact the development of others. Leaders who exhibit a passion for reading,

possess strong literacy skills, and demonstrate a commitment to learning can effectively inspire and motivate others to enhance their literacy abilities.

Ing madya mangun karsa instructs literacy leaders to serve as facilitators, motivators, and collaborators in the advancement of literacy. Creating a supportive environment, encouraging active participation, and empowering individuals enables literacy leaders to establish a robust and sustainable literacy culture.

Tut wuri handayani teaches literacy leaders to be wise supporters, facilitators, and motivators. By providing needed support, creating a supportive environment, and encouraging independence, literacy leaders can help individuals develop their literacy potential optimally and sustainably.

■ REFERENCES

- Agus, C., Cahyanti, P. A. B., Widodo, B., Yulia, Y., & Rochmiyati, S. (2020). Cultural-based education of tamansiswa as a locomotive of Indonesian education system. In *World Sustainability Series* (pp. 471–486). https://doi.org/10.1007/978-3-030-15604-6_29
- AlHazemi, A.A., & Ali, W. (2016). The notion of work life balance, determining factors, antecedents and consequences: a comprehensive literature survey. *International Journal of Academic Research and Reflection*, 4(8), 74-85.
- Amin, A. & Adiansyah, R. & Hujjatusnaini, N. (2023). The contribution of communication and digital literacy skills to critical thinking. *Jurnal Pendidikan Sains Indonesia*, 11, 697-712. 10.24815/jpsi.v11i3.30838.
- Applegate, M. & Applegate, A. (2009). New teachers as literacy leaders. *Reading Teacher*, 63. 254-256. 10.1598/RT.63.3.11.
- Arifin, A. L., & Hermawan, E.. Portraying cendekia leadership in the perspective of Ki Hajar Dewantara's Trilogy. *Jurnal Pendidikan Islam*, 5, 141-156.
- Bates, C., & Morgan, D.N. (2018). Literacy leadership: the importance of soft skills. *The Reading Teacher*, 72(3):412-415 DOI: 10.1002/trtr.1755
- Berkovich, I., & Hassan, T. (2023). Principals' digital transformational leadership, teachers' commitment, and school effectiveness. *Education Inquiry*, 1–18. <https://doi.org/10.1080/20004508.2023.2173705>
- Daniels, H. (2001). *Literature circles: Voice and choice in book clubs & reading groups* (2nd ed.). Routledge. <https://doi.org/10.4324/9781032681504>
- Eagle, J.W. Dowd-Eagle, S.E., Snyder, A., Holtzman, E.G. (2015). Implementing a multi-tiered system of support (mtss): collaboration between school psychologists and administrators to promote systems-level change. *Journal of Educational & Psychological Consultation*, 25(2), 160-177. DOI: 10.1080/10474412.2014.929960
- Febriastuti, E., Lian, B., & Mulyadi, M. (2021). The effect of school literacy movement and reading interest on the learning outcomes. *Advances in Social Science, Education and Humanities Research*. <https://doi.org/10.2991/assehr.k.210716.187>
- Firmansyah, F. & Prasojjo, L.D. & Jaedun, A. & Retnawati, H. (2022). Transformational leadership effect on teacher performance in Asia: A meta-analysis. *Cypriot Journal of Educational Sciences*. 17(6). 2143-2152. 10.18844/cjes.v17i6.7552.
- Fountas, I. C., & Pinnell, G. S. (2020, September). Literacy leadership from the classroom: learning from teacher leaders. *The Reading Teacher*, 74(2), 223–229. <https://doi.org/10.1002/trtr.1945>
- Fullan, M. (2020). *Leading in a culture of change*. John Wiley & Sons.

- Fullan, M., & Pinchot, M. (2018). The Fast Track to Sustainable Turnaround. *Education Leadership*, 75(6), 48-54.
- Gabriel, R. (2021). The sciences of reading instruction. *Educational Leadership*, 8(8), 58-64.
- Gholamshahi, O. (2017). Role of the language school's principals in academic achievements. *Research in Applied Linguistics*, 8, 21-28.
- Gorr, M. K. (2016). The influence of literacy leadership on teaching and learning in Illinois elementary schools: a multiple case study (Doctoral dissertation, University of Illinois at Urbana-Champaign).
- Green, T. and Rodgers, M. (2019). Exploring the preliminary development of the Community Equity Literacy Leadership Assessment (CELLA) for school leaders", *Journal of Educational Administration*, 57(1), 36-49. <https://doi.org/10.1108/JEA-05-2017-0058>
- Green, T. L. (2017). Enriching educational leadership through community equity literacy: a conceptual foundation. *Leadership and Policy in Schools*, 17(4), 487-515. <https://doi.org/10.1080/15700763.2017.1326148>
- Groenewald, E. . (2024). Literacy leadership in a changing world: strategies for success in the 21st century. *International Multidisciplinary Journal of Research for Innovation, Sustainability, and Excellence (IMJRISE)*, 1(2), 120-125.
- Guay, F. (2022). Applying self-determination theory to education: regulations types, psychological needs, and autonomy supporting behaviors. *Canadian Journal of School Psychology*, 37(1), 75-92. <https://doi.org/10.1177/08295735211055355>
- Harju, M-L. (2020). Nature as self: promoting nature literacy and the development of nature identity for climate action education. New York, McGill University.
- Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2019). Primer on partial least square structural equation modeling (PLS-SEM). SAGE Publications.
- Hayes, D., Hattam, R., Comber, B., Kerkham, L., Lupton, R., & Thomson, P. (2017). Literacy, leading and learning. london, routledge. <https://doi.org/10.4324/9781315180014>
- Herdiawan, R. D., Saleh, M., Warsono, & Sutopo, D. (2020). School literacy improvement efforts in a state junior high school. *Proceedings of the 3rd International Conference on Learning Innovation and Quality Education (ICLIQE 2019)*. <https://doi.org/10.2991/assehr.k.200129.067>
- Hidayati, S., Hadi, S., Kirana, K.C., & Hermawan, H. D. (2022). *Trilogi kepemimpinan ki hajar dewantara dan kompensasi terhadap organizational citizenship behavior melalui etos kerja. Edukatif: Jurnal Ilmu Pendidikan*, 4(3), 4651-4667. <https://doi.org/10.31004/edukatif.v4i3.3008>
- Kelly, R.R. (2023). Teaching literacy leadership in traditional and online eras. *Southeastern Regional Association of Teacher Educators (SRATE) Journal*, 32(1), 1-9.
- Louis, R. A., & Mistele, J. M. (2011). The differences in scores and self-efficacy by student gender in mathematics and science. *International Journal of Science and Mathematics Education*, 10, 1163-1190. <https://doi.org/10.1007/s10763-011-9325-9>
- Mahande, R.D., Akram, A., & Rahman, E.S. (2022). A PLS-SEM approach to understand ARCS, McClellands, and SDT for the motivational design of online learning system usage in higher education. *Turkish Online Journal of Distance Education*, 23(1), 97-112.
- Majlis Luhur Perguruan Tamansiswa, (1996). Piagam dan peraturan besar peraturan*

- Tamansiswa*. Yogyakarta: MLPTS.
- Mangal, K. (2024). The long-run costs of highly competitive exams for government jobs. *Journal of Development Economics*, 171. <https://doi.org/10.1016/j.jdeveco.2024.103331>.
- Marliani, L., & Djadjuli, R. D. (2019). *Menakar trilogi kepemimpinan. Ki hajar dewantara di era globalisasi*. Kebijakan: Jurnal Ilmu Administrasi 10 (2), 74-80
- Mujahid, S., Hananto, M. R., Hasan, N., Fatah, R. A., & Cahya, D. I. (2022). *Restorasi kepemimpinan nasional berlandaskan nilai luhur budaya bangsa: studi kasus kepemimpinan Ki Hajar Dewantara. Social, Humanities, and Educational Studies (SHEs): Conference Series*, 5(1), 231. <https://doi.org/10.20961/shes.v5i1.57801>
- Nisa, A. F., Prasetyo, Z. K., & Istiningsih, I. (2020) The teachings of ki hadjar dewantara in improving the character of elementary school students in the revolution of industry 4.0 Era. *Jurnal Basicedu*, 5, 752-761.
- Plaatjies, B. (2019). Investigating principal capacity in literacy instructional leadership at selected primary schools. *Journal of Social Studies Education Research*, 10(3), 136-160.
- Sari, G.I., Winasis, S., Pratiwi, I., Nuryanto, U.W., Basrowi. (2024). Strengthening digital literacy in Indonesia: Collaboration, innovation, and sustainability education. *Social Sciences & Humanities Open*, 10, <https://doi.org/10.1016/j.ssaho.2024.101100>.
- Sentono, T. (2019). *Pengembangan model kepemimpinan berbasis trilogi kepemimpinan Ki Hajar Dewantara*. Klaten: CV Citta Gracia.
- Sergiovanni, T. J.. (2014). *The principalship: A reflective practice perspective* (5th ed.). Boston, MA: Pearson Education.
- Sharp, L. A., Piper, R., & Raymond, R. D. (2018). Are we preparing teachers for literacy leadership? *Reading Teacher*, 72(2), 223–232. <https://doi.org/10.1002/trtr.1704>
- Sharp, L.A., Roberta D. R., and Piper, R. (2020). Exploring the literacy leadership practices of literacy teacher educators. *Teacher Educators' Journal*, 13(1), 12–31
- Shinta, V R., Johan, R C., & Halimah, L. (2023). Literacy class: instructional design at high school. *Record and Library Journal*, 9(1), 56–65. <https://doi.org/10.20473/rlj.v9-i1.2023.56-65>
- Shobron, S. (2020). Education and leadership in indonesia: a trilogy concept in islamic perspective. *Universal Journal of Educational Research*, 8(9), 4282–4286. <https://doi.org/10.13189/ujer.2020.080954>
- Siangchokyoo, N., Klinger, R. L., & Champion, E. D. (2020). Follower transformation as the linchpin of transformational leadership theory: a systematic review and future research agenda. *Leadership Quarterly*, 31, <https://doi.org/10.1016/j.leaqua.2019.101341>
- Szeto, E. (2021). How do principals' practices reflect democratic leadership for inclusion in diverse school settings? a hong kong case study. *Educational Management Administration & Leadership*, 49, 471-492. <https://doi.org/10.1177/1741143220915922>
- Thompson, L. D., & Brezicha, K. (2022, August 24). Under pressure: leadership for literacy and cultural responsiveness. *Journal of Cases in Educational Leadership*, 25(4), 352–363. <https://doi.org/10.1177/15554589221119406>
- Torkzadeh, J., Mohammadi, M., & Sheykhool Eslami, R. (2021). Designing a framework of Teacher Literacy Leadership: A meta-synthesis study. *Journal of Educational*

- Innovations*, 20(1), 53-82. <https://doi.org/10.22034/jei.2021.128601>
- Wiryanto, & Anggraini, G.O. (2021). *Analisis pendidikan humanistik ki hajar dewantara dalam konsep kurikulum merdeka belajar. Jurnal Penelitian Ilmu Pendidikan*, 15(1), 33-45 <https://doi.org/10.21831/jpipfip.v15i1.41549>
- Wood, R. (2019). Students' motivation to engage with science learning activities through the lens of self-determination theory: results from a single-case school-based study. *Eurasia Journal of Mathematics, Science and Technology Education*, 15(7), em1718. <https://doi.org/10.29333/ejmste/106110>