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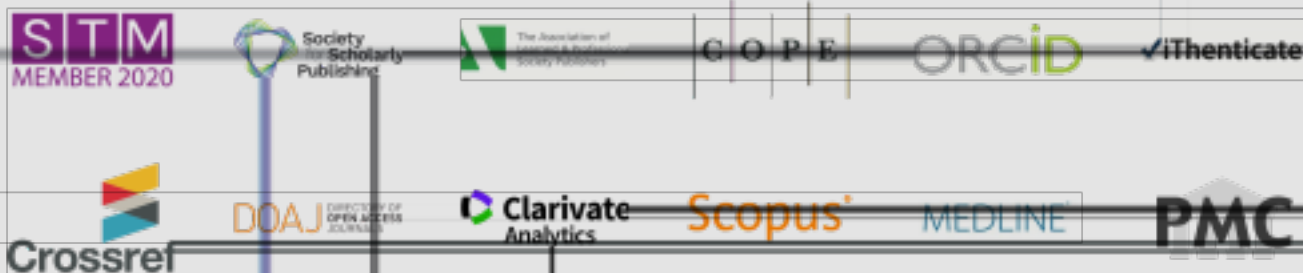
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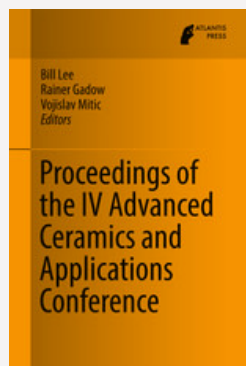
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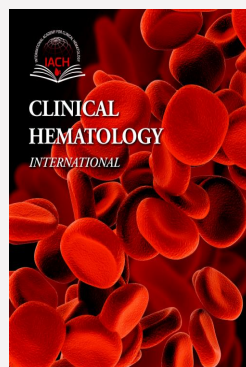
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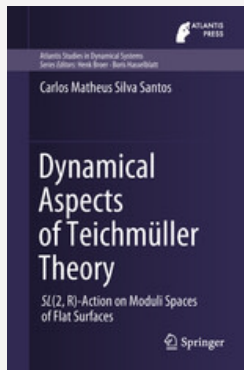
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Description of Competency and Values of Local Wisdom in the High School Principals

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Abstract: This research aims to describe the principals' competence according to Education Ministerial Regulation No. 13 (2007) on Competency Standards and the values of local wisdom of High School/ Madrasah (Islamic Schools) Principals. In conducting the research, the researcher used qualitative and quantitative research method. The number of samples are 30 people. The selected schools are those which are located in Mataram cultural area. The data were collected by questionnaires (open-ended and closed-ended questions) and interviews. The findings showed that: first, in general, principals find difficulties in 5 principals' competencies in Educational Ministerial Regulation No.13/2007 on Competency Standards and the values of local wisdom of High School/Madrasah (Islamic Schools) Principals; second, there are the order of competencies based on its difficulties which are social competence, personality competence, supervision competence, managerial competence, and entrepreneurial competence; third, the values of local leadership which are considered popular among the principals, namely Asta Brata, Sistem Among, and Sastra Gendhing.

Keywords: principals' competencies, the values of local wisdom

I. INTRODUCTION

A school principal is a leader of one institution. Its position is very strategic to make a decision whether the school can achieve its educational goals. Griffith (2004) and Mustamin & Yasin (2012) state that a principal is the key in school success. The principal has complex roles and tasks which are generally cannot be accomplished easily. In general, every principal has a role as a school manager. However, the principals sometimes have to be a supervisor, an entrepreneur, a school and community liaison, and many others. The work environment which is dynamic, both within and outside the school, and unpredictable changes bring uncertainty in many ways. In this case, a principal is the first person who should be able to make clarity in making decisions about what the teachers and staff should do (Oreg & Berson, 2011). Therefore, every principal must have certain competencies which is needed in order to influence and involve people in the school to achieve the goals which have been decided (Tizard, 2001).

In each country, including the states, the principals' competency standards has been decided variously. Florida Department of Education (FdoE), for example, formulates the ten dimensions of principals' competencies, namely vision-related competencies; community and stakeholders partnership; diversity; instructional leadership; managing the learning; learning, accountability, and assessment; decision making strategies; technology; human resources development; and ethnical leadership (Florida Department of Education, 2008). The Ministry of Education Malaysia formulates six dimensions of principals' competencies, namely policy and direction; development of teaching; managing change and innovation, resources and

operation; and self-effectiveness (Ministry of Education Malaysia, 2007). Meanwhile in Indonesia, the National Education Ministry formulates five dimensions of principals' competencies, namely personality, management, entrepreneurship, supervision, social (Ministry of National Education, 2007).

The competencies above are not just basic knowledge and skills, but it refers to the actual ability of someone to knowledge and skills in real-life practice at the school (Kin, Kareem, Nordin, & Bing, 2017). Boyatzis (1982) states that competencies are related to an effective or great performance of someone in doing a job. Some studies show that as a school leader, a competent principal has a positive organizational impact on school, such as structure determination, plans, school goals, and classroom conditions reflected in procedures, policies, classroom learning experiences (Leithwood & Jantzi, 1999), and collaborative culture in school (Demir, 2008). Competent principals have a positive impact on students, such as students' activities, both inside and outside the classroom, and teachers, such as the teachers' collective and personal efficacy (Demir, 2008). Several studies in Indonesia also show that competent principals' leadership has a positive impact on satisfaction of the quality of working life (Kaihatu & Rini, 2007; Sikumbang, 2013); teachers performance (Sikumbang, 2013; Susanti, 2013); teachers' work motivation (Sikumbang, 2013); teachers' affective commitment towards organization (Kushariyanti, 2007); organizational commitment and extra-role behavior (Kaihatu & Rini, 2007).

Leadership is always related to values. As a leader, someone is expected to act on clear personal and professional values (Bush & Glover, 2014). Based on the study of Day, Harris, & Hadfield (2001),

school principals will perform its function with a set of personal values and educational values which will represent moral goals of a school. It shows that the dominant values which have been agreed upon values of government that support the principals to do their jobs in school (Bush, 2007). Those values are the long-standing local values in a society, which are done and believed by the society through a long process even throughout the cultural history of one nation. This local values are implemented when the principals do their job. The values of local wisdom are considered appropriate to be implemented in one place with particular culture and it becomes the identity of one place.

This study aims to describe the competency of high school principals along with their local wisdom values. The local wisdom-based school leadership is considered that it can encourage teachers to reflect their class activities, so they are motivated to improve their performance. The ongoing process of change will have an impact to students. They will be eager to learn and participate actively in the class because their teacher makes changes in their teaching performance. It can be from the learning activity, learning methods and strategies, or the various learning sources. As a result, the students' willingness in participating during the class will influence their achievement.

II. METHODS

This research is done in quantitative and qualitative approach with a survey method. The subject of the research is high school principals, both junior and senior high school, in Yogyakarta, Central Java, and East Java. The selected schools are located in the area which is culturally affected by Mataraman culture. Mataraman culture refers to an area which is influenced by the culture of Mataram Islam, including the culture of Surakarta and Yogyakarta, that are a fraction of Mataram Islam. The number of principals as the samples of this research is 30 schools, which are consist of 15 schools in Yogyakarta, 8 schools in Central Java, and 7 schools in East Java.

The research was conducted from January to June 2018. In collecting the data, the researcher used questionnaires (open-ended and closed-ended questions). The questionnaire itself is about school competencies according to Education Ministerial Regulation N0.13/2007 on Competency Standards of School/ Madrasah (Islamic Schools) Principals which is consist of social competency, personality competency, supervision competency, managerial competency, and entrepreneurial competency. Also, the questionnaire is about the values of local wisdom that are popular among the principals and the Javanese leader figures. The researcher used quantitative and qualitative analysis technique. The steps which were done are data reduction, data presentation, and making conclusions (Miles & Huberman, 1992).

III. RESULTS

The principal of this respondent were from 3 provinces. There were 15 people (50%) from

Yogyakarta, 8 people (26.667%) from Central Java, and 23.333% from East Java. Those three provinces are located in the areas of Mataraman. Mataraman region refers to the area where in ancient times belonged to Mataram Sultanate (*Mataram Islam*). Thus, those provinces have similarity in the cultural values. The researcher took respondents from Kediri and Pacitan in East Java. Those regions are seen as an area that have a strong believe of Mataraman values. Meanwhile, the entire areas of Yogyakarta and Central Java are Mataraman regions. However, the researcher took respondents from Purworejo, Magelang, Surakarta, Yogyakarta, Bantul, Sleman, Gunung Kidul, and Kulon Progo. The researcher took 17 principals (56.667%) from state school and 13 principals (43.333%) from private school. In addition, the researcher selected various private schools affiliated to large organizations, such as Muhammadiyah, Nahdatul Ulama, Christian, and Catholic.

There is 1 respondent (3.333%) which the age is between 36-40 years old, 3 respondents (10%) are between 41-45 years old, 8 respondents (26.667%) are between 46-50 years old, 12 respondents (40%) are between 51-55 years old, and 6 respondents (20%) are between 56-60 years old. The age of the respondents in this research is varied, but generally they belong to a group of senior teachers. The youngest is 39 years old and the oldest is 59 years old. In average, the respondents' ages are 51.89 years old. Yet, there are almost 40% respondents are relatively young under 50 years old. There are 26 respondents (86.667%) are male and the other 13.333% are female. 3 (10.7%) out of 28 respondents are female and the other 25 respondents (89.3%) are male.

There are 13 respondents (43.333%) are graduated with a Bachelor's degree, 15 respondents (50%) are graduated with a Master's degree, and 2 respondents (6.667%) are graduated with a Doctoral degree. It illustrates the awareness of schools which need teachers who do not only graduate with a Bachelor's degree, but also with a higher degree since a principal is a learning leader. There are 21 respondents (70%) have been a principal for 1-5 years, 6 respondents (20%) have been a principal for 11-15 years, and 3 respondents (100%) have been a principal for 11-15 years. The experience of being a principal is rather varied from 1 year to 13 years. The following are the data of the frequency of the principals attending principal training. There are 4 respondents (13.333%) have never attended the training, 1 respondent (16.667%) have ever attended the training once, 3 respondents (10%) have ever attended the training twice, 6 respondents (20%) had ever attended the training 3 times, 1 respondent (20%) have ever attended the training 4 times, and 6 respondents (20%) have ever attended the training 5 times (see Table 1).

According to Education Ministerial Regulation No.13/2007 on Competency Standards of High School/ Madrasah (Islamic Schools) Principals, there are five competencies the principals must have, namely managerial competency, entrepreneurial competency, supervision competency, personality competency, and social competency.

Table 1
Respondents' Identity

Identity	Information	Frequency	Percentage
Province	Yogyakarta	15	50%
	Central Java	8	26.667%
	East Java	7	23.333%
		30	100%
School's status	State	17	56.667%
	Private	13	43.333%
		30	100%
Age	36-40 years old	1	3.333%
	41-45 years old	3	10%
	46-50 years old	8	26.667%
	51-55 years old	12	40%
	56-60 years old	6	20%
		30	100%
Gender	Male	26	86.667%
	Female	4	13.333%
		30	100%
Last Education	Bachelor's degree	13	43.333%
	Master's degree	15	50%
	Doctoral degree	2	6.667%
		30	100%
Experience	1-5 years	21	70%
	6-10 years	6	20%
	11-15 years	3	10%
		30	100%
Training	0 time	4	13.333%
	1 time	5	16.667%
	2 times	3	10%
	3 times	6	20%
	4 times	6	20%
	5 times	6	20%
		30	100%

Table 2
Description of Principals' Competencies

Competency*	Theoretical Range	Actual Range	Average	Median	Standard Deviation
Management	16-90	32-73	55.967	23	8.244
Entrepreneurship	5-25	10-23	17.763	8	2.763
Supervision	3-15	6-15	11.000	56	2.068
Social	3-15	6-15	11.967	17	2.042
Personality	6-30	18-30	23.200	11	3.527
TOTAL	35-175	80-163	127.267	126	17.624

Note: *) The options of the questionnaires' answers are constructed from the easy level to difficult level. Thus, the higher the score the poorer the competencies are

The description of principals' competencies which are related to managerial competency shows that it is on the average of 55.967 in the theoretical range from 16-90. It shows that principals have difficulty in management. The description of principals' competency which are related to entrepreneurial competency shows that it is on the average of 17.763 in the theoretical range from 5-25.

It shows that principals have a little of difficulty in developing entrepreneurship. The description of principals' competencies on supervision competence shows that it is on the average of 11 in the theoretical range of 3-15. It shows that principals have difficulty in supervision. The description of principals' competencies which are related to personality competency shows that it is on the average of 55.967 in the theoretical range from 16-90.

It shows that principals have difficulty in developing personalities. The description of principals' competencies which are related to interpreting the school's values shows that it is on the average of 7.667 in the theoretical range from 2-10. It shows that principals have difficulty in interpreting the school's

values. In general, the average of six principals' competencies is 127.267 in the theoretical range from 35-175. It shows that principals have difficulty in the six competencies (see Table 2).

Among those five competencies, the following presents a sequence of competencies from difficult level to easy level according to the principals' experience (see Table 3). Social competence is the most difficult, meanwhile entrepreneurial competence is the easiest competence for the principals.

IV. DISCUSSION

A. Principal Competency

Social competence is a competence which is deemed the most difficult competence for principals. This competence is related to the skill of the principals in attitude and cooperating with the social environment in the school. Based on the interviews, the principals said that they were trying to be warm with teachers, staffs, students, and also to be friendly with the environment outside, such as the business community, educational self-help organizations, and communities surround. Relationship between the outsiders are

generally in the form of inter-institutional cooperation. On many occasions, the collaboration between outsiders and the schools are done because of the initiative of the outsiders, such as universities, businesses, and communities. The cooperation with universities is done in the form of Field Experience Practice program. The cooperation with business world is done in the form of cooperation in corporate study

and sponsorship for school activities. The cooperation with communities is done by participating in the communities' events or activities. Principals generally do not have authority to reject any cooperation with outsiders. On the other hand, they are lack of initiative on how to optimize the cooperation so it can improve the quality of their schools.

Table 3
The Sequence of the Principals' Difficulties in Every Competency and its Aspects

Competency	Aspect of Competence
(1) Social (3.99)	(1) Having social awareness towards other people (4.133) (2) Participating in social activities (4.1) (3) Cooperating with other parties for school/madrasah (3.733)
(2) Personality (3.87)	(1) Being open in carrying out the duties and functions (4.167) (2) Having noble character, developing noble culture and tradition, and becoming a good example for The community in the school/madrasah (3) Having integrity as a leader (3.9) (4) Having a strong desire in self-development as principals (3.767) (5) Having a good self-control in facing problems as principals (3.767) (6) Having a talent and interest as a leader of education (3.6)
(3) Supervision (3.67)	(1) Planning an academic supervision program in order to improve the teachers' professionalism (3.8) (2) Conducting academic supervision for teachers using appropriate approaches and techniques (3.7) (3) Following up the results of academic supervision for teachers in order to improve the teachers' professionalism (3.5)
(4) Management (3.5)	(1) Managing schools' facilities and infrastructure for optimum utilization (3.967) (2) Developing schools' organizations based on the need (3.667) (3) Managing new students, their placement, and their capacity development (3.667) (4) Utilizing information technology to improve the learning activities and schools management (3.667) (5) Making plans for schools in various planning levels (3.567) (6) Creating a conducive and innovative schools' culture for the learners (3.533) (7) Managing relationship of the schools and community in order to seek support of ideas, learning resources, and funding (3.5) (8) Managing the administration of schools in order to support the achievement of schools' goals (3.5) (9) Managing special schools/madrasah service units in order to support learning activities and learners' activities (3.5) (10) Managing schools information systems in order to support the programming and decision making (3.467) (11) Managing schools' finance in accordance with its principles, such as accountable, transparent, and efficient (3.433) (12) Leading the schools in order to optimize the utilization of schools resources (3.4) (13) Managing changes and development of school towards effective learner organizations (3.4) (14) Managing teachers and staffs in order to optimize the utilization of human resources (3.333) (15) Monitoring, evaluating, and reporting the implementation of schools' program with appropriate procedures, and the follow-up planning (3.333) (16) Managing curriculum development and learning activities based on the objectives of national education (3.333)
(5) Entrepreneurship (3.49)	(1) Being tough, not easy to give up, and able to find the best solution in facing obstacles facing by schools (3.8) (2) Having strong motivation to succeed in performing their duties and functions as the principals (3.733) (3) Working hard to achieve schools' success as the effective learner organizations (3.6) (4) Creating useful innovations for schools development (3.233) (5) Having entrepreneurial instinct in managing production/service activities as learning resources for the learners in schools (3.1)

Unfortunately, social competence is seen as the most difficult competency. According to Saxe (2011), the principals' ability to manage the relationships with outsiders, understanding the thoughts, feelings, perspectives, wider description, they need to be flexible in facing the change. This attitude can predict the further attitude that can encourage reformation and positive performance in the school. Social competence is the antecedent of the transformational leadership in schools (Ceredo & Abdullah, 2015). Goleman, Boyatzis, & McKee (2002) state that the individuals which have social awareness do not only need to understand, but also need to empathize with the others' perspectives, understand the wider descriptions due to decision-making and organizations' business. This skill

is crucial in encouraging resonance as a leader who has an awareness of what others think and feel will make them easy to take decision in particular situations. However, the ability to manage relationship needs a combination of skills such as motivating others in the same vision of the organization and persuading the others through various tactics in order to support the development of skills, abilities, and new performance. Conflicts in relationships in social tasks are inevitable. The ability to deal with the conflicts effectively is very important in the relationship with people at school to encourage the organization to be better.

Personality competence is a personal characteristic such as the nature and attitude of a person related to one's behavior. The finding of this

study shows that personality competence is a competence which is considered difficult by the principals. These are the personality competencies which are perceived as difficult consecutively: open, noble, integrity, strong desire, self-control, and having talent and interest. The interviews with the principals indicate that as school leaders, they have to be a good role model for teachers, staffs, and students. A principal has to believe that anyone who becomes a leader has to be a good role model for others. The model itself is not only about in words, but also in action which can be seen and felt by others in schools. For them, being a role model in the school is considered as a moral burden. They no longer feel as free as teachers. Among the various attitudes, being open is the most difficult attitude they do because they have a feeling of "*ewuh pakewuh*" which means that if something is wrong and say it is wrong, then it can hurt the others' hearts and it can lead to disharmony among the principal, teachers, and staffs at the school.

The finding explains why some characteristics of leaders and situations are related to the followers' perception of a leader as an ethical leader (Bandura, 1986, Browne-Ferrigno & Muth, 2004). In social learning theory, leaders are ethical leaders for their followers. Leaders must be an attractive and credible role model. Social learning theory also helps explain about why and how ethical leaders can influence their followers. Followers will pay attention and imitate the attitude, value, and behavior of an attractive and credible model (Bandura, 1986). Most individuals reflect what is outside their selves to other individuals for ethical guidance (Kohlberg, 1969; Treviño, 1986; Halbusia, Theseen, & Ramayah, 2017). The ethical leader can be a source of guidance because of their attractiveness and credibility as role models. Power and status are two model characteristics which increase their attractiveness (Bandura, 1986), thus it makes the followers pay attention to the behavior of the models. Most leaders have authority because they have a position of status relative to their followers. However, attractiveness takes an important role more than power and status. Credibility also improves the effectiveness of the model. Ethical leaders can be trusted because they can be trusted and they are responsible in doing what they say. Therefore, if the leaders do not obey what they say, then there is no reason for others to do so (Bandura, 1986). Moreover, the finding of the research also shows that the principals have a burden to be a spiritual leader. When someone in a spiritual leadership position, it means having to be able to embody spiritual values such as integrity, honesty, and humbleness, become a person who can be trusted, relied, and admired. Spiritual leadership is also shown through behavior, either in individual reflective practice or in ethical, compassionate, and respecting others (Reave, 2005).

Supervision competencies relate to the principals' effort in leading teachers and staffs to improve teaching, including human resources development in schools, developing and updating educational goals, teaching materials, teaching methods, and teaching evaluations. The finding

indicates that the principals' difficulties in this competence appear in planning academic supervision programs, doing academic supervision, and follow up the academic supervision. The interview reveals that: firstly, the principals feel that they have a lot of agendas to do, so they find it difficult to manage their time to do the supervision. Generally, time for supervision has been arranged and agreed by the principals and the teachers, but the principals cannot always make it due to their hectic schedule that makes them have to rearrange the time or cancel the supervision. In contrast, supervision on other aspects tend to the physical aspects that support the learning activity, such as fund management, employees, buildings, equipment and other facilities; secondly, changes in the old curriculum to the new curriculum demand changes in learning process. Teachers might have attended trainings on how they implement a new curriculum, but it is not enough. This condition causes the teachers ignorant about the implementation and they tend to ask the principals, while the principals feels incompetent enough to explain the answers. It often makes the principals feel unconfident in doing the supervision so the supervision tends to prioritize administrative technical aspects rather than academic aspects. In fact, the aspect which should be concerned is the quality of learning process in the school. Documents, notes, and teachers administrative reports are also important because it is used to obtain the overview of the learners' quality in the learning process; thirdly, the condition which the facilities owned by the institutions are limited, such as textbooks, props, laboratories, and other facilities. This also becomes the main reason why teachers find it difficult to change their teaching methods according to the curriculum.

Based on the results of the Analytical and Capacity Development Partnership (ACDP) research on the competence which the principals must have, the cooperation of Indonesia, Australia, Europe, and Asian Development Bank to 4070 principals in 55 regencies from seven provinces in Indonesia, which are Sumatra, Java, Nusa Tenggara, Kalimantan, Sulawesi, Maluku, and Papua, reveal that the supervision competence is the most minimum competence owned by principals in Indonesia, compared to other competencies. The result of the supervision competence score is 3.00 from the scale of 1.00-4.00. While the result of other competence assessment is 4.00 for each competence (Educational and Cultural Ministry, 2013). This condition becomes a problem if the principals who do their duties as supervisor in teaching have low supervision competence. It will have an impact on its performance in improving teacher professionalism and the quality of education in schools. The principal will have difficulty in fostering, guiding, and improving the quality of the teaching process.

The supervision competence is related to planning, organizing, directing, supervising, and assessing the principals' educational efforts, so the school is able to achieve the educational objectives. The finding of this research shows that the difficulties

owned by teachers are reflected on how they manage the facilities and infrastructure of the school, develop the schools, manage the learners, utilize the technology, prepare the school planning, and so on. The interviews show that: firstly, principals, particularly private schools, find it most difficult to manage facilities and infrastructure optimally. It is because private schools are autonomous and generally have very limited facilities and infrastructure. Meanwhile, the state schools have more facilities and infrastructure, but they cannot utilize it optimally because the infrastructure is easy to be broken due to the poor quality and poor maintenance; secondly, the principals often face the tension when they establish discipline and democracy. On the one hand, this establishment leave the teachers, staffs, and students do not have choice but obey. On the other hand, teachers must be democratic due to different periods; thirdly, the principals feel they are lack of the ability in monitoring system and its follow up, especially those which are related to the performance of the teachers and staffs. The principals feel that the implementation of those activities can lead to conflicts that cause an atmosphere of inharmoniousness; fourthly, the rapid changes in the environment. These changes include curriculum changes, administrative changes using computer systems, and other changes caused by the changing times. This is seen as a relatively difficult part because the change should be followed by changing habits and perspective.

The principal has a strategic role in determining school strategies, plans, and management practices to develop academic culture in schools (Tian, Risku, & Collin, 2015). To develop good management strategies, they require both technical and non-technical competence. Principal competencies will affect the quality of decisions and define actions in school education practice. Through the time, good actions and practices will affect teachers' beliefs through the transformation of school culture (Leithwood, 1992; Macneil, Prater, & Busch, 2009).

The entrepreneurial competence related to the nature, character, and characteristics of individuals who have a strong willingness to realize and develop creative and innovative idea into valuable activities. Entrepreneurial skill is not only owned by entrepreneurs, but also by everyone who thinks of creative and innovative acts. The finding of the study reveals that the difficulties faced by the teachers related to entrepreneurial competence are tough as not easy to give up and able to find the best solution, having a strong motivation to succeed, working hard to achieve success, creating innovation, and have entrepreneurial instincts. Interviews with the principals show that they are lack of ability to manage schools' production/ service as the learning resources for learners. The principal is a teacher who has many experiences as a teacher. The entrepreneurial spirit is not much developed on their career as a teacher. Therefore, the biggest challenge for the principals is to create useful innovations for schools. They feel overwhelmed enough to accommodate changes which come from government, especially those which are

related to curriculum and administration.

The entrepreneurial characteristic involves three dimensions, namely innovation, risk taking, and proactive (Ministry of National Education, 2007). Innovative nature refers to the development of products, services, or other unique processes that include conscious effort to create specific goals, focusing changes on the socio-economic potential of an organization based on individual creativity and intuition. Risk taking refers to the active willingness to pursue opportunities. Meanwhile, the proactive dimension refers to the assertive nature and implementation of sustainable searching techniques of "market" opportunities and experiment to change the environment. The ability of the entrepreneurial principals related to innovation will take an important role to bring success to school because they understand the needs, wishes, and expectations of the community for education services for their students. Therefore, if the principals wants to successfully lead the school, they must be creative and innovative in realizing their potential of creativity to the valuable and useful innovation (Ministry of National Education, 2007).

B. Values of Local Wisdom

When the researcher presents a short narrative of values, the principal reveals three popular leadership values. Consecutive values are: (1) Asta Brata; (2) Sistem Among; and (3) Sastra Gendhing.

First, Asta Brata. The most popular local values teaching according to respondents is Asta Brata. The term Astha Brata refers to the eight behaviors a leader must possess, namely „Laku Hambeging Surya“ (leaders are able to provide subordinate energy to the subordinates slowly, unwittingly leading the subordinates into the common goal); „Laku Hambeging Samirana“ (the leader has a meticulous nature when it comes down directly to observe or supervise the performance of all subordinates); „Laku Hambeging Candra“ (leader has a cheerful nature that is able to please his subordinates); „Laku Hambeging Dahana“ (the leader has firmness in governing, especially when giving punishment to the subordinate to the wrongdoer); „Laku Hambeging Kisma“ (leader has a benevolent and just nature towards all his followers); „Laku Hambeging Angkasa“ (the leader has the character of being able to add value to the scholars); „Laku Hambeging Samodra“ (the leader has an open attitude and is able to accommodate the aspirations of his subordinates); and „Laku Hambeging Kartika“ (the leader has the confidence in upholding they believes.). This leadership teaching is widely accepted by the principals through the wayang kulit show especially in „Lakon Makutha Rama“. „Lakon Makutha Rama“ is not the only source of this doctrine, other sources that explain about „Asta Brata“ are „Serat Manawa Dharmacastra“, Serat Rama, Serat Nitisruti, and Serat Pustakaraja Purwa (As'ad, Anggoro, & Virdanianty, 2011). Despite the many sources, the source of the wayang kulit shows is the main source of the principals know about Asta Brata;

Second, Sistem Among. The second popular teaching according to the principal is the teachings

expressed by Ki Hadjar Dewantara which read: "ing ngarsa sung tuladha, ing madya mangun karsa, tut wuri handayani" or often called "Sistem Among" (Dewantara, 1930). Ki Hadjar Dewantara considers that the position of the leader is dynamic, they can be in front, in the middle and can also in the back depending on the situation. The principals see that the values in the Sistem Among are always relevant in education. In „Sistem Among“ there are values of democracy, where the principal should not act arbitrarily but instead encourage participation of all school citizens who are often felt less. The principals view that the teaching of this system is suitable to be integrated with training materials related to personality competence, social competence, supervisory competence, and managerial competence (Wangid, 2009);

Third, Sastra Gendhing. The third sequence of Javanese values considered relevant to the principal's competence are the principles leadership of Sultan Agung Hanyakrakusuma's (1613-1645) expressed through the „Serat Sastra Gendhing“ which contains seven moral rules. These seven rules are a form of Javanese leadership that is considered ideal. This masterpiece is an accumulation of moral teaching of the king of Mataram.

When the principal was asked to write down the leader of Java who became their role model. The most favourite figure is Ki Hadjar Dewantara. According to the school principal, Ki Hadjar Dewantara is a figure who gives attention to the field of education and even became the Father of National Education, laying the foundation of Indonesian education, has a very famous teaching called „sistem among“. Some principals expect that practical values in education from Ki Hadjar Dewantara can be actualized. The second character is Sultan Agung Hanyakrakusuma, the king of the Sultanate of Mataram (1613-1645). This figure is considered important because he is a brave against the distant VOC, writers and humanist, a formidable warrior. In connection with the figure of Sultan Agung, the principals expect that the chivalry stories can be presented in order to create more heroic individuals.

V. CONCLUSION AND FUTURE RESEARCH

Based on the results of data analysis can be drawn some conclusions as follows: **first**, in general, principals have difficulties for the five principal competencies as regulated in the Education Ministerial Regulation No.13/2007 on Competency Standards of High School/ Madrasah (Islamic Schools) Principals; **second**, the perceived competence order is difficult for the principal to master in the following manner: social competence, personality competence, supervision competence, managerial competence, and entrepreneurial competence; **third**, the principal translates the values of the school. Three sequences of popularity of local leadership values are considered popular according to the principal of Asta Brata, Sistem Among, and Sastra Gendhing.

In relation to the findings of this study, it is necessary to train more prospective principals and principals to improve the principal's competence. Most

of the principals who become research respondents have attended the training, but they are generally still difficult to master the required competencies. This indicates that the training appears to be ineffective. Therefore, it is necessary to improve the training for the principal. Future principal training needs to be evaluated which things need improvement. In addition, training can be done by emphasizing aspects of the application rather than the theoretical aspect. Training also needs to involve relevant institutions, training materials need to be made more varied, training models such as on the job training or apprenticeships to principals who are categorized as excellent should be done, and others. Future research needs to be done by identifying factors related to the principal's competence, as well as the impact of the principal's competence on school performance.

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