

**COMPETENCY ANALYSIS OF SCHOOL PRINCIPALS: A STUDY COMPRISING OF
SELECTED ELEMENTARY SCHOOL, JUNIOR HIGH SCHOOL AND SENIOR HIGH SCHOOL
PRINCIPALS IN MAKASSAR-INDONESIA**

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ABSTRACT

This study examines the competence of Principals of elementary schools, junior high schools, and senior high schools in Makassar City. The research is qualitative descriptive taking school heads of elementary, middle, and high schools as respondents. Principals' competence in this study is examined through measurement of school heads' traits considering personality, managerial, entrepreneurial, supervisory, and social values. Findings indicated that senior high school principals' competency as being above average, but the competence of junior high school principals was found to be below the average competency score. This study recommends strengthening the training of school principals in Indonesia, it is necessary to collaborate with provincial Institute for Development and Empowerment of Principals and School Supervisors (LP2KS), and ensuring that resource persons conducting trainings are adequately certified and licensed. In addition, it is necessary to carry out special training for junior high school principals whose competency score was found lower than average. This study also recommends reviewing principals who have served more than eight years, given that the regulated tenure of principals is eight years.

Keywords: Competency, Educational Leadership, Leadership, National Education and Schools in Indonesia

INTRODUCTION

The Indonesian Law Number 20 of 2003 concerning the National Education System states that the function of national education is to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming to develop the potential of students to become human beings who believe and fear God Almighty. Almighty, noble, healthy, knowledgeable, capable, creative, independent, guarding democratic and responsible citizens.

To be able to realize the ideals and goals of national education, the school is an institution that is responsible for carrying out formal education, because the school is a place where the objects of knowledge, skills and ethics can be provided by educators, namely educators who have been given special skills. In certain fields of education, where educators can shape the personality of students expected by society and the state.

In an organization, the success or failure of these goals is strongly influenced by factors such as the leader and the people he leads, as well as the behavior of the organization he runs. In order for the organization and leadership carried out by leaders in the organization to run effectively and efficiently, one of the tasks that must be carried out is that the principal must be able to increase the resources of its members in providing effective leadership.

Effective leadership cannot be separated from the influence of the principal's own leadership pattern, which is applied in an organization (school). Leadership is a process that contains elements of influence, cooperation and leads to a thing and a common goal in an organization. Leadership has a central role in the dynamics of organizational life. Leadership acts as a driver of all human resources and other resources in the organization.

For this purpose, the principal should be able to mobilize or empower all the potential and resources owned, related to various programs, processes, evaluations, curriculum development, learning in schools, processing education personnel, infrastructure, services to students, relationships with community, to the creation of a conducive school climate, so that effective leadership will be created.

Optimal target achievement can be met if the educational institution is managed professionally, meaning that the existing institution is handled by people who have competence, ability and concern. The higher the education of a school principal, the wider the knowledge that can be given to students. This is in accordance with the results of research by Widoyoko (2005) which shows that "in terms of educational background,

educators with higher educational backgrounds generally tend to have better competencies than those with lower educational backgrounds".

Permendiknas No. 13 of 2007 confirms that school principals must meet general and special qualifications, and must have competencies, which consist of personality competencies, managerial competencies, entrepreneurial competencies, supervisory competencies, and social competencies. The better the mastery of these competencies, the better the performance of the principal. After the issuance of Permendiknas Number 13 of 2007, efforts have been made to improve the competence of school principals, including the provision of block grants for the development of school principal working groups, training of prospective trainers for facilitators for empowering principals, partnerships with advanced school principals with underdeveloped schools, as well as strengthening training. competence of the principal. These activities are carried out partially, stand alone, and no significant progress has been observed in improving the competence of school principals. The expected competency improvement cannot be measured yet because there are weaknesses in setting goals, including not based on the results of needs analysis. Socialization, training, workshops and seminars have been carried out but the participants have not obtained satisfactory results.

The school management quality improvement program has a double impact on increasing the effectiveness of education management in schools. Therefore, the mastery of the principal's competence can determine the success of the school. Since the issuance of Permendiknas Number 13 of 2007 concerning Standards for Principals until the end of 2009, there has been no instrument used to select prospective principals or measure the level of competence of principals. Each region has its own policies and criteria for appointing, transferring, or dismissing school principals. Sometimes the general criteria and special requirements that are applied nationally are not used as a reference in the appointment of school principals, there is no standard instrument to measure the mastery of the principal's competence, so that it is known that there are competent and less competent principals. In fact, the results of competency mapping can be used as consideration for improving the competence and performance of school principals on an ongoing basis.

Regional autonomy policies have also colored the pattern of selection, appointment, assignment, and dismissal of teachers to become school principals, political elements and KKN are more influential than achievement assessments, career systems, and adhering to professional rules. This is contrary to efforts to improve the quality of education on an ongoing basis, and in the long term will greatly worsen the quality of education. Therefore, it further strengthens the urgency of the existence of instruments to test the readiness of prospective principals, and map the competencies of principals, for the implementation of more successful professional development.

The mastery of the principal's competence is very important to be mapped in the context of fostering and preparing coaching programs according to needs. The development of working groups of teachers, principals, and school supervisors which were carried out simultaneously and planned through group activities has been able to improve their performance. Accuracy in providing data is very necessary in order to facilitate school principals in improving their professionalism and competence, to suit their needs and comply with the provisions of national education standards or exceed them.

Based on the background of the problems stated above, the general problems of this research are formulated as follows:

- What is the description of the competence of the principal of a public elementary school in Makassar City?
- What is the description of the competence of the principal of a public junior high school in Makassar City?
- What is the description of the competence of the principal of a public high school in Makassar City?

LITERATURE REVIEW

Principal Competencies

Competence plays a key role in influencing job success, especially in jobs that require genuine initiative and innovation. Competence is understood to be related to the importance of the desire to dominate others, and more broadly related to creating events and not just waiting passively, this desire is called the competence motive. In adults, this competence motive is very likely to appear as a desire to master the job and professional level.

The basic simple understanding of competence is ability or skill (Syah, 2000:229). The ability or skill referred to in the competence refers to one thing that describes a person's qualifications or abilities, both qualitative and quantitative abilities or skills. Ranupandoyo and Husnan (1995:155) identify ability with work skills in the form of education and training as well as work experience. Keith Davis (in Anwar, 2000:67) distinguishes between abilities and skills.

Competence is a combination of mastery of knowledge, skills, values and attitudes that are reflected in the habit of thinking and acting on a task/job. Competence also refers to a person's ability to carry out the duties and responsibilities mandated to him with good and skilled/qualified results (Margono, 2003). In the Decree of the Minister of National Education No. 045/U/2002 states that competence is a set of intelligent and responsible actions in carrying out tasks in accordance with certain jobs. Based on some of the opinions above, what is meant by principal competence is a set of abilities that must be in the head of the school, in order to realize the performance as a principal, these Competencies are as follows:

Personal Competence

The most frequently used definition of personality was put forward by Gordon Allport nearly 60 years ago. He said that personality is a dynamic organization in each psychophysical system that determines its unique adjustment to its environment.

In carrying out managerial duties, principals are required to have personality competencies, this competence requires principals to have (1) strong personality integrity, which in this case is characterized by consistent thinking, commitment, firmness, discipline in carrying out tasks, (2) having a strong desire strong in developing themselves as principals, in this case including having a high curiosity about new policies, theories, practices, being able to independently develop themselves as an effort to fulfill curiosity (3) being open in carrying out tasks, including the tendency to always want to inform transparently and proportionally to others regarding the plan, implementation process and program effectiveness. (4) able to control themselves in dealing with problems at work (5) have talent and interest in the position as a leader. Based on the definitions above, what is meant by personality competence is strong personal integrity, desire to develop oneself, openness and interest in carrying out the position as principal.

Managerial Competence

Management or management can mean various things depending on who is talking about it. The term management itself comes from "manage" which is equivalent in the Indonesian language to manage. The general understanding of management is the process of achieving results by making productive use of available resources (Depdiknas, 2007: 126).

In the context of school management, a school principal is required to be able to carry out the following competencies: (1) develop school plans for various levels. planning (2) developing school organization as needed (3) leading schools/madrasahs in the context of optimal utilization of school/madrasah resources, (4) managing change and development of schools/madrasahs towards effective learning organizations (5) creating a conducive and innovative school/madrasa culture and climate for student learning (6) managing teachers and staff in the context of optimal utilization of human resources (7) managing school/madrasah facilities and infrastructure in order to make optimal use of (8) managing school/madrasa relations madrasahs and the community in order to seek support, ideas, learning resources, and school financing (9) manage students in the context of accepting new students and placing and developing student capacity. (10) manage curriculum development and learning activities according to the direction and goals of national education (11) manage school/madrasah finances in accordance with accountable, transparent, and efficient management principles (12) manage school/madrasah administration in supporting the achievement of school goals (13) manage special service units for schools/madrasahs to support learning activities and student activities in schools (14) manage school/madrasa information systems in support of program preparation and decision making (15) take advantage of advances in information technology to improve learning and school/madrasah management (16) monitoring, evaluating, and reporting on the implementation of school/madrasah activity programs with appropriate procedures, as well as planning follow-up actions.

A manager is someone who strives to achieve quantifiable goals, and an administrator is a person who strives for quantifiable goals without regard to the final consequences of achieving them (Oteng Sutrisno, 1985:15).

Based on the description above, what is meant by managerial competence is the ability of the principal in organizing and developing school resources to create an effective, efficient learning environment.

Entrepreneurship Competence

The term entrepreneurship or often called entrepreneur, is a translation of the term entrepreneur. The term was first proposed by Ricard Cantillon, an Irishman who lived in France, in his book entitled *Essai Bar la Nature du Commercen*, in 1755 (Ministry of National Education 2004). From an etymological point of view, entrepreneurship is a term that comes from the words "wira" and "private". Wira means brave, main, or mighty. Private is a combination of the words "swa" and "sta". Swa means alone, while sta means standing. Thus the meaning is to stand according to one's own strength. So what is meant by entrepreneurship is realizing the aspirations of an independent life on the basis of belief and noble character.

From some of the definitions above, internal entrepreneurship competence is the ability of the principal in realizing the aspirations of an independent life which is characterized by a strong personality, entrepreneurial mentality. Meanwhile, if you want to be successful in developing entrepreneurship programs in schools, then principals, education staff both teachers and non-teachers and students must be able to jointly understand and develop entrepreneurial attitudes in accordance with their respective duties.

Supervision Competence

Schools carry out their responsibilities most productively when there is consensus on the school's goals and all parties work together to achieve them. The position of the principal in this case is responsible for organizing the school productively. The problem is that in the implementation of education it is not possible for the principal to carry out all activities himself, therefore there is delegation to teachers and staff, to ensure that the delegation of tasks is carried out in a timely manner in the right way or not, supervision is needed, namely supervising the work of others. (Depdikbud, 2007:227).

The most effective form of supervision occurs when staff, students, and parents view the principal as someone who knows exactly what is going on in his school. In this context, by supervising, class visits will be carried out, talking with teachers, students, and parents, following the development of the school community, people and events that occur in order to fulfill this responsibility (Peter F.Olivia, 1992).

This supervisory competence includes at least (1) planning an academic supervision program in order to increase teacher professionalism (2) carrying out academic supervision of teachers using appropriate supervision approaches and techniques (3) following up on the results of academic supervision of teachers in order to increase teacher professionalism (Depdiknas, 2011). 2007:228). Based on some of the definitions above, what is meant by supervisory competence is the knowledge and ability of school principals in planning, implementing and following up on supervision in an effort to improve school quality.

Social Competence

In essence, humans are individual beings as well as social beings, from birth to death humans need to be assisted or cooperated with other humans, all happiness felt by humans is basically thanks to the help and cooperation of other humans, humans are aware that they must feel called by their hearts to do good for other people and society (Retno Sriningsih, 1999).

Social competence according to Sumardi (2006) is a person's ability to communicate, socialize, cooperate, and give to others. In line with this thinking, Komara (2007) defines social competence as (1) a person's ability to interact and communicate with colleagues to improve professional abilities (2) the ability to recognize and understand the functions of each social institution and (3) the ability to establish cooperation. both individually and in groups.

Based on the above limitations, what is meant by social competence is the ability of a school principal to cooperate with others, to care about social issues and to have social sensitivity.

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Educational Leadership Concept

Leadership in English is called leadership which means being a leader power of leading; the qualities of leader, which means the strength or quality of a person in leading and directing what he leads to achieve goals, Hornby (1987:6). In Indonesian the leader is called *penghulu*, leader, pioneer, coach, role model, mentor, administrator, mover, chairman, head, guide, king, elders, and so on.⁴³ The word leader has the meaning of providing guidance, guiding, directing, and walking. in front of (*presede*), WJS Poerwadarminta (1984:754-755). According to Wahyosumidjo (2012:104) the notion of Leadership, defined by Robin that leadership is the ability to influence a group towards achieving goals.

Mulyasa (2011: 89) defines leadership as an activity to influence people directed towards achieving organizational goals. According to Ki Hajar Dewantara (2011: 99), education is an effort carried out with full conviction aimed at human safety and happiness. According to H.M. Arifin Education is an adult's conscious effort to guide and develop the personality, and basic abilities of students, both in the form of formal and non-formal education. According to Noeng Muhadjir, education is a programmed effort to anticipate social change by educators in helping students and social units develop to a better normative level. Not only the goal, but also the way and the way.

According to Terry as quoted by Ahmad Fauzi (2006:4), the leader shows the position, while leadership shows the process or activity of influencing. Meanwhile, according to Butr Namus (2001:19), Leadership is a behavior to influence individuals or groups to do something in order to achieve organizational goals. More simply, there is a difference between leadership and management, namely the leader does the right thing (People who do think right), while the manager (People do right think). This foundation is the basic reference to see the role of leaders in an organization. This difference illustrates that the leader is usually associated with the top level or top decision makers who are comprehensive in the organization, while managerial is the middle level decision making.

Educational Leadership Styles And Types

Keating (1986:11) states that the leadership style applied by leaders is generally divided into two, namely task-oriented leadership and human relations-oriented leadership. While Blanchard (1992:30) suggests four basic leadership styles, namely:

- Directing Style
- Coaching Style (coach)
- Supporting Style (support)
- Delegation Style (delegate)

In carrying out his duties as a leader, namely moving or motivating others to take actions that are always directed at achieving organizational goals, various ways can be done by a leader. This method reflects the attitude and views of the leader towards the people he leads. Which also gives an overview of the form (type) of leadership that he runs. Studies on the typology of educational leadership have always been limited to classical leadership types which can be classified into 4 types, namely: 1) authoritarian/autocratic type; 2) *laissez faire* type; 3) democratic type; and 4) pseudo-democratic type.

However, the study of leadership typology does not stop at these four types. Siagian (1989:41), for example, he classified the types of leaders into five, namely: 1) autocratic type; 2) militaristic type; 3) paternalistic type; 4) charismatic type; and 5) democratic type. In addition to these types of leadership, there are still several types of leadership proposed by leadership experts, including: bureaucratic leadership, people or relations-oriented leadership (leadership-oriented people or relationships), servant leadership (service leadership), task leadership

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oriented leadership (task-oriented leadership), transactional leadership, and transformational leadership. The following is an explanation of each of the types of leadership mentioned above:

- Autocratic Type
- Laissez faire type
- Democratic Type
- Pseudo-Democratic Type
- Bureaucratic Leadership
- People or Relations-Oriented Leadership
- Servant Leadership
- Task-Oriented Leadership
- Transactional Leadership
- Transformational leadership
- Militaristic Leadership
- Paternalistic Leadership
- Charismatic Leadership

Functions Of Educational Leadership

Effective leadership will be realized if it is carried out according to its function. The leadership function is directly related to the social situation in the life of each group/organization, which implies that every leader is inside and not outside the situation. Leaders must try to be part of the social situation of the group/organization.

The ability of leaders to make decisions by taking into account the social situation of their organizational groups, will be felt as a joint decision which is also a shared responsibility in carrying it out. Thus, there will be opportunities for leaders to realize leadership functions in line with the social situation they develop. The leadership function has two dimensions as follows:

- Dimensions relating to the level of ability to direct (direction) in the actions or activities of the leader, which is seen in the responses of the people he leads.
- Dimensions relating to the level of support (support) or involvement of the people who are led in carrying out the main tasks of the group/organization, which are described and manifested through the decisions and policies of the leader.

Based on these two dimensions, operationally, five main functions of leadership can be distinguished. The five leadership functions are:

Instructive Function: This function takes place and is one-way communication. Leaders as decision makers function to order their implementation on the people they lead. This function also means that the decisions made will be meaningless without the ability to realize or translate them into instructions/orders. Furthermore, the command will be meaningless if it is not executed. Therefore, in line with the notion of leadership, the point is the ability of the leader to move others to carry out orders, which originate from predetermined decisions.

Consultative Function: This function takes place and is a two-way communication, including its implementation, which is very dependent on the leadership. In the first stage of making decisions, leaders often need consideration, which requires them to consult with the people they lead. The consultation can be carried out on a limited basis only with certain people, who are judged to have various information materials needed in making decisions.

The next stage of consultation from the leadership on the people being led can be done after the decision has been made and is currently in implementation. The consultation is intended to obtain input in the form of feedback that can be used to improve and perfect the decisions that have been determined and implemented.

By carrying out the consultative function, it is hoped that the leadership's decisions will get support and it is easier to instruct it, so that leadership takes place effectively. This consultative function requires leaders to learn to be good listeners, which is usually not easy to implement, considering that leaders are more likely to play the role of being listened to. For this reason, the leader must convince himself that from anyone it is always possible to get ideas, aspirations, constructive suggestions for leadership development.

Participation Function: This function is not only ongoing and two-way in nature, but also in the form of implementing effective human relations, between leaders and fellow people they lead, both in participating in decision-making and in implementing them.

The participation function will only be realized if the leader develops communication that allows the exchange of opinions, ideas and views in solving problems, which for the leadership will be used to make decisions. - Meetings or visiting each other at every opportunity that exists. deliberations as an opportunity to participate, must be continued in the form of participation in various activities carrying out organizational programs.

Delegate Function: This function is carried out by providing delegation of authority to make/stipulate decisions, either through approval or without approval from the leadership. This function requires the leader to sort out the main tasks of the organization and evaluate what can and cannot be delegated to the people he trusts. The function of delegation basically means trust, the leader must be willing to be able to trust other people, according to his position/position, if given the delegation of authority. While the recipient of the delegation must be able to maintain that trust, by implementing it responsibly.

The function of delegation must be realized by a leader because the progress and development of the group cannot be realized alone. The leader alone will not be able to do much and may even mean nothing. Therefore, some of his authority needs to be delegated to his assistants, so that they can be carried out effectively and efficiently.

Control Function: The control function is a control function. This function tends to be one-way, although it is not impossible to do it by means of two-way communication. The control function means that successful or effective leadership is able to regulate the activities of its members in a directed manner and in effective coordination, thus enabling the achievement of shared goals to the fullest. In connection with that, it means that the control function can be realized through the activities of guidance, direction, coordination, and supervision. In these activities the leader must be active, but it is not impossible to do this by involving members of the group/organization.

Another opinion about the role of leadership is as expressed by Emmett C Murphy (1998) in his book entitled "Leadership IQ", namely that the leadership role is divided into: 1) Voters; 2) liaison; 3) problem solver; 4) evaluators; 5) negotiator; 6) healer; 7) protector; 8) the synergizer. Effective leadership will be realized if it is carried out according to its function. The leadership function is directly related to the social situation in the life of each group/organization, which implies that every leader is inside and not outside the situation. The leader must try to be part of the social situation of the group/organization. Leaders who make decisions by paying attention to the social situation of their organizational groups will be perceived as joint decisions that are shared responsibility in carrying out them. Thus, there will be opportunities for leaders to realize leadership functions in line with the social situation they develop.

Research Results

Based on the results of research related to the competence of principals of elementary, junior high, and high schools as measured by indicators; Personal, managerial, entrepreneurial, supervision, and social. The research discussion in detail can be described as follows:

Competence Of Elementary School Principal

Personal Competence: This competency is captured by using five statements which include personal integrity as a principal, a strong desire for self-development, openness in carrying out main tasks, self-control, and

above-average talents and interests as a leader. This is shown by the acquisition of a value that states always and often the average is 61, 67.

Managerial Competence: This competency uses 16 statement items which include; planning, organizational development, resource utilization, learner development, creation of a conducive climate, utilization of human resources, utilization of facilities and infrastructure, search for support for ideas, capacity building of students, curriculum development, financial management , administrative management, special service management, information management, technology utilization, and evaluation monitoring. Of the 16 statements obtained an average value of 64.06.

Entrepreneurial Competence: This competency uses five statement items consisting of; creation of innovation, cooperation, motivation for success, never give up, and entrepreneurial instinct. Of the five statements obtained an average value of 60.00.

Supervision Competence: This competency uses three statements which include: planning the supervision program, implementing the supervision program and following up on the supervision program. Of the five items of the statement obtained an average value of 59.36.

Social Competence: This competency also uses three statements, namely; cooperation with other parties, participation in social activities, and social sensitivity to other people or groups. From the five statement items obtained an average value of 62.04.

Competency Of Junior High School Principal

Personal Competence: This competency is captured by using five statements which include personal integrity as a principal, a strong desire for self-development, openness in carrying out main tasks, self-control, and above-average talents and interests as a leader. This is shown by the acquisition of a value that states always and often the average is 68.89.

Managerial Competence: This competency uses 16 statement items which include; planning, organizational development, resource utilization, learner development, creation of a conducive climate, utilization of human resources, utilization of facilities and infrastructure, search for support for ideas, capacity building of students, curriculum development, financial management , administrative management, special service management, information management, technology utilization, and evaluation monitoring. Of the sixteen statements obtained an average value of 66.32.

Entrepreneurial Competence: This competency uses five statement items consisting of; the creation of innovation, cooperation, motivation to succeed, never give up, and entrepreneurial instincts. From the five statements, the average value is 69.89.

Supervision Competence: This competency uses three statements which include: planning the supervision program, implementing the supervision program and following up on the supervision program. From the three statements obtained an average value of 70.37.

Social Competence: This competency also uses three statements, namely; cooperation with other parties, participation in social activities, and social sensitivity to other people or groups. From the five statement items obtained an average value of 68.52.

Competence Of The High School Principal

Personal Competence: This competency is captured by using five statements which include personal integrity as a principal, a strong desire for self-development, openness in carrying out main tasks, self-control, and above-average talents and interests as a leader. This is shown by the acquisition of a value that states always and often the average is 65.00.

Managerial Competence: This competency uses 16 statement items which include; planning, organizational development, resource utilization, learner development, creation of a conducive climate, utilization of human resources, utilization of facilities and infrastructure, search for support for ideas, capacity building of students, curriculum development, financial management, administrative management, special service management, information management, technology utilization, and evaluation monitoring. Of the sixteen statements obtained an average value of 62.85.

Entrepreneurial Competence: This competency uses five statement items consisting of; creation of innovation, cooperation, motivation for success, never give up, and entrepreneurial instinct. Of the five items of the statement obtained an average value of 63.33.

Supervision Competence: This competency uses three statements which include: planning the supervision program, implementing the supervision program and following up on the supervision program. Of the five items of the statement obtained an average value of 63.89.

Social Competence: This competency also uses three statements, namely; cooperation with other parties, participation in social activities, and social sensitivity to other people or groups. Of the three statements obtained an average value of 69.44.

Based on the findings above, it can be concluded that the competence of the principals of elementary, junior high, and high schools in Makassar is above average. The results of further analysis revealed that the average competence of principals measured based on personal, managerial, entrepreneurial, supervisory and social values, each obtained the following values; Elementary school principals 61.41, junior high school principals 68.60, while high school principals scored 64.90. Thus the competence of school principals in the city of Makassar is quite good.

CONCLUSION

Based on this study's findings school principals' competence as measured by their personality, managerial abilities, entrepreneurship, supervision and social traits need to be above average. However, the competence of elementary school principals is below the competence average of junior and senior high school principals. The competence of junior high school principals as measured by personality, managerial, entrepreneurial, supervisory and social values is above average. When compared with the competence of the elementary school principal and the competence of the high school principal, the competence of the junior high school principal is higher. The competence of high school principals as measured by personality, managerial, entrepreneurial, supervisory and social values is above average. However, the competence of high school principals is below the average competence of junior high school principals. Although the competence of the principals of elementary, junior high, and high schools is above average, it is still necessary to conduct training to strengthen school principals, because the average score obtained is not maximized, thus of course there are still many principals who do not have good competence. In the implementation of training and training to strengthen school principals, it is necessary to collaborate with LP2KS in Solo. So that the assessor or resource person conducting the training has a license. Principals who have a service period of more than eight years need to be rejuvenated or replaced with another one, given that the regulation on the term of service for principals by Permendiknas Number 28 of 2010 only requires two terms to serve as school principals where one period is four years and for two periods is two times four years or equal to eight years.

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