

Principal's Managerial Competence in Actualizing a Creative School

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Abstract A principal is required to have managerial competence for effective leadership; leading to the achievement of the school's goals. High managerial skills contribute to the management and optimization of human resources in the school. The study aims to review the principal's managerial competence in actualizing a creative school of SMP Muhammadiyah 3 Yogyakarta. The research employs a qualitative approach with a case study method. The samples, including the principal, teachers, educational staff, and students, were taken through a purposive and snowball sampling method. The data were collected using the triangulation technique, which is the combination of observation, documentation, and interview methods. The data were arranged in the form of text and they were analyzed using the interactive inductive technique. The study concluded that the principal's managerial competence in actualizing a creative school consists of three aspects: conceptual, technical, and interpersonal. Conceptual competence manifests in two ways: building the vision and mission and implementing networking-based innovative program. Technical competence takes the form of responsive management to changes, productive culture, as well as human resources development. Interpersonal competence is shown by collaborating with and humanizing the subordinates, trustfully and respectfully. The research implies the relevant parties involved in school development, particularly the educational board. The principal's managerial competence is a significant factor in establishing a creative school.

Keywords Principal, Managerial Competence, Conceptual Competence, Technical Competence, Interpersonal Competence, Creative School

1. Introduction

The Regulation of the Minister of Education Number 13

of 2007 mentions five competencies of the principal of a school or a madrasah; one of which is managerial competence. A principal needs to have managerial competence for effective leadership in achieving the educational goals of the school (Nkwoh, 2011). In facing the issues and challenges in the educational sector, a principal is required to utilize his managerial skills. Good managerial skills can help a principal in managing and maximizing the potentials of human resources. Egboka (2013) stated that a principal could not be an effective leader without having a managerial skill or competence. The statement is supported by a study conducted by Mukherjee (2013), concluding that managerial skill determines the effective leadership of a principal in achieving the goals of the organization.

The main goal of educational institutions is to generate qualified and competitive human resources. One of the ways is by improving the resources' creativity at school, leading to the establishment of a creative school climate. Arts Council England in Ebneroumi and Rishehri (2011) states that a creative school is a place that consists of several vital factors, providing the students with various experiences as well as creative learning that allows the students to develop their creativity. The definition suggests that implementing a creative school needs appropriate school leadership and management. Therefore, a principal must have managerial competence in creative school management.

In practice, many principals do not have managerial competence. One of the empiric results was obtained from a competence mapping of principals of 31 provinces, showing that the principals' managerial competence in Indonesia reached the score of 74, which is below the minimum standard requirement established by the Ministry of Education and Culture of the Republic of Indonesia, which is 76 (Siswandari, 2012). Besides, the competence test result of the Ministry of Education in 2015 taken from 166.333 principals of elementary school, junior high schools, and senior high schools in Indonesia

show that the longer the working period of a principal is, the lower the mean score of managerial competence he gets. Indeed, it reached 42,78% (Purwata, 2015). A low level of managerial competence becomes one of the obstacles in the implementation of effective leadership in achieving the vision, mission, and goals of the organization. It will also imply to the supporting aspects of creative schools, such as relation among the school members, teachers' productivity, learning quality, and graduate quality.

Several studies have revealed an interesting fact about the relation between managerial competence of a principal and several other factors supporting a creative school. A research conducted by Harahap (2017) mentions that managerial competence has a significant result on the teachers' productivity. Besides, research by Afshari (2012) and Seyedinejat (2014) shows that managerial competence affects the learning quality, the attainment of the school's goal, as well as organizational effectiveness. Different from the previous ones, Werang (2014) and Sabanci (2016) concluded that there is a significant relationship between interpersonal competence of the principal as part of his managerial competence and the behavioral abilities, interpersonal communication, the community attitude, as well as school climate and culture. In addition, Shahril (2012), Bolanle (2013), and Hosseinpour (2014) also conclude that the improvement of managerial skills, consisting of conceptual, technical, and interpersonal, will affect the quality of the institution. Katz in Batra (2017) proposes that in the implementation of managerial tasks to support the quality of the institution, three competencies are necessary; those are conceptual, interpersonal, and technical competencies. A principal who wants to run an effective managerial function needs to understand the values contained in the three competences and realize them in the programs of the school.

The present study discusses the managerial competence of succeeding in establishing a creative school. In so doing, the school becomes a role model for other principals and principal candidates who want to do the same. Based on the matters presented above, the study aims to answer the following questions:

1. What is the conceptual competence used by the principal in establishing SMP Muhammadiyah 3 Yogyakarta into a creative school?
2. What is the interpersonal competence used by the principal in establishing SMP Muhammadiyah 3 Yogyakarta into a creative school?
3. What is the technical competence used by the principal in establishing SMP Muhammadiyah 3 Yogyakarta into a creative school?

2. Literature Review

2.1. Creative School

A creative school is needed to adjust to the advanced development of the era. To do so, it needs creative human resources, which can be affected by several factors, both internal and external. The internal factors include talent, while the external ones include the learning environment. It is in line with Barbot (2011), stating that creativity is the combination of cognition, conative (personality, motivation), and emotional factor interacting dynamically with the environment stimulating or inhibiting the expression of creative potential. One of the environments is the school, serving to generate a quality human resource. A creative school has several definitions, proposed by several scholars. Arts Council England, in Ebneroumi and Rishehri (2011), mentions that a creative school is a place consisting of several vital factors that enable students to gain various experiences and to enrich themselves with creative learning that gives more opportunity to develop their creativity. The definition is supported by QAE in Nurhayati (2017) proposing that a creative school is the one that develops a new and different approach to support the increase of the students' achievement as well as diminishing the gap for all the students.

A school applying a creative approach needs several criteria. The first is the creative approach design, meaning that the school encourages various components related to the school, such as staff, the students' family, and society. The school also rationalizes the data to arrange the design, creating the program articulation to be kept by the school, identifying the design to increase the students' achievement, identifying a more detailed program by establishing particular criteria to achieve the goals, and creating the instrument to assess the effectiveness of the achievement. The second is the society, in which family and society participate in developing the design, collaborate with the staff to determine the involvement in the program designing and monitoring, collaborate with the staff to identify the leadership and management structure for the school. The third is the staff. It is expected that all staffs can perform their tasks fully each week, support the all the planned program, collaborate with the students' parents and society to participate in the program and monitoring, and collaborate with the students' parents and society to identify the leadership and the managerial structure of the school.

The criteria proposed by QAE are similar to the results of the research conducted by Ebneroumi and Rishehri (2011), proposing four dimensions of a creative school: new insight or concept in learning; flexible administrative structure; adequate rooms; and creative leadership that includes economic, political, cultural, social, and technological aspects. Each dimension is completed with variables as seen in table 1.

Table 1. The dimensions of a creative school

Dimension	Variable
New insight or concept in learning	1. Interactive teaching style 2. Research-based activities 3. Learning perception 4. Encouragement for the learners to take a risk and create
Flexible administrative structure	1. Appropriate delegation 2. Level of trust 3. Comfortable organizational climate 4. Freedom of expression
Adequate rooms	1. Art and sport facilities 2. Adequate library 3. Suitable ICT infrastructure and laboratory
Creative leadership in economic, political, cultural, social, and technological aspects	1. Participative management 2. Proactive management 3. Communication skills 4. Self-leadership of the subordinates

Fachruddin (2017) suggests five requirements to develop a creative behavior, attitude, and action in the school. First, the school needs to design a creative climate and environment stimulating and facilitating creativity, leading to generating creative works with values and usefulness. Second, teachers are the role model in developing the attitude and behavior for the colleagues by encouraging the creation of proper surroundings for the students' creativity development. The third relates to the physical environment, where the rooms and the infrastructures in the school are arranged to stimulate the students' creativity. The fourth is the non-physical environment that includes intrapersonal and motivational climate, enabling it to be the source of energy for creativity. And the fifth is creative teaching and learning.

2.2. The Principal's Managerial Competence

In the field of education, a principal, teacher, and educational staff need to have the required competences to maintain the quality of education. Among the components, the principal's competence is the cutting edge of the educational quality. The Permendiknas Number 13 of 2007 dated April 17, 2017, on the Standard Criteria for a school or madrasah mentions five competencies required from a principal: interpersonal competence, managerial competence, entrepreneurship competence, supervision competence, and social competence. Managerial competence is seen as the most significant since it determines the success of a principal's leadership in maintaining the quality of education. It is defined as the ability of a principal to organize and develop human resources to create an effective and efficient learning environment. Ismuha, Khairudin, D.AR (2016) states that a principal is required to have the skills to develop the human resources in his school, empowering and encouraging them to contribute to the achievement of the educational goals. According to Katz in Sidek and Mohamad (2014), managerial competence is categorized into three. Those are technical competence, which is the knowledge about an individual's mastery of the tasks or

duty; interpersonal competence, which is the ability to work with others; and conceptual competence, which is the ability to actualize the ideas and concepts. In this case, a principal can arrange the vision as well as the strategic plan for the school. Further, conceptual competence means the ability of the principal to see the organization as a whole and to solve the problem from the systemic point of view.

Another similar idea is stated by Batra and Sharma (2017), who states that a principal needs 3 skills. The first is a conceptual skill, which is the ability to take the benefit of the management ability to create a concept, such as creative thinking, formulating an abstraction, analyzing a complex situation, thinking with reason, and solving the problem to visualize the entire organization. The second is interpersonal competence, which is the skill that is used to interact with other people, such as communication skills, to motivate and develop a team. The third is a technical skill, which refers to the knowledge or necessary expertise for technical matters or tasks.

A principal needs to have the three managerial competences in order to achieve the organizational goals. According to Tajaddini, Mujtaba, and Bandenezhad (2010) conceptual, interpersonal, and technical competence of a principal are to improve the performance and the well-being of the employees in an organization. Thamaraiselvi (2018) concluded that conceptual and interpersonal skills are most significant in the top management, while technical skill is less important. However, the managerial skill in managing human resources contributes to the improvement of organizational performance. It is in line with the research conducted by Carmeli and Tishler (2006), suggesting that the intellectual (conceptual) competence of a leader does not significantly influence the performance of the organization.

2.3. The Contribution of the Principal's Managerial Competence to the Establishment of a Creative School

Managerial competence is closely related to effective

and creative leadership. A creative school can be achieved through several creative efforts in school management, as proposed by Suwardi (2014). The aspects include solid and professional personnel, unique curriculum management, creative financial management, comfortable management for the students, facilities, and infrastructures supporting the creativity, human relation management that enhance the social networking, and special service management. The changes or management creativity exist as the result of different perspectives of various principals in seeing the opportunities (Thomson & Sanders, 2010). A creative principal is the main influencing factor of a creative school, supported by active collaboration between the school and the students' families (Reppa et al., 2010). A creative school can be easily established by a successful principal, the one having communicative leadership that enables him to deliver a clear vision and mission as well as having the capability to motivate the learners and produce competitive creative management implementation (Pashiardis et al., 2011). Creative management can be implemented if a principal has a managerial competence.

3. Research Methods

The study belongs to qualitative research with a case study approach. According to Suryana (2012), qualitative research is conducted in a natural and objective condition. A case study was chosen to get in-depth and meaningful data about the managerial competence of a principal in actualizing a quality school. Creswell in Raco (2010) defines a case study as an exploration of bounded systems

or cases. A case is interesting to investigate because of its unique and meaningful values for other people. Besides, the descriptive study aims to describe a phenomenon, fact, or reality (Raco, 2010).

The research was conducted in SMP Muhammadiyah 3 Yogyakarta. The data were taken through a purposive and snowball technique (Dirgahayani, 2012). The samples were selected for several reasons. First, the respondents know detailed information about the topic under study. Second, the respondents participate in the school activities relevant to the topic. Third, the respondents can give objective information related to the topic. Further information on the respondents is presented in table 2.

Table 2 shows that the majority of the research subjects are female (66.7%). Meanwhile, the average length of teaching experience is 21 years and 6 months, which is considered sufficient, in that the teachers understand the information needed in the research.

The data were collected through triangulation I, which is a combination of several techniques that are used simultaneously (Suryana, 2012). The techniques used in this research are observation, in-depth interviews, and documentation. The in-depth and open-ended interview was conducted to the principal, vice-principal, teachers, and the staff related to the principal's managerial competence. The observation was carried out in the school. Meanwhile, the documents observed include the working plan of the principal, performance evaluation of the teachers arranged by the principal, and other supporting documents. The instruments used are interview guidelines, observation guidelines, observation sheets, and documentation checklist.

Table 2. Demography of the research subjects

Name (initial)	Age (year)	Gender	Status	Teaching experience (year)
HR	57	Female	Headmistress	37
DS	46	Female	Vice head in charge of the curriculum	22
RT	39	Female	Head of HRD	2
MC	57	Female	Vice of HRD	34
RY	41	Male	Head of Facilities and Infrastructure Division	17
SW	39	Male	Head of Students' Affairs Department	14
SM	59	Female	Curriculum staff	25
PL	43	Female	Treasurer	
MT	55	Male	Head of Administrative Office	
LT	14	Female	Student	
CC	14	Female	Student	
AI	13	Male	Student	

The in-depth and open interview was conducted to the sample fulfilling the criteria of the research, including the principal, vice-principal, teachers, and staff, about the principal's managerial competence in establishing a quality school. The interview was carried out to each sample using the guidelines that consist of three aspects of managerial competence. Some of the questions include the strategies applied by the principal to stimulate the teachers' creativity in the learning process and the facilities provided by the principal to support creative learning. The guidelines were semi-structured and flexible so that the researcher can add more questions to investigate particular answers given by the respondents. The guidelines also allow the researcher to investigate the results of observation, documentation, and interview done to other respondents. The interview was carried out for two weeks, ranged 30 to 135 minutes for each. It was recorded digitally.

The observation was carried out at the target school by examining the facilities and the learning process. Observation guidelines were employed, which include the condition of the ICT laboratory and the skills supporting creative learning. The documents obtained in the study include the documents of the working program of the principal, evaluation of the teachers' performance conducted by the principal, students' works, and other supporting documents. The documents were reviewed using the document check list. The observation was conducted for three days and the documentation for two days. To ease the analysis, both the documentation and observation were recorded and documented using field notes.

The data were arranged in the form of text and they were analyzed using Miles and Huberman techniques. They categorize the analysis of qualitative data into four stages; data collection, data reduction, data presentation, and conclusion (Dirgahayani, 2012). The analysis was of inductive/ qualitative based on the findings in the field, which were then reconstructed into a hypothesis or a theory. The analysis includes the classification and coding of the data (Raco, 2010). The ideas having the same meaning are gathered into one. They were interpreted to find new concepts or theories.

The first step of data analysis began with collecting the data of the interview, observation, and documentation in the form of text. Second, they were categorized according to the indicators of managerial competence. Third, the data were reduced through sorting and omitting the unnecessary ones, helping to conclude. The fourth step is drawing a conclusion, which is based on the obtained and processed data.

4. Findings

The data are presented based on the findings. There are

six themes of management strategies applied by the principal in establishing a creative school:

4.1. Establishing Collective Targeted Vision and Mission

The results of the interview and documentation in SMP Muhammadiyah 3 Yogyakarta shows that the school's vision and mission are arranged by the principal to adjust to the school condition and the challenges of the era and discussed by all the school components, such as teachers, staff, school committee, foundations, surrounding society, and the relevant agencies.

“The vision, mission, and the goals of the school are arranged together with all the school members. They are adjusted to the results of school evaluation, school conditions, and the challenges of the era.”

The statement is confirmed by RY, head of the facilities and infrastructure department.

“The concept of vision and mission is always initiated by the principal based on the results of the evaluation and the school character. It is then discussed in a meeting with the staff and teachers. The meeting is held at the beginning of the school year.”

To help the school members understand and implement the vision, the principal introduces it to them and assign the teachers to base the programs on the vision and missions. In the interview, RT stated that:

“Of course we have socialization session. Each year we introduce the vision, mission, and objectives of the school at the beginning of the year to all the stakeholders. The principal also recommends all teachers and staffs to base the programs on the vision and mission. Once in two weeks, precisely on Mondays after the ceremony, the principal always conducts a briefing session to explain the programs, direct the staff and teachers, monitor, and evaluate the program. Besides, our school evaluates the curriculum every year”

The visions and mission are elaborated in a program and strategic plan. They are implemented by the relevant team and then monitored and evaluated by the principal. HR stated that each vision should be derived into several indicators of the vision. The strategies to achieve the vision are explained in an annual working plan (RKT), School Budgeting Plan (RAPS and RKAS). Similar to HR, SW stated the visions are elaborated in various programs that become the guidelines for the executing team. The HRD staff, RT, added that the principal carries out a meeting regularly to discuss the program, briefing, as well as monitoring and evaluation of the program

implementation.

4.2. Implementing a Networking-based Innovative Program

The curriculum which serves as the guidelines for the implementation of the school program, including the teaching and learning process, is one of the factors concerned in SMP Muhammadiyah 3. The curriculum is arranged to maintain school quality and targeted graduates. HR, the principal states that:

“The curriculum should reflect the quality management concerning the quality of the graduates, especially related to their characters and skills. Our curriculum contains numerous programs as well as targets for the students, manifested in the opportunities provided for their potentials, talents, and skills which lead to creative and productive graduates.”

In addition, SR stated that the curriculum contains the innovative program, of which the document mentions the target program of schools, such as Adiwiyata school, literacy school, animal lover, SPMI model, child-friendly, and many others. RT also revealed that the curriculum includes the program to develop the talent and interest of the students, organized in various extracurricular programs.

The innovation of the school program is one of the influencing factors of the school's success.

“I have developed several innovative programs to improve the image and the quality of the school, such as developing the library, children's literacy, adiwiyata program, animal lover, sister school program, student exchange, IT-based learning, and school management innovation.” (HR, interview result)

Further, HR stated that the innovation of the school is also supported by external parties. For example, together with the department of transportation, the school built a reading corner with the logo of the school at the Transjogja bus stop. The program is the innovation to build the school's image. As the curriculum staff, SM states that the school has various creative programs; other than a reading corner, the school also provides thematic library on each corner and in the classrooms. Another, in the school health unit (UKS), we can find a library containing books about health. Similarly, the mosque offers a library that provides books about religions. Besides, the head of the librarian, SR, stated that the innovation of the library program makes the library more thematic and the digitalization of the library has succeeded in bringing the school into the A category of the accreditation. The achievement is highly valuable since there has not been many junior high schools scored

A for the library. The human resource staff, MC, stated that:

“The school has initiated various innovative and creative programs, such as the immersion program in Pare village and international networking with 8 schools from other countries. This has been the excellent value of the school. The student exchange program is aimed to improve the students' capability and to introduce Indonesian cultures to other countries.”

Other innovative programs are also confirmed by LT, CC, and AI, the students of SMP Muhammadiyah 3 Yogyakarta. Among them is an integrated waste management program, which is organized by the students and the student council (OSIS). The waste is gathered from each classroom and then they are processed and recycled. The organic trash is made into compost, which becomes one of the creative entrepreneur programs for the student council.

4.3. Responsive Management upon Changes

HR stated that responding to changes is the ability required from a principal. To her, changes are inevitable so that responses are obligatory. By so doing, there will be learners' organization where each member of the school always tries to develop themselves to adjust to the changes in their surroundings. To facilitate the effort, the school develops an IT-based program. DS, the curriculum staff, claimed that:

“The principal is highly responsive to changes. One of them is by changing the school into IT-based, applied in the learning process, the managerial capability, as well as in the facilities and infrastructures. Some of the implementations manifest in several programs, such as the Model School Network (MSN) forum, a place to discuss ICT-based classrooms of MSN APEC, library digitalization, GeSchool (for the learning process, and assessment), IT-based laboratory, and Basic Technology Management (PTD).”

A similar statement was expressed by SM:

Our school has developed IT-based learning, which is supervised by an IT team assigned by the principal. They help the teachers if they face any problem. All teachers are required to have a laptop and the school facilitates those who cannot afford the necessary devices. We also send teachers to training for creating a basic website and for conducting a presentation. The IT team is provided to assist illiterate teachers.

RY further suggested that to face global development,

the principal has opened an excellent class, IT class, and bilingual class. The excellent class is for the students with high capability in academics, IT for those who want to increase the skills in the field, while bilingual class is for the students who want to develop their potentials and communication skills in English. The principal has made some agreement with high learning, AMES, and ELTI to improve the bilingual class quality.

4.4. Developing a Productive Culture

HR confirmed that developing a productive culture is one of the strategies to establish a creative school. The thematic library provided in every corner of the school encourages the school members to read, in that the more they read, the more they increase their insight. This leads to an increase in their enthusiasm to produce more, such as writing. Furthermore, exemplification is the key to bring the school members into high productivity. Therefore, a principal has to be productive, such as in creating more writing. SW supported the idea, revealing that:

“The school develops productive culture in the students by holding scientific group (KIR), robotic club, and PTD. The students are encouraged to write and produce something. For example, they are asked to write a summary of the books they read and attach it to the students’ work display in front of the library. The waste management program is also managed by the students under OSIS supervision.”

The explanation confirms the data. In an interview, SM stated that:

Indeed, the principal frequently encourages the

teachers to participate in any training. If there is training for writing, she will force the teachers to join it. If the teachers cannot afford the training, the school will pay for it. She supports teachers’ development. Sometimes, she uses her own money to help us. If we find any difficulty, she offers her help.

4.5. Improving the Quality of Human Resources

HR stated that a creative and excellent school needs to improve the quality of human resources as well as the facilities and infrastructures. The head of the students’ affair, SW, confirmed that the school has prepared several programs to improve the quality of human resources.

“The principal often holds and facilitates training and workshop for teachers, such as to improve the teaching method, the foreign language. The school also cooperates with several institutions, such as LPMP for supervisor training, ESQ Center Ari Ginanjar for ESQ training, and in-service training for scientific writing.”

The data is confirmed by MT through an interview:

Our Human resources developed rapidly since Bu Heri leads us. We get more facilities, such as joining competence training. Now I hold a certificate for professional administrative, which is rarely owned by many. I was indeed invited as a speaker for administrative training in another school; that is because of the certificate.

The teachers’ competence development is presented in table 3.

Table 3. Data of Teachers’ Development

No	Development Activity	Number of teachers following the competence development	
		Male	Female
1	In-service training about curriculum	22	24
2	In-service training about the creative teaching method	18	21
3	In-service Training about Classroom Action Research	5	18
4	In-service training for scientific papers	15	20
5	Competence certification	11	17
6	MGMP(Teachers’ Forum)	18	28
7	Training for IMTAQ integration		2
8	Technology-based learning	18	28
9	In-service training about character education, traffic ethics, and anti-corruption	1	3
10	Training and education for the assessor of teachers’ competence assessment	1	6
11	Training and education of Novice teachers induction program		4

Table 3 shows that all teachers in SMP Muhammadiyah 3 participate in various training to develop their competence. The most common ones are curriculum upgrading, creative learning method upgrading, technology-based learning, Teachers Forum (MGMP), and Scientific Writing upgrading. Many teachers following the personal development programs reveal that SMP Muhammadiyah 3 Yogyakarta emphasizes on human resources development.

4.6. Building Collaboration and Humanizing the Subordinates

Internal collaboration built by the principal of SMP Muhammadiyah 3 Yogyakarta is the manifestation of the efforts for the various school programs. Besides, it is necessary to create a comfortable working climate.

“A leader should master the skills of communicating and collaborating with the subordinates, teachers’ parents, or society. I collaborate with the teachers’ parents, gaining their trust so that they are willing to support and donate for the program development as well as for the school facilities. I always try to know my subordinates and apply the principle of The Right Man on the Right Place in assigning the tasks.” (HR, the interview result)

DS added:

Our principal maintains the relationship with the subordinates, allowing herself to get close to the teachers and staff through several activities, such as a religious forum. Besides, her openness to the teachers brings more comfort in the accomplishment of the task.

The statement is supported by MC, the head of public relations division and MT, the head of the administrative office. They claimed that the principal understands the subordinates and can maintain good relations with them. The collaboration between a principal and the subordinates take several forms, such as the implementation of the program and supervision of the subordinates’ performance. The decrease of the subordinates’ performance is overcome by a personal approach or coordinating with the person in charge of the relevant division for further approach and assistance. Vice versa, employees with good performance will be given compliments and appreciation, bringing more comfort and feeling of being valued.

5. Discussion

Based on the research, the managerial competence of a principal in establishing the SMP Muhammadiyah 3 Yogyakarta into a creative school consists of six ways.

The first is the establishment of a targeted mission and vision. Kurland, Peretz, & Hertz-Lazarowitz (2010) suggest that vision is the ideals established by the principal and staff to achieve the goals of the organization.

The definition emphasizes the necessity of a leader to be the pioneer and drafter of the vision of the school. The vision and mission elaborated in various strategic plans and programs belong to the conceptual competence of a principal. The vision is arranged together and implemented by the members of the organization. It is in accordance with the research conducted by Senge in Thompson and McKelvy (2007) and Suyatno et. al. (2019) stating that one of the important factors in actualizing a creative school is to build a collective vision.

The second is by implementing a networking-based innovative and creative program which is the manifestation of the conceptual competence of the principal. The curriculum is arranged to improve the students’ skills and competence by providing relevant programs. The innovative program is proven to provide an opportunity to develop the students’ creativity and other human resources in the school. Hill (2015) stated that a creative curriculum can improve students’ creativity. Besides, Angle in McLean (2005) concluded that creative performance in an organization will improve if the various potentials in the organization are developed in an innovative program.

Third, the principal shows the technical competence by underlying all the responses to the changes of the era on the information and communication technology. Response management upon changes is carried out using IT and foreign language. IT-based school is proven to shape the creativity of the students and the teachers. The research by Ghavifekr and Rosdy (2015) suggested that integrating IT into the school management will result in the effectiveness of the school. IT-based learning and facilities can support students’ creativity. IT contributes to the creative activities of the students, such as using digital technology in art, design, multimedia, writing, and many others (Loveless, 2003).

The fourth and the fifth are building a productive culture and improving the quality of human resources respectively as the realization of the technical competence of the principal. Productive school and the improvement of human resources will generate productive students, teachers, and staff. Productive culture will stimulate the students’ creativity and innovation. Lock and Kirkpatrick in Martins and Terblanche (2003) stated that the school culture influences the creativity of the members in innovating and solving some problems. It is in line with another study by Vejian, Kamarudin, & Kadir (2016) concluding that productive culture fosters the school members’ creativity as well as improving the performance and the teachers and students.

The sixth and seventh are building collaboration and humanizing the subordinates as the manifestation of the

interpersonal competence of the principal. The collaboration will determine the actualization of the creative school. The strong collaboration of several elements shows that participative management becomes one key success of a creative school. It is relevant to the research conducted by Ebneroumi and Rishehri (2011) and Jumintono et al., (2018), stating that participative management is one of the determining criteria of creative leadership to develop a creative school. The collaboration is strengthened with the establishment of a comfortable working climate by humanizing the subordinates, by gaining their trust and respecting them (Suyatno et al., 2019). Kanter, in McLean (2005) confirms that creativity in an organization exists through six factors, two of which are pride and trust. In other words, a leader gets the trust of the subordinates and emphasizes collaboration in accomplishing the tasks. Seeman in Karyotakis and Moustakis (2016) states that the trust toward the subordinate influences the innovation and creativity in an organization.

Trust and appreciation given by the school will create a comfortable atmosphere among the subordinates, allowing them to improve their creativity and performance (Tesluk, Farr & Klein, 1997). Figure 1 is the chart illustrating the principal's managerial competence in establishing a creative school.

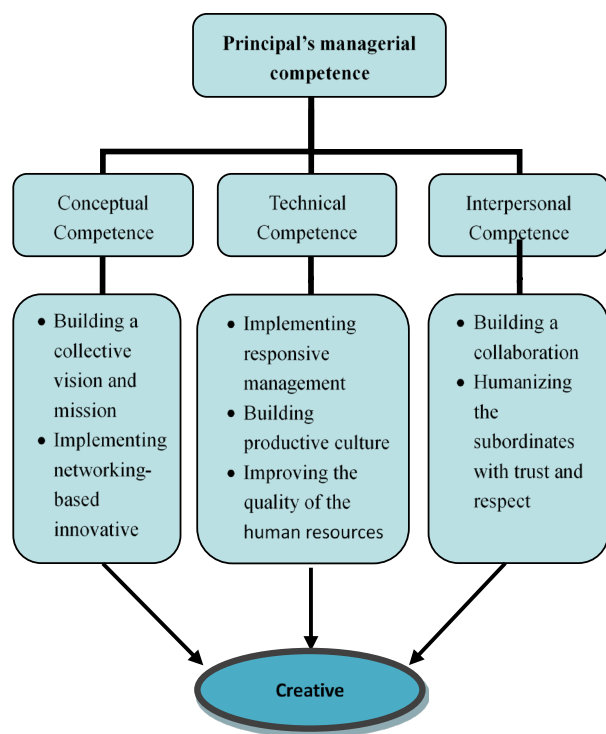


Figure 1. The principal's managerial competence in establishing a creative school

Figure 1 shows that HR, the principal of SMP Muhammadiyah 3 Yogyakarta, is highly competent, in that she can bring betterment in the school management. The principals of the school succeeded in changing the

school management into a creative school. HR, the headmistress, applies three managerial competences at school. The conceptual competence is actualized in the innovations and new ideas in arranging the school development involving the stakeholders. Through technical competence, the Principal applies a new paradigm based on IT in all aspects of learning. Interpersonal competence is shown by building trust and collaboration with the school members to achieve the school's goals. The principal's competence has brought success and achievements of the school, such as the provision of the facilities and infrastructures as well as opening bilingual classes, excellent classes, information and communication technology class at each level. Furthermore, the school achieved several awards, such as the healthiest school in 2005, the first winner of the school library in the province in 2012, and national Adiwiyata (environmental education) in 2013 (Saraswati, 2018). Besides, the students in the school also achieve various awards, both national and international (Anugrah, 2019).

6. Conclusions

The research reveals that the principal's managerial competence consists of conceptual, technical, and interpersonal competencies to actualize a creative school, the principal applied six ways; those are establishing the vision and mission, implementing the networking-based innovative program, implementing responsive management, building productive culture, improving the quality of the human resources, and building the collaboration as well as humanizing the subordinates. Building the vision and mission as well as implementing a networking-based innovative program is included in the conceptual competence of a principal in establishing a creative school. Meanwhile, responding to changes, building a productive culture, and improving human resources quality is the technical competence of the principal. The principal's interpersonal competencies are shown in building the collaboration with and humanizing the subordinates with trust and respect. The research helps the parties involved in school development, such as the educational board. The principal's managerial competence becomes an important factor in establishing a creative school.

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