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“Panca Sthiti Dharmaning Prabu” – the Concept of Educational Leadership – and Its Relationship to Character Strengthening: A Phenomenological Study in Hindu-Based Schools

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Abstract. This paper explains the relationship between educational leadership and the strengthening of character education. One of the advances of the times is the development of technology, which has positive and negative impacts. One of the negative impacts is moral degradation among teenagers. This phenomenon compels educational institutions to strengthen character education. Therefore, this study sought to interpret how educational leadership strengthens school character education. A qualitative research method with phenomenological study approach was employed to investigate educational leadership at SMP (junior high school) Negeri Hindu 2 Sukawati. Data were collected through observation and interviews and supported by document analysis techniques. The research subjects as participants were the principal and nine teachers. Data analysis was conducted using the Moustakas model, assisted by qualitative data analysis software. Based on the existing findings, character education must be institutional, with school principals and teachers adopting an active role. This active role indicates that school principals and teachers are also responsible for strengthening character education. This is achieved through an exemplary attitude and behavior by principal and teachers, which leads to the internalization of values in character habituation among students. This attitude is essential to the Hindu-based leadership concept of *Panca Sthiti Dharmaning Prabu*. This research has the potential to increase the understanding of the importance of character education and to form part of a literature review for future research.

Keywords: character; education; educational leadership; local wisdom; phenomenology

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1. Introduction

School education management is closely related to the principal's leadership activities. This provides an understanding that school principals have a central role in the governance of the school institution (Sari & Prasetya, 2020). Leadership is an activity requiring managerial competence that aims to influence followers to work to achieve the vision and mission of the institution or organization being led (Hargrove-Huttel & Colgrove, 2019; James et al., 2021). In school institutions in Indonesia, the leadership and managerial abilities of the principal are closely related to the goal of achieving the vision and mission of the school as an educational institution. Education in Indonesia aims to increase intelligence and character building, forming well-rounded individuals to become resource capital in national development (Gunada et al., 2021; Hidayat et al., 2022). This indicates that schools are run so that every student can possess intellectual, emotional, and spiritual intelligence and that education is needed to form intelligent and characterful human beings.

Such rapid development in various aspects of life has certainly brought positive and negative impacts, including the education aspect. Positive impacts will bring many benefits to humans, but it will be inversely proportional if there are more negative impacts. One of the factors that is a concern for educators today is the degradation of morals and character among students. This moral degradation is indicated by the emergence of juvenile delinquency, which leads to criminal acts (Asniati et al., 2020; Een et al., 2020). The phenomenon of juvenile delinquency today is very troubling because the actions portrayed violate the rules of law, values, and morality that exist in society; these deviant actions are not only detrimental to the perpetrators but very detrimental to society (Aizpurua et al., 2020; Kim et al., 2021; Seker et al., 2021; White et al., 2024). Actions carried out by teenagers, such as drug abuse, free sex, theft, and others, are no longer only delinquent actions but violations of the law.

Restrengthening character education for the younger generation is an effective way to prevent moral degradation. Because character education is an effort to internalize character values among individuals in the educational process to form a good personality (Prayitno et al., 2022; Taja et al., 2021), this process is ideally carried out at school, at home, or in the community. In the context of education in Indonesia, it tends to be carried out in the educational process at school (Syaefulloh et al., 2022). As an internalization process, the values of character education are sourced from Indonesian culture and local wisdom (Saepudin et al., 2023; Sakti et al., 2024; Tohri et al., 2022). Cultural values have an important essence, namely as a guideline in attitude and behavior. It is useful to fortify the younger generation so that they are not affected by the negative effects of the progress of the times.

Strengthening the character education process should target not only students. However, it must be institutional, meaning that school principals and teachers must reflect character attitudes and behaviors so that they can be imitated by students (Nagashima & Gibbs, 2022). Practically, in the process of strengthening character, there are three stages: exemplary, as providing examples of character

attitudes and behaviors; habituation, as the habituation of character values; and actualization, as the application of character in daily life (Keraf & Komalasari, 2019). For example, the first stage requires school principals and teachers to show attitudes and behaviors with character. Because the first development process in the formation of student behavior is imitation, the attitude and behavior of character by the principal and teacher can be imitated by students and applied in their daily lives. This aligns with the meaning of the leadership process, which is to influence and move (Agasisti et al., 2020; Gurr & Drysdale, 2018; Harsoyo et al., 2019). The ability to influence and move concerning character education must certainly be shown in a leader's exemplary attitudes and behaviors.

In this regard, local wisdom in Hindu culture in Indonesia, especially in Bali, has a variety of leadership concepts that are relevant in strengthening character education. The concept is called *Panca Sthiti Dharmaning Prabu* (i.e., the five attitudes of a wise leader). This concept has a philosophical meaning, namely the five behaviors of a wise leader, and can be an example for society. In this concept, there are five main values, in simple terms, namely the ability of leaders to be role models, build optimism, motivate, prioritize the people's interests, and be humanist. These five leadership values are guidelines for school principals, who should lead the institution and internalize values to strengthen student character education. This study, based on this, raises the research question: What is a form of leadership that is exemplary, and how is it related to strengthening students' character?

Based on the research question, the main purpose of this research was to explore the value or concept of leadership with local wisdom, namely *Panca Sthiti Dharmaning Prabu*, in managing Hindu-based schools. In addition, the research aimed to analyze the relationship between the principal's exemplary attitude and leadership behavior to strengthen character education for students. This, then, brings hope that this research can be useful in building leadership theory and character education and, pragmatically, can be useful as a guideline for building maximum character education for education managers based on local values and concepts.

2. Literature Review

This research focuses on studying leadership with local wisdom and its relationship to strengthening students' character. This literature review is based on several theoretical and conceptual foundations, which are discussed next.

2.1 Educational Leadership with Local Wisdom of Balinese Culture

Leadership, as in some definitions, has various meanings, but in essence, leadership is a leader's effort to run an organization through the process of mobilizing and influencing members to achieve organizational goals (Hancock et al., 2019; Sapian et al., 2020). The context of leadership is generally oriented to how the organization is run. In the context of education, especially in the institutional scope, leadership has a central role in carrying out the management process of educational institutions.

School principals in leadership in educational institutions have several functions, including being leaders, managers, administrators, and supervisors. As a leader, the principal plays the role of directing the organization; as a manager, they play the role of the manager of the school institution; as an administrator, they play a role in school governance affairs; while as a supervisor, they play a role in supervising the process of education in the school institution (Gurr & Drysdale, 2018; Pan & Chen, 2020).

Modern leadership styles and models heavily influence today's educational leadership. In fact, in the context of culture, especially Balinese culture, there is a leadership concept that is rooted in cultural, social, and religious values, especially Hinduism. In Bali, several leadership concepts guide individual attitudes and behaviors in leading. Religious values greatly influence Hindu leadership, so Hindu leadership is not just a position but a responsibility to society and god (Nadra, 2022; Suryawan & Gata, 2020; Suweta, 2019). Leadership with local wisdom in Balinese Hindu culture views the leadership process as a mandate and responsibility oriented to religious values and based on religious teachings. Leadership with local Balinese Hindu wisdom is not just a means to influence but the attitude and behavior of an ethical leader in running the wheel of power and their government (Sanjaya et al., 2020).

Based on this, the context of leadership with local wisdom of Balinese culture in this study is the conceptual foundation and focus of the study. This study focuses on analyzing the concept of leadership that adapts cultural values in the management of Hindu schools. The concept of leadership with local wisdom is *Panca Sthiti Dharmaning Prabu*, which means the five attitudes of a wise leader who can be an example for the community. *Panca Sthiti Dharmaning Prabu* consists of five parts, namely *sing arsa sung tuladha* (setting an example from the front), *ing madya mangun karsa* (providing coaching from the middle), *tut wuri handayani* (providing motivation from behind), *maju tanpa bala* (prioritizing the public interest), and *sakti tanpa aji* (being humanistic) (Yasa, 2021). These five concepts were explored and analyzed in the leadership of the principal at SMP (junior high school) Negeri Hindu 2 Sukawati, and their relationship in strengthening character education for students was studied.

2.2 Character Education in Students

The progress of the times, with its various impacts, has brought significant changes to human life. As such, humans must exercise maturity in dealing with the positive and negative impacts. Moral degradation among adolescents is indicated because many in the young generation have been unable to filter the impact of progress. This phenomenon impacts the younger generation's inability to judge between good and bad, with the effect that things that were once considered taboo and as violating norms are now considered normal.

Acts of juvenile delinquency, such as bullying, stealing, drug abuse, harassment, promiscuous sex, and so on, are now considered common among adolescents (Dierkhising et al., 2023; Frissen, 2021; Miró-Llinares & Moneva, 2019; Segeren et al., 2020). These actions not only violate norms in society but rather lead to unlawful criminal acts. Therefore, character education is an important effort to prevent the spread of moral degradation among students. Character education seeks to instill ethical and character values in students so that students have strong personalities and can filter and choose between what is good and bad (Astalini et al., 2023).

There is an urgency for every student to have a strong personality amid the development of the times with all its impacts. A strong personality is expected to enable students to attract positive impacts and avoid negative impacts. In Indonesia, character education is implemented so that every student develops a character that is sourced from the cultural values of the Indonesian nation. These values are known as the 18 cultural values of the nation. These are: religious character, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, national spirit, love for the homeland, respect for achievements, friendship, love of peace, love of reading, care for the environment, social care, and responsibility. The vision of an advanced Indonesia requires a young generation of prospective national leaders who are trustworthy, superior, and competitive. Character education is a medium and a means to achieve these expectations. The young generation who are superior, competitive, and have character are expected to become human resources to bring progress to the nation and state.

3. Method

The study explored the concept of leadership and its role in strengthening students' character. The study used a research method that would be able to deliver a solution to the focus of the problem. The research process is discussed in this section.

3.1 Research Design

The study used a qualitative method with a phenomenological study approach. Qualitative research is used to explore the object of research and interpret the focus of the problem in its natural background (Leavy, 2017). The phenomenological study approach seeks to explain a phenomenon based on the perception of humans involved in or experiencing it (Pandini & Yanto, 2023; Robinson & Williams, 2024). The qualitative phenomenological approach in this research sought to explore the values of leadership with local wisdom and their relevance in strengthening character education at SMP Negeri Hindu 2 Sukawati, which is based on the teachers' perception of the principal's leadership activities.

3.2 Participants in the Study

Participants are informants who have knowledge and information about the research problem (Pascale et al., 2022). In this study, the participants were the principal and several teachers at the research site. The principal as participant interpreted leadership activities from their own perspective, and the teachers as

participants interpreted their perception of the principal's leadership. There were ten participants in this study, as seen in Table 1 below.

Table 1: Number of research participants

Number of research participants	Participant status at school	Sum
10	Principal	1
	Teacher	9

3.3 Data Collection Techniques

Data were collected using three techniques, namely observation, interviews, and document analysis. First, the technique of observation relates to collecting data by observing the object of research (Arias López et al., 2023; Svensson, 2024). In this study, observation involved observing the attitude and behavior of the principal in his leadership activities. In the observation process, the first researcher was present in the school environment and recorded all the activities of the principal, especially the attitudes and behaviors displayed by the principal. In addition, the researcher used observation guidelines to assist in gathering data through observation.

Second, interviews were used to collect data by using questions to illicit responses from participants (Ezzani & Brooks, 2019; Werang et al., 2023). In this study, interviews were conducted with participants by holding discussions and asking the participants questions to explore their perception of the principal's leadership and the values of local wisdom adopted in their leadership. Participants for interviews were selected based on three criteria, namely employment status, tenure as a teacher, and the length of time they had known the principal since their time as a teacher to becoming a principal.

The third technique, document analysis, is used to collect data by reviewing documents relevant to the research topic (Qandeel & Kuráth, 2023). In this study, data in this format involved several documents related to SMP Negeri Hindu 2 Sukawati. The documents were collected, analyzed, and compared with observation and interview data.

3.4 Data Analysis Techniques

The data collected through the research process are analyzed using a data analysis model relevant to the approach used. In this regard, in this study, the Moustakas (1994) model was used as data analysis technique. The Moustakas model has seven stages that researchers must carry out in a phenomenological study for data analysis (Moustakas, 1994). In addition to selecting the Moustakas model, the qualitative approach was used because it better explains the interpretation of data in phenomenological research.

The seven stages adopted in the data analysis process are shown in Table 2. The data analysis process in this study started by grouping the narratives and expressions provided by the participants. It ended with building an interpretation containing the meaning and essence of the participants' experience of the

leadership activities of the school principal with local wisdom and its relationship to the strengthening of character education.

Table 2: Stages in the data analysis process

Stage	Process
Grouping	Grouping was conducted by making a list containing expressions and answers from the participants
Sorting and eliminating data	Expressions of the participants were tested and labelled, and data were eliminated that were considered irrelevant to the research phenomenon
Patterning and creating themes	The data that were sorted were arranged according to themes and categories.
Data validation	The data that were arranged according to themes and categories and were validated.
Explaining the data	Data were explained according to the experience of the participants
Build a personal interpretation	The data that were analyzed were interpreted by the researchers
Building contextual interpretations	The data were interpreted in context to explain the essence of the experience presented by the participants

3.5 Trustworthiness

To keep the study results objective and free from bias, several tests of data validity were conducted, including credibility and triangulation tests. The triangulation test validates data by combining data based on several factors, including data sources and data collection techniques (Noble & Heale, 2019). Meanwhile, the data credibility test is carried out by testing the confidence in the data obtained by performing several steps, such as extending observations and confirming the data with the source (Aguas, 2022). Based on this, the data in this study were tested for validity by combining data obtained from various sources and techniques, with the validity strengthened by conducting re-observations. In addition, the data obtained were confirmed with the source to ensure that the data obtained were pure as provided by the source.

4. Results and Discussion

The findings and research results related to leadership with local wisdom and its relationship to strengthening character education are presented in this section.

4.1 Results

Two findings were obtained from the study data provided by participants that produced important conclusions in the study of leadership in Hindu-based school management. The two important findings are (1) the leadership value or concept of *Panca Sthiti Dharmaning Prabu* (the five behaviors of a wise leader), which is indirectly adopted by the principal, and (2) this concept is an example of strengthening character education for students.

The first finding is the concept of *Panca Sthiti Dharmaning Prabu*. Of the five existing parts, three dominant elements of attitude were found in the school

principal's leadership: exemplary attitude, coaching attitude, and motivating attitude. The findings of these three parts are respectively illustrated in tables 3 to 5.

Table 3: Findings on exemplary attitude

Theme	Participant	Statement
<i>Ing arsa sung tulada</i> (setting an example from the front)	1	The principal shows a good, exemplary attitude, one which maintains the cleanliness of the school environment.
	2	The personality of the principal is excellent and can be an example not only for teachers but also for children.
	3	The patience and behavior of the principal's friendliness, politeness, smiling, communication, and discipline are certainly examples.
	4	The principal always comes early, is diligent in praying, and humanist in interacting.
	5	The principal always goes around supervising the course of learning, being firm, wise, motivating, sympathetic, and empathetic, and often giving some lecture or advice to students.
	6	The principal's attitude is to give smiles, greetings, politeness, and courtesy to all school residents.
	7	Wise and able to take care of the students, often provides coaching, always supports how students can participate in competitions, is firm, humorous, and often motivating.
	8	The way he was courteous and gave advice was wise, meaning very educational, forgiving, obeying the rules, motivating, trying his best, being firm, accepting advice and opinions, and constantly being friendly.
	9	He is very able to control emotions, is wise, friendly, and firm.
	10 (principal)	Always providing direction and guidance; of course, the goal is to improve quality of the school.

Based on the statements of the participants and the observations while at school, a good example was shown by the principal as a leader through a good attitude and behavior. This attitude can be an example for teachers, employees, and students. In addition, the principal actively participated in school-cleaning activities, as was observed during several site visits, and conveyed this behavior to most of the teachers interviewed.

Table 4: Findings on coaching attitude

Theme	Participant	Statement
<i>Ing madya mangun karsa</i> (providing coaching from the middle)	1	If problems arise between teachers and school principals, they must be called for discussion, especially in the context of coaching.
	2	This humanist side of the principal shows in the context of coaching for teachers and employees; personal coaching; not reprimanding in public; he calls and fosters, but also listens to reasons.

	3	Always asked and invited to communicate; if you work, you are constantly approached and motivated and encouraged.
	4	The principal always gives positive advice and input.
	5	School principals tend to prioritize coaching for the betterment of the school.
	6	One of the coaching methods of school principals is to supervise the improvement and development of the quality of learning in schools.
	7	The principal is very wise and protective when fostering school residents.
	8	In addition to being firm, the principal is very humane, so coaching is not because there is a problem but instead because of the development of learning quality.
	9	The principal provides coaching and direction for students, usually for character development.
	10 (principal)	We are very positive in responding to problems; coaching is necessary for quality improvement.

Based on the statements of the participants compared to the school documents, the principal's coaching aspect is carried out by coaching and directing teachers and students. Fostering and support are also carried out concerning problems related to attitudes, behaviors, and school services. According to almost 90% of the teachers interviewed, the coaching carried out to improve quality ensures improvement and development, not in the form of sanctions or administrative punishments, but in prioritizing improving service aspects by the school.

Table 5: Findings on motivating attitude

Theme	Participant	Statement
<i>Tut wuri handayani</i> (providing motivation from behind)	1	The principal always motivates in every meeting, and support and motivation are always given to the teacher concerned.
	2	The principal always provides motivation and encouragement so that we teachers want to advance and develop; we are also supported by usual programming training at school.
	3	Motivation by the principal often encourages teachers if there is a seminar or webinar to get involved and participate.
	4	The principal carries out a workshop program to motivate the teachers and is also often directed to attend all trainings and seminars as well.
	5	The principal is always supportive and very motivating.
	6	The principal gives teachers space to engage in training and seminars as long as they do not interfere with the main task.
	7	Motivation by the principal by providing space and opportunities to participate in training is also often facilitated to foster students.

	8	The principal provides the broadest possible opportunity for teachers who want to improve their competence, such as participating in various workshops, seminars, or competitions.
	9	Motivation is usually to improve competence, which will be done by a team aimed at solving learning problems.
	10 (principal)	Motivation to improve teacher competence is always provided, and programmed workshops and enrichment and training are held for students.

Based on the participants' statements, the principal's motivation is shown through the speech, attitude, actions, and facilitation provided for teachers and students. Regarding speech, attitudes, and actions, the principal provides direction and guidance in meetings, ceremonies, and informal communication between teachers, students, and principals. Meanwhile, regarding facilitation, the principal conducts training programs to provide knowledge and skills and strengthen teacher competencies for students by supporting every academic or non-academic activity.

The findings regarding the relationship of school principals' exemplary attitude to character education according to teacher participants are very supportive. The teachers mentioned that the attitude and behavior of the principal can be an example for teachers and students in displaying proper attitude and behavior. The findings are reflected in Table 6.

Table 6: Exemplary attitude of school principals in character education

Theme	Participant	Statement	Sub-theme	Category
Character education	1	The habit of the principal is to always go around to see the school environment; besides that, if there is garbage, the principal does not hesitate to pick it up and throw it in the trash, which is an excellent example for students.	The principal's example	Attitude and behavior with character
	2	The principal is very disciplined with time, has a spotless environment, and has a friendly, appreciative, and humanist attitude.		
	3	The principal has a friendly attitude, and his communication style is very smooth; besides that, he is very enthusiastic about carrying out religious activities such as prayers. In addition, the principal has high sympathy toward the school community.		

	4	The principal is very forgiving, always providing motivation and support for all school residents.		
	5	The principal always tries and strives for the best for the school, is democratic, disciplined, and always provides direction for students.		
	6	Always smiles, greets, is polite and courteous; does not limit themselves when interacting with school residents; and always provides motivation.		
	7	Wise and nurturing, constantly providing guidance, supporting performance and achievements, very strict with rules, having a humorous side, always providing motivation and discipline, and always building cooperation with school residents.		
	8	The principal's speech and communication style is amiable and humanistic, always providing support and guidance so that teachers develop competencies and improve performance.		
	9	Always shows a good attitude and behavior, never breaks the rules, and also is very firm.		
	10 (principal)	We try to put ourselves in situations and conditions, the purpose with this being to protect and coach.		

Based on the explanations and statements of the teacher participants, the attitude and behavior of the good principal are considered to be an example for teachers and students in how to behave. This example can be used to internalize character values in teachers and students. Therefore, habituation and an exemplary attitude are two important aspects of building character values in school residents so that school residents can implement them in their daily lives.

4.2 Discussion

Panca Sthiti Dharmaning Prabu (the five behaviors of a wise leader) has been identified as a leadership concept in the value of local wisdom found at SMP Negeri Hindu 2 Sukawati. This concept is one of the teachings of Hindu leadership, which philosophically is closely related to the attitudes and behaviors of a wise leader. These wise attitudes and behaviors can integrate values and be relevant to students' internalization of character education. The findings align with the focus and questions of the research in this study.

The leadership concept of *Panca Sthiti Dharmaning Prabu* has as its main essence how a leader displays a wise attitude and behaviors to their followers. Meanwhile, in educational leadership, leadership is important because it makes the principal a wise individual in school management. As a leader, the principal must show an attitude that can be an example of good behavior. Referring to the findings, and related to the concept of leadership, three main aspects were adopted by the principal of the teacher participants in this study, namely exemplary attitude, coaching attitude, and motivating attitude.

The first aspect of the findings on the *Panca Sthiti Dharmaning Prabu* concept is the value of *ing madyo mangun karsa* (providing coaching from the middle). This concept means that a leader must be able to provide encouragement and guidance (Adnyana, 2023). Educational leadership is not limited to school management, so the educational process runs according to regulations and laws. However, in the context of activities, there is a reciprocal interaction between leaders and members, which must also be the focus of school management (Gu, 2023; Meyer et al., 2022).

At SMP Negeri Hindu 2 Sukawati, this reciprocal relationship is in the form of performance coaching by the principal to the teachers. Coaching is carried out through briefings and personal discussions so that teachers and educational staff are aware of the need to improve themselves to improve performance. Coaching must be defined not only as an effort to improve problems but also as a way for school principals' leadership to develop and improve the competence of school human resources, with coaching and direction aimed at improving self-development. Increasing self-development is certainly a capital investment in human resources for schools to achieve the school's vision and mission.

The second aspect, namely motivation or *tut wuri handayani* (providing motivation from behind), is an important value in *Panca Sthiti Dharmaning Prabu*. School principals' motivation for teachers and educational staff to perform and students to excel is always carried out in formal and informal forums. Motivation in all aspects is one of the driving forces for every individual to be able to rise and perform optimally (Martin, 2023).

The principal provides motivation or encouragement to move forward in various activities at school. The principal always motivates by conveying the importance of improving competence. Improving competence is very important for teachers and students and will support the development and progress of the school

because increasing competence will result in improvement of performance. In relation to students, the principal always gives directions on the importance of shaping character and building academic and non-academic achievements. The principal's goal is to ensure that every student actively develops themselves for their readiness in the future, especially when living amid society.

These findings are in line with some findings in previous studies. Several studies have indicated that the motivation process carried out and communicated by school principals greatly encourages increased work motivation among teachers, especially in improving pedagogical competence and educational and teaching services for students (Maruf et al., 2022; Wattimena et al., 2023). Therefore, school principals need to motivate teachers to improve performance and communication, and motivation can be done personally through the persuasion process. This means that the principal strives for teachers' awareness to improve their competence, not through coercion but through persuasion and facilitation efforts.

The third aspect is the principal's ability to set an example through their attitude and behaviors for school residents at SMP Negeri Hindu 2 Sukawati. This aspect is relevant in the value of *sing arsa sung tuladha* (setting an example from the front). The principal of SMP Negeri Hindu School 2 Sukawati is an individual who can be a role model. This is based on his attitudes, behaviors, performance, and dedication since becoming a teacher to serving as a school principal. He sets an example among school residents through his humanist attitude and behaviors that foster good relationships. Performance and service to the school are guidelines for every teacher and employee to play a role and participate in the school's progress.

This finding shows that the aspect of *sing arsa sung tuladha* (setting an example from the front), namely the example of a leader, has been implemented. The principal is a manager, supervisor, and leader in school management. As a principal manager, he is responsible for all school management processes. As a supervisor, he supervises the quality of educational services in the school. As a leader, he is the skipper who determines the direction and goals of the school organization. Therefore, as a central figure, the principal must have the ability to be an example for every teacher and employee to follow the direction and goals of their leadership.

Previous research has indicated that an exemplary leader is very important in shaping an ethical culture, building trust, and inspiring ethical behavior among their followers (Mozumder, 2022). The example of a leader also significantly influences the organization, having a wide impact on the organization's culture, performance, and overall dynamics (Haesevoets et al., 2022; Hogan et al., 2023). In the leadership aspect, the example of the principal can be a guideline in strengthening character education for students. Education must be directed and carried out mainly toward developing human resource personalities, ethics, socio-cultural aspects, and spirituality. Development is carried out comprehensively

and centered on strengthening respect for basic freedoms and human rights (West-Burnham, 2003).

The example of the principal's attitude and behavior strengthens the character education process and is an important part of the dimension of habituation and actualization of character for students. This concludes that a theoretical and practical relationship exists between leadership and local wisdom, as shown by the principal, and the strengthening of student character education. Its relevance is that every aspect and part of Hindu leadership is demonstrated in the attitude and behavior of leading, being an example to students of a good attitude. This is because the attitude aspects of Hindu leadership have moral, ethical, and spiritual religious values that philosophically support students' internalization of character values.

Starting from the discussion of these findings, it is necessary to strengthen the values of local wisdom of the archipelago for prospective school principals or other education leaders. Although it seems ancient and often contrary to the progress of the times, the value of local wisdom is undeniably a cultural heritage intended for individuals in the cultural community. Therefore, a curriculum of education and leadership training is needed for prospective educational leaders, focusing on the dimensions of the modern leadership process and integrating leadership values with local wisdom because the main essence of the values of leadership with local wisdom is the harmony of the relationship between leaders and members and how to be humanist in the leadership process.

5. Conclusion

Based on the findings that have been presented, the leadership in the management of SMP Negeri Hindu 2 Sukawati indirectly adapts the value of local wisdom of Balinese Hindu culture. The concept adopted is *Panca Sthiti Dharmaning Prabu* (the five behaviors of a wise leader), which are five exemplary attitudes for a leader. In the process, the most dominant attitudes identified were that of setting an example, coaching, and motivating. These three attitudes are important for a school principal because they aim to form an effective and efficient organizational culture. Coaching, motivating, and setting an example are shown through humanist attitudes, behaviors, and communication. These humanist attitudes and behaviors greatly impact the creation of a harmonious culture and organizational atmosphere and adhere to the achievement of the vision and mission of education at SMP Negeri Hindu 2 Sukawati.

In addition, the exemplary attitude shown by the principal strongly supports strengthening character education for students. This example is certainly part of the habituation and actualization process to develop the personality of students with character. The young generation, who are intelligent and have character, will be the greatest resource for achieving the vision of an advanced Indonesia. In this regard, policymakers need to form an education and training curriculum that includes and integrates the values of local wisdom of Indonesian culture in forming prospective educational leaders.

6. Research Limitations and Recommendations

Undeniably, this research on leadership activities in the framework of local wisdom had shortcomings and limitations. These limitations include the location, focus of the study, and the research method used. In this regard, we recommend that the research also be conducted in two other Hindu-based school locations. It is also recommended that the value of other local wisdom be examined to develop the concept of leadership with local wisdom from the nation's culture. In addition, other research methods are also recommended to explore the value of other local wisdom and its influence on leadership activities and the strengthening of character education for students.

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