

TRACER STUDY DIKLAT PENGUATAN KEPALA SEKOLAH PADA LEMBAGA PENYELENGGARA DIKLAT UNIVERSITAS NEGERI YOGYAKARTA TAHUN 2019

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ABSTRACT

This study aims to: 1) identify the suitability of School Principal Strengthening Training (PKS) with the work needs of school principals, 2) map the success and obstacles of PKS graduates in applying their skills and knowledge, 3) compare the impact of PKS training on individual, group and institutional, 4) explaining the achievement of expectations of policy makers including educational foundations for the PKS training graduates.

This research method is a mix method using an explanatory follow-up design. This research design consists of two phases, first starting with quantitative data collection, followed by a qualitative phase which aims to dig deeper into certain/chosen data from the first phase. Sampling in the first data collection phase was conducted through a convenience sampling questionnaire, capturing 124 respondents. Then in the second stage, FGD was carried out which involved 4 principals and 3 supervisors from the district education office and from education foundations.

The results of this study include: 1) PKS training materials are considered relevant to the needs of the world of work by the majority of graduates, with the topics of Change Leadership and Entrepreneurial Leadership being considered as the most strategic. In addition, the topic of Digital Literacy is expected to be deepened with more time allocation. In terms of methods, graduates are expected to provide more frequent feedback and confirmation of material at the end of the presentation/discussion, 2) the most prominent training transfer is in the aspect of Supervision of teacher and school administration staff while the weakest one is in the aspect of Entrepreneurial Leadership. In Supervision, activities are still poorly structured and documented due to reasons lack of motivation, age gap and the psychological burden of the principal. In the aspect of Entrepreneurial Leadership, it was found that the development of partnerships and innovations were less optimal because of the culture of the school bureaucracy, 3) PKS Education and Training is recognized by the majority of respondents as having a positive psychological impact. In terms of principal performance, improvements have occurred but in terms of Principal Performance Assessment, it has not increased much. It was found that more than 30% of respondents had additional roles such as school supervisors and professional group administrators. Dissemination of PKS Training is carried out mostly through School Principal Workgroup Forum and Teacher Workgroup Forum. Whereas, it was not carried out in a systematic and structured manner. From institutional perspective, the majority of respondents reported increasing in achievement in school quality report and increasing number of school partners although not significant, 4) There was a gap between the expectations of stakeholders from the government for PKS training and the reality of the achievement of the principal's performance appraisal.

Kata Kunci: *principal training, tracer study, training evaluation*