

# THE CONTINUOUS PROFESSIONAL DEVELOPMENT MODELS OF SPECIAL SCHOOL PRINCIPALS

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## ABSTRACT

Professional school principals are capable of carrying out their main tasks and functions in accordance with competency demands including: personality, managerial, entrepreneurial, supervisory, and social competencies. Referring to the special qualifications of school principals that have been stipulated in Permendinas Number 13 of 2007, the SLB principals must be a SLB teacher, hold an educator certificate as a SLB teacher, and have a SLB principals certificate issued by the government. So that the principals to be able to carry out his tasks and functions properly, the government has established various policies, one of which is the development of sustainable professionalism. This study aims to determine the need for continuous professional development (CPD) in the special school principals.

This descriptive study is a series of planned research and development designs. In this first year, researchers sought to obtain data about the need for continuing professional development. The research respondents were the principals of private SLB in the Special Region of Yogyakarta, which were conducted in April-July 2019. The data collection techniques used questionnaires and interviews, with research instruments in the form of questionnaires and interview guidelines. The data validity with technical triangulation, while the data analysis uses the stages of data display, condensation, and conclusions.

The results showed that: 1) Based on employment status, the principals of a private SLB can be classified into two, namely: principals with civil servant (PNS) status who were appointed by the government before the enactment of Law Number 5 of 2014 concerning State Civil Apparatus (ASN), and principals with employee status remains a foundation. Non PNS school principals, can be divided into three, namely: first, retired school principals who are re-employed by the foundation; second, the principals who was appointed by the foundation before the entry into force of the regulation; and third, the principals who was appointed by the foundation after the enactment of the legislation. Of the four groups, there were those who met the appointment and assignment requirements as school principals, but there were those who did not meet the requirements. 2) The professional development needs of the principals of private SLB schools vary. Principals whose employment status is ASN, they need the three elements of PKB both self-development, scientific work and innovative work with an average score of 4.4. The most needed personal development element is managerial competence, supervision, and then entrepreneurship. Principals who are employed (retired), the highest need for self-development in entrepreneurship competencies with an average score of 4.1, moderate elements of scientific publications, and innovative work an average score of 2.9. Principals from foundations that have long served, are more dominant in self-development of the three competencies, and publications with an average score of 4.0. For new principals or after the enactment of the policy, the three elements obtain an average score of 4.8 or very high. Furthermore, the expected development model is those that are carried out by the education office, and through the principal's work group.

Kata Kunci: *professional development, principals, special schools*