



SUSTAINABLE PROFESSIONAL DEVELOPMENT OF SCHOOL PRINCIPLES SLB IN PESISIR SELATAN DISTRICT

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ABSTRACT

The school principal has a very strategic role in improving the quality of the education unit he leads. Various efforts have been, are being, and will continue to be made, one of the efforts being made is implementing the Principal's Continuing Professional Development Program (PKB-KS). PKB-KS was designed as one of the strategies in implementing a guarantee system and improving the quality of school principals. PKB-KS is a mandatory requirement for school principals, therefore, it is necessary to have a forum to participate in/implement Continuing Professional Development. It is believed and expected to be able to make a positive contribution to efforts to increase the competence of community members in improving the quality of learning in the classroom and ultimately improving the quality of education in general. The method of implementing PKM in the MKKS SLB container in Pesisir Selatan Regency is carried out with participatory and collaborative principles. Bimtek activities consist of 3 stages of activities that are carried out continuously and scheduled according to the plan that has been determined with partners. The implementation of PKM activities is carried out through Technical Guidance (Bimtek) using the simulation method so that school principals become skilled in applying PKB-KS methods in the aspect of carrying out self-development. This method will be applied in all stages of activities to achieve the objectives of the PKM. Based on the results of the evaluation of the activities carried out, it can be said that the PKM activities were successful and ran smoothly. Discussion based on these results TIM believes that the PKM implemented is a breakthrough that can be carried out at the next PKM stage. This belief is based on the learning conditions in the new normal era, which makes school principals have new challenges related to the learning process both online and offline. To be able to carry out these challenges, one of the principals must be able to collaborate in developing their profession. So that with interactive dialogue breakthroughs carried out by the PKM TEAM can provide and increase knowledge and collaboration skills of school principals in self-development. Therefore, this collaboration is a very important strategy in the career development of school principals, so that with collaboration carried out by school principals it will be easy to achieve the goals to be achieved in learning.

Keywords: Continuing Professional Development, Principal

INTRODUCTION

All components in formal education have an influence to improve the quality of education. One component of formal education that plays a very important role is the principal. Pradhani, et al (2015) explained that school success is the success of the school principal. According to Wahjosumidjo (2007: 81) a successful principal is a principal who is able to understand the school organization as a complex, unique, and distinctive organization, and is able to carry out his roles and functions as a school principal as someone who is given responsibility for leading the school.

The education reforms mandated by Law Number 20 of 2003 concerning the National Education System, Law Number 14 of 2005 concerning Teachers and Lecturers, Government Regulation Number 74 of 2008 concerning Teachers, and Government Regulation Number 19 of 2005 concerning National Education Standards require teachers/school principals/supervisors schools to have competencies that can at least be in accordance with

the standards. As a follow-up to the demands on all of these regulations, the Regulation of the Minister of National Education of the Republic of Indonesia Number 13 of 2007 concerning Standards for School/Madrasah Principals stipulates competency standards that must be possessed by school principals in carrying out their duties and functions. The competency dimensions listed in the regulation are: personality, managerial, supervisory, entrepreneurial, and social competency dimensions.

The school principal has a very strategic role in improving the quality of the education unit he leads. Various efforts have been, are being, and will continue to be made, one of the efforts being made is implementing the Principal's Continuing Professional Development Program (PKB-KS). PKB-KS was designed as one of the strategies in implementing a guarantee system and improving the quality of school principals. According to Bubb & Earley (2008) the continuing professional development of school principals is professional training, professional education, and professional support. PKB-KS is an activity that leads to all formal and informal learning that is able to improve school principals in carrying out their main duties and functions. The focus of PKB-KS includes the individual needs of school principals, schools, local, regional and national. Continuing Professional Development is carried out after the Professional Development Need Analysis (PDNA) which applies to prospective school principals and school principals.

According to Bubb & Earley, 2008 (Directorate of Education Personnel, 2010: 12) The objectives of PKB are: (1) to help someone more effectively achieve higher standards in their work for those who work and higher learning outcomes for those who study, (2) increasing retention (not asking to stop working) and recruitment, (3) making a positive contribution to the work ethic and being able to motivate, (4) creating a community for lifelong learning, (5) realizing the responsibility of a professional to always improve his profession, (6) save money as recruiting and inducing new teachers is relatively expensive. The scope of the continuing principal professional development program is professional training, professional education, and professional support (Bubb & Earley, 2008). Examples of professional training are short courses, workshops, conferences, coaching and mentoring, as well as other activities that place more emphasis on skills. Examples of professional education are long-term courses, advanced study with an emphasis on knowledge, and research-based knowledge. An example of professional support is an activity that emphasizes enhancing work experience and performance.

As for community service, it is currently limited to carrying out self-development. The Principal's Sustainable Professional Development Program (PKB-KS) can also be in the form of self-development activities, namely in the form of:

1. Carry out workshops or joint activities in the School Principal Working Group (KKS) or Principal Work Conferences (MKKS)
2. Being a discussant in scientific activities (seminars, colloquiums and panel discussions)
3. Participate in scientific activities (seminars, colloquiums and panel discussions)
4. Carry out other collective activities in accordance with the duties and obligations of the school principal

PKB-KS is a mandatory requirement for school principals, therefore, it is necessary to have a forum to participate in/implement Continuing Professional Development. The forum in the form of School Principal Working Meetings (MKKS) is believed and expected to be able to make a positive contribution to efforts to increase the competence of community members in improving the quality of learning in the classroom and in the end can improve the

quality of education in general, given the location/community places which are generally close to places the duties and/or domicile of the school principal so that the financing will be much more efficient.

Based on this, the empowerment of the Principal Working Meeting (MKKS) is an urgent matter that must be carried out immediately. Empowering the school principal community can be done by improving MKKS services to group members both in administration, management and the intensity of their activities. Therefore, in an effort to empower the school principal community, one of the government policies through the Directorate General of GTK in 2017 is the Implementation of a KKKS and/or MKKS-based Continuous Professional Development Program.

METHODS

The implementation of PKM in the SLB Principal Work Meeting (MKKS) in Pesisir Selatan Regency is carried out on participatory and collaborative principles. Bimtek activities consist of 3 stages of activities that are carried out continuously and scheduled according to the plan that has been determined with partners. The implementation of PKM activities is carried out through Technical Guidance (Bimtek) using the simulation method so that school principals become skilled in applying the method of Sustainable Professional Development for Principals (PKB-KS) in the aspect of carrying out self-development. This method will be applied in all stages of activities to achieve the objectives of the PKM. There are three achievements to be achieved in this Partnership Program as follows;

Table 1. Achievements and Achievement Methods

Achievements	Methods and Activities	Achievement Indicator
The creation of Human Resources (HR) who understand MKKS as a vehicle for implementing the Principal's Continuing Professional Development Program (PKB-KS).	Improving the HR capacity of MKKS managers with workshops attended by MKKS administrators and MKKS members, namely school principals.	Workshop participants understand the concept of MKKS as a forum for implementing the Principal's Continuing Professional Development Program (PKB-KS). Workshop participants have better management follow-up plans
The creation of a clear work program from MKKS	Good MKKS management, as well as building cooperation with school principals.	Establishment of cooperation between MKKS and school principals
Provide support in completing the duties of the principal,	Assistance to improve the quality of human resources and the skills or competencies of school principals in order to improve the quality of education	Workshop participants understand the concept of MKKS as a forum for disseminating information and innovation in completing the duties of school principals in order to improve the quality of education
The school principal is able to practice how to do the Principal's Sustainable	Training and Technical Guidance on aspects of implementing self-	The principal is able to practice classically and in small groups.



Professional Development development
(PKB-KS) in the aspect of
carrying out self-development

Table 1 regarding the achievements and methods of achieving this PKM refers to the fundamental problems that underlie the problems of Partners. In an effort to achieve this, the PKM team is supported by human resources and experience in empowerment and research related to this field. The following is the PKM team that will contribute directly.

RESULTS AND DISCUSSION

Based on the results of the evaluation of the activities carried out, it can be said that the PKM activities were successful and ran smoothly. The success of PKM is based on indicators of the level of enthusiasm of participants in participating in interactive dialogue activities from the beginning to the end of the activity. Furthermore, seen from the seriousness in listening to the material presented, as well as the participation of participants in interactive dialogues. Then the presenters also gave their cell phone numbers so they could discuss further outside the dedication session.

Discussion based on these results TIM believes that the PKM implemented is a breakthrough that can be carried out at the next PKM stage. This belief is based on the learning conditions in the new normal era, which makes school principals have new challenges related to the learning process both online and offline. To be able to carry out these challenges, one of the principals must be able to collaborate in developing their profession. So that with interactive dialogue breakthroughs carried out by the PKM TEAM can provide and increase knowledge and collaboration skills of school principals in self-development. Therefore, this collaboration is a very important strategy in the career development of school principals, so that with collaboration carried out by school principals it will be easy to achieve the goals to be achieved in Pratiwi learning (2015), as well as schools will also be easy to achieve the vision and assigned mission. Collaboration is one of the 21st century skills that must be possessed by Prayogi students (2020). In addition to critical thinking skills and problem solving, communication skills, creativity and innovation. Manabu Sato (2012) also emphasized that collaboration is the basis of "21st Century Model Schools". It was further explained that collaboration is part of the 10 secrets to success of 50 of the richest figures in the world. The results of research by world scientists in several developed countries place collaboration as a basic element in 23 Soft Skill attributes which contribute 82% to a person's success in life. Collaboration is the process of participation of several people, groups or organizations working together to achieve the desired results. Collaboration is also defined as completing a shared vision, achieving positive results for the audiences they serve and building interrelated systems to address problems and opportunities. To achieve the predetermined goals, it is necessary to collaborate with school principals in order to improve the quality of education.

CONCLUSION

The target for changing partners which is the most important part to look forward to in this PKM is First; Providing understanding to the Principal Working Meeting (MKKS) of SLB Pesisir Selatan Regency to be able to make MKKS a forum for implementing the Principal's Continuing Professional Development Program (PKB-KS). Second; There must be a clear work program from MKKS that is jointly prepared, carried out on an ongoing and



scheduled basis, monitored and evaluated. Third: Providing support in completing the duties of the school principal, oriented towards improving the quality of knowledge and skills or competencies of the school principal in order to improve the quality of education. Fourth: Training on how to do the Principal's Continuing Professional Development (PKB-KS) in the aspect of carrying out self-development.

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