INCREASING THE COMPETENCE OF SCHOOL PRINCIPALS IN IMPLEMENTING SCHOOL DEVELOPMENT PLANS (RPS) THROUGH THE CLCK GUIDANCE MODEL (EXAMPLE, EXERCISE, CONTROL, INDEPENDENT WORK) BASED ON INTENSIVE ASSISTANCE IN EAST SERAM DISTRICT, MALUKU PROVINCE.

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Abstract. This study aims to increase School Principals' Competence in Implementing School Development Plans (RPS) through the CLCK Guidance Model (Example, Exercise, Control, Independent Work) Based on Intensive Assistance for fourteen elementary schools' principals in East Seram District, Maluku Province. This study was built from the author's findings on school principals who implement RPS without AKPK (Professional Development Needs Analysis) but based on experiences from other schools in the vicinity. This research is a Best Practice that is carried out in 3 stages, namely OJT 1, IST, and OJT 2. After OJT 2 in the knowledge aspect, the average participant score is 83.78 with predicate B, the attitude aspect the average participant score is 86.66, with an A predicate, and the average score of participants in the skills aspect of 86.57 with an A predicate. This study's results indicate that the intensive mentoring-based CLCK guidance model (Example, Exercise, Control, Independent Work) can improve the ability of school principals in implementing RPS (School Development Plan).

Keywords: School's principal competency, CLCK guidance model, Intensive assistance

1 Introduction

GENEALOGY of education places moral aspects in a central position. So when the essence of education is to humanize humans, it means being a real human being (especially in the perspective of Islam) as abdulloh (servant of Allah) and khalifah (representatives/leaders as translated by Ulama) on earth through education process. The educational process is of course not limited to the formal education process, but also education that occurs within the family and society. This educational trilogy must synergize with each other in realizing people who are faithful (iman), pious (taqwa), intelligent (cerdas), skilled (terampil) and have good character (akhlakul karimah).

The logical consequence of this point of view requires that the entire educational process takes place to optimize human potential in an integral way to suit its functions. It is not enough if education only focuses on optimizing the potential of intelligence. Likewise, it is not enough if education is only concerned with motor skills. However, education is an integral process for cultivating divine awareness (iman and taqwa), akhlakul karimah, intelligent and skilled.

In the context of formal education, the integral educational process as intended places the position of the principal as a central position in managing all the resources owned by the school so that they are focused on achieving these educational goals. Principals who have multiple roles as leaders, managers, supervisors and educators are required to have
competencies that will lead and influence educators and education staff to optimize their ability to give the best in their activities at school.

Being a principal means being a leader as well as an educator. Being a school principal means having the ability to lead and manage the school to continue to strive to improve its quality. Becoming the principal of a school requires a number of competencies that must be fulfilled.

Therefore, efforts to improve the competence of school principals are continuously carried out, including by establishing competency standards for school principals. In order to provide guidelines for standardizing the competence of school principals, the government through the Ministry of Education and Culture has issued the Ministry of Education and Culture Regulation (Permendikbud) Number 6 of 2018 concerning the Assignment of Teachers as School Principals.

These administrative requirements, such as meeting the minimum academic requirements of undergraduate (S-1) or Diploma IV (D-IV) from an accredited study program at least B; has an educator certificate; has a minimum teacher work assessment achievement result of "Good" for the last 2 years; has teaching experience of at least 6 years, for prospective kindergarten principals at least 3 years; have relevant managerial experience.

In order to improve the competence of teachers and school principals, education and training for these teachers becomes mandatory when they become school principals. Even Principals who are currently in office who do not have a Certificate of Completion of Education and Training for Principal Candidates are required to attend and pass the minimum education level and also training to strengthen school principals.

The importance of improving the competence of the Principal through this education and training program is known by teachers and prospective school principals. Therefore, the socialization of Permendikbud No. 6 of 2018 concerning the Assignment of Teachers as Principals and education training to increase the competence of teachers and school principals are important and significant things to do.

Education and Training (Diklat) Strengthening of School Principals is training for current school principals who do not yet have a Certificate of Completion of Education and Training (STTPP) for Prospective School Principal Education and Training. This program was developed by the Directorate General of Teachers and Education Personnel through the Directorate of Professional Education and Development of Teachers and Education Personnel (Dit. PPPGTK) in order to carry out the mandate of Regulation of the Minister of Education and Culture Number 6 of 2018 concerning the assignment of teachers as school principals Chapter XI of Article 21.

There are 2 modes in the School Principal Strengthening Training, online and offline. The online mode of strengthening the Principal Education and Training takes full advantage of technology and the internet, where at each stage of the training participants will study material, discuss, share experiences with other participants, and get guidance through a learning system that has been provided, namely the Learning Management System (LMS) Strengthening Principals. Meanwhile, the offline mode is intended for participants who are in areas with limited internet connection or no internet connection at all, so it is not possible to carry out online training activities, and therefore it is carried out face-to-face between the training teacher and the participants.
The Principal Strengthening Training is designed with a pattern of 71 (seventy one) lesson hours (JP) @ 45 minutes and is carried out in 3 (three) stages:

1) **On-the Job Training (OJT)** 1, for 10 JP.
2) **In-Service Training (IST)**, for 40 JP.
3) **On-the Job Training (OJT)** 2, for 21 JP.

One of the districts / cities in Maluku province that is the target of the implementation of school principal strengthening is the East Seram district (SBT). With training participants as many as 58 school principals divided into 4 classes (class A, B, C, and D).

The author is a teacher of education and training (PD) in class B with 14 school principals. Those are mainly from villages around the city of Bula such as Geser, Gorom, Wakate, Pulau Panjang, West Bula, and Siwalalat. These areas have poor internet network connections, some do not even have internet connection yet. Thus, these school principals are included in the category of Strengthening the Capacity of the offline mode.

The training activity begins with a brief explanation of the objectives of the training activities and how to fill in the AKPK (Professional Development Needs Analysis) which is expected to be in accordance with the conditions of each school. At the beginning of filling in the AKPK, the average score based on the entries for the principal was in the A predicate, where the school was declared as very good. However, in fact, after being discussed together, it turned out that the AKPK filling was only based on the principal's personal opinion without proof and copy-paste from other schools' report. Thus, the School Program which has been implemented so far has only been based on the trends generated by neighbouring schools which are considered to be better, not based on analysis of school needs.

Thus the education and training instructor decided to carry out intensive mentoring activities to participants through the CLCK guidance model (Example, Exercise, Control, and Independent Work) to improve the competence of the training participants' school principals in implementing the School Development Plan (RPS). CLCK guidance is a pattern of business, actions and activities that are carried out efficiently and effectively to obtain better results and something that will be or be provided to be imitated / followed for the results of training in supervision so that activities do something does not depend on other people (Complete Indonesian Dictionary, 2007: 711). CLCK guidance is a pattern of fostering something that is provided to be imitated / followed from the results of training with supervision in doing something so that it does not depend on other people (SLTP Student dictionary, 2009: 751). Therefore, CLCK guidance in this study is a pattern of business, actions and activities carried out efficiently and effectively to obtain better results to be imitated from the results of training under supervision so that doing something is not dependent on others.

The theoretical purpose of this research is to provide insight and knowledge about improving the competence of school principals in SBT districts in implementing RPS through the CLCK guidance model. And practically it can be used as a reference material for school supervisors in order to improve the competence of school principals in SBT districts in implementing RPS through the CLCK guidance model.
2 Method

This research uses descriptive, qualitative methods to solve problems or determine an action based on a number of information, such as how the school principal is, and what are the strengths and weaknesses of the principal in SBT district, Maluku Province. After that, the information researchers want, what want to be achieved, what are the goals and objectives are as well as the challenges and needs, what is felt and experienced by school principals in SBT District, especially in implementing the School Development Plan (RPS). Furthermore, it is also concerned with how the desired goals can be achieved smoothly (Sukmadinata, 2017: 75).

According to McCusker, K., & Gunaydin, S. (2015), Qualitative methods are used to answer questions about "what", "how ", or "why" on a phenomenon, while quantitative methods answer the question how much. This study seeks to collect quantitative information that can be used to statistically analyze a particular subject. Research descriptions are used to observe and describe a research subject or problem without affecting or manipulating the variables in any way. The sample taken in this study was a saturated sample, in which all members of the school principal's polls participating in the Class B Education and Training Program in SBT Regency were taken as samples.

Table 1. Respondents’ Profile

| Respondents initial | Sex     | Age | Status   | Education       |
|---------------------|---------|-----|----------|-----------------|
| R 1                 | Female  | 55  | Married  | Undergraduate (S1) |
| R 2                 | Female  | 46  | Married  | Master (S2)     |
| R 3                 | Female  | 48  | Married  | Undergraduate (S1) |
| R 4                 | Female  | 52  | Married  | Undergraduate (S1) |
| R 5                 | Male    | 59  | Married  | Undergraduate (S1) |
| R 6                 | Female  | 53  | Married  | Undergraduate (S1) |
| R 7                 | Male    | 44  | Married  | Undergraduate (S1) |
| R 8                 | Female  | 48  | Married  | Undergraduate (S1) |
| R 9                 | Female  | 44  | Married  | Undergraduate (S1) |
| R 10                | Male    | 48  | Married  | Master (S2)     |
| R 11                | Female  | 45  | Married  | Master (S2)     |
| R 12                | Female  | 57  | Married  | Undergraduate (S1) |
| R 13                | Male    | 42  | Married  | Undergraduate (S1) |
| R 14                | Female  | 56  | Married  | Undergraduate (S1) |

Data were collected by means of participatory observation, where researchers participated in ongoing activities as Education and Training Teachers. The instrument for observing and collecting participant scores is provided by LPPKSPS as the person in charge of the activity, in the form of assignment sheets and assessment guidelines.

3. Result and Discussion

The results obtained by training participants after the OJT 1, IST, and OJT 2 activities are as follows:
Table 2. Results of Participants After the Activity

| No | Knowledge score | Attitude score | Skill score | Average |
|----|------------------|----------------|-------------|---------|
|    |                  |                | 1  2  3  4  5 6 |         |
| 1  | 76.67            | 83.33          | 88 90 90 88 86 86 | 88.00   |
| 2  | 90.00            | 91.66          | 93 95 90 97 90 93 | 93.00   |
| 3  | 80.00            | 83.33          | 83 85.5 7 75 91 83.5 77.5 | 83.00   |
| 4  | 86.67            | 83.33          | 85.5 80.5 83 80.5 88 80.5 | 83.00   |
| 5  | 90.00            | 83.33          | 96 95 88 93 88 98 | 93.00   |
| 6  | 80.00            | 91.66          | 85.5 80.5 83 80.5 88 80.5 | 83.00   |
| 7  | 76.67            | 83.33          | 77.5 72.5 80 70 75 75 | 78      |
| 8  | 85.00            | 83.33          | 83 85.5 7 75 91 83.5 77.5 | 83.00   |
| 9  | 83.00            | 83.33          | 85.5 80.5 83 80.5 88 80.5 | 83.00   |
| 10 | 81.67            | 91.66          | 96 95 88 93 88 98 | 93.00   |
| 11 | 98.33            | 91.66          | 93 95 90 97 90 93 | 93.00   |
| 12 | 86.67            | 83.33          | 83 85.5 7 75 91 83.5 77.5 | 83.00   |
| 13 | 80.00            | 91.66          | 96 95 88 93 88 98 | 93.00   |
| 14 | 75.00            | 83.33          | 83 85.5 7 75 91 83.5 77.5 | 83.00   |
| Ave| 83.78            | 86.66          | 86.57       |         |

Information on Skill Score:
1. Identify learning problems
2. Solving learning problems
3. Filling in the RPS matrix
4. Keep a daily journal
5. Analyse monev results
6. RPS implementation report

Table 3. Final score:

| Score   | Predicate  | Letter |
|---------|------------|--------|
| 86 - 100| Very good  | A      |
| 71 - <86| Good       | B      |
| <71     | Good enough| C      |

The results of assistance after OJT 2 on the knowledge aspect, the average score of participants was 83.78 with predicate B, in the attitude aspect, the average score of participants was 86.66 with predicate A, and the average score of participants in the skills aspect was 86.57 with the predicate A.
Figure 1. Participants’ score after activity

The results of the training participants' results illustrate an increase in the ability of the training participants to implement the RPS. In mentoring activities, education and training teachers intensively provide examples, exercise, control, and monitor the independent work of participants in the process of implementing the School Development Plan based on the AKPK of each school so that there is progress in the principal's performance as indicated by the Post Test score which increases from the Pre Test (Knowledge Value), increased attitude values, and skills scores that have increased significantly.

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Based on observations of the principal's performance in implementing the School Development Plan (RPS) using the CLCK guidance model based on intensive mentoring, it can be concluded that the principal's performance in implementing the School Development Plan (RPS) has increased when compared to the results achieved before using this model. The ability of school principals to implement School Development Plans (RPS) before using this model was still low. However, after using this model, the ability of school principals to implement School Development Plans (RPS) has increased.

This result is in accordance with the definition of CLCK guidance is a pattern of business, actions and activities that are carried out efficiently and effectively to obtain better results and something that will be or be provided to be imitated / followed for the results of training in supervision so that activities do something does not depend on other people (Complete Indonesian Dictionary, 2007: 711). CLCK guidance is a pattern of fostering something that is provided to be imitated / followed from the results of training with supervision in doing something so that it does not depend on other people (SLTP Student dictionary, 2009: 751). Based on the description above, it can be concluded that the CLCK coaching model based on intensive mentoring can improve the ability of school principals participating in training in Eastern Seram District (SBT) to implement RPS.
4. Conclusion

Based on the description above, it can be concluded that the CLCK guidance model based on intensive mentoring can improve the ability of school principals participating in the training in East Seram District (SBT) to implement RPS with a value on the knowledge aspect of 83.78; aspects of attitude 86.66; and aspects of skills 86.57.

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