

**PRINCIPAL LEADERSHIP ON ACCELERATION PROGRAM AT *SMAN 1 PURWOREJO***

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**According by:**

**Marceles Pamungkas**

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ACCEPTANCE

PRINCIPAL LEADERSHIP ON ACCELERATION PROGRAM AT *SMAN 1 PURWOREJO*

HAS BEEN APPROVED ACCORDING BY:

Consultant I



Prof. Dr. Budi Murtiyasa, M.Kom

Consultant II



Dra. Dwi Haryanti, M. Hum

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According by:

Marceles Pamungkas<sup>1</sup>, Budi Murdiyasa, and Dwi Haryanti <sup>2</sup>

<sup>1</sup>Student of Muhammadiyah University of Surakarta and Teacher of SMP N 2  
Purworejo, <sup>2</sup>Lecturer of Muhammadiyah University of Surakarta,

**Abstract**

*The purposes of this study are to describe (1) the characteristics of the principal's leadership in managing human resources in an accelerated program at SMAN 1 Purworejo, (2) the characteristics of the principal's leadership in motivating students in the accelerated program, (3) the characteristics of the principal's leadership in managing facilities and infrastructure in the accelerated program. The results show that: (1) the principal's leadership in human resource management included: to provide services for talented students, the accelerated program management was separated from the regular program, the selection process of teachers was done according by the observation and assessment from the principal, chairman of the program and students, the principal provided guidance to students, implemented an effective learning system, and invited a psychologist to help solve problem, (2) principal's leadership in motivating students: the principal gave guidance to students on a regular basis, the principal gave rewards to students who have high achievement and sanctions for those who have low achievement, (3) principal's leadership in the management of facilities and infrastructure: the principal tried to complement the provision of infrastructure facilities such as LCD, air conditioning, overhead projector, computer and handbooks; the principal equipped class library and locker in the classroom, conducted controlling, monitoring of utilization and maintenance of infrastructure facilities. The principal managed the infrastructure based on suggestion from the chairman of the program.*

*Keywords: leadership of the principal, an accelerated program.*

**INTRODUCTION**

According to data from the National Association of *Cerdas Istimewa dan Bakat Istimewa*, 2% of school-age population, were children who have special talent or gifted children. If it refers to the BPS 2005, there were 65,291,624 children of school age (ages 4-19 yrs) (Sulipan, 2010: 2). This means that there

are 1,305,832 children in Indonesia have *Cerdas Istimewa dan Bakat Istimewa*. While the figure is relatively small, but service to them is not sufficient. The only form of education services for children *Cerdas Istimewa dan Bakat Istimewa* is in the form of acceleration. Based on data from *Cerdas Istimewa Dan Bakat istimewa* Association of 2008/9, the number of *Cerdas Istimewa dan Bakat Istimewa* students who have served in accelerated schools were still very small, those were 9,551 people or 0.73% of *Cerdas Istimewa Dan Bakat Istimewa* students underserved.

In terms of institutions, from 260 471 schools, 311 new schools have child care programs for *Cerdas Istimewa dan Bakat Istimewa*. This means that there is a little school that provide educational services to students *Cerdas Istimewa dan Bakat Istimewa*, as well as the limitations of the various services. Most of these children are "forced" to follow the same education with normal children, so they have a state of "underachiever".

Act of National Education System no. 20 of 2003, Article 5, paragraph 4 stated that "Citizens who have the potential of intelligence and special talents are entitled to special education". The need for special attention to the *cerdas istimewa dan bakat istimewa* children is an effort to develop the full and optimal potential of learners (Sulipan, 2010: 2).

Intelligent and gifted children have unique personalities. Generally, they have a strong preference for the various areas of interest, are very interested in the moral and ethical issues, very autonomous in making decisions and determining actions (Anonymous, 2011: 1). A number of this unique characteristics if not properly understood according by teachers and parents, it will create the perception as if the gifted children are stubborn individuals, unwilling to compromise even there is an extreme who considers the gifted children has a low-rate behavior.

One corridor of educational services for students who have exceptional ability and intelligence is through the accelerated program (accelerated

learning). Providing special programs in an effort to treat gifted children is according by the convening of an accelerated program as a service to individual differences in students.

In each organization, the position and role of a leader has always been central (Medizine, 2011: 2). Advance and retreat organization depends on the extent to which leaders are able to advance the. Similarly, in the context of the school as an organization, then the principal is also very important in advancing the institution he leads. When the quality of education of a school will be improved, then the key is in the strong leadership.

The principal as responsible individual in the school has an obligation to try to make all the potential that exists in the institution may be best utilized to achieve the expected goals. Therefore, the principal leadership becomes one important factor that can encourage school resources to realize the vision, mission, goals, and objectives of the school.

The principal is the key success in empowering the community and the school environment. Therefore, as the leader, the principal is expected to be able to build, manage and develop the resources that exist in schools (Jacub, 2011: 8).

To assist principals in organizing the school properly, it needs an essence of theoretical ideas, such as the classic conception of organizational structure, hierarchy, authority and mechanisms for achieving coordination in the school environment (Wahjosumidjo, 2007: 4-5).

Principal's leadership will be very influential even crucial to the progress of the accelerated program. Therefore, in the modern education, the principal leadership is the strategic position in achieving the goals of education. School success is the success of the principal, and the success of principal is the success of school (Wahjosumidjo, 2008: 349). Because the school's failure and success is largely determined according by the principal as the controller and determiner of the direction to be taken according by the school toward the goal. The success of

a school is essentially located on the efficient and effectiveness of the principal appearances.

*SMA Negeri 1 Purworejo* that was founded in 1955, is one of the best schools in Purworejo. It is on Jl. Tentara Pelajar No. 16, Pangenjuru Tengah village and occupies a land area of 20,000 m<sup>2</sup>. This school has implemented an accelerated program since 2006, i.e. since the government launched an accelerated program. In its implementation, the program did not run properly. It appeared from the new students that did not meet the criteria or rules set according by the government, IQ test less than 130 was acceptable in accelerated classes. This was done to meet the quota of students in accelerated classes.

There are some previous studies related to the Principal's Leadership in Accelerated Program. The first is the research conducted according by Guajardo (2004 : 35),

The results stated that the acceleration is one of school administered programs to improve student learning outcomes and academic. Accelerated program is a shift in thinking that allows flexibility in scheduling, social-emotional climate, curriculum and instructional design. One of the principal roles in the accelerated program is realized in the form of an increase in the quality of teachers, creating a favorable climate, and management of the curriculum for the accelerated program.

The second is the research investigated according by Bloom (2003: 56

In his research states that the principal as administrators have an obligation to carry out regular supervision and monitoring regularly which aims to reduce the impact of human resources that are managed either vertically or horizontally.

The third is the research conducted according by Luo dan Najjar (2007 : 114)

The result of the study is that the main principal leadership is to unify vision of the entire school community, the design or implementation of the school improvement plan, provide a learning environment that consists of cooperation/collaboration, seek partnerships with community, and distribute various types of resources for teaching and learning.

The fourth is the research conducted according by Lunenburg (2010: 25),

This study reviews the importance of school facilities and infrastructure management that is done according by the administrator. In this study known that a key responsibility of school administrators is facilities management. School buildings across the nation are aging and becoming a barrier to optimal learning and teaching. This results in escalating school infrastructure costs. A case can be made to renovate or build new facilities that maximize an effective learning environment. This will involve allocation of funds for building renovation or new construction. In this article I discuss these two issues: school infrastructure costs and financing new construction.

Based on the research background, the question to be asked, *how are the characteristics of the principal's leadership in the accelerated program at SMA Negeri 1 Purworejo?* The focus was elaborated into three subfocuses: (1) How are the characteristics of the principal's leadership in managing the human resource of accelerated program at *SMA Negeri 1 Purworejo?*; (2) How are the characteristics of the principal's leadership in motivating students of the accelerated program at *SMA Negeri 1 Purworejo?*; and (3) How are the characteristics of the principal's leadership in the management of facilities and infrastructure of accelerated program at *SMA Negeri 1 Purworejo?*

There were three objectives in this study: (1) To describe the characteristics of the principal's leadership in managing the human resource of accelerated program at *SMA Negeri 1 Purworejo*; (2) To describe the characteristics of the principal's leadership in motivating students of the accelerated program at *SMA Negeri 1 Purworejo*; and (3) To describe the characteristics of the principal's leadership in the management of facilities and infrastructure of accelerated program at *SMA Negeri 1 Purworejo*.

## **METHOD**

Based on the research focus that would like to know the principal leadership in the accelerated program at *SMA Negeri 1 Purworejo*, a qualitative research was utilized to explore it. An ethnography research design was used in this study. Ethnography is an effort to pay attention to the meanings of the actions of the events that happen to people who want to be understood.

This study was conducted at *SMA Negeri 1 Purworejo*. This research was done in three months. The researcher selected this school because it was one of the top schools in the district of Purworejo. In order to collect valid and reliable data, the researcher went directly to the study site. The presence of researcher in conducting this study was done in three months that was devoted to search for data of the principal leadership in the accelerated program at *SMAN 1 Purworejo*. Therefore, according to Spradley (as cited according by Harsono, 2008: 158), the role of researcher is as a research instrument and student. The data used in this study were data of the principal leadership in the accelerated program at *SMA 1 Purworejo*. Informant involved in this study were the principal, school board, and teachers of *SMA Negeri 1 Purworejo*.

Data collection used following techniques: observation, in-depth interviews, and documentation. Data analysis, in this study used a technique of data analysis in site. And for checking the validity of the data in the study on the Principal Leadership in Acceleration Program used the degree of confidence (credibility) and transferability.

## **RESULTS AND DISCUSSION THEORY**

### ***Principal's Leadership in Human Resource Management of The Accelerated Program at SMA Negeri 1 Purworejo***

As a service model, the acceleration can be interpreted as a learning service model according by accelerating the class, for example, for students who have high ability are given the opportunity to attend class at a higher grade.



Meanwhile, the curriculum model, acceleration means to accelerate the instructional materials that should be mastered according by students at that time so that students can graduate as early. This can be done according by analyzing the subject matter with the essential and less essential materials.

According to Sutartinah Tirtonegoro, acceleration is the way of handling supernormal children according by allowing them to move to the next grade according by finishing the RSBI program in a shorter period of time. The same thing was also said according by Ulya Latifah Lubis (cited according by Hawadi) which defines the term of acceleration as a service program given to students with the high talented level in order to complete their studies more quickly than other students (RSBI program).

This program generally meets the needs of students who have specific characteristics in aspects of cognitive and affective development. In particular, it provides services to gifted students to be able to complete their education more quickly than usual. Students have the opportunity to earn the learning material in a shorter time and efficiently.

Research conducted according by Sidhu (2009: 22) The result of this study confirms that the good principal is able to create a sustainable school climate that will increase student achievement and teacher productivity. Therefore they are not only Chief Executive Officer (CEO) but also instructional leaders and motivators for their team. In exploring the characteristics of good leadership from the principal in Malaysia, the findings suggest that the principal's leadership use a variety of educational strategies and situational leadership style.

From the result of the previous study, it shows some similarities with the study at *SMA Negeri 1 Purworejo* in term of the situational principal leadership style. This was proved according by the brilliant ideas from the principal of *SMA Negeri 1 Purworejo* in giving facilities for gifted students in Purworejo according by opening an accelerated program. This program is intended to make the gifted students be able to develop their talent optimally in a faster time than other students that have the usual skill.

As the reality in Purworejo, there are students who have more talent and ability of the various areas than others, but there is no formal service that facilitates it. This makes students feel that their talent and ideals are not channeled properly. Therefore, it raises the initiative of the principal of *SMA Negeri 1 Purworejo* to provide services for students who have a special talent as one of the school services in education to the community. If the formal education institutions do not give services to the gifted students, their talents would be lost and there is no significant development for Purworejo. Because of this condition, the principal of *SMA Negeri 1 Purworejo* wanted to find a solution for these problems to be immediately responded well with conducting an accelerated program in *SMA Negeri 1 Purworejo*.

The program is very good, therefore its implementation got so much support from various parties whether from the teachers of *SMA Negeri 1 Purworejo*, school board and parents. Similarly, students who have special talents also gave much support to it. This was also because the number of those who were beneficiaries of this program, especially students who have more achievements.

The principal needed the administrator of acceleration program that is separated from the implementation of RSBI program in order to make it runs optimally. This was because of some differences between the RSBI program and acceleration. Those differences are a) different learning systems, b). different educational calendars, c) so that the implementation of the final test is also different.

Principal selected teachers with observation and assessment from himself, chairman of the program and also with the suggestion from students that indirectly becomes the consideration for selecting a competent teachers. Suggestion from students that is taken indirectly means that to talk to them about the material and the teacher who teaches it, therefore they do not feel like being judging and selecting acceleration teachers.

In addition to the selection of teaching staff, the principal also selected the candidate of students. Principal accepted students who have passed the selection for an accelerated program that has been determined such as the academic and potential academic tests. The selection was intended for the accelerated program to be followed according by students who really have the talent and high learning achievement.

The goal was, for learning that goes equally without any student who fails. This selection test was done strictly so can actually select students with high ability. It included the academic and potential academic tests. Students should really prepare it as the admission test for RSBI program. In addition to these academic tests, the skill test is also measured according by the Scholastic Talent Test (TBS). After the students were accepted, the administrator of acceleration program called the parents and students in order to provide clarification and guidance on the implementation of learning programs in accelerated classes so that they could understand and support it.

To improve the quality of students, the principal applied an effective learning system, such as: using the time as effectively as possible in learning, setting off the school holidays, increasing the facilities of textbooks required according by accelerated program, and the available of teachers who are always ready to guide students who have difficulty in learning. It was assumed that an effective and efficient learning strongly supports the enhancement of students achievement, both effective in the use of instructional methods and effective use of the time available.

The principal invites a psychologist every three months to monitor and provide input to the school about students' progress. The psychologist is presented to help students solve problems according by providing solutions of those problems so that their achievement and motivation can be maintained and increased.

***Principal's Leadership in Motivating Students of The Accelerated Program in SMA Negeri 1 Purworejo***

Research conducted according by Guajardo (2004), The results stated that the acceleration is one of school administrated programs to improve student learning outcomes and academic. Accelerated program is a shift in thinking that allows flexibility in scheduling, social -emotional climate, curriculum and instructional design. One of the principal roles in the accelerated program is realized in the form of an increase in the quality of teachers, creating a favorable climate, and management of the curriculum for the accelerated program.

Learning motivation is the power center for students to follow the learning process. Many factors influence student motivation, both internal and external factors. Ideally all teachers strive to provide various facilities to the students to keep have high motivation to learn. This is the principles in the learning process so that with the maintenance of student motivation, they are expected to acquire a high academic achievement.

In the learning process, students are not always in a stable condition. This is because of the internal factors and external factors that make them have low motivation. In this case, the principal occasionally asked for help from the outside according by inviting a psychologist in order to motivate students and help solve their problems. Moreover the principal also conducted training directly into the classroom that have been scheduled every week or at weekend.

In addition to the coaching, to enhance students' motivation, the Principal provided facilities required according by accelerated students such as: student textbooks, computers in the classroom, comfortable classrooms and appropriate electronic learning media. Principal provided instructional books and reference books that support the learning and self-development. Those books are usually allocated at the beginning of school year.

Principal provided consequences for students whose performance is less, then they would move the program from the accelerated class to RSBI. These consequences were intended to make students be able and always try to

maintain their performance and remain in accelerated classes. Principal assumed that motivation is very important for students' performance improvement. Giving a reward is good for motivating students who excel, and vice versa, the sanctions also have a quite influential contribution for student motivation. This means that if students' achievement decreases, they will be moved to RSBI class, while the classes of the accelerated program are much more excellent than RSBI classes. Then it will feel loss if the student should be moved to a class that is below. Therefore, sanctions as a consequence of lower achievement for students will be a motivation for students to increase motivation and learning outcomes.

***Principal's Leadership in The Facility and Infrastructure Management of The Accelerated Program in SMA Negeri 1 Purworejo***

Research conducted according by Lunenburg (2010:57), This study reviews the importance of school facilities and infrastructure management that is done according by the administrator. In this study known that a key responsibility of school administrators is facilities management. School buildings across the nation are aging and becoming a barrier to optimal learning and teaching. This results in escalating school infrastructure costs. A case can be made to renovate or build new facilities that maximize an effective learning environment. This will involve allocation of funds for building renovation or new construction. In this article I discuss these two issues: school infrastructure costs and financing new construction.

Principal tried to complete ly of the facilities in accelerated program such as procurement of LCD, air conditioning, overhead projector (OHP) and computer, so it has a little different with RSBI class. Those facilities were considered very important for learning run well. With a variety of electronic media as multimedia such as LCD and OHP media made the learning more effective and efficient. Teachers were easier to deliver learning materials, as well as students were easier to understand the subject matter.

Principal also tried to complete the facilities with the class library, and locker as the place to save students' valuable items although it is still modest. So that students felt easy to find reference books without having to exit from the

learning acceleration program room. Students also felt safe because of the locker provided in the classroom, and their desks were also not too full of a variety of goods other than learning tools. Students were more comfortable in accelerated class because because the seat was so arranged. Students sat one according by one, and this accelerated class consisted of a maximum of 20 students. So that students could learn more conducive, effective and efficient.

Principal conducted supervision and monitoring the utilization and maintenance of accelerated program facilities and infrastructure as a form of primary responsibility. For all infrastructure and facility equipments can be used as well as possible, so that for facilities that did not exist, it could be provided as the improvement effort. The supervision for the facilities and infrastructure was directly conducted according by the principal with the help of chairman of acceleration program. The chairman of the program was also through the the teachers and students who certainly know more about the use of infrastructure and facilities. There were two kinds of maintenance of these infrastructure and facilities- routine and incidental.

The use and utilization of facilities and infrastructure of acceleration program would be good as long as having agreement from all parties, either according by the principal, teachers and students. Principal's policy of the facilities and infrastructure management was based on suggestions from the head of the program, teachers and students. The principal as the policy-maker does not always decide it according by himself. The ideal principal, of course, works with teachers to decide all policies. The policy taken according by the principal that was based on suggestion from various parties was intended to make the policy taken can be carried out together because of the same interest and goal.

## **CONCLUSION**

From the previous descriptions, it can be concluded that (1) in an effort to manage the Human Resources (HR) in an accelerated program at SMAN 1

Purworejo, the principal of this school provided services for students who have a special talent, as one of the school facilities for public in the field of education. Principal needed an accelerated program manager separated from the implementation of RSBI (Pioneering of International Standard School) program to make the program runs optimally; provided a clear job description to educational staffs in order to make the program runs well and as should be. The principal invited psychologist every three months for helping students resolve problems that would interfere the learning process and student achievement; (2) In order to motivate students in an accelerated program at SMAN 1 Purworejo, the principal provided some facilities needed according by students such as student textbooks, and computers in the classroom. Principal prepared teachers who have the appropriate competence with their field of teaching and motivating students to have higher achievement without any coercion in learning. Principal provided books that encourages students to have high achievement; and (3) In the accelerated program at SMA Negeri 1 Purworejo, the principal put the quality of the existing infrastructure equipment to the maximum. The principal complemented its infrastructure such as a procurement of LCD, air conditioning, overhead projector, computer and handbooks, and had a little different RSBI class. The principal also facilitated a class library and locker for saving students' valuables though still modest. Principal controlled and monitor the utilization and maintenance of infrastructure acceleration program as a form of primary responsibility. Principal policy management infrastructure based on input from the chairman of a special program. Principals need input from teachers - teachers acceleration program for consideration

In connection with the description of the research findings, the researcher recommends some suggestions as an improvement for the development of acceleration program at *SMA Negeri 1 Purworejo*. The principal is expected to improve his leadership quality in managing the human resource of the acceleration program at *SMA Negeri 1 Purworejo*, increase the kinds of

coaching and motivation for students in accelerated program at *SMA Negeri 1 Purworejo*, and be able to improve the quality of leadership in managing the facilities and infrastructures of the acceleration program at *SMA Negeri 1 Purworejo*.

From the discussion above it can be known that the teachers do not only teach in acceleration class but also they teach in acceleration program but also they teach in RSBI program. It causes the teacher leave their teaching in acceleration program because they must join workshop or training in RSBI program so the headmaster is hoped to be able to manage in giving duty to the teachers in joining the workshop to minimize to leave the acceleration program

The principles of acceleration program is the program of giving the material as fast as possible and it class the teachers do not pay attention to the students need so it create boring for them. To solve this case, it is needed to increase the teachers creativity and innovation in learning process. The teachers must be wise to give the significant material and the use of the interesting method by doing it, the students will have motivation to reach good academic

The research of the headmaster leadership in acceleration program it was more emphasized how the headmaster manage the acceleration program, especially how to manage the human resource to acceleration program, how to motivate the students themselves and how to manage facility and infrastructure, this research has not covered how the ways to get fund and its management so the acceleration program can the develop to the next reseacher to be able to research how to get fund for acceleration program.