

CHAPTER I

INTRODUCTION

A. Research Background

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 the special talent (*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 on National Education System, Article 5, paragraph 4 states 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 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 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). Go forward and retreat organization depends on the extent to which the leaders are able to create on advancing the organization. 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 by the principal as the controller and determiner of the direction to be taken 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 m². 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 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.

In the process of implementation, the compliance of facilities and infrastructure, motivation and management of principal leadership is needed. Therefore, the writer did a research entitled "*The Principal's Leadership in Accelerated Program.*"

B. Research Focus

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?*
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?*

C. Research Objective

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*.
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*.

D. Research Benefit

1. Theoretical Benefit

As a contribution in the development of the strategic theory that can be used to improve the effectiveness of leadership of principal in the accelerated program.

2. Practical Benefit

a. As input for principal and teachers in improving the quality of the accelerated program.

b. As a reference for school to formulate the school policy to develop an effective school.

E. Glossary

1. Principal's leadership is a behavior pattern characteristic of a leader at the time affecting his subordinates, something chosen by the leader of what to do, how the leader act to influence members of the group form the style of leadership.

2. Accelerated program is to accelerate the learning materials that will be delivered to students, so automatically they get more dense material in a faster time than RSBI class (The Pioneering of International Standard School).