

ABSTRACT

The Role of Principal Leadership in Sustainable Professional Development in 4th State Elementary School, East Metro

This study aims to analyze and describe the teachers' understanding of the ongoing professional development (PKB), the principal leadership role as a motivator, the role of school leadership as an innovator, the principal's leadership role as inspirator in ongoing professional development for teachers to make professional and constraints faced by teachers in 4th state elementary School, east metro; to meet the demands of continuous professional development. This type of research is descriptive qualitative research approach with a case study design. Data were 15 informants obtained through observations, interviews and documentation. Informant of this study is the principal, school superintendent, head of department Dikbudpora, and teachers. Purpose of the research use sampling techniques. The results of the research data showed : 1) the extent of teachers' understanding of self-development agreements, namely training, workshops, seminars, TOD and manufacture of scientific work, 2) the role of the principal as a motivator done by including teachers in training activities, monitoring and supervision in learning activities, workshops writing scientific papers and always gives motivation in the learning process, 3) the principal's role as an innovator with the steps undertaken principals that facilitates the teacher to constantly make innovations in implementing elements of the CBA, create ideas with creative new ideas, take real action in expressing new ideas to bring in skilled staff, be exemplary and disciplined in carrying out the duties and have the school work plan, 4) the role of the principal as an inspirator done by inviting dialogue and discussion with teachers in resolve problems, provide an opportunity for teachers to participate in a collective, utilizing information technology and teacher presented his knowledge to other teachers, 5) obstacles encountered in low CLA include teachers' understanding of the CBA, the dominant teacher age is advanced, was nearing retirement and teachers who are less proficient in the development of information technology.

Keywords: role, principal leadership, ongoing professional development