

Implementation of School Management Principles Qualities Teacher Standards

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abstract

Operation of schools do not only depend on the principal teacher but also a management process of teaching and learning is good. To be a good teacher, the teacher in carrying out the task should be guided by a rule that has been established which is a standard of quality. Known standards of quality teachers is the starting point of a process of educational activities in which teachers are professionals that carry out tasks at least using standard six teacher qualities such as Pedagogy, Design Teaching and Learning, Philosophy and Science Discipline, Academic Intervention, Leadership and Leadership Curriculum Teaching and Learning. Of the six qualities Teacher Standards were analyzed against 87 high school economics teacher Palembang results showed weakness in the standard qualities of pedagogy, philosophy and disciplines.

Keywords: Pedagogy, Philosophy, Professional

I. INTRODUCTION

Article 51 of the National Education System Law No.. 20/2003 states that "Management of early childhood education units, primary education, secondary education and performed in accordance with the principle of minimum service standards-based management school / madrasah". School Based Management (SBM) is an idea that puts the authority of school management system in a whole entity. It contains the decentralization of authority given to the school to make a decision (ERIC Digest, 1995 in Fattah 2002). MBS can also be interpreted as a form of education reform who want a change of conditions unfavorable to good condition. Expected by the transfer of authority in decision-making of the bureaucracy to the school, the school could be more independent and able to determine the direction of development in accordance with the conditions and demands of the environment and society (Tilaar, 2004: 25). So the MBS is a strategy to improve education by transferring significant decision-giving authority of state and local governments to individual implementers at the school. MBS provides principals, teachers, students, and parents are very great control in the educational process by giving them the responsibility to decide the budget, personnel, and curriculum.

According Tilaar in Irawan (2004: 27) many countries that have implemented SBM in advance. Call it America, Australia, Canada, New Zealand, England, Madagascar, and Hongkong. Hong Kong for example, emphasis on school initiatives, in Canada emphasizes decision making at school level and in the United States emphasizes pengelolaan school at the school level itself, in the UK emphasizes the management funds at the school level. While in Australia the MBS model is to give schools the authority in terms of curricula, flexibility of use of school resources, and several alternative schools (Nurkholis, 2003). According to Fattah in Tilaar (2004: 28) MBS model in some developed countries like America and Australia have in common the principles of granting autonomy to the schools, the quality, efficiency, and accountability, all levels of education management (central, district, and school) must have clarity in the powers and authority. For example, the center has a say in quality control, while the districts and schools to obtain information about school performance. The division of authority in school management refers to the national vision and mission, vision and mission area, the vision and mission of the school are perceived by each level of management so that the SBM (SBM) does not cause conflicts between central and regional policy in the management of schools.

MBS model chosen by each country based on the country's education history. Therefore there is no definite exact same model can be used by one country to another. MBS model of a selected one country based on the needs of his country after realizing the location of faults and weaknesses in education management. There are two names on the management of education in Indonesia is School Based Management (SBM) and School-Based Quality Improvement Management (MPMBS). According to the Ministry of Education (2002) MPMBS a management model that gives greater autonomy to schools, providing flexibility or flexibility-flexibility to schools, and encourage the direct participation of citizens of the school (teachers, students, heads sekolah, employees) and community (parents, community leaders, scientists, entrepreneurs, etc..) to improve the quality of schools based on national education policy and legislation in force. Further explained Supriadi, (2003) says MPMBS considered as part of the MBS. But, if the MBS is more common goal, namely to improve the performance of all schools such as quality, efficiency, innovation, relevance, equity and access to education. While MPMBS more focused on improving quality, assuming the quality of education in Indonesia is very alarming.

Implementation of the MBS can not be separated from each party's role in the MBS. The parties referred to in school-based management is the central education office, district education offices or the cities, school boards, school superintendents, principals, teachers and parents, and society at large. (Nurkholis, 2003: 115-128). One of the parties in the MBS that is the teacher, the teacher has the role of reflective pedagogy appoint the principal responsibilities of moral and intellectual formation of the school is located on the teachers. Because by and through the role of teachers for the cultivation of an authentic personal relationship values for students takes place (Paul Suparno, et al, 2002:61-62). Teacher professional development within the framework of MBS should have the competence, among others, the competence of personality (integrity, morals, ethics and work ethic), academic competence (education certification, master their tasks) and performance competencies (skills in the management of learning).

This is in line with that stipulated in the Law on Teachers and Lecturers (UUGD) that teachers are professional workers, who are entitled to rights as well as professional obligations. With it expected the teacher can devote totally to his profession and could live as a profession. In UUGD a professional teacher is a teacher who has 1) academic qualifications and competence of teachers as agents of learning, 2) academic qualifications obtained through education undergraduate degree program or diploma program where (D-IV) in accordance with his duties as a teacher and S-2 for lecturers, 3) professional competence of teachers' competencies include pedagogy, personal competence, professional competence and social competence. Enhance their competence by a teacher, the government issued a policy of teacher certification programs. With the holding of management education teacher certification through the implementation of the conditions of learning, especially in communication pedagogy, capabilities with respect to understanding learners and learning that educate management and dialogical skills and professional competence with regard to mastery of learning materials in the field of study that includes laus and deep mastery of the material substance of the content of the curriculum.

According Nurkholis (2003) in Tilaar (2004: 69) there are nine strategies that can be used for successful policy implementation MBS. First, schools should be autonomous of four things: power and authority, the development of knowledge and skills on an ongoing basis, access to information to all sections, as well as awards at the successful party; Second, the existence of active community participation in financing, making the process of curriculum and instructional and non-instructional; Third, the existence of strong school leadership; Fourth, the process of democratic decision-making; fifth, all parties understand their roles and responsibilities seriously; Sixth, the existence of guidelines (the guidelines) from the department of education; the seventh, the school has a minimum of transparency and accountability embodied in the accountability reports each year; eighth, the application of MBS should be directed to the achievement of school performance, and ninth, implementation begins with the socialization of the concept of SBM, identifying their respective roles, institutional development, training, and so on.

Based on these successful strategies one strategy that all parties understand their roles and responsibilities seriously. This is not apart from the teacher's role as educators in schools. According Lolowang, (2008) MBS implementation of effective and efficient, for teachers must be creative in improving classroom management. Teachers are role models and role models directly from students in his class. Therefore, teachers need to be ready with all the obligations, both management and learning content material. Teachers also have to organize his class well. Schedule a lesson, the student division of labor, cleanliness, beauty, and order class, student seating arrangement, the placement tool. The class is fun and full of the spirit of discipline is needed to encourage student learning. Creativity and inventiveness are encouraged and developed to implement SBM. Thus the author is interested in assessing the implementation of management standards berasaskan school teacher qualities.

From the description of the background of the problem, then formulated a problem that is: (1) How is the implementation of management standards berasaskan school teacher qualities?, (2) Of the six standard qualities of teachers, standards of teacher qualities which one has a weakness in the implementation of school management?. The research objectives to be achieved, namely: (1) to determine the implementation of school management and teacher qualities berasaskan standards (2) to determine the standard qualities of teachers who have a weakness in the implementation of school management.

B. DISCUSSION

1. Understanding School Management

Every organization in its activities shall use management. Organization is an organization for the operation of management functions by managers or leaders. The simplest definition of management is by Mondy and Premeaux (1995:16) stated "Management is the process of getting thing done through the Efforts of other people". Managerial activities within the organization to realize a joint effort of a number of people to achieve goals. Therefore, in the management process must be made plans (planning) and then set the implementation of activities (organizing) divided the tasks to all personnel (coordination), awarded compensation to employees in accordance with the duties and responsibilities, given the responsibility and supervised and evaluated the results achieved . Thus, the essence of management lies in planning, organizing, mobilizing, and monitoring to achieve an organizational goal. How management position in an organization can be viewed opinion Ivancevich and Donnelly (1982:11) and Hersey and Blanchard (1988: 4) who proposed "management is a process of working with and through individuals and groups andother resources to accomplish organizational goals". The process of collaboration between individuals and groups as well as other resources in achieving organizational goals is a management activity. In other words, managerial activity is only found in the container a good organization of business organizations, governments, schools, industry and others.

To understand the schools in more depth, we should first look at the opinion of several experts on the definition of school. According to Nawawi (1982: 15) "Schools should not be interpreted simply a room or building or place the child gather knowledge and learn the material. But the school as an institution has its role is much broader than that. Schools as educational institutions and cultural norms will be bound to support it as a value system in Soedomo Reimer (1987: 53) and Gorton (1976: 84). Postman and Weingartner (1973: 211) observes: "School as the institution is the specific set of essential functions in servers in our society". School as an institution-specific set of fundamental functions in serving the community.

As a school organization in carrying out its functions is expected to enable all existing resources. In general, the school consists of government-run schools called public schools and schools run by individuals, community organizations, or companies referred to private schools. Law 20/2003 of national education systems of article 54 paragraph: 2 states that the community can participate as the source, executing, and the use of educational outcomes. The headmaster was the first person most responsible for implementing programs and school activities. Therefore, the professional requirements of the principal

becomes important to be able to raise and enhance the involvement of team members and seeks to encourage and excite and enhance the involvement of members of the team and trying to raise morale and encourage team members.

Sergiovanni (1987: 32) states that the quality of education received in school will result in quality learning as a product of managerial effectiveness of principals who are supported by teachers and other school staff as a reflection of the effectiveness and success of the school. With regard to organizational structure, organizational design emphasis is on improving school management capabilities of the better schools. Design organization is a means of developing the potential of school. He made reference to criteria that may clarify the functions and responsibilities of any school personnel to dynamically towards agreed objectives. In human resource development through schools, principals and teachers have full responsibility to be able to run the school program.

According to Gorton in Syaiful (2005:56) there are several criteria that must be considered in designing the organization and the proposal to reorganize the schools: (1) What is the purpose and organization of the proposed plan, (2) How widespread is the responsibility of each position in the standards and qualities of teachers to determine the standard qualities of teachers who have a weakness in the implementation of school management. organizations, (3) Describe clearly the relationship between authority and supervisory positions or individuals at school, (4) Draw a clear line between the personal communication in the school office, (5) Demonstrate adequate coordination between the people and tasks with school programs , (6) Consideration of a professional person to occupy positions that are needed, (7) Sensitivity to consider the needs of schools and school personnel.

Schools as institutions of education services manager, is expected to enable seluruh existing resources effectively in achieving results and efficient use of resources. As a social system, the school according to Gaffar (1987:57) must be managed properly in order to meet the needs and achieve school goals. Karenamya school management should be improved by increasing the ability sedemiian way higher for all personnel in optimizing its function to solve any problems encountered. Semestara it, Hoy and Miskel (1985:255) stated "The school is the system of social interaction, it is an organized whole comprised of interacting personalities bound together in an organic relationship".

2. Implementation of School Management

Management is the process of using resources effectively to achieve the target. Have basic word-based basis, which means basic or principle. School is an institution for learning and teaching as well as a place to receive and give lessons. Based on the lexical meaning of the MBS can be interpreted as the use of resources berasaskan at the school itself in the process of teaching or learning. The idea of School-Based Management (SBM), in English School-Based Management in today to the attention of *pengelolaan pendidikan*, ranging from the central, provincial, district / city, up to the school level. As we know, the idea is more prominent after the issuance of the policy of decentralization of education management as required by Act No. 32 of 2004. Products such legal authority signaled a shift in the discourse of education management and delivery of education accountability. The idea of MBS needs to be well understood by all interested parties (stakeholders) in education, especially schools, since the implementation of MBS does not merely bring about a change in the authority of the academic Schools and school management structure, but also bring changes in the pattern of policies and orientation of parent participation and communities in school management.

MBS suggested as a school management system that gives authority and power to the institutions to regulate the life of the School in accordance with the potential, the demands and needs of the School concerned. In MBS, the School is an institution that has full authority and responsibility to independently establish educational programs (curriculum) and their implications for various policies Sekolahsesuai with the vision, mission and educational goals to be achieved School. (Ibid, 2003: 19) In the context of management education by MBS, is different from previous educational management that everything is regulated from the central government. In contrast, the MBS model of education

management is centered on the existing resources in the school itself. Thus, there will be a paradigm change in school management, which previously governed by a bureaucracy out of school to management based on the internal potential of the school itself.

From the origins of terminology, MBS is a direct translation of the School-based Management (SBM). This term first appeared in the United States in the 1970's as an alternative to reform the management of education or school. The reforms may be necessary because the school's performance over the decades can not show a significant improvement in memenuhii changing demands of the school environment. Thus in essence the MBS is a decentralization of authority who view individual school. As an alternative school in the field of education decentralization program, the autonomy given to schools can freely manage to allocate resources according to priority needs in addition to schools more responsive to local needs.

In general, school-based management / School can be interpreted as a management model that gives greater autonomy to schools and encouraging participatory decision making that involves directly all citizens of the school (teachers, students, principals, employees, parents, and community) to improve the quality schools based on national education policy. With greater autonomy, then the school has greater authority in managing the school, making schools more independent. With independence, more empowered schools in developing programs which, of course, more in line with the needs and potentials. Likewise, with participatory decision-making that involve citizens directly in the school decision-making, then the sense of community schools can be improved. Increased sense of ownership this would lead to an increased sense of responsibility, and an increased sense of responsibility, and an increased sense of responsibility will increase the dedication of citizens of the school against school. This is the essence of participatory decision-making. Both the increase in school autonomy and participatory decision-making are all intended to improve the quality of schools based on national education policies that apply. School-Based Management in Indonesia using the model of School-Based Quality Improvement Management (MPMBS) arise due to several reasons as expressed by the first Nurkolis among others, school is more mengetahi kekeuatan, weaknesses, opportunities and threats for her, so the schools can optimize utilization of available resources to promoting school. Second, more schools need to know.

Third, citizens of the school and community involvement in decision pengambilan can create transparency and a healthy democracy. According to the World Bank, there are several reasons for the application of MBS among other economic reasons, political, professional, administrative efficiency, financial, student achievement, accountability, and school effectiveness. (Nurkolis, 2003: 21) MBS application purpose is to improve the quality of education in general whether it concerns the quality of teaching, quality curricula, quality of human resources both teachers and other education personnel, and quality of educational services in general. For human resources, improving the quality of not only increasing the knowledge and skills, but also increase welfare. (Ibid 2003: 24)

The teacher as a professional educator in the review of standards of competence comprises than: (a) academic competence, (b) pedagogy, (c) Profesional, (d) Social. The explanation namely:

1. Pedagogical competence is the ability of teachers in the management of P & L students are at least include: (a) understanding or insight into the foundation kependidikan; (b) understanding of learners, (c) curriculum and syllabus development, (d) design learning (e) implementation of the P & P to educate and dialogue; (f) the use of learning technology, (g) evaluation of learning outcomes, (h) the development of participants students to actualize their potential range.
2. Competence merangkumi personality: (a) play and cautious; (b) noble; (c), righteousness, (d) democratic, (e) stable, (f) authority, (g) stable, (h) adults; (i) honest, (j) sportsmanship; (k) be a role model for students and the community; (l) to objectively assess its own performance; (m) develop themselves independently and berterusan.
3. Social competence is the ability of teachers as sebahagian than community that includes: (a) communicate verbally, written, and / or cues in a dignified manner, (b) use of communication technology and edicts are functionally; (c) interact effectively with students, fellow educators , educational staff, the leadership of the education unit, parents or guardians of students, (d)

associating with the surrounding community in a dignified manner with due regard for the norms and value systems in force; (e) apply perinsip spirit of true brotherhood and togetherness.

4. Prifesion competence is an ability to master the knowledge of teachers in science, technology, and / or cultural arts diampuhnya include: (a) P & P materials widely and deeply in accordance with the standards of the program content of educational units, subjects, and / or groups subjects that will be potent, (b) kaedah concepts and scientific disciplines, technology, or art that releva, which is conceptually coherent with shade or educational unit courses, subjects, and / or groups of subjects that will be powerful.

Of the four competencies of teachers are being formulated to the standards of teacher competence, which is subject teachers piawaian qualities or clumps of subjects at junior or MTs, SMA or MA, vocational and other forms of formal education equals. Next MARA stated standard qualities should be measured through teacher ten components namely: (1) Pedagogy (2) The design of teaching and learning (3) Handling classes (4) philosophy and disciplines (5) The use of ICT in teaching and learning (6) Kod Teaching ethics (7) Leadership and leadership curriculum teaching and learning. Next Standard qualities Alabama (1/15/2010) there are five examples according perjemahannya standard qualities (1) Knowledge of the contents of the teacher must know his field, questions / Inqueri is the discovery of the facts so that the subjects in the recall by the student. (2) Teaching and learning to improve the selection of students and teachers (3) Literasi namely knowledgeable not blind letters play a standardized achievement teachers use writing and oral communication (4) Deversity namely diperbagian teacher should know the socio-cultural background and ethnicity. From the explanation of the above then Piawaian qualities that could be used as standard practice profession educator qualities that made only six pot size did teachers in carrying out his duties to become professional teachers namely: (1) Pedagogy (2) Learning Design (3) philosophy and discipline science (4) Academic Intervention (5) Code of Conduct Teacher Training (6) Leadership curriculum and leadership for teaching and learning.

3. Standard qualities Teachers Who Have Weaknesses in Implementation of School Management

This investigation uses the method with the ex post facto correlational quantitative study. Ary, Jacobs, and Razaviech (1972) points out, ex post facto research carried out after the fact, shows that the study was conducted after the distinction in pemboleh change because of events that occur naturally. The investigation was made possible when pemboleh not possible to change freely manipulated or because the event itself has occurred and can not be repeated again. According to Ishak Shari and Ahmad Mohd. Yusof (1990) Assessment dilak sanakan in reviews is one way to collect intimation to describe the characteristics or properties of various data including data merangkumi views and attitudes. Notices will be used to declare a state of matter that is actually something to do with something kominiti in a separate context. Obtained edict will answer the problems posed at the beginning of a study. Among the advantages is kaedah review may include a broad population, kaedah also be used to collect data from respondents at a tangent value and the task performed with the qualities nexus. Basir stressed that the research obtained Exspost facto edict will answer the problems posed at the beginning of every good teacher who perform duties inside and outside

Studies carried out in the review, using as an instrument inquired about the study. Inquired about the use for 87 respondents with 95 items about searchingly. Location studies that describe the whole based on the location of teachers who carry out the task of teaching the field of economic studies at the High School / Vocational School in the city of Palembang. Turns of the 6 standard practice profession qualities stated there are 2 standard has weakness in the implementation of school management. 2 standards Standards include standards of pedagogy and philosophy and disciplines.

Figure 1. Quality Standard of Teacher is a Pedagogy

No	No. Item	Item	4 SCORE							
			4	3	2	1	Min	SP	Rank	
			f	f	F	f				
	1	PEDAGOGI								
1	1	Pembelajaran melalui pengalaman siswa	54,00	77,00	50,00	14,00	2,88	0,90	22	
			27,69	39,49	25,64	7,18				
2	2	Titik berat pembelajaran pada kolaborasi	72,00	82,00	26,00	15,00	3,08	0,90	19	
			36,92	42,05	13,33	7,69				
3	3	Mengaitkan konsep yg dipelajari dengan pengalaman siswa	100,00	66,00	25,00	4,00	3,34	0,78	17	
			51,28	33,85	12,82	2,05				
4	4	Pembelajaran sesuai tingkat kesiapan siswa	106,00	53,00	17,00	19,00	3,26	0,98	18	
			54,36	27,18	8,72	9,74				
5	5	Memberi kesempatan bagi semua siswa mengemukakan pikiran	174,00	16,00	3,00	2,00	3,86	0,47	4	
			89,23	8,21	1,54	1,03				
6	6	Mendiskusikan kegiatan pembelajaran.	137,00	43,00	10,00	5,00	3,60	0,71	13	
			70,26	22,05	5,13	2,56				
7	7	Membantu siswa dlm belajar	171,00	19,00	2,00	3,00	3,84	0,50	5	
			87,69	9,74	1,03	1,54				
8	8	Memberi kesempatan belajar yang sama kepada semua siswa	179,00	11,00	3,00	2,00	3,88	0,44	3	
			91,79	5,64	1,54	1,03				
9	9	Memperhatikan perbedaan individu antar siswa dalam pembelajaran	138,00	41,00	14,00	2,00	3,62	0,67	12	
			70,77	21,03	7,18	1,03				
10	10	Menggunakan metode/media pembelajaran yang	118,00	71,00	6,00	0,00	3,57	0,56	14	

		bervariasi							
			60,51	36,41	3,08	0,00			
11	11	Pembelajaran dimulai dari yang mudah ke yang sulit	137,00	48,00	6,00	4,00	3,63	0,65	11
			70,26	24,62	3,08	2,05			
12	12	Merespon jawaban setelah beberapa orang menjawab pertanyaan	157,00	34,00	2,00	2,00	3,77	0,51	9
			80,51	17,44	1,03	1,03			
13	13	Memperhatikan kerjasama antar siswa	167,00	23,00	2,00	3,00	3,82	0,52	6
			85,64	11,79	1,03	1,54			
14	14	Memperhatikan kebersihan dan kerapian	175,00	18,00	2,00	0,00	3,89	0,35	2
			89,74	9,23	1,03	0,00			
15	15	Menghargai kreatifitas siswa	186,00	9,00	0,00	0,00	3,95	0,21	1
			95,38	4,62	0,00	0,00			
16	16	Mengaitkan konsep yg dipelajari dengan peluang kerja	119,00	70,00	5,00	1,00	3,57	0,57	15
			61,03	35,90	2,56	0,51			
17	17	Melakukan tes awal pembelajaran	110,00	70,00	12,00	3,00	3,47	0,68	16
			56,41	35,90	6,15	1,54			
18	18	Melakukan tes formatif	142,00	44,00	7,00	2,00	3,67	0,60	10
			72,82	22,56	3,59	1,03			
19	19	Tes tes terencana dalam Satuan pelajaran	161,00	28,00	6,00	0,00	3,79	0,48	8
			82,56	14,36	3,08	0,00			
20	20	Memberi respon atas perubahan positif pada diri siswa	164,00	25,00	4,00	2,00	3,80	0,51	7
			84,10	12,82	2,05	1,03			
21	21	Melakukan program intervensi terhadap aktivitas belajar siswa secara individual	64,00	92,00	28,00	11,00	3,07	0,83	20
			32,82	47,18	14,36	5,64			
22	22	Mencatat pelaksanaan intervensi terhadap	70,00	81,00	27,00	17,00	3,05	0,92	21
			35,90	41,54	13,85	8,72			
23	23	Menggunakan ICT dalam pembelajaran	34,00	73,00	41,00	47,00	2,48	1,04	24
			17,44	37,44	21,03	24,10			
24	24	Menggunakan internet sbg sumber informasi	22,00	80,00	56,00	37,00	2,45	0,93	25

			11,28	41,03	28,72	18,97			
25	25	Menugaskan siswa memanfaatkan internet	39,00	83,00	38,00	35,00	2,65	1,00	23
			20,00	42,56	19,49	17,95			
26	26	Memiliki situs sendiri di internet	55,00	25,00	22,00	93,00	2,22	1,30	26
			28,21	12,82	11,28	47,69			

Based on this study acquired. Standard qualities for the pedagogy of teachers is lower compared with the standard qualities for the design of learning, philosophy and disciplines, Academic Intervention, codes of conduct teacher training, curriculum leadership and the leadership of teaching and learning. Standard qualities for the pedagogy does not show significant changes ketara these teachers lack the knowledge to teach economics pedagogy, Pedagogy Standards qualities in teaching and learning of high berkualiti, through: konstrutivisme approach, namely using inquiry or learning through experience in the implementation of school management.

Professional expertise that a teacher should possess the ability namely: Mastery of subject matter or materials, program design load of teaching and learning, implementation, use of media and learning resources, implementation and evaluation of learning achievement assessment, guidance and counseling program implementation of the learning difficulties of students, or curriculum implementation pentadbiran pentadbiran teachers (Rice 2008) in the creative process of learning is very important for teachers to create an inspiring classroom atmosphere for students, creative, and antusias is one of the duties and responsibilities of a teacher. Economics teacher is looking for no added value in carrying out the task with the test results for 26 items of the standard qualities. Pedagogy .yang get the highest rank namely Valuing student creativity and the neatness and cleanliness Noting students while Having your own website on the internet is low.

Figure 2. Quality Standard of Teacher for Phylosophy and Steady Dicipline

No	No. Item	Item	4 SCORE				Min	SP	Rank
			4	3	2	1			
			f	f	F	f			
	3	FALSAFAH Dan DISIPLIN ILMU							
1	1	Menguasai konsep dasar bidang ilmu yang diajarkan	168,00	23,00	4,00	0,00	3,84	0,42	1
			86,15	11,79	2,05	0,00			
2	2	Menguasai keterkaitan bidang ilmu yang diajarkan dg ilmu lain yang relevan	158,00	32,00	3,00	2,00	3,77	0,52	2
			81,03	16,41	1,54	1,03			
3	3	Memberikan contoh yg berbeda dengan yg terdapat dalam bahan ajar	128,00	48,00	10,00	9,00	3,51	0,80	3
			65,64	24,62	5,13	4,62			
4	4	Memberikan pengayaan bahan ajar dari sumber sumber yg mutakhir	88,00	81,00	17,00	9,00	3,27	0,81	6
			45,13	41,54	8,72	4,62			
5	5	Melakukan penelitian tindakan	38,00	75,00	44,00	38,00	2,58	1,01	8
			19,49	38,46	22,56	19,49			
6	6	Mengikuti seminar ilmiah	31,00	92,00	34,00	38,00	2,59	0,98	7
			15,90	47,18	17,44	19,49			
7	7	Menjadi pemakalah dalam seminar	19,00	24,00	15,00	137,00	1,62	1,04	10
			9,74	12,31	7,69	70,26			
8	8	Menjadi penceramah dalam musyawarah kerja guru	23,00	28,00	30,00	114,00	1,79	1,08	9
			11,79	14,36	15,38	58,4			

						6			
9	9	Menghargai inisiatif siswa untuk melakukan pengayaan secara mandiri	127,00	47,00	10,00	11,00	3,49	0,83	4
			65,13	24,10	5,13	5,64			
10	10	Memberikan soal yang mendorong berkembangnya pengetahuan level tinggi	101,00	72,00	18,00	4,00	3,38	0,74	5
			51,79	36,92	9,23	2,05			

Deming (1982) Long-term commitment to education and the current philosophy of design and innovation necessary to continue to compete through increased prodak MARA. Mastery of Philosophy and steady discipline of a teacher can carry out his work with cemerlang.Aspek-related aspects of the statement of economic guru of the 10 items, to philosophy and science disiflin good average. To this gets the highest rank Yann namely Mastering the basic concepts of science Mastering taught and taught science linkages with other relevant sciences for pemakala Being low in the seminar. Of the six qualities Teacher Standards were analyzed against 87 high school economics teacher Palembang results showed weakness in the standard qualities of pedagogy, philosophy and disciplines.

C. Cover

School-Based Management in Indonesia using the model of School-Based Quality Improvement Management (MPMBS) arise due to several reasons as expressed by the first Nurkolis among others, school is more mengetahui kekuatan, weaknesses, opportunities and threats for her, so the schools can optimize utilization of available resources to promoting school. Second, more schools need to know. Third, citizens of the school and community involvement in decision pengambilan can create transparency and a healthy democracy. MBS application purpose is to improve the quality of education in general whether it concerns the quality of teaching, quality curricula, quality of human resources both teachers and other education personnel, and quality of educational services in general. For human resources, improving the quality of not only increasing the knowledge and skills, but also improve the welfare . Implementation of school-based management berazaskan 6 standard qualities namely Teacher: Pedagogy, Design Teaching and Learning, Philosophy and Science Discipline, Academic Intervention, Code of Ethics Teaching, and Leadership Curriculum and teaching Leadership and Learning. Of the six qualities Teacher Standards were analyzed against 87 high school economics teacher Palembang results showed weakness in the standard qualities of pedagogy, philosophy and disciplines.

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