

TEACHER QUALITY STANDARDIZATION OF MTs SCHOOL THROUGH EDUCATION REGULATION IN JAMBI

Dr. Maisah, M.Pd.I

Post Graduate, Sultan Taha Saifuddin Jambi State Islamic University, Jambi Province, Indonesia.

Email: sukabae@yahoo.co.id

Abstract

Quality as indicated by the competence of teachers is a very important factor in ensuring the quality of education. One strategy to standardize the quality of teachers is through regulation or statutory regulation. These qualitative research methods revealed that the implementation of standardized regulations on teacher competence MTs Jambi City Department of Religious Affairs has been able to be implemented by the rules. Thus, the implementation of standardized regulations on teacher competence MTs in the Department of Religion City of Jambi has been going well, so as to improve the quality of education. This is indicated by the increasing number of professional teachers (certified competence) as well as the number of students and graduation in the national exams start of the school year 2005/2006 to the academic year 2008/2009. However, governments need to plan concrete steps regarding the determination of Law. 14 of 2005 on Teachers and Lecturers are not yet fully able to improve the quality of implementation of the standardization of teacher competence Private MTs in the future, especially with regard to the recruitment of junior teachers who have sufficient competence, so as to meet the needs of Subjects.

Key Words: Quality standards, MTs Teacher, Jambi City, Regulation.

A. Introduction

Article 8 of Law No. 14/2005 on teachers and lecturers stated that teacher competence includes personality, pedagogical, professional, and social. Article 28 PP. 19 of 2005 explains that; 1) Educators must have academic qualifications and competencies as agents of learning, physical and spiritual health, as well as having the ability to achieve national education goals, 2) academic qualifications referred to in paragraph (1) is the minimum level of education that must be met by an educator who demonstrated with diploma and/or certification in accordance with the relevant expertise to the statutory provisions, 3) Competence as an agent of learning in primary and secondary education as well as education or early childhood include: (a) the pedagogic competence; (B) personal competence, (c) professional competence, (d) social competence. 4) A person who does not have a diploma and / or certification of expertise as described in paragraph (2) but has a special skill that is recognized and required can be appointed as an educator after passing through feasibility and equity, 5) academic qualifications and competency learning agent referred to in paragraph (1) to paragraph (4) developed by the National Education Standards and regulations stipulated by the minister.

According Tilaar (1999:295) human qualities required by the Indonesian people in the future are capable of facing increasingly fierce competition with other nations in the world. The quality of Indonesian human generated through the implementation of quality education. Therefore, teachers and lecturers has the function, role, and a very strategic position. According Tilaar profile of the teaching profession is the XXI century; 1) has a mature personality and growing, 2) have a strong mastery, 3) have the skills to arouse the interest of participants to the science and technology, 3) continuing in develop a profession. The recognition of the position of teachers, as professionals, have a mission to carry out the purposes of this Act as follows: 1) Lifting the dignity of teachers; 2) guarantees the rights and obligations of teachers; 3) improve the competence of teachers; 4) promote the profession and career teachers; 5) improve the quality of learning; 6) improve the quality of national education; 7) the availability of teachers gap between regions in terms of quantity, quality, academic qualifications, and competence; 8) reduce disparities between regions and the quality of education; 9) improve the quality of educational services. Therefore, it is important also necessary legislation specifically governing teacher and lecturer. So on December 30, 2005 the President of the Republic of Indonesia has enacted the birth of Law Number 14 Year 2005 regarding teacher and lecturer.

The existences of junior secondary school (MTs) in the future are challenged with the quality of education, in order to be able to foster public confidence in the existence in producing graduates who meet quality standards. Graduates produced not only capable in cognitive abilities but also to be able in a variety of other capabilities as life skills so that students graduating later they were able to be themselves, the ability of students should gain knowledge and experience through a learning process in schools theoretically and practical. According Azyumardi Azra (2006: xv) The complexity of the burden of national education issues menimbulan staring uncertainty in the future of the nation. Educational issues such as educational opportunities are limited, the rules are still centralized education, emphasizing uniformity, overcrowded curriculum, inadequate funding of education, quality of education is still unbalanced between education, community needs and the needs of the workforce.

One effort to unravel the problems of education is through the creation and application of laws or regulations of education. According to Thomas (2008:17) is a set of rules that makes the concept and the basic outline or plan to carry out a work of leadership and how to act. There are three kinds of state regulations that give government legitimacy, ratify and implement the regulations. Government regulation generally is universal and basically contains elements of monopoly and coercion. Meanwhile, James Anderson, public regulation is a course of action that has the purpose specified by an actor or actors in addressing all issues or a problem. Anderson parse public regulation in four ways: 1) public orientation regulation on the intent or purpose and planned by the actors involved in the political system. 2) Regulation is the direction or pattern of actions taken by government officials and not the decision itself, but rather followed by implementation decisions. 3) Regulation is what is actually done by the government to regulate trade, control inflation or promote government programs. 4) Public regulation include forms of government intervention to a problem that arises in the community to participate in it or not ". Gerston (1992:5) states that public regulation is an effort made by government officials at all levels of government to solve public problems. Further explained that the process of determining a rule includes five stages, namely: 1) identify issues of public regulation; 2) developing regulatory proposals public; 3) advocate for public regulation; 4) implementing regulations and the public; 5) evaluate the implemented regulations.

Based on the definition given by the experts is diverse, but there are some characteristics of a public regulation can be identified, namely: 1) specific goals to be achieved in the form of public problem solving; 2) certain actions are performed; 3) the functions of government as a public service; and 4) sometimes shaped negative government decree, statute does not prohibit the conduct or perform an action. The term competencies, competence and competent translated as competencies, skills, and empowerment refers to the state or quality capable and appropriate. Along with the above understanding, Palan (2007:8) defines competence as a basic characteristic of a person who has a causal relationship with the reference criteria of effectiveness and / or excellence in a particular job or situation.

Basic character is defined as a person's personality is quite deep and long lasting, that is the motive, personal characteristics, self-concept, and one's values. Reference means the competency criteria can be measured by certain criteria or standards. Causal relationships, that predict the existence of competence or has superior performance. The superior performance means the level of achievement in work situations. While effective performance is the minimum level of acceptable work. On the basis of that competence has five types of characteristics, namely: (1) knowledge, refer to information and learning outcomes; (2) the skills or expertise, refers to a person's ability to perform an activity; (3) self-concept and values, refer to the attitudes, values and self-image of a person; (4) personal characteristics, refer to the physical characteristics and consistent responses to situations or information; and (5) motif, an emotion, passion, psychological needs, or other impulses that trigger the action. In regard to the competence of the same meaning with the ability and skill, Gibson et al, explained that the abilities and skills play a major role in the behavior and performance of individuals. Is an innate ability that can be learned or something that allows a person to do something, whether it is mental or physical. While the skill is something that is related to the task.

Kreitner and Kinicki (2007:157) regard the competence of the aspect of individual differences associated with achievement. Showed characteristic broad competence and responsibility characteristics that are stable at the maximum level of achievement as opposed to mental and physical work competence. Competence is a stable

characteristic that is related to the ability of a person's physical and mental maximum, and skill is the capacity to manipulate physical objects.

View of the above explains that competence has specific characteristics associated with the ability to achieve the feat. As for the high achievement of competence required maximum physical and mental. Thus, high achievement will be obtained when someone combines business, competencies and skills possessed. In terms of achievement, further explained that achievement depends on the right combination of effort, competence and skill.

Standardization of Teacher Competency.

Kast and Rosenzweig (1985:174-175) describes professionalism as a continuum that moves from the point of ideal-type professions and job categories that point not organized, or non-professional. Professionalization is a process that will result in jobs moving at a higher level or lower. By using the continuum can be described elements of the ideal profession, namely:

- a. Professionals have a theory building (body of theory) the systematic, professional skill building and supported by a flow of information that is managed in a consistent system, which is called knowledge building (body of knowledge);
- b. Professionals have the authority based on superior knowledge, this authority relates only to specialized and professional areas and competencies;
- c. There are social sanctions over the passage of authority with reference to the power and professional;
- d. There is a code of conduct that governs the relationship between a professional with his clients and colleagues, in this case the personal discipline is used as the basis of social control; and
- e. There is a continuation of the culture of the organization, the role of social interaction required by the group produces a unique social configurations in the profession, which is referred to as the professional culture.

Ward and Edward Hoffman (1989:66-68) describes the professional teacher, who is a teacher who is knowledgeable about his work gained from training or special schools. Ward further explained that professional teachers should have the following characteristics, namely: (a) a researcher and a risk taker (risk-takers); (b) many know that up-to-date on the subject being taught; (c) can explain the lesson in various ways to convince students; (d) explain to the students about the high standard of results, then encourage them to work hard and help achieve them; and (e) participate in research or teaching efforts to develop curriculum beyond what is taught. While Johnson (1980:12) describes the components of teacher competence include; performance, knowledge, skills, processes, adjustment, and attitudes, values, and appreciation. Components contains performance behavior looks from performance-related teaching competence. Teaching component contains competencies taught mastery of teaching materials. Professional component contains competencies that relate to professional education, such as mastery of theory, principles, strategies and techniques of education and teaching. Component contains the implementation process of thinking about teaching competence. Adjustment component contains the importance of adaptation to personal characteristics to the performance competencies. Attitude component contains elements of attitudes, values and feelings of competence to teach important.

Based on the above, the professional competence of teachers is the ability, aptitude, skills and knowledge that a teacher obtained through the process of teacher education, training and development and the like, so it can be declared competent as a teacher. Professional competence is reflected by: (a) mastery of science or subject matter to be taught is broad and deep; (b) understand the sciences related to education, such as philosophy of education, educational psychology, methodical, planning and management of teaching, evaluation of educational models and methods of learning and so on; (c) has the properties as an educator; (d) attentive and enthusiastic attention to the development of learners; (e) be able to communicate well to convey the subject matter; and (f) have a life as a researcher and enthusiastic in learning and implementing them. So that the focus of this study is to answer the question of how the government's strategy to improve the competence of teachers MTs through the creation and implementation of education legislation in the city of Jambi.

B. Research Methods

This study used qualitative methods. Data was obtained through in-depth interviews in order to obtain accurate data with the speakers. In addition, data were also obtained through analysis of documents, ie documents that a law or regulation relating to teacher competence. The validity of the data is ensured through the triangulation method, triangulation of time and resources. Once the data is obtained, conducted in-depth qualitative analysis of the data while the presentation is done by means of descriptive analysis.

C. Research Data

Implementation of teacher competence standardization aims to improve the quality of teachers, such as teacher discipline, teacher readiness prior to teaching, the ability of teachers in the learning process which includes improving the quality of learning methods, systems assessment, classroom management, and supervision. To that end, the implementation of teacher competency standards in public and private MTs is determined by the head of the School of Leadership. Based on the facts in the research findings are still some teachers, good teachers who teach at MTs and private teaching is not in accordance with their competence. This can be seen in the following table:

Table 1

Teacher Competency Standards Implementation at MTs in the Department of Religious of Jambi City

No	State School (MTs) Name	Teacher		
		Appropriate (%)	inappropriate (%)	Total (%)
1	MTsN Model Jambi	87,18 %	12,18%	100%
2	MTsN Kenali Besar Jambi	96,77 %	3,23 %	100%
	Amount	91,42 %	8,58 %	100%

Source of data: MTs in the Department of Religion Jambi city.

Based on Table 1 above can explain that 91.42% of teachers who teach at MTs in the Environment Department of Religion City of Jambi is in conformity with Article 8 of Law No. demands. 14 in 2005 and only 8.58% otherwise not in accordance with the teaching competence. While the implementation of the standardization of teacher competence Private MTs in the Department of Religious City of Jambi, can be seen in the following table.

Table 2.

Implementation of Teacher Competency Standards in Private MTs in the Department of Religious City of Jambi.

No	Private school (MTs) name	Teacher Competency		
		Appropriate (%)	Inappropriate (%)	Total (%)
1	MTs An-Nizham	36,36	63,64	100
2	MTs Tarbiyah Islamiyah	23,1	76,9	100
3	MTs Mazniyah	17,64	82,36	100
4	MTs Nurul Falah	25	75	100
5	MTs Asas Islamiyah	27,78	72,22	100
6	MTs Guppi	42,85	57,15	100
7	MTs Mahdaniyah	50	50	100
8	MTs Al-Khoiriyah	21,43	78,57	100
	Jumlah	29,91	70,09	100

Source of Data: Private MTs in the Department of Religious Jambi.

Based on Table 2 above can explain that 29.91% of teachers who teach in private MTs in the Department of Religious City of Jambi is in conformity with Article 8 of Law No. demands. 14 Year 2005 on teachers and lecturers and 70.09% declared incompatible with the teaching competence. Therefore, differences in the implementation of standards of competence of teachers in public and private MTs are not significant. From tables 1 and 2 may provide an explanation that the number of teachers who do not teach in accordance with its

competence totaling 88 teachers. In Tables 1 and 2 is also seen that there are some teachers who do not meet the academic qualifications, as the following table:

Table 3

Teachers are Not Meet Academic Qualifications at MTs in the Department of Religious City of Jambi

No	State School (MTs) name	Teacher qualification		
		Already Qualify (%)	Not Qualify (%)	Total (%)
1	MTs Model Jambi	92,30	6,70	100
2	MTs Kenali Besar Jambi	100	-	100
	Amount	95,71	4,29	100

Data source: Office of the Department of Religious Jambi.

Table 3 above explains that there is 4.29% of teachers who teach at MTs in the Department of Religious City of Jambi has not met the academic qualifications, and 95.71% had no academic qualifications meet, and it is relevant to Article 8 of Law no. 14 Year 2005 on teachers and lecturers and article 1 of Decree of the Minister of National Education. 16 Year 2007 on standard academic qualifications and competence of teachers. Unlike the private junior teacher in the Department of Religious Jambi. This is described in Table 4:

Table 4.

Teachers who are in the Academic Qualifying Private MTs in the Department of Religious City of Jambi

No	Privat School (MTs) name	Teacher Qualification		
		Already qualify (%)	Not qualify (%)	Total (%)
1	MTs An-Nizham	81,81	18,19	100
2	MTs Tarbiyah Islamiyah	84,61	15,39	100
3	MTs Mazniyah	88,23	11,77	100
5	MTs Nurul Falah	93,75	6,25	100
6	MTs Mahdaniyah	81,81	18,19	100
7	MTs Guppi	78,57	21,43	100
8	MTs Mahdaniyah	92,85	7,15	100
9	Al-Khoiriyah	92,85	7,15	100
	Total	87,18	12,82	100

Source of Data: Private MTs in the Department of Religious City of Jambi

Table 4 above explains that there are 12.82% of teachers who teach in private MTs have not met the academic qualifications, and 87.18% had no academic qualifications meet and yet relevant to the article 8 of the Law no. 14 Year 2005 on teachers and lecturers and article 1 of Decree of the Minister of National Education 16 Year 2007 on standards for qualification and competence of teachers. MTs teacher certification in the Ministry of Religious City of Jambi described in Table 5 below.

Table 5

MTs teachers who have and have not been in the Ministry of Religious Affairs Certification City of Jambi

No	State School (MTs) name	Teacher Certification			
		Alredy (%)	Not (%)	In process (%)	Amount (%)
1	MTs Model Kota Jambi	46,15	7,7	46,15	100
2	MTS Kenali Besar	58,0	12,90	29,04	100
	Total	51,42	10	38,58	100

Source: MTs in the Ministry of Religious Affairs City of Jambi

Table 5 The above explains that there are 51.42% of teachers already certified, there are 10% of teachers have not been certified and there are 38.58% of teachers who are certified. Thus, the implementation of the teacher certification MTs is in conformity with Article 8 of Law no. 14 Year 2005 on Teachers and Lecturers and Article 1 and No. 2 Candy. 18 of 2007 on the certification of teachers in his post. Private MTs teacher certification in the following table:

Table 6
 MTS Private Teacher Certification in Ministry of Religious Affairs City of Jambi

No	Privat school (MTs) name	Teacher Certification			
		Alredy (%)	Not (%)	In process (%)	Amount (%)
1	MTs An-Nizham	36,36	45,45	18,18	100
2	MTs Tarbiyah Islamiyah	15,38	30,77	0,91	100
3	MTs Mazniyah	35,29	35,29	29,41	100
4	MTs Nurul Falah	25	68,75	6,25	100
5	MTs Asas Islamiyah	22,22	77,78		100
6	MTs Guppi	28,57	50	21,43	100
7	MTs Mahdaniyah	7,14	78,57	14,29	100
8	MTs Al-Khoiriyah	14,29	85,71	-	100
Total		23,08	59,83	17,09	100

Sources: Private MTs in the Department of Religious City of Jambi

Table 6 explains that 23.08% of teachers who teach at MTs in the Department of Religious City of Jambi has been certified, and the teacher is not certified 59.83%, 17.09% are in the process of certification. For that, implementation of MTs Private teacher certification in the Ministry of Religious City of Jambi has not been in accordance with article 11 of the certification and Article 8 of Law No.. 14 Year 2005 on teachers and lecturers as well as chapters 1 and 2 in the Regulation of National Education. 18 of 2007 on the certification of teachers in his post. Because 69% of teachers are not yet qualified MTs Private certification. Therefore, to see the results of implementation of teacher competency standards in terms of national exam students at MTs and MTs Generally Private particular reality show is still much to repeat. This is described in Table 7:

Table 7
 Number and Percentage of Students Graduation grade 8 MTs students in the Department of Religious Affairs City of Jambi

No	State School (MTs) name	Academic Year			
		2005/2006	2006/2007	2007/2008	2008/2009
1	MTsN Model	90 %	97%	100%	100%
2	MTsN Kenali Besar	100%	100%	98,86%	100%

Data source: Office of the Department of Religious Jambi.

The table explains 90% of third grade students who took the national exam at MTs in the Department of Religion at the City of Jambi declared pass. In contrast to the third-grade students who took the national exam in Private MTs in the Department of Religious Jambi. This is described in the following table.

Table 8

Number and Percentage of Students Graduation third grade MTs Private student in the Department of Religious City of Jambi

No	Private school (MTs) name	Academic year			
		2005/2006	2006/2007	2007/2008	2008/ 2009
1	MTs An-Nizham	92,31%	90,48%	100%	100%
2	MTs Tarbiyah Islamiyah	100%	92%	99%	100%
3	MTs Mazniyah	65%	80%	95%	93%
4	MTs Nurul Falah	100%	100%	81%	93%
5	MTs Guppi	55%	85%	99%	100%
6	MTs Mahdaliyah	100%	100%	95%	100%
7	MMTs Asas Islamiyah	92,5%	96%	100%	100%
8	MTs Al-Khoiriyah	78% 23,53%	71,43%	96,55%	88%

Data source: Office of the Department of Religious Jambi.

From Table 8, it can be understood that the future of existing private junior in the Department of Religious City of Jambi in the school year to increase student graduation class III national exams. Similarly, the number of students who successfully passed the national exam every year subjects showed an increase in positive enough. Thus the average value of the subjects students can be seen in the following table.

Table 9

The average value of Subjects State MTs Students in the Department of Religious Affairs City of Jambi.

Subject	Score average on academic years			
	05/06	06/07	07/08	08/98
Bahasa Indonesia	7,49	7,29	6,40	9,40
English language	7,75	7,87	7,94	9,60
Mathematic	8,50	8,14	8,02	8,75
Science	-	-	7,65	8,50
Total	23,74	23,03	30,01	30,01

Table 10

Average value MTs Private Lesson Students in the Department of Religious City of Jambi

Mata Pelajaran	Score average on academic years			
	05/06	06/07	07/08	08/98
Bahasa Indonesia	6,27	6,35	5,96	5,91
English language	6,99	5,59	6,56	7,69
Mathematic	7,93	6,20	7,64	7,89
Science	-	-	7,50	7,47
Total	21,19	18,14	27,66	28,96

Source: Ministry of Religious Affairs City of Jambi, 2005-2008.

Based on the table above, it can be explained that the results of the national test scores of students of class III MTs each subject in the Ministry of Religious Affairs City of Jambi, is in conformity with Articles 25 and 66 paragraph 1 of the PP. 19 year 2005 on national education standards. While the results of the Grade III national exams on subjects in Private MTs in the Ministry of Religious City of Jambi, not in accordance with article 25,

paragraph 1 and 66 in the PP. 19 of 2005 on national education standards reads: National Examination measures the competence of learners in a group of subjects in science and technology, in order to assess the achievement of national standards by learners, educational unit, and or / programs.

Article 66, paragraph 3, national test results can be compared both among educational units, between regions, and between the time for monitoring the quality of education nationwide. Article 68, national exam results serve as a basis for selection to proceed to higher Education units can perform the selection by using instruments not tested the material selection role in the national exams, such as aptitude tests, scholastic, intelligence tests, interest tests, aptitude tests, health tests, or other tests in accordance with the criteria in the education unit.

D. Conclusion

Based on the findings of the above authors, we can conclude that the substance of the regulations implementing the standardization of teacher competence MTs in the Department of Religious City of Jambi had to be implemented as it is. Thus, implementation of regulatory standardization of teacher competence MTs in the Ministry of Religious City of Jambi has been going well, so as to improve the quality of education. This is demonstrated by the increase in the number of teachers who get certification and performance competence of teachers and number of students and graduation in the national exams start of the school year 2005/2006 to the academic year 2008/2009.

E. Recommendations

1. Governments need to review the Law 20 Year 2003 on National Education System, which has not been evenly felt by all the people of Indonesia.
2. Governments need to plan concrete steps on the promulgation of Law. 14 of 2005 on Teachers and Lecturers are not yet fully able to improve the quality of implementation of the standardization of teacher competence Private MTs in the future, especially with regard to the recruitment of junior teachers who have sufficient competence, so as to meet the needs of Subjects.
3. The Government and local authorities shall coordinate the implementation of PP. 19 Year 2005 on National Education Standards MTs Private particular to obtain equality with MTs and other public schools.
4. Government and regional governments need to conduct an evaluation of the achievement of the implementation of a teacher competency standards in public and private MTs in the Ministry of Religious Affairs and the City of Jambi in particular public and private MTs throughout Indonesia in general. This activity is a positive impact on development efforts are continuing achievement of teacher competency standards MTs, both now and in the future. That is, in the formulation and realization of a rule to be followed with the maintenance effort, anticipation, corrections, and significant improvements to achieve human resource development of humanity and balanced sound.
5. Head Office of the Department of Religious City of Jambi need to formulate a direct identification of measures to standardize the implementation of the competence of teachers in public and private MTs in the Ministry of Religious City of Jambi in order to obtain accurate data on teacher guidance to existing MTs, both Public and Private.
6. Principal existing MTs in the Department of Religious City of Jambi as officials spearhead development of teachers and students in schools should not assign the teachers are not in accordance with its scientific competence. This suggests that the teacher does not meet the required standard of competence in all the regulations that have been outlined.

Reference

- Anderson, James. *Public Policy Making* (New York: Holt, Rinehart and Winston (1996)) dalam Budi Winarno. *Peraturan Publik: Teori dan Proses* (Jakarta:Med Pres), 2008.
- Azra, Azyumardi, *Paradigma Baru Pendidikan Nasional*, Jakarta: Kompas, 2006.
- Balir, Tony. *Modernising Government with Paper Presented to Parliament by the Prime Minister and the Ministret for Cabinet Office and by Command of Her Majesty*, March 1999.
- Bardach, Eugene. *A Practical Guide for Policy Analysis the Einghtfold Path to More effective Problem Solving*, New York: Seven Bridges press, 2007.

- Dunn, William N, Pengantar Analisis Peraturan Publik, Terjemahan Fakultas ISIPOL UGM, Yogyakarta Press, 1981.
- Fremont E. Kast and James E. Rosenzweig, *Organization and Management; A System and Contingency Approach* :USA: McGraw Hill Book Company, 1985.
- Greston, *Public Policy Making in A Democratic Sosiality: A Guide to Civic Engagement*. New York: M.E. Sharp, Inc, 1992.
- James L. Gibson, et. al, *Organization; Behavior, Structure, Processes. Twelfth Edition* :York: McGraw Hill, 2006.
- James V. Hoffman and Sarah A. Edward (Ed), *Reality and Reform in Clinical Teacher Education* : New York: Random House, 1986.
- Johnson, Charles E, *Answers to some Basic Question About Teacher Competencies and Competency*: based Education, 1980.
- Jones, Ch. O. *Introduction to the study of Public Policy*. Terjemahan Ricky Istamto. Jakarta: PT. Raja Grafindo Persada, 1994.
- Jones Charles O, *Pengantar Peraturan Publik (di terjemahkan oleh RiCky Islamto)*, Jakarta: Raja Grafindo Persada, 1996.
- Kadibyono Mertodiharjo and T.Raka Joni, *Pengembangan Pendidikan Guru dalam Konteks pembaharuan Sistem pengadaan Tenaga Kependidikan*, Jakarta: P3G Depdikbud RI 1980.
- Kennet H. Blanckhard and Paul Hersey, *Management of Organizational Behavior*, New Jersey: Prentice-Hall, Inc, 1993.
- Kreitner, Robert dan Angelo Kinicki, *Organizational Behavior*. Seventh Edition :New York: McGraw Hill, 2007, h. 156.
- McShane, Steven L. dan Mary Ann Von Glinow, *Organizational Behavior*, New York: McGraw Hill Companies, Inc., 2008.
- Palan, R. *Competency Management; Teknik Mengimplementasikan Manajemen SDM Berbasis Kompetensi untuk Meningkatkan Daya Saing Organisasi*. Terjemahan Octa Melia Jalal , Jakarta: PPM, 2007.
- Robbins, Stephen P. *Organizational Behavior, Tenth Edition* (New Jersey: Prentice Hall, Inc., 2003).
- Smallwood, R.T dan Nakamura, *The Politic of policy Implementation*, New York: St. Martin's Press, 1987.
- Sardiman, *Intraksi dan Motivasi Belajar-Mengajar*, Jakarta: Raja Wali, 1990.
- Sisdiknas, *Standar Kompetensi dan Sertifikasi Guru, Bandung* : Remaja Rosdakarya, 2008.
- _____, *Undang-undang Republik Indonesia Nomor 14 Tahun 2005 Tentang guru dan Dosen*, Bandung: Citra Umbara, 2006.
- _____, *Undang-Undang Republik Indonesia Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional 2003*.
- Sharkansy, Ira dan George C, Edward. *The Policy Predicament*, San Fransisco: W.H. Freeman Company, 1998.
- Sumardjono, Endro, Hayadin, dan Bardiati. *Mengembalikan Wibawa Guru* (Jakarta: Balai Pustaka), 2009.
- Thomson, Jhon, *Policy Making in Amirican Publik Education*, New Jersey: Prentice-Haal, Inc, 1976.
- Tilaar, H.A.R. *Kekuasaan dan Pendidikan* (Magelang: Indonesia Tera), 2003.
- , *Analisis Peraturan Pendidikan* (Bandung: Remaja Rosdakarya), 1993.
- , *Peraturan Pendidikan* (Yogyakarta: Pustaka Remaja), 2008.
- , *Menggugat Manajemen Pendidikan Nasional* (Jakarta: UNJ), 2008.
- .Wikipedia, *The Free Encyclopedia, Competence* (Human Resources), 2006 ([http://en.wikipedia.org/wiki/Competence_\(human_resources\)](http://en.wikipedia.org/wiki/Competence_(human_resources)))
- Yumana. *Masalah Filosofi Nasional*. Artikel, Jakarta: Kompas, Mei 2003.

The IISTE is a pioneer in the Open-Access hosting service and academic event management. The aim of the firm is Accelerating Global Knowledge Sharing.

More information about the firm can be found on the homepage:
<http://www.iiste.org>

CALL FOR JOURNAL PAPERS

There are more than 30 peer-reviewed academic journals hosted under the hosting platform.

Prospective authors of journals can find the submission instruction on the following page: <http://www.iiste.org/journals/> All the journals articles are available online to the readers all over the world without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. Paper version of the journals is also available upon request of readers and authors.

MORE RESOURCES

Book publication information: <http://www.iiste.org/book/>

IISTE Knowledge Sharing Partners

EBSCO, Index Copernicus, Ulrich's Periodicals Directory, JournalTOCS, PKP Open Archives Harvester, Bielefeld Academic Search Engine, Elektronische Zeitschriftenbibliothek EZB, Open J-Gate, OCLC WorldCat, Universe Digital Library, NewJour, Google Scholar

