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Research Article

The Effect of School Based Management to Teacher Professionalism of Senior High School in Central Lampung

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Abstract: This study aims to find out there is a direct effect of school-based management in the professionalism of teachers. Subjects were teachers who served in secondary schools in Central Lampung, participants were 40 teachers. The study used a survey method causal. The study proved that the school-based management influence on the professionalism of teachers. This means that peninggkatan professionalism of teachers is essentially the improvement of the quality of education within the scope of narrow and wide, can be done by increasing the school-based management.

Keywords: school-based management; professionalism of teachers

INTRODUCTION

National Program Education today is facing four fundamental crisis, which is related to the quantity or efficient external relevance, elitism, and management. Further proposed by Tilaar (2000) of the above raises at least six national education staple masala h (1) decreased its character and morals of students, (2) equal opportunity for learning, (3) low internal efficiency education system (4) institutional status, (5) management national education, (6) s umber power yet professional.

Law no. 22 of 1999 on Regional Autonomy and Law no. 25 of 1999 on the balance of central and local finances. The law brought changes in many areas of life, including education, when the previous management education is a central authority with the enactment of the legislation, the authority is transferred to the city and county governments. In connection with the Sidi (2000) suggested four issues of national education policies that need to be reconstructed in the framework of regional autonomy, with regard to improving the quality of education, efficiency management of education, as well as education relevance and equal opportunity for education.

First, u marsh improving the quality of education is done by setting goals and standards of educational competence, namely through a consensus between the government and the whole society. Standards of competence

may vary between schools or between areas of national competency standards will result in a minimum standard level, normal and superior. Second, p Increased efficiency in the management of education leading to school-based education management, to give confidence that wider school to optimize the resources available to achieve the goal of education is expected.

Thirdly, p directs me the Increased relevance of education in community-based education. Increasing the role of parents and the community at the policy (decision-making) and operational level through a committee (council) of the school. The committee consists of principals, senior teachers, parent representatives, community leaders, and student representatives. The role of the committee includes planning, implementation, monitoring, and evaluation of school work programs. Fourth, educational services lead to equitable education. This case regarding the implementation of the education funding formula that is fair and transparent, equitable distribution of educational quality efforts with the minimum competency standards, as well as the distribution of education services for students p there are all levels of society.

The desire of the government, outlined in state direction for the management of education directed to decentralization, demands active participation of the community to realize regional autonomy. Therefore, school readiness is also needed, as the spearhead of the operational implementation of education, on the bottom line. An education system that can accommodate all essential elements is expected to emerge from the district and city governments as autonomous authorities. Education that had been managed centrally (centralization) should be amended to follow the rhythm is growing. Regional autonomy as a political policy at the macro level will affect the autonomy of schools as a sub-system of national education.

The provision of broad autonomy of education in schools is the government's concern for the symptoms that appear in the community as well as efforts to improve the quality of education in general. This grant requires a more conducive management approach in schools to accommodate all the wishes as well as empowering various components of society actively, to support Progress and systems that exist in school.

Within this framework, SBM or SBM is an alternative form of school in the decentralization program in the field of education characterized by broad autonomy level, school, and community participation in the national policy framework. Autonomy is given so that the school can manage resources by allocating the appropriate priority needs and responsive to the needs of local communities. Community participation is required to understand education, help, and control the management of education. In this concept, the school is required to have a high responsibility, both to parents, community, and government.

The basic concept of strategic school-based management for educational institutions based on an etymological standpoint, the word strategic in an organization's school-based management, can be interpreted as a major systematic way and tactical way of implementing school-based management, aimed at the organization's strategic objectives. Systematic design that, within an organization is called strategic planning. In the course of its history, the environment of the organization of understanding of strategic school-based management has evolved.

There are several opinions about school-based management and achievement efforts that are often called strategies. A.Hunger and Wheelen (2007) argues as follows: " strategic school-based management is a set of managerial decisions and actions that determine the long-term performance of an organization ". Strategic school-based management includes environmental scanning, strategy formulation (strategic planning), and the strategic implementation and control and evaluation. Because the study of school-based management school's strategic emphasis on monitoring and evaluation of environmental opportunities and threats based on analysis of the strengths and weaknesses of the organization.

Professional teachers are the determinants of quality processes and quality outcomes. To be professional they must be able to find self-identity and self-actualization. The very low priority of educational development over the past few decades has had a profoundly

bad impact on the life of the nation and the state.

Several factors can affect the success of the MBS, in this case, Sa'ud (2005) argues, the factors - factors considered to determine the successful implementation of MBS include: (1) clarity of responsibility of the school institution within development school programs, (2) Leadership professionalism and democratic decision-making processes of participatory principals and school management is transparent, (3) the feasibility of facilities - educational facilities available and support the implementation of school programs, (4) the high quality of work And (5) the high quality of participation and support of local stakeholders, especially parents and the community towards the implementation of school programs in various aspects from various sources that are known, to date There has been no source of field-based research on how these factors support the implementation of SBM in Indonesia, especially in primary schools.

A good organization must have a purpose, a vision and a mission, the goals of the organization can not be achieved by individuals who work independently, but better and more efficiently through the cooperation of all group members in the organization. What is required in this case is the agreement overview of purpose, vision, and mission of the organization. Based on the above, this research problem hindered formulated as follows: "Is there influence school-based management of the professionalism of teachers? ". Usefulness of the research for the study background (practically) mean the findings of this study can provide input to policy makers relating to goal-based management school launched since a few years ago.

METHOD

This research approach causal survey method means that research conducted on the population, but the data studied are the sample data, and relationships between variables are existing causal variables and path analysis technique. The population in this study is the public high school in the district of Central Lampung. The affordable population is the number of teachers from three schools

representing sub rayon, a sampling frame of 149 people. As the target population of State number of teachers in high schools in Lampung Tengah, represented by three schools with school teachers 149 teachers. According to Arikunto if the number of large subjects can be taken 10- 15% or 20-25% then the population is taken 26.84 samples then the number of samples is 40 teachers spread across 3 schools. The samples from the sampling frame of each school are determined in proportion to such detention in Table below:

Table 1 Population and Sample Research

No	Nama Sekolah	Jumlah	
		Populasi	Sampel
1	SMAN Gunung Sugih	53	14
2	SMA N Padangratu	41	11
3	SMAN Seputih Mataram	55	15
	Jumlah	149	40

Instruments for collecting data, facts, and information are teacher professional instruments and School Based Management Instruments. Data analysis technique

To test the hypothesis with variance analysis, particularly one lane variance table according to a factorial design at a significance level $\alpha = 0{:}05$. The analysis that compares several variances together and to determine the level of significance testing one variable that is combined with the independent variable on the dependent variable. therefore followed by a test to look at the interaction in the variance. Besides the analysis of variance table of the path followed by Tukey test, also performed path analysis to determine the correlation coefficient between variables and path coefficient calculation to test the level of significance of the influence of several variables in the study.

RESULT AND DISCUSSION

Description of data School Based Management

School-based Management scores range from 38 to 190 and an empirical range from 136 to 155, the average price = 144.5, deviasi

standard (SD) = 5.363, Mode (MO) = 139, median (Me) = 143.

Table 2. Frequency Distribution Based Management Score at school

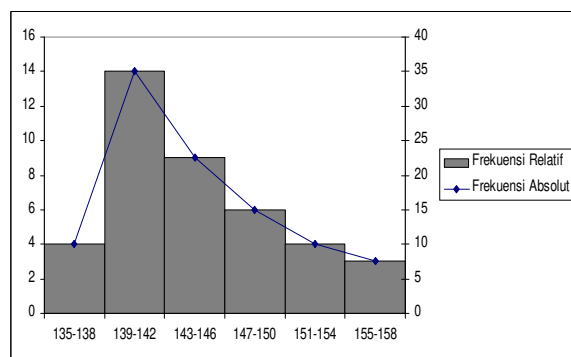| Kelas	Interval Frekuensi	Frekuensi Absolut	Frekuensi Relatif
1	135 - 138	4	10
2	139 - 142	14	35
3	143 - 146	9	22,5
4	147 - 150	6	15
5	151 - 154	4	10
6	155 - 158	3	7,5
		40	100

Figure 1. Histogram Charts and School-Based Management Polygons

Teacher Professionalism Data Description

The Professional Score is in the range of 36 to 180 and the empirical range from 126 to 146 the average price ( ) = 135.525, s tandar defiasi (SD) = 6.012, m odus (MO) = 129, median (Me) = 134. (Tabel 3)

Testing hypothesis

Testing the hypothesis in this study the authors to use it an analysis as follows:

One-way analysis of variance; effect school-based management and climate at school organization on the professionalism of teachers. Based on the source of variance between groups, based variance analysis (Appendix 9) obtained figures calculated F: 30.76> = 3.25 ft for = 0.05 = and db = 2/38, then Ho is rejected. This means that there are significant differences between the three groups.

Table 3 Frequency Distribution of Master's Professional Score

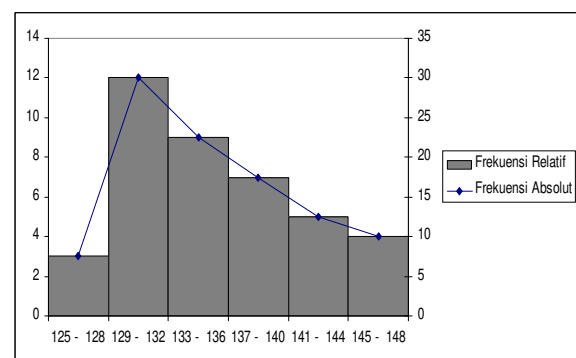| Kelas	Interfal Frekuensi	Frekuensi Absolud	Frekuensi Relatif
1	125 - 128	3	7,5
2	129 - 132	12	30
3	133 - 136	9	22,5
4	137 - 140	7	17,5
5	141 - 144	5	12,5
6	145 - 148	4	10
		40	100

Figure 2. Graph of Histogram and Polygon of Teacher Professionalism

Test followed by Tukey's test; Due to the interaction between variables then further need to do further test to see which group of interaction give more influence to teacher professionalism. In this study used advanced test Tukey test, because the group has the same amount of data, respectively Q table 40. From the calculation with (α: 0, 05; 2: 40) = 2.86 being Q table with (A: 0, 0 1, 3: 40) = 3.82. Qk (X1 to X3) = 12.64 is very significant, Qk (X2 to X3) = 9.71 is significant, Qk (X1 to X2) = 2.92 is significant.

School-based management and school organization climate greatly influenced the professionalism of teachers, school-based management while giving a greater influence on the professionalism of teachers compared with the effect on the organizational climate of the school.

Path analysis

Coefficient correlation between variables; professionalism teacher as an endogenous variable affected by climate-based management school and the school organization as

exogenous. X1 is a school-based management, X2 is the school's organizational climate and X3 is the professionalism of teachers. From the results of regression analysis and correlation obtained correlation coefficient as follows r12 = 0.97; R13 = 0.95 and r23 = 0.96 are then included in the correlation matrix in appendix 10.

Coefficient r; correlation coefficient and added to the correlation matrix and then analyzed to obtain the path coefficient (influence). From the analysis path coefficient (influence) P31 = 0.940> 0.05; P23 = 0.940> 0.05 means and P12 = 0.970> 0.05.

CONCLUSION

Based on the results of the study as outlined in the following conclusion can be made direct influence school based management of the professionalism of teachers. Kan mem research results evidence that school-based management affects the professionalism of teachers. This means that improving the professionalism of teachers, which in essence is improving the quality of education in a narrow and broad scope, can be done by improving school-based management. Their influence on the school-based management professionalism of teachers provides input into consideration the principal, the head of the Department of Education, or related parties with regard to how school-based management can be implemented optimally. To make it happen, all efforts must be done in the form of guidance, supervision, and not least the attention to the provision of school facilities and infrastructure and to give the right in accordance with the professionalism of a teacher.

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