

The Design of Management System through Using Total Quality Education Service at Some Schools in Medan

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Abstract: *This study is initiated by the examination of the problems occurring in regards the management of school administration, which automatically impacts the downgrade of the quality of education in schools as the service agent to public. Moreover, it is considered to be addressed to produce the model design of school management development which may be implemented in many schools in the future. The examination uses the research and development approach as the methodology of the examination and conducted for 3 years within 3 research steps in each year. In the first year of the examination, need assessment was conducted to identify and fetch the premier data, references and the exploration of human resources in the targeted schools. While in the second year, the examination was proceeded to the development of the model. Finally, the third year, the examination was ended to the evaluation of the data collections through taking samples to be interviewed and documentation of references. In accordance with that examination, the empirical results adjust some competency of teachers which encompass: (1) team leader, (2) result orientation, (3) oral communication, (4) costumer focus, (5) achievement orientation, (6) problem solving, (7) computer literacy, (8) listening, (9) stress oriented, (10) applied learnin. The analysis numbers showing the result is still good. It shows that there is a significant relation in teachers' competencies either from elementary schools and even high schools in building the outcome of education.*

Keywords: *teachers' competencies; education service; management system*

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I. Introduction

The performance of education institutions, especially schools nowadays expected to be able to maximize the transfer of knowledge within optimizing the development of students. Education sector is considered as the agent of change which is potential to emerge the development and shape the character of nation and civilize the citizens. Management of an educational institution is essentially not only to maintain its existence but also at the same time led him to produce output according to the demands and needs of the community. In order service and the quality of education can be realized well, it must be supported by good performance by all components inside the institutions because schools that fail to compete will fail to compete answering market's demands.

In accordance with that analysis, the challenges educational institutions (schools) should face today is how to manage a school that should survive providing the needs of the user of community, academically and administratively. However, to provide the best schools the institutions often experience a dilemma. Because only school that survive are able to prevail the needs of the user of community, while those which cannot survive will eventually abandoned for failing to fulfill its promises. Many institutions that were once great school eventually closed or have long operational but are difficult to develop.

Due to that, the authors believe that the school failures are caused by fundamental factors, namely the lack of managerial skills of a high school principal in managing the school, because the school management system almost entirely concentrated on the principal as manager. Various organizational theories are still believed that all managers (principals) must be able to perform its function and its role in management practices. According to Griffin (2002); Lussier (2007); Robbins and Coulter (2007) a manager must be able to perform four functions, namely: design, organization, leadership, control and simultaneously execute that role: the role of management, interpersonal, informational and decision-making. Luthans (2005) based on the results of meta-analysis concluded that the effective performance of an organization is strongly influenced by the factors of leadership (managers). He concluded essence of leadership is the main controller of the retention and loyalty of

employees, where the turnover rate is high enough, and a high level of leadership as a construct that affects the employee to the future, the vision, values and cultural creation.

Based on preliminary studies in several schools both public and private, it is known that the managerial school is still difficult to determine the exact criteria of success for the school and connect with the ability, skills and characteristics of existing personnel and required to produce maximum performance. Finally, the school does not have a plan and strategic objectives in creating a competitive advantage.

Quoting what Hardjosoedarmo (2004) says. That the failure of a school institution caused by several things, including: (1) there is not enough appreciation of the urgency of the change from school personnel, (2) the absence of a strong core group, (3) there is no leadership vision clearly, (4) no available school resources, (5) there is no systematic action plan to achieve short-term benefits, (6) are too easily satisfied with the results achieved, and (7) is not supported by the transformation of the organizational culture. Furthermore, Sagala (2007) says that in terms of educational problems are always covered almost 80% ranged in development of curriculum issues, packaging material, teaching methods and media, education and training of teachers and matters related to teaching and learning, while the problems structural (institutional management of education) has barely got a touch and adequate attention.

In this regard, the system of administration or management problems in schools needs attention through research and development. Through the design of competency management system model (competency management system) which will be in this study. The expected results will help the school management in managing and developing administrative systems education services, so that schools can plan its strategic objectives to achieve a competitive advantage as well as to develop human resources in achieving their best performance. The purposes of this study are: (1) designing a competency model management through exploration expertise, knowledge and skills of personnel employed at the school, (2) measure the impact of behavior for the growth and development of competency models, (3) applying a model of competence in schools to become a quality management system based on school education services.

II. Literature Review

Many good organizations which engage in business, industry and education services found that the key to achieving the highest level of competence of the organization is the ability to maximize the benefits of the organization, such as a product known to the public, technology, assets, quality education programs and others. One of the keys to gain successes in operating the organization is the human resources (HR) inside the enterprises. Mathis and Jackson (2005) states that the value of a product is determined by how effective the communication which generates the benefits of these products, so it can be acceptable to consumers and they cannot be separated from the human resource capacity within the organization to use the most appropriate performance.

Today, there has been a clash of paradigm in the field of management. Many management experts in the field believe that the increase in performance and productivity are directly related to how to manage human resources is good and is no longer on the availability of tools (technology) as well as funds. Robbin and Coulter (2007) states that many modern organizations now claim that people (human resources) are our most important asset. Mathis and Jackson (2002) believe that HR management organization can help create an important strategic advantage and can help organizations sustainable competitive advantage.

In the study of competency models to focus more on how the strategic planning process and more about to apply human resource management functions to achieve competition. Sallis (2010) states in education, competitive concept also deals with how to improve the quality of education in the process of education and teaching and quality assurance and quality management. Improving the quality of education must also be supported by resource quality educators. This is in accordance with the Law. 14 year 2004 on Teachers and Lecturers, which states that a teacher and lecturer has four competencies required, namely (1) personal competence, (2) social competence, (3) pedagogical competence, and (4) professional competence.

The competence in the assessment of human competence model is an important factor that must be developed, maintained, and improved, because it can provide benefits and advantages for the organization. Spencer and Spencer (1993) defines competence as a number of individual characteristics associated with the reference criteria of expected behavior and performance in a job or situation that is expected to be met. Colquitt, et al (2007), Slocum and Hellrigel (2009) states that natural talent and competence include study skills needed to succeed in completing a variety of tasks. Ability is a natural gift that helps employees learn specific tasks faster and does it better.

Byham, William and Moyer (1996) stated an organization will have an advantage if it is able to develop the competencies of human resources of the organization, where one of the approaches is the balanced score card of Kaplan and Norton, 2002. Balanced scorecard is the basis for implementing management competency model development. Balanced scorecard is a model strategy that has been able to improve the quality of its implementation on a variety of service companies. Kaplan and Norton (2002) states that by

applying the competency model, organizations will more easily integrate and analyze each of perspectives that exist in the organization and planning, so that the process of achieving the organization's strategic goals more measurable. With the model of balanced scorecard objectives and measures view organizational performance from four perspectives, namely: (1) financial, (2) customer, (3) internal business processes, and (4) learning and growth.

Furthermore, according to Kaplan and Norton stated that the development of management competencies providing executive management organizations can now measure how much of their business units are able to create value for customers (consumers) organization's current and future. This model includes a variety of value-creating activities generated by organizational participants who have the ability and motivation. Many organizations already have a performance measurement system that includes a variety of financial and non-financial measures. According to Manopo (2010) as for the benefit of the implementation management competency model development, among which are: (1) recruit the best people in accordance with the work and needs of the school, (2) maximize productivity, (3) provide an opportunity to press feedback 3600, (4) adaptation to change, and (5) linking behavior to the strategy and values of the organization.

In school management, Sagala (2007) said that the management competency model emphasizes that all financial and non-financial measures should be part of the personal information system for all levels of school management. Manopo (2010) by applying to the school competency model focusing on the realm selection, training and development, performance appraisal and career planning that must have an effect on an individual' achievement according to area and their respective duties. Dubois (1993) mentioned competency development over tactical or operational measurement system. Kessler (2009) stated how large organizations improve internal capabilities and investment in human resources. The assumption, that in an organization there are many behaviors that are necessary and the implementation will be different within and between organizations. The behavior of 'x' allows effective in one area and a specific organization, but may not be effective in the area or other organization. Ivancevich, Konopaske and Matteson (2005) said that to achieve the best performance of the organization, management must have the capability of identifying abilities, skills and personal characteristics of the people in the organization.

According to Manopo (2010) that a competency model leads to two kinds of important questions, namely (1) whether the skills, knowledge, and characteristics required in the job, and (2) what behaviors have a direct impact on the performance and success on the job. Where did Hardjoesoedarmo (2004) in implementing competency models are management principles that must be implemented, namely: (1) *the school must be able to draw up plans and position themselves according to ability and potential, which optimizes all available school resources to achieve the objectives of the school*, (2) *be able to respond to strategic issues such as school-based management, curriculum unit level of education, teaching contextual, and so the school management to improve quality*, and (3) *emphasize objectivity, scientific and systematic strategy for implementation*.

The model also describes the combination of behavioral competence between knowledge, skills with the characteristics required for its role in the organization in an effective and appropriate performance. Where Spencer and Spencer (1993) divides competence in 2 dimensions, namely (1) *orientation for achievement*, and (2) *initiative*. Dubois (1993) classifies the human dimensions of competence, namely (1) *applied learning*, (2) *integrity*, (3) *impact*, (4) *initiating action*, (5) *follow-up*, (6) *aligning performance to success and success*, (7) *change leadership*, and (8) *coaching*. While Kessler (2009) divides the dimensions of organizational competence (1) *analysis*, (2) *quality orientation*, (3) *customer focus*, and (4) *decision making*. Than According Selvi (2010) there are 9 dimensions of teacher competence; (1) field competencies, (2) research competencies, (3) curriculum competencies, (4) lifelong learning competencies, (5) social-cultural competencies, (6) emotional competencies, (7) communication competencies, (8) information and communication technologies competencies (ICT) and (10) environmental competencies

III. Methodology

The method used in this research is descriptive quantitative approach. the findings and research data is described with a value approach. This research is a development (developmental research). In the first year of this research is the exploration of research, which includes observation and data collection. The population was elementary school teachers (Sekolah Dasar), middle school (Sekolah Menengah Pertama) and high school (Sekolah Menengah Atas) Public and Private in the city of Medan numbered 3420 people. Samples penelitian (respondents) are school teachers in elementary, middle and high school are taken by schools that have been determined. Sampling technique using purposive sampling, the samples were intentionally set. This is how I did considering the study population very much. According Arikunto (2010) purposive sampling (samples intended) that the researchers used sampling techniques if researchers have certain considerations in determining sample. In connection with that, the sample is determined by:

1. School studied is located schools and districts are where the abode of the researchers.

2. Schools studied are schools with quality classifications that independent pre school (SPM) and the pre-school national standards (Pre SSN) and national standard schools (SSN), it is determined as follows:
 - a. For independent pre school at the primary level by 2 school, junior high school and as much as 2 to as many high school 1 school.
 - b. For pre-school school national standards at primary school level by 2 school, junior high school and as much as 2 to as many high school 1 school.
 - c. National standards for school at the primary level by 2 school, junior high school as much as 2 and as many as 1 school to high school.

Samples are specified grade level teachers, elementary, middle and high schools are being used as well as private study. These schools and the number of data sample:

No	Level	School	District	Sampling
1	SD (Elementary)	SD Negeri No 060971	Medan Tuntungan	6
2		SD Negeri No 064025	Medan Tuntungan	12
3		SD Negeri No 067242	Medan Sunggal	17
4		SD Muhammadiyah 12	Medan Helvetia	19
5		SD Nurul Azizi	Medan Sunggal	12
6		SD Rahmad Islamiah	Medan Helvetia	7
Total				73
1	SMP Middle High	SMP Muhammadiyah 4	Medan Helvetia	3
2		SMP Swasta IKAL	Medan Sunggal	6
3		SMP Bina Saudara	Medan Baru	8
4		SMP Rahmad Islamiyah	Medan Helvetia	13
5		SMP Nurul Azizi	Medan Sunggal	3
6		SMP Al-Ulum Terpadu	Medan Tembung	8
Total				41
1	SMA High School	SMA Rahmad Islamiyah	Medan Helvetia	4
2		SMA Angkasa 1	Medan Polonia	12
3		SMA Muhammadiyah 3	Medan Helvetia	3
Total				19
Total Average				133

Source: Data processed Research, 2012

In this study, data was collected primary data sourced from the observations as much as 133 respondents consisting of 73 respondents from elementary school classroom teachers, 41 classroom teachers and 19 junior high school classroom teachers. Before data analysis first tested the normality of data research. It is necessary to determine whether the samples taken have representatives of the population. For hypothesis Ho assumed "that the data came from a normally distributed population." Decisions will be made if the confidence level (sig) accounted result is greater than the level of confidence at $\alpha = 0.05$ or 0.01 . It was concluded that the sample comes from a normally distributed population. Significant at $\alpha = 0.05$ and 0.01 for Sig (*) $0.200 > 0.05$ and 0.01 . This means that research data is the data that presentatif as research data. Furthermore, to test the connection to see if there is a correlation between respondents within each stratum using Chi Square formula:

$$\chi^2 = \sum_{i=j}^B \sum \frac{(O_{ij} - E_{ij})^2}{E_{ij}}$$

Reckoning sytem with $\alpha = 0.01$ and $df = (3-1) (6-1) = 10$, in the table can be chi squared = 23.2 is smaller than the chi squared = 34.98 count. Concluded there is a relationship between each of the research data. Furthermore, this study procedure consists of several steps or stages that do, are as follows:

Step 1: Observation and Data collection.

Activities in this stage aims to study things that are considered critical and important issues related to the role and performance of routine activities that already exist in the school. Here, the researchers first determine the population of existing positions (s) prior to the interview and group discussion. Activity data collection do the reviewing and analyzing documents the work of the respondents are required to identify activities and behaviors needed next. As for the stages of the research process, namely:

- (1) Identify the inputs, processes and outputs, namely the identification of work procedures, work activity and display the results of the work.
- (2) Determine the objective of identifying the quality of work, cost, flexibility, security and comfort of work.
- (3) Establish indicators, which define indicators for each activity.
- (4) Connecting with a particular role, which connects each activity or activity with a specific role.

Step 2: Collecting and Processing Data

The next step is to collect and process data from all the activities and work activities that have been identified based on job descriptions, processes, work procedures, performance indicators. Data summarized into information to be validated through a process of discussion and interviews with the holder of the highest office in the school.

Step 3: Define and Validation of Competency

Based on observations, interviews, surgical data and focus group discussions, the next step is to determine and map the competencies that are known, and then make the type of competencies and competency definitions and behavioral criteria that are expected to emerge. Furthermore, validating the competencies actually require charged position or office. The procedure of this research using large line described as follows:

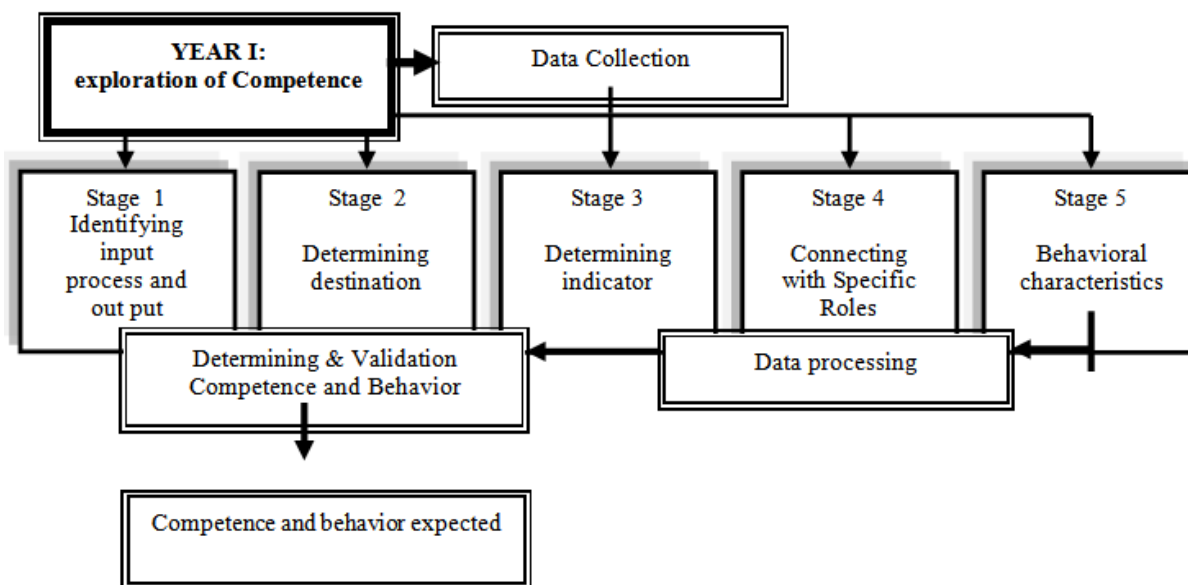


Figure 1: Implementation Research Pcedure

Data sourced research that the author collected from respondents in several elementary schools, junior high schools and high schools, both public and private, in the city of Medan which has been determined through the above mechanisms. Data collection in this study using the following techniques:

- Observation. Observation is done by observation and tracking the activities and events of all respondents and school activities as a whole in order to start data collection. Observation tool to use list / sheet observation with the observed dimensions of competency 10 (ten) with elaboration grain dimensions were 38 items about the observations.
- Interview. Interviews were conducted in order to identify the competencies of the position holder in the school and other personal directly, using the list of interviews that have been prepared ahead of time.
- Documentation. Documentation made for the collection of data that has been available in schools descriptions related to the job and the work of all personnel in the school.

The observation instruments as follows:

Competency	Indicator
<i>Team Leadership</i>	1. Being able to ensure the group has all the information necessary, explain all decisions enforced and how the role of each individual contributing to the achievement of goals and works to achieve effectiveness, morale and productivity, and build team spirit. 2. eing able to make other people take part in the mission, goals, agenda, climate and policy groups and a good example for their members.
<i>Result Orientation</i>	Ability to monitor performance and improve work processes, formulate measurable objectives and challenges, and analyze the costs and benefits ..
<i>Oral communication</i>	1. Ability to convey information clearly, showing a professional attitude, and be able to explain problems or complex issues and procedures with the language and easy to understand. A 2. Maintaining the listener's attention through the use of techniques, motode-methods, body language and noise suppression. M 3. Se

	eking input from listeners, check for understanding, presenting the message in different ways to enhance understanding of the listener.
<i>Costumer focus</i>	Trying to understand the customer, actively seeking information to understand the situation, problems, expectations and needs of customers and to build a close and collaborative relationship with customers.
<i>Orientation for achievement</i>	Having passion to try, a high degree of awareness of the business and the completion of the work in a more well above the standard that has been set
<i>Problem Solving</i>	Determining the root of the problem by asking the right questions, reviewing documentation, determine possible causes, take appropriate action to address the issues that arise.
<i>Computer literacy</i>	Knowing how to use a computer system to obtain information, analyze data, find problems, and communicate internally and improved computer technology-based services.
<i>Listening</i>	1. Being able to respond and pay attention to the feelings and messages that would be submitted by the speaker 2. Being able to pay attention to facts and details presented.
<i>Stress Tolerance</i>	1. Able to cope with work pressure, uncertainty, and the possibilities are going to achieve effectiveness 2. Being able to stay calm and deal with events that are not expected to be good.
<i>Applied Learning</i>	1. Being able to encourage others to participate actively in the activities and the learning process (notes, ask questions, discussions, tasks). 2. Gaining knowledge, understanding or skills through both formal and informal learning quickly 3. Can apply the knowledge or skills to practical use on the job, learning more through trial and error method.

Data were analyzed using descriptive quantitative techniques, which describe and analyze the data obtained during the study with an average approach, percent, standard deviation, and variance, also testing validity and reliability of data using triangulation approach with carefully collected evidence from many different sources and remain detailed records of interviews and observation. Display of the results of data calculations are presented in the form of frequency tables, diagrams (chart), and statistical calculations.

IV. Discussion

The observations of the respondents for each of the elementary, junior high and high school, and based on the results of the analysis of the data summary competence respondents at the high school, which may explain some of the conclusions:

1. Average competence team leader at 4.09, which means teachers' competence team leader in both categories.
2. In average competence orientation result of 4.29, which means a good competence of teachers orientation result?
3. Average oral communication competency of 3.88 which means the oral communication competency of teachers enough.
4. Average of 4.21 a customer focus competency customer focus better teacher.
5. Average achievement orientation of 3.81 which means that the orientation of teacher competence enough.
6. Average problem solving competence of 4.44, which means a good teacher problem-solving competence.
7. Average computer literacy competency of 4.07, which means a good competence of computer literacy teacher.
8. Average competence of 4.03, which means listening listening competence good teacher.
9. Average handling competence stes of 4.44, which means a good competence of teacher stress management.
10. Average competence applied learning amounted to 4.10, which means a good competence of applied learning teacher.

Here is the curve that describes the percentage of teachers competency categories of high school in Medan is presented in the chart below:

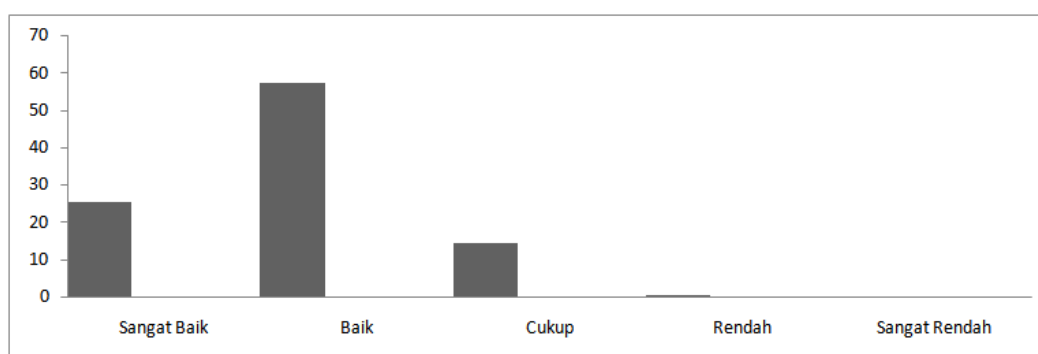


Figure 2: Graph Percentage of Respondents SMA

Description:

Sangat Baik= Very Good

Baik = Good

Cukup = Enough

Rendah = Low

Sangat Rendah = Very Low

Junior High school teacher competence described the findings as follows:

1. Average competence team leader at 4.1, which means teacher competence team leader in both categories.
2. Competence in average result of 4.3 orientation meaning teacher competence orientation good result.
3. Average oral communication competencies of 3.7, which means oral communication competencies of teachers enough.
4. Average of 4.1 customer focus competency customer focus is good teachers.
5. Achievement orientation average of 3.6, which means the orientation of teacher competence enough.
6. Average of 4.2 problem solving competence significant problem-solving competence good teacher.
7. Average computer literacy competencies of 4.1, which means a good competence of computer literacy teacher.
8. Average listening competencies of 3.9, which means listening competence good teacher.
9. Average handling competencies of 4.1, which means a good competence of teachers' stress management.
10. Average applied learning competencies of 4.2, which means a good competence of applied learning teacher.
11. It was concluded that the overall competence of the teachers in junior high schools by an average of 4.0 with either category.

Based on the analysis above percentages competency categories generally concluded that:

1. Overall competency of junior high teachers was observed in the category of very good by 21.9%.
2. Overall competency of junior high teachers was observed in either category at 60.9%.
3. Overall competency of junior teachers was observed in enough categories at 14.7%.
4. Overall competency of junior high teachers was observed in the low category of 2.0%.
5. Overall competency of junior high teachers was observed in the category of very low at 0.3%.

Here's the curve that describes the percentage of respondents in junior high competence are presented in the chart below:

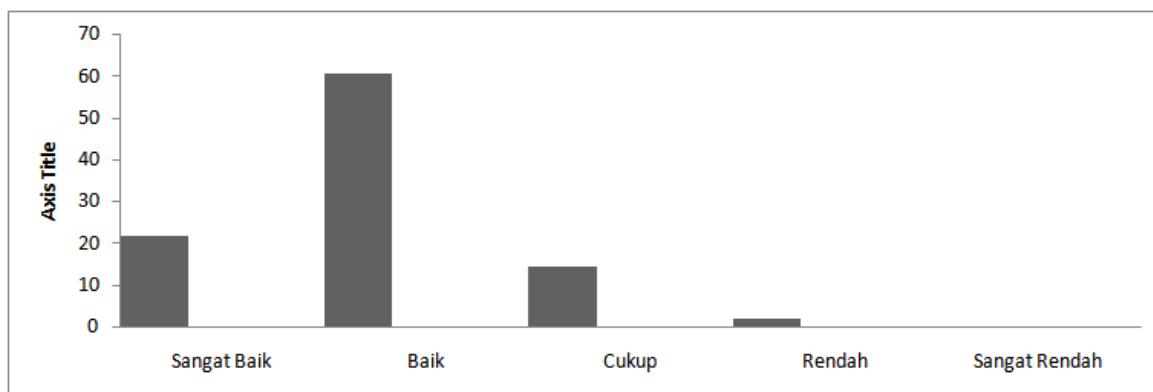


Figure 3: Graph Percentage of Respondents Junior High School Competence

Description:

Sangat Baik= Very Good

Baik = Good

Cukup = Enough

Rendah = Low

Sangat Rendah = Very Low

Furthermore, the results of a primary school teacher competence, as follows:

- a. Average competence team leader at 4.3, which means teacher competence team leader in both categories.
- b. Competence in average result of 4.2 orientation meaning teacher competence orientation good result.
- c. Average oral communication competencies of 3.7, which means oral communication competencies of teachers enough.
- d. Average of 4.0 customer focus competency is good teachers.

- e. Achievement orientation average of 4.1, which means the orientation of teacher competence enough.
- f. Average of 3.6 problem solving competence significant problem-solving competence good teacher.
- g. Average computer literacy competencies of 4.1, which means a good competence of computer literacy teacher.
- h. Average listening competence at 4.0, which means a good competence of teachers listening.
- i. Average handling competence of 4.1, which means a good competence of teacher stress management.
- j. Average applied learning competencies of 4.2, which means a good competence of applied learning teacher.
- k. Average handling competence of 4.1, which means a good competence of teacher stress management.
- l. It was concluded that the overall competence of teachers at the primary level by an average of 4.1 with either category.

Based on the analysis on each of the indicators, the general conclusion can be drawn, namely:

1. Competence of elementary school teachers in the city field in the excellent category at 26.2%.
2. Competence of elementary school teachers in the city of Medan in both categories at 61.9%.
3. Competence of elementary school teachers in the city of Medan in enough categories by 10%.
4. Competence of elementary school teachers in the city of Medan in the category of less than 1.5%.
5. Competence of elementary school teachers in the city of Medan in this category is less by 0.4%.

Here is the chart for the percentage of respondents of Elementary level indicator on each questionnaire is presented in the following figure:

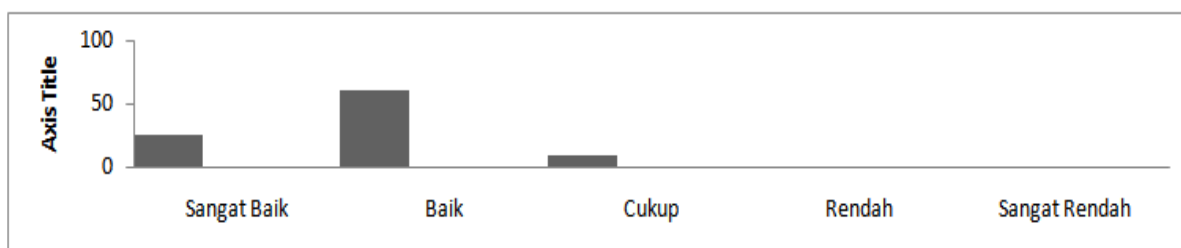


Figure 4: Percentage of Respondents Competence Elementary School

Description:

Sangat Baik= Very Good

Baik = Good

Cukup = Enough

Rendah = Low

Sangat Rendah = Very Low

Subsequent analysis the Chi square test (Chi Square). The test is intended to determine whether there is a relationship between the respondent level assessment in elementary, junior high, and high school to the management of the Islamic University of Al-Ulum, 35 Tuasan Tuasan street, Medan. The hypothesis that "there is a relationship between the respondent answers or assessment level, elementary, middle and high school to the management of the Islamic University of Al-Ulum".

The analysis is as follows:

		GURU			JLH
		SD	SMP	SMA	
PILIHAN	SB	574	269	154	997
		547,36	307,17	142,46	
	B	1355	749	339	2443
		1341,23	752,68	349,08	
	C	219	181	66	466
		255,83	143,57	66,58	
R	34	24	4	62	
	34,03	19,10	8,85		
SR	8	4	6	18	
	9,88	5,54	2,57		
TT	0	2	1	3	
	1,64	0,92	0,42		
TOTAL	2190	1229	570	3989	

Description:

SB = Very Good

B = Good

C = Enough

R = Low

SR = Very Low

TD = Unobservable

Chi Square formula:

$$\chi^2 = \sum_{i=j}^B \sum \frac{(O_{ij} - E_{ij})^2}{E_{ij}} =$$

$$= \frac{(574 - 547,36)^2}{547,36} + \frac{(269 - 307,17)^2}{307,17} + \frac{(154 - 142,46)^2}{142,46} + \frac{(219 - 255,83)^2}{255,83}$$

$$+ \frac{(181 - 143,57)^2}{143,57} + \frac{(66 - 66,68)^2}{66,68} + \frac{(34 - 34,03)^2}{34,03} + \frac{(24 - 19,10)^2}{19,10} + \frac{(4 - 8,85)^2}{8,85}$$

$$+ \frac{(8 - 9,88)^2}{9,88} + \frac{(4 - 5,54)^2}{5,54} + \frac{(6 - 2,57)^2}{2,57} + \frac{(0 - 1,64)^2}{1,64} + \frac{(2 - 0,92)^2}{0,92} + \frac{(1 - 0,42)^2}{0,42}$$

$$= 34,986978$$

Summary with $\alpha = 0.01$ and $df = (3-1)(6-1) = 10$, in the table can be chi squared = 23.2 is smaller than the chi squared = 34.98 count. It was concluded that there was a significant relationship between the observations of the respondent whether at elementary, junior high and high school. That is, although the respondents consist of 3 (three) levels of the elementary, middle, and high schools generally have competencies that are not much different.

Based on the analysis of teacher competence elementary, junior high and high school in the city of Medan, will be described some basic implications associated with the research, including the following:

1. The results show that teachers elementary and secondary SMA in Medan had been satisfied on indicators vision, mission, expectations, facilities-facilities, discipline and security, accomplishment, but there are some indicators that have not otherwise satisfied, including teacher indicators, cost and role of parents. Associated with the services of teachers, according to the respondents still remains disappointment. Management should empower school and be able to do so immediately by providing the freedom and authority to teachers to participate in improving the quality of service the school, because the teacher is the object of most information first and foremost in the education process in schools. Whether it's teaching skills, academic administrative services, attitude and behavior, even nurture students' mental and spiritual, always gives a sense of security and comfort for students to learn. Do not let the students and parents feel that school learning is never a fun thing for them because of the teacher. Do not let the learning teachers always give a negative response to the students so that they can kill the spirit of achievement students, because the teacher is not only a transformation of science but also as an influencer for students.

2. Relating to exploration results at 10 competencies above, in reality the average teacher competence in either category. This suggests directing teachers have basic competency referred to this study. Therefore, the school management should be able to develop and improve the competence of teachers through better empowerment through surrender of authority, policy of, and decision-making as well as through training of quality human resources in schools continues to be enhanced to support the achievement of the quality of service and excellence of the school.

4. Although indicators of decision-making by the school leadership is relatively good, but the role of the teacher is crucial in improving school services, due to their role as the agent of power in education. Therefore school management must always communicate any form of policies and decisions of the school to all teachers.

V. Conclusion

Based on the analysis of the above data, the conclusions of this study are as follows:

1. Competency of teachers, namely (1) Team Leader, (2) Result Orientation, (3) Oral Communication, (4) Customer Focus, (5) Achievement Orientation, (6) Problem Solving, (7) Computer Literacy, (8) Listening, (9) Stress Orientation, (10) Applied Learning average in both categories.
2. There was a significant relationship between the dimensions of competence of teachers at both the elementary and secondary school seen from the analysis of the indicators. That is, although the respondents came from different schools and units in general have the same competence (not much different).

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