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THE STRATEGIES IN IMPROVING THE QUALITY OF EDUCATION IN SCHOOLS AND UNIVERSITIES Ni Wayan Budiasih*

Abstract: This paper examines strategies for improving the quality of education seen from Hinduism. The quality of education in Indonesia today is allegedly still low.

Low education quality is caused by various factors, such as: the low quality of teachers, the education system is still poor, welfare of teachers is very low, less student interest in learning and so forth. To answer all the problems, some of the national strategy is needed which is expected gradually able to improve the quality of education.

Hindu Religious Education, particularly ancient educational system has its own strategies as set forth in pasraman system. In the pasraman, a teacher is fully attented to the development of the students so that improvement can be measured properly. This system is very effective in transforming the comprehensive values of education to students.

Of course this might be a contribution to the education of today who tend to emphasize the cognitive aspects of education. Keywords: strategy, quality of education, education Hindu. * Fakultas Dharma Acharya,Institut Hindu Dharma Negeri Denpasar

I. Introduction Educatiis major in ding human's tEducon ys special in in forming the good or bad human personalitybased on the the normative measurement.

Based on this phenomenon, the government put a serious concern dealing with education, because a good education system is expected to rise the next high-qualified generationswho are able to adapt to live in a society, nation and state. Education is guidance or a consciousleadership by the educator upon the physical and spiritual development of the students towards the establishment of a major personality.

Therefore, in this activity lay the elements as follows: 1. Effort (activities), where the effort is in a form of guidance or conscious leadership. 2. The presence of educators, counselors/supervisor, and assistant. 3. The presence of students or the educated. 4. The effort which posses reasons and purposes. 5. In a specific efforts, there are tools which are used (Bakar, 2008: 15).

The reformation of education is a response to global demandsdevelopment as an attempt to adapt the education system that is able to develop human resources to meet the growing demands through the times. Through educational reform, the education vision of the future should provide any guarantees for the realization of human rights to develop all the potential and optimal performance for the welfare of life in the future. The vastgrowth of modern era, forces the educational field to beincreasingly fullfilled with dynamics.

In Indonesia, those dynamics are reflected from the endless issues withinthe education field. The qualitydegradation of Indonesianeducation, especially the quality degradation of higher education can be seen from a macro perspective which shows that it is caused by a poor national education system and the lack of human resources (Hadith and nurhayati, 2010: 2).

Education is basically an effort to develop human resources (HR), despite the efforts of human resource development are not done through educationonly, especially formal education (school). But until this moment, education is still seen as the means and the primary vehicle for human resource development which is done systematically, program-matically, and holistic.

_____ A Monthly Double-Blind Peer

The advancement of education can be seen from the ability and willingness of the society to capture the process of informatization and the advancement of technology.

The vast process of informatization and the advancement of technology have promoted the expansion of life horizon on earth while at the same time shrinking it off. It means that the various problems of human life become a global problem or at least can not be separated from the influence of the other hemisphere events, such as political, economical, or social issues (Nurhariyanti, 2015).

In the general framework, quality implies a degree (level) of a product (work/ effort) benefits in a form of goods or services. In the context of education, the quality refers to the process and product of education. The qualified "educonal involves a variety of inputs, such as teaching materials (cognitive, affective, or psychomotor), methodology (varies according to the ability of teachers), school facilities, administrative support and infrastructure and other resources as well as the creation of a conducive atmosphere.

National education quality that is reflected in the competence of graduate of education units affected by various components such as process, content, educators and education personnel, facilities and infrastructure, management, financing, and educational assessment that may be described in the constellation of the quality of education as reflected below.The education quality is reflected by the competence of graduates who are affected by the quality of the process and content of education.

The competence achievement of the graduates that is expected to meet the standards should be supported by the content and process of education that also meet the standards. The embodiment of the process of quality education is influenced by the performance of teachers and education personnel, the quality and quantity of infrastructure, quality management, availability of funds, and valid assessment system, objective, and decisive.

Therefore, the embodiment of national quality education should be supported by the content and processes that meet the standards, teachers and education personnel who meet the standards of academic qualifications and competencies in order to be able to perform optimally, as well as facilities and infrastructure, management, and financing that meet the standards (Muvie: 2011).

Hindu Religious Education as a part of the national education system should contribute in order to alleviate the moral decadence and other negative effect, which should be equal to the other Indonesian religious education, moral and art educations, social and cultural. The effort in IJRSS Volume 6, Issue 8 ISSN: 2249-2496 _____ A Monthly Double-Blind Peer Reviewed Refereed Open Access International e-Journal - Included in the International Serial Directories Indexed & Listed at: Ulrich's Periodicals Directory ©, U.S.A.,

Open J-Gage, India as well as in Caell'iries ofulishgporn U.A. International Journal of Research in Social Sciences http://www.ijmra.us 374 August 2016 improving student achievement in Hindu religious education is not only focused on their cognitive and academic achievement but also the balance on the aspects of psychomotor and affective aspects.

Learning strategies in Hindu religious education should not be organized using Expository strategy only, but alsothe Inquiry strategies that will ultimately affect the use of variety of learning methods, media and learning resources. The Expository strategy promotes the use of lecturing method, demonstrations, question and answer.

This situation will lead to the one way communication from the teachers / lecturers to students where the educators exposed the information, knowledge and more. While the Inquiry strategy will encourage the use of discussion methods, discovery learning, study tours, brain- storming, and investigation. Besides, this strategy encourages a better use of learning resources that are deliberately designed (by design) for learning as well as unintentional but can be used (by ultilization) as learning resources such as museums, laboratories, internet, library.

Internet is a source of learning in a form of information y computproduct ent, from which the users can get freedom of creativity for it is a huge storehouse of various information and knowledge. The efforts to improve the quality of human resources in order to prepare the Hindu beings that are able to compete in the global era which is filled with competition becomes important and essential, due to the dynamic developments of Hindus who live in minority that is full of challenges.

Social challenges as well as any other challenges emerge from effect of science, technology and political changes recently. The practice of Hindus coaching that still has many obstacles such as lack of funds, availability of teachers, lecturers and counselors is not comparable to the Hindus population, which requires a new breakthrough in responding and dig into things that might be done in fostering the education of Hindus (Ulianta, 2009). II.

The Strategy of Education Quality Improvement Quality is a dynamic condition relating to product, labor, and environmental processes and tasks that meet or exceed customer expectations. The changes in quality requires improvement or change in workforce skills, production processes and tasks, as well as changes in the corporate environment so that products can meet and exceed consumer expectations (Garvi and Davis, in IJRSS Volume 6, Issue 8 ISSN: 2249-2496 _____ A Monthly Double-Blind Peer Reviewed Refereed Open Access International e-Journal - Included in the International Serial Directories Indexed & Listed at: Ulrich's Periodicals Directory ©, U.S.A., Open J-Gage, India as well as in Caell'iries ofulishgporn U.A. International Journal of Research in Social Sciences http://www.ijmra.us 375 August 2016 the Hadith and nurhayati, 2010: 86).

Zamroni (2007: 2) states that school improvement is a systematic process that continuously improves the quality of teaching, learning processes and any other factors associated with it. Therefore, school targets can be achieved more effectively and efficiently. There are many factors that affect the quality of education in a macro perspective, those are; curriculum, educational policy, educational facilities, application of information and communication technologies in education, especially in the teaching and learning process, the application ofsophisticated and modern methods, strategies and educational approaches, proper education evaluation methods, an adequate cost of education, the implementation of a professional education management, human resources in educationwho are trained, knowledgeable, experienced and professional (Hadith and nurhayati, 2010: 3).

Scientific inputs that are delivered by the experts from various countries that have successfully implemented them, such as; United States, Australia, Canada, New Zealand and Singapore have always led to the concept that not always can be adopted and adapted due to various different settings. The situation, cultural background and mindset of our nation are certainly not homogeneous with other countries.

In fact, the concept that is importedis served as projects that tend to fulfill the interests of certain individuals or groups. Therefore, the project is not a tool but a purpose. Some of the applications of a quality improvement in Indonesia have been conducted, but it still cannot give the effect of quality improvement directly.

The quality improvement are applied through the curriculum changes and other upgrading projects; Proyek Manajemen Peningkatan Mutu Berbasis Sekolah (MPMBS)/ School-based Quality Improvement Management Project, Library Project, Proyek Bantuan Meningkatkan Manajemen Mutu (BOMM)/ Quality Improvement Management

Assistance Project, Proyek Bantuan imbal Swadaya (BIS), Text Book procurement project, Teachers Quality Improvement Project, Dana Bantuan Langsung (DBL)/ Direct Funds Assistance, Bantuan Operasioanal Sekolah (BOS)/ School Operation Assistance and Bantuan Khusus Murid (BKM) / tudents' pecial tance .

Based on those numbers of IJRSS Volume 6, Issue 8 ISSN: 2249-2496 _____ A Monthly Double-Blind Peer Reviewed Refereed Open Access International e-Journal - Included in the International Serial Directories Indexed & Listed at: Ulrich's Periodicals Directory ©, U.S.A., Open J-Gage, India as well as in Caell'iries ofulishgporn U.A. International Journal of Research in Social Sciences http://www.ijmra.us 376 August 2016 projects, we can conclude that the government has spent a great deal of money to fundthe project as an effort to improve the quality of education.

In the micro perspective or narrow and specificreviews, the dominant factor that affects and contributes greatly to the quality of education is a professional teacher and prosperous teacher (Hadith and nurhayati, 2010: 3). Therefore, teacher as a profession should act professionally in carrying out various tasks of education and teaching, coaching and training as their responsibility.

In the process of education, teacher has a very important and strategic role in guiding learners to maturity, self-reliance, so that teachers often said to be the cutting edge of education. In performing their duties, teachersshould master teaching materials, technical educative capacity, personal integrity that can be used as a role model for students, families and communities (Sagala, 2007: 99). There are some strategies that can be used to improve the quality of education in Indonesia, such as: 2.1

Teacher Quality Improvement Teachers have a very important position and strategy in the potential development of the learneTears succeedthe gnitand afetof e on's re gh trr of basic values as the ideals of national education by establishing a prosperous personality, which could be taken through religious education and general education. Therefore, teacher should be able to educate in various topic, therefore he could become a proportional educator.

So that, teacher can educatesthe students to improve their creativity in daily lives. The concept of professional teachers have always been associated with the insight and knowledge of education policy, teaching and learning theory, educational research (Classroom Action Research), learning evaluation/assessment, educational leadership, classroom/school management, as well as information and communication technology.

The phenomenon shows that the qualities of the professionalism of our teachers are still low. Internal factors such as the income of teachers that have not been able to meet the profession and physiological needs are still considered as determinant factor. As a result, the efforts to increase knowledge and insight IJRSS Volume 6, Issue 8 ISSN: 2249-2496 _____ A Monthly Double-Blind Peer Reviewed Refereed Open Access International e-Journal - Included in the International Serial Directories Indexed & Listed at: Ulrich's Periodicals Directory ©, U.S.A., Open J-Gage, India as well as in Caell'iries ofulishgporn U.A. International Journal of Research in Social Sciences http://www.ijmra.us 377 August 2016 become constrained due to the financialinability of teachers in the developing human resources through the improved education level.

The government has realized that the training program is absolutely necessary due to a limited budget to improve teacher education. The training program is intended to produce teachers as a skilled labor or in other words, competent teacher. The professionalism of educators in instructional process needs can be improved through the following ways: a.

Attending Penataran/Upgrade Training According to the experts, upgrade training is anytrainingactivity and experience which is intended to improve the skills of teachers in upgrading their knowledge and skills in accordance with the progress and development of science in every respective field. Theseactivities are aimed at; (1) enhancing the quality of teachers as a profession, (2) Enhancing the efficiency of work towards an optimal results achievement, (3) The development of employment excitement and increased welfare.

Upgrade training can increase the effectiveness and efficiency of work, expertise and improvement of education, especially to face the globalization stream. b. Attending Educational Courses This kind ofcoursewill add insight for the teachers. Theyare including but not limited to English and computer education. For example, the courses and training institute in the field of computer is highly demandable as the computer skills are needed by various parties such as corporations or other institutions both public and private.

On the other hand, by giving them quality education based on the present social requirement, every courses and training graduate can enter the work field or create new jobs, as well as be able to produce innovative goods and services to empower the potential of local communities in terms of improving the standard of living. The role of courses and training in terms of realizing high quality human resources become more strategic as an additional skill beyond formal education.

Nowadays, the development of courses andtraining continues to grow rapidly, both in terms of the number of different types of institutions or training opened. It is also accompanied by increased community demand for education outside of formal education. Therefore, the governments continue to make the equity Caell'iries ofulishgporn U.A. International Journal of Research in Social Sciences http://www.ijmra.us 378 August 2016 efforts and expand the access to education, improving the quality, relevance, and competitiveness, as well as improving governance, accountability, and public image for the sake ofassistance and courses development. c.

Multilpy Reading A professional teacher should not master or read one or a few books only, profesional teachers should read various kinds of books to enrich the materials resource that going to be delivered in the classroom. Therefore, educators will not experience any lack insights and information that are already occured and develop within society.

It is not so overstating that the fact of the low quality of education in Indonesia is associated with a lack of interest in reading and writing of Indonesian society. However, education is closely linked with the activities of reading and writing. Reading is the input of knowledge where it is a means of insight improvement. Thera sag Buku Adalah Jendela Ilm / book is a window of science. Moreover, according to Dr.C.Edward Coffey, the act of reading a book is able to prevent the nerves damage in the brain. Besides, writing is the output or expenditure (expression) of science itself.

Writing is a means to share knowledge and to train the intellectual ability of the individual. According toHernowoHasyim, writing can also serve as a means of self-relaxation. It should be recognized that in Indonesian society, an oral culture (speaking and listening) is more dominant than the culture of writing (reading and writing). For example, based on the research result from International Educational Achievement (IEA), reading skills of elementary school students in Indonesia was ranked 38th out of 39 countries studied.

We can see the reality around us how people are more engrossed for hours listening to music than reading a book, or on our campus for example, outside of the class hours, students are happier in talking casually and joking rather than reading a book or writing. Therefore, the students who are predicted to be the agent of changeare expected to

develop a culture of reading and writing.

University students as prospective educator (teacher) are required to know more than his students. The improvement of reading and writingculture is expected to encourage the students to get more knowledge and not simply rely on the provision of lecturers. The development of reading and writing culture in Indonesia requires cooperation from all

parties, both the government in this case the ministry of education, educators, students, parents, and the general public (Windiarto, 2010). d.

Holding a Visit to other School (Comparative Study) A comparative study is very important for teacher development. It will be able to broaden knowledge, exchange ideas and information about the progress of the school. It will become the additand emenfor teers' knowledge as well as solving the problems and any shortcomings.

Therefore, the improvement of education will be achieved quickly. e. Maintain a Colaboration with Parents Holding a meeting with parents is important for a teacher, because through these activities, teachers and parents will be able to communicate each other. Both teacher and parents could know, control and keep learners to do positive actions.

Besides, children have more time to learn at home compared with the learning time they get at school. So, teacher and parents should collaborate toperform a better education for the children. 2.2 Improving the Learning Material Improving learning material is essential and needs to be given a high attention to improve education, because a complete learning material will certainly serve the students with a broader knowledge. It will enable learners to practice the knowledge that has been acquired properly.

The learning material that is presented by educators should be able to elaborate the points that are listed in the curriculum. Educators must master the learning material which is completed by other actual, warm and relevant sources. Therefore, students are interested and motivated to learn the lesson. 2.3

Improve the Application of Learning Method Method is a tool that is used to achieve the goal, then as an indicator in improving the quality of education, teacher needs

improve the application of various learning method. The improvement in learning method application means that we do not need to invent or create a new method, but apply or use them in accordance with the material presentedto obtain a satisfying results in the learning process.

The use of these methods should be varying according to the subjects being IJRSS Volume 6, Issue 8 ISSN: 2249-2496
_____ A Monthly Double-Blind Peer Reviewed Refereed Open Access International e-Journal - Included in the International Serial Directories Indexed & Listed at: Ulrich's Periodicals Directory ©, U.S.A., Open J-Gage, India as well as in Caell'iries ofulishgporn U.A. International Journal of Research in Social Sciences http://www.ijmra.us 380 August 2016 taught, so that students will not feel tired and bored or monotonous.

For that reason, in applying a method, educators should pay attention to the following matters: 1) Always be goal-oriented; 2) Not only tied to one alternative course; 3) Using a variety of methods as a combination, for example: lecturing with a question and answer session. This effort is an attempt to improve the quality of education of the learners in an increasingly growing modern era. 2.4

Improve the Facility of Education Means of education are tools or methods and techniques used in order to improve the effectiveness of communication and educational interaction between educators and learners in the process of education and teaching in schools. In terms of these aspect, the actors of education need to consider improving this aspect through several steps, as follows: 1) Understand in depth about the functionality or usability of media education; 2) Understand the proper use of media education in teaching & learning interaction; 3) Understand that the media should be simple and easy; 4) Choosing the right media in accordance with the purpose and content of the presentedmaterial.

All schools means,includes equipment and supplies or infrastructure, is described in the book "Admini Pkan"/EducatiAdminion is composed by the Lecturer team of IP IKIP Malang, which explains that; school facilities include all appliances and equipment which is directly used in the educational process in the school, for example: schools (school building), room, table, chairs, props, and others.

While the infrastructuresare all of the components that indirectly support the course of the learning process, for example: the road to the school, school grounds, the school rules and everything pertaining to the school. According to Kepmendikbud No. 053 / U / 2001 on Standar Pelayanan Minimal (SPM)/ Minimum Service Standards, the school

should have the minimum requirements for education such as, land, facilities, hardware / lab / media, infrastructure, sports facilities, and books in a ratio of 1: 2.

The presence of this regulation was felt very appropriate because it is expected to provide a standardized education in schools which is nottoo far faster or too far under minimum requirements which will ends in to quality education becomes increasingly worse. Furthermore, the UU Sisdiknas/ The Law of National Education System No.

20/2003 Article 45 paragraph (1)states, any educational institution provides facilities and infrastructure that meets IJRSS Volume 6, Issue 8 ISSN: 2249-2496 _____ A Monthly Double-Blind Peer Reviewed Refereed Open Access International e-Journal - Included in the International Serial Directories Indexed & Listed at: Ulrich's Periodicals Directory ©, U.S.A., Open J-Gage, India as well as in Caell'iries ofulishgporn U.A. International Journal of Research in Social Sciences http://www.ijmra.us 381 August 2016 the needs of education in accordance with the growth and development of the physical, intellectual, social, emotional, and psychological learners potention. But, in fact, there are onle a few certain schools in several cities in Indonesia is eligible, they arefavorite public and private schools.

Based on this fact, the limited facilities and infrastructure procurement in certain schools is always charged to the community around the school. The reason had been legalized by Kepmendiknas No. 044 / U / 2002 and the National Education Law No. 20/2003 Article 56 paragraphs (1). The improvement of the quality of education services that includes planning, monitoring and evaluation of educational programs is done through the school / madrasah board of education and, paragraph (2) Board of Education, as an independent board,is established and expected to act in improving the quality of education services by giving consideration, guidance and support, facilities and infrastructure, as well as supervision of education at the national, provincial and district / city that does not have a hierarchical relationship, and (3) the school / madrasah committee as an independent institution is established and plays a role in improving quality of service and giving consideration, guidance and support, facilities and infrastructure and supervision of education at unit level of education.

Schramm (1977) suggested that teaching media is the messenger technology that can be used for instructional purposes. Meanwhile, Briggs (1977) argues that teaching media is a physical means /tools to convey the content / learning materials such as books, movies, videos and so on. Meanwhile, the National Education Associaton (1969) revealed that the teaching media is a means of communication in the printed form and audio-visual form, including any hardware technology.

From those three opinions, it can be concluded that the learning media is everything that can deliver the message, stimulate the mind, feelings, and the willingness of students, and encourage the creation of a learning process on self-learners (Akhmad Sudrajat, 2009: 1). Brown (1973) states that the teaching media that are used in instructional activities can affect the effectiveness of learning.

At first, teaching media is only in a form of visual aids for teachers in teaching. Around the 20th mid-century, visual aid utilization comes with the use of audio tools, thus was born the audio-visual aids. The current use of instructional tools or media becomes increasingly widespread due to the development of science and technology in the field of education, e.g.

the invention of computer and internet. Media has several functions, including:

Caell'iries ofulishgporn U.A. International Journal of Research in Social Sciences http://www.ijmra.us 382 August 2016 1. Learning media can overcome the limitations of experience possessed by the learners.

Each learner experiences are different depending on factors that determine the wealth of children experience, such as the availability of books, the opportunity to travel, and so on. Teaching media can overcome these differences. If learners are not possible to observethe object being studied directly, then the object can be brought to the learners.

The object can be in the form of a real, miniature, model, or the form of images that can be presented in audio and audio-visual media. 2. Learning media can transcend the limits of the classroom. Many things may not be experienced directly in the classroom by the students from an object, because: (a) the object is too big; (B) the object is too small; (C) the object is moving too slowly; (D) the object is moving too fast; (E) the objects are too complex; (F) the objects that sounds too slow; (F) objects containing hazardous and high risk. Through the use of appropriate media, then all of those objects can be presented to students. 3.

Teaching media facilitate a direct interaction between the learner and his environment. 4. Media produces various observations 5. Media can embed a true, concrete, and realistic basic concept. 6. Media arouse desire and new interests. 7. Media generate motivation and stimulate children to learn. 8. Media provides an integral experience /

thoroughly from the concrete to the abstract.

There are three different types of learning media that can be applied in the classroom instruction, including: 1. Visual Media; graphics, diagrams, charts, posters, cartoons, comics 2. Media Audio: radio, tape recorders, language laboratories, etc. 3. Projected still media: slide; over head projector (OHP), in focus, etc 4.

Projected motion media: movies, television, video (VCD, DVD, VTR), computers, etc The development of science and technology in media use, whether they are visual, audio, still projected media and motion data could be projected simultaneously and synchronously via one tool that is called Multi Media. For example, nowadays, the use of the computer is not merely a projected motion media, but can mix all kinds of interactive media (Ulianta, 2009).

Improving the Quality of Learning Process Theinstructional process that is experienced by learners is not always run smoothly as expected, sometimes students are experiencing difficulties or barriers in learning. These constraints need to be addressed by a variety of solution as follows: 1) Provide Stimulus Interest in learning, e.g. someone associated with one's feelings.

Education should use the appropriate method to stimulate interest in learning and study both in terms of language or mimic of the face by each of varying methods used. This action raises the love towardthe subject, because teachers are able to provide stimulation to the learners to learn, because it is served really about or lead to self-learners who performed it in daily life.

Furthermore, after the students turned to the education atmoshphere, then the educators need to provide a regular motivation. Therefore, educators or institutions ought to deliver or provide infrastructure only, so learners can receive experience that will please the learners to learn happily; 2) Provide a learning Motivation.

Motivation is a learnerning asonsthat useful to foster talent and drive the learners ' l integrally in the world of learning, ie it is taken from learners ' ve sem and addressed to

the tasks explanation. Motivation is the driving force that is large in teaching and learning. The kinds of motivation that can be given to the learner are: 1.

Awards/Positive Reinforcement This is any positive attempt which is addressed to the advanced students in a form of words, objects, symbols or score. This award is given to motivate the students to study harder and fairly compete with their friends; therefore educators will easily increase the quality of education. 2. Punishment/Negative Reinforcement These penalties should be educational purposed, which means that the form of punishment should be associated with learning.

It aims to correct the error. 3. Hold a competition and race A competition is used to improve the achievement of learners to assist learners in mental building in addition to the establishment of knowledge. The teaching process should always starts from things that are real to students.

Those are several ways to improve the quality of education, hopefully with those points, the education in Indonesia will be better (Sirait, 2015). IJRSS Volume 6, Issue 8 ISSN: 2249-2496 _____ A Monthly Double-Blind Peer Reviewed Refereed Open Access International e-Journal - Included in the International Serial Directories Indexed & Listed at: Ulrich's Periodicals Directory ©, U.S.A.,

Open J-Gage, India as well as in Caell'iries ofulishgporn U.A. International Journal of Research in Social Sciences http://www.ijmra.us 384 August 2016 III. Profesional Teacher in Hindu Perspective In Sanskrit terminology teachers have a very broad meaning, teacher is not only an educator, beyond of that definition, teacher frees the unknown or the ignorant, and therefore, The Almighty God is also called the teacher and even a mahaguru or paramesti guru.

A worship mantra which is listed in Gurugìtà 4 states; Gurur brahmà gururvisnu gururdevo mahesvarah, Gurur sàksat param brahmà tasmai srigurave namah. Guru is Brahma, Guru is Visnu, Guru is Siva, Guru is the highest Brahman, the servant bowed down to the teacher. It is a duty of a teacher, when a student come by and asksto be taught about the real truth that a teacher knew (Mundaka Upanishad I.2.13), without hiding anything from him, for something that is hidden will lead to his downfall (Prasna Upanishad VI.1), Taittiriya Aranyakas Manuscript (VII.4) describes that a teacher should teach students with all his heart and soul. He is also tied, according to Satapatha Brahma (XIV.I.1.26.27) to transfer everything to the students, who stay for a full year (sakvatsara-Vasin).

A teacher should be fairly free; it should be understood, to transfer knowledge to their students, the knowledge of everything that is unequal. One note about the specific cases of the learning process that is confidential to a particular person. The catisacording Vds instutias " "pariv" means family that is responsible for the birth of son/suputra, since the birth from the mother, is seen er ed th bornfromthe mb lireducati a",who born twice). The familiarity relationship between teacher and student is clearly depicted in Atharvaveda Mantra (XI.3.5.3) which states; Acharya upanayamàno Brahmacari kårute garbhamantá / teacher guide and accept student (brahmacari) as a child and protect him like a pregnant woman who protects her baby in in the womb. Atharvaveda Mantra XI.

Sukta consists of 26 mantras that outlines of such intimate relationship between a teacher with his students, he protects with a loving, giving primary education of morality and conduct spiritual exercises, the IJRSS Volume 6, Issue 8 ISSN: 2249-2496 _____ A Monthly Double-Blind Peer Reviewed Refereed Open Access International e-Journal - Included in the International Serial Directories Indexed & Listed at: Ulrich's Periodicals Directory ©, U.S.A., Open J-Gage, India as well as in Caell'iries ofulishgporn U.A. International Journal of Research in Social Sciences http://www.ijmra.us 385 August 2016 sadhana or asceticism.

According to the Atharvaveda Mantras, a teacher is not merely a faculty, but he also became an educator or a father (as the biological father) of the students. According to the Vedic scriptures, everyone should be able to become a teacher or to work as a teacher, providing education and knowledge to the ignorant, transfering knowledge and skills, have the ability to distinguish between good and bad (for students), have an insight into the future, thoughtful, and became a community leader, the successor to the truth, a brilliant orator, advancing science, eduate moraliy, t students follow sacrteachinof the Vedas, protect the sacred tradition (Titib, 2011).

A professional teacher according to the Vedic scriptures is a person who is able to carry out swadharma/ duties to build students' tand araCarar entis purpose of education according to Vedic and Hindu literature which is actually in line with the objectives contained in the UU Sisdiknas/ National Education Act in 2003, and in a relation to this matter, the teaching profession can be enhanced through the qualifications, competence, and certification.

A professional teacher according to Vedic and Hindu literature is absolute, according to the teachings of Hinduism; education plays a very important role in guiding mankind to realize prosperity and happiness that is popularly known by the term jagadhita and moksIn s ase, e cherof eliplaa erimtant in character building. The role of Hinduism

subjects that is learned in school is based on the principle that Hinduism is a way of life where it is the relation between human personally to the GodIda Sang Hyang Widhi Wasa The role of Hindu education is highlighted for the attitude within the framework of respect for human fe the creatiand as self, relation the both and natural environment.

This is in line with the views of Tri Hita Karana that is firmly held by Hindus as a universal view that has existed since a long time ago. Therefore, to be a good teacher, the Hinduism teachers are required tobecome truly professional teachers. In fact, an attempt to improve the quality of education will face many obstacles and challenges, such as; teachers in performing their duties is still not professional, it could be seen from his presence discipline, either to school or to the classroom, it is often too late to teach in the classroom and IJRSS Volume 6, Issue 8 ISSN: 2249-2496 _____ A Monthly Double-Blind Peer Reviewed Refereed Open Access International e-Journal - Included in the International Serial Directories Indexed & Listed at: Ulrich's Periodicals Directory ©, U.S.A.,

Open J-Gage, India as well as in Caell'iries ofulishgporn U.A. International Journal of Research in Social Sciences http://www.ijmra.us 386 August 2016 out of the classroom ahead of the expiration of the lessons, teachers do not master teaching materials, insensitive and indifferent to change and innovation in education; indifferent and did not like guiding the students, rarely make the preparation of teaching, rarely check the assignments and student test results, unable to think of improvements that need to be done, do not have a desire to improve, to run a task only to the minimum limit, satisfied only to perform routine tasks from day to day (Murniati, 2013: 5).

A low teacher professionallity is caused by several factors, those are; (1) incentive factor / national teachers ' salaries are st ilverlow;) principal' s leadership style; (3) The teacher working motivation, (4) the competence of teachers; (5) the lack of opportunities for teachers to read because of the issue of looking for extra income in addition to the price of books is quite expensive; (6) promotion procedure is difficult, especially for the teacher above categories IV / a; (7) a proud" feeling to be a teacher because of the unfair treatment to teacher; and (8) feeling less secure when doing his duties.

Teachers are more preoccupied by personal reasons, difficulties in the economy, the demands of the government, the community, the curriculum, therefore his service as an educator is low. IV. Conclusion Strategy is the determination of a long-term goal of an institution and activities that must be performed in order to realize these goals, with the allocation of existing resources so that the objectives can be realized effectively and efficiently.

Goals setting and activities is starting from the current state of existing and conditions to be achieved in the future as a destination. There are three strategic planning related to school improvement, which is a strategy that emphasizes the results (the output oriented strategy), a strategy that emphasizes the process (the process oriented strategy), and a comprehensive strategy.

The strategy that emphasizes the result is top down, where both expected quantity and quality ofthe results have been determined from the above, the bias is coming from central goverment, provincial, or local government in a district / city. Cases in Indonesia at this time, the expected results have been formulated in the Competency Standards and Basic Competencies where an attempt to achieve the standards are set by the government in a relation to the other standards, such as process standards, management standards, facility standard, and standard of educators.

The strategy that highlights the outcomes will be very effective because the goal is clear and general, so that ifit is followed based on good guidelines, control and good organization as well as policies that give encouragement and threats for deviating, this strategy will be very efficient. However, there are also weaknesses behind the advantages of this strategy. This strategy will make a gap between advance school and neglected school.

Schools that are ready to achieve the results that are already determined will easily reach it, otherwise the school which is not ready would find that it is very difficult to achieve the results that are determined and then unhealthy attempts and hopeless mind will appear. The implementation a strategy that emphasizes on the procession starting from the emergence, growing and driving starts from the ground is largely determined by the initiative and the ability of the school.

Because schools have the decisive role and also took the initiative, it will display the spirit and strength of the school according to the conditions of each school. Movement to strengthen themselves by cooperation between schools will be born that will be followed by the emergence of innovations and creations from each unit of education.

However, this strategy has the disadvantage, where the direction and quality of schools is not equal which would promote a difficulty to observe and improve the school quality

nationwide. The duties and obligations of a teacher is broadly described and commented in Vedas and Hindu literatures, and thus a large role spiritual Hindu teacher who developed the teachings of Hinduism that can be inherited and learned today, therefore based on the teachings of Hinduism, a teacher has a central and respectable position in the society.

Professional teachers according to the Vedic scriptures arethe people who are able to carry out their duties/ swadharma to build students' morality and character. Character development is the purpose of education according to Vedic and Hindu literature which is actually in line with the objectives contained in the National UU Sisdiknas / Education Act in 2003, and in respect of the matter, the teaching profession can be enhanced through the qualifications, competence, and certification.

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