



The Relationship of School Characteristics, Society Participation, Schools Climate, and Management Capability with School Effectiveness in the State of Senior High School in Bali Province



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Abstract

The research aims at finding out the picture of direct and indirect correlation among school characteristics, community participation, school climate, managerial ability and school effectiveness at Public Senior High Schools in Bali Province. The research employed a quantitative approach with a correlational design. The data were collected using Likert-type questionnaires and analyzed with SEM-AMOS. In general, the research results indicated that there was a significant direct correlation between school characteristics and community participation, school characteristics and school climate, community participation and school climate, school characteristics and managerial ability, community participation and managerial ability, school climate and managerial ability, and managerial ability and school effectiveness; there was an insignificant direct correlation between school climate and school effectiveness, as well as school characteristics and managerial ability through school climate; there was a significant indirect correlation between community participation and managerial ability through school climate; there was no significant direct correlation between school characteristics and school effectiveness; there was a significant indirect correlation between community participation and school effectiveness; there was no significant indirect correlation between school characteristics and school effectiveness through managerial ability; there was a significant indirect correlation between community participation and school effectiveness through managerial ability; there was no significant indirect correlation between school climate and school effectiveness through managerial ability; there was a significant indirect correlation between school characteristics and school effectiveness through school climate, and there was a significant indirect correlation between community participation and school effectiveness through school climate.

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1. Introduction

The education is an important point in the national development process is an investment in human resource. The improvement of human resources in the Ministry of National Education Strategic Plan 2005-2025 is to realize that education is able to build Indonesian human intelligent and competitive, equitable, high quality, and relevance to the needs of local and global communities. Furthermore, in the Regulation No. 20 in 2003 on National Education System in Chapter I of Article 1, paragraph 1 (2006: 71-72) stated that "Education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing their own potentials to have the spiritual religion power, self-control, personality, intelligence, character, and skills needed, society, nation, and country".

Kesadaran akan pentingnya pendidikan sebagai proses mencerdaskan bangsa telah mendorong masyarakat untuk melakukan upaya perbaikan mutu. Peningkatan mutu pendidikan berarti peningkatan mutu sumber daya manusia. Pendidikan hanya akan berarti dan dapat meningkatkan kualitas sumber daya manusia bila pendidikan tersebut memiliki sistem berkualitas dan relevan dengan pembangunan (Depdiknas, 2006).

Respecting the Regulation No. 20 in 2003 above, the education has an important role in improving the quality of human morality. Awareness is important in education as a process of educating the nation has encouraged communities to undertake quality improvement efforts. Improving education quality means improving the quality of human resources. The education will only be meaningful and can improve human resources quality if it has an education quality system and relevant to development (Depdiknas, 2006).

The school as an educational institution has a complex dynamic system that requires professional management. Management, in this case, is defined as the resources optimization or management and control. The school management professionalism theoretically would be able to realize the school effectiveness. However, in practice, the issues are faced unlike the management and control of what is required by the school in order to realize the school effectiveness?

The school is an institution which there are components including teachers, students, and staff non-teacher that each has a specific task in launching educational programs in accordance with the educational aims that have been set. It has an authority to carry out the management and educational services control system to the society. The people in this regard is a school service users who should be placed on an equal footing in the process of management and school control. The people need to be given as the user satisfaction of educational services.

The society and local government empowerment (autonomy) is a demand reform that will deliver a new paradigm in the management and schooling control. This concept has been legally incorporated in the regulation of the Republic of Indonesia No. 20 in 2003 on National Education System. In chapter III (Education Operation Principles) Article 4 stated that education is held movement a democratic and fair and not discriminatory to uphold human rights, religious values, cultural values, and the nation diversity (verse 1). Due to an education is organized as acculturation process and the learner's empowerment that is belonging a lifetime (paragraph 3), as well as to empower all society components through participation in the implementation and educational services quality control.

The society participation, especially those belonging to the School Committee, including the parents in education conducted has been minimal. They have been generally more character input support (read: Dana) is not in the educational process (decision-making, monitoring, evaluation, and accountability). Regarding accountability, the school does not have a duty to account for the education implementation results to the society, particularly the parents, as one of the main elements concerned with education (stakeholders).

The school effectiveness as a study to examine the input, process, output/outcome and across factor relationship is a review of the presence of micro-level schools. It proved empirically in various countries show that school effectiveness studies have been very helpful in solving the problems of education, including improving education quality. These functions include realized through the standards establishment of facilities minimum and infrastructure, quantity, and human resources quality, the education process in schools, as well as minimum

standards of education outcomes. The quality control involves two aspects namely the administrative i.e. the balance in the allocation of educational resources. As well, the substance aspects that is the achievement of quality outcomes, in other words, an understanding of the school's effectiveness in improving education quality must also be on the track a government policy who designed the concept of decentralization of education by giving greater autonomy at the school level by using school-based management approach.

The logical consequence of this approach requires school management capabilities through society participation support as stakeholders. It needs to be reinforced by the climate conditions of the school and its characteristics conducive. Of course, unlike a support especially in determining the successful implementation of the school-oriented effectiveness at improving the secondary education quality.

Based on the background of the study, therefore, the problem can be formulated to how to describing and whether there are direct and indirect relationships among; the school characteristics, society participation, school climate, and management capabilities, with the school effectiveness, the State of Senior High School in Bali. The main objective to be achieved in this research is to gain an overview of the relationship among the school characteristics, society participation, the school climate and management capabilities with the school effectiveness of the in the State of Senior High School in Bali of Bali province and obtain a good clarity / absence model of structural relationships between variables it, and found there is a relationship between each variable, either directly or indirectly.

Some literature that equivalence the meaning of effectiveness with efficiency, productivity, thereby [Sergiovanni \(1987\)](#) stated that as a multi-dimensional concept, simply put [Etzioni \(in Sergiovanni, 1987\)](#), [Kellaghan \(in Townsend, 1994\)](#) defined that effectiveness as the level of achievement for organizational goals. According to [Ewell and Lisensky \(1988\)](#), the effectiveness can be evaluated from four dimensions, i.e. (1) cognitive outcomes, (2) the skill results, (3) the attitudes/values results, and (4) the relationship created with various parties. The cognitive dimension includes general knowledge and knowledge of the field of study. The dimensions skills included: (a) the basic skills (verbal, oral, quantitative, etc.), (b) high-level skills (problem-solving, creative, human relations/organizations, etc.), and (c) vocational skills to do the special job). The dimensions attitudes/values include: (a) goals and personal aspirations, (b) the general attitudes, values, and satisfaction, (c) attitudes toward themselves (identity improvement), and (d) an attitude toward others. The fourth dimension deals with the relationship built by graduation, workplace / industrial, professional organizations, and societies.

[Scheerens \(1992\)](#) stated that an effective school has five important characteristics, namely; (1) strong leadership; (2) an emphasis on the basic capabilities achievement; (3) the comfortable environment existence; (4) The high expectations on student achievement; (5) and regular assessment of the program that made by students. [Mackenzie \(1983\)](#) identified three dimensions of effective education that are leadership, effectiveness, and efficiency as well as core and supplementary elements of each dimension. Focusing on the theory description itself, it was revealed that the definition of school effectiveness viewing the school as a system that encompasses many aspects of good input, process, output and outcomes as well as the existing order in the school. In term of this [Bosker and Guldemon \(1991\)](#) developed a school effectiveness system that consists of five components i.e. context, input, process, output, and outcome. The component context, e.g. is the community needs, the school environment, and education policy; component input e.g. is a resource and teacher quality. The process components, unlike a school environment and curriculum; and component output e.g. is the result of the overall student learning and achievement. While the components outcome e.g. is employment and income.

Regarding some theories and notions of the schools effectiveness that mentioned above, in this study, is used the *School Effectiveness Questionnaire* developed by [Thomas et al., \(1993\)](#) with four indicators consisting of (1) a clear mission, (2) high expectations, (3) monitoring frequency, (4) learning opportunities ([Baldwin et al., 1993](#)). According to [Jaap Scheerens \(1992\)](#) in the book title, *Effective Schooling: Research, Theory, and Practice*, stated that was in simple school characteristics identified in a model Integrated regarding the school effectiveness. This model consists of teacher experience, spending per-student, and their parent's support. Every school has its own characteristics. It can be seen from the physical resources, as well as the things that characterize the school. The school characteristics that enables a parameter in this study, namely effectiveness. The effectiveness of the school will be a means of school identification.

The school characteristics are seen as one of the input section at school. [Marlaine E. Lockheed and Eric Hanushek \(1988\)](#) in *Educational Improving Efficiency in Developing Countries* said that there are times when the input level is divided into the source material and nonmaterial resources. Source material includes textbooks, materials/teaching materials, desks, and classrooms, while the non-material sources include pedagogical knowledge, organizational structure and the school system, such as time and ability. The school characteristics may also include: (1) the books availability in the library, (2) an experienced leader at various levels in schools, (3) the instructional

materials existence, (4) the costs incurred for administrative activities and teaching, and (5) the level of students socioeconomic status. Jerome S. Arcaro, in the *Quality in Education: An Implementation Handbook*, St. Lucie Press, stated that the school quality characteristics basically has five characteristics, which are identified as quality focus pillars on the customer, total involvement, measurement, and a commitment to continuous improvement.

Based on theories regarding the school characteristics unlike described above, it can be concluded that the school characteristics is an overall resource (human and material) with respect to the education provision in the school. Its resources include the school direct needs, the resources available in the school unlike the human resources (students, teachers, principals, and administrative staff) with its characteristics and other resources in the material form as facilities and the schools equipment (buildings, laboratories), and the teaching-learning process needs e.g. textbooks, visual aids, curriculum, and other learning tools. Thus, the school characteristics can be summarized as the overall human resources and material relating to the education provision in the school includes six indicators, i.e. (1) the buildings area, (2) extensive laboratory, (3) extensive library, (4) the classrooms number, (5) the number of students, and (6) the funds amount that allocated in the school.

The participation generally is a participation or involvement of an individual or group in an activity. It is a process that involves a person to participate in management decision-making in an organization. Further, [Marchington \(1977\)](#) in his book *Successfully Managing the Team: Techniques for effective Employee Involvement* defined the participation or involvement in an organization is a member of the organization's participation in decision-making regardless of their relationship to the decision-making process. Diana Conyer, *An Introduction To Social Planning in The World* (1994), explained that the approach to public participation that was their direct community involvement in the development process. This process also included development in the education field. In order to obtain optimal results, Britha Mikkelsen stated that the *Methods for Development Work and Research: A Guide for Practitioners* (1999), is needed an approach that synergizing the potential society. This approach requires careful planning that encourages the active participation of communities ([Amidjojo, 1984](#)).

The participation is a process that involves a person to participate in management decision-making in an organization. The definition of participation can be attributed to the decision-making through bargaining collectively. It was emphasized that participation serves as an influence in decision-making through a process of interaction between organization members and their superiors are based on information sharing. [Rustomodji \(1994: 39\)](#) argued that participation means working constructively and cooperatively to achieve a common goal. They were realizing mutual understanding and mutual respect. It means bringing together all the resources, knowledge, imagination, and skill of all parties for their productive work.

Whereas, various society participation e.g. through the school committee among others: (1) helping teachers, principals, and students inside and outside the classroom, (2) attending meetings and activities at the school, (3) and assist in determining the school programs, and (4) involved in the planning and evaluation of curriculum and the school policy. Based on some descriptions theories regarding the participation definition as described above, it can be concluded that what is meant by society participation through the school committees are participation forms, involvement, or support as members of the society together with the school, either directly or indirectly in education in the school, including nine indicators, i.e.: (1) participation in determining the policies and programs of the school, (2) participation in helping to oversee the implementation of policies and programs of the school, (3) participation in regular meetings at the school, (4) participation in extra-curricular activities, (5) participation in monitoring the schools quality, (6) participation in the meeting of the School Committee, (7) participation in the education costs, (8) participation in developing the school atmosphere, and (9) participation in the development of facilities and infrastructure in the school.

Owens (1991) stated that “*organizational climate is the study of perception that individuals have of various aspects of the environment in the organization*” (the organizational climate is the study of the perceptions held by individuals on aspects that differ in the organization), Correspondingly, [Gibzon et al., \(1985\)](#) stated that the organization climate related to the perception of the workers and the climate will affect the workers in question. The school climate is defined as the factors that influence (interrelated and influence each other) the school development. These factors are included an ecological (physical and material aspect), the social dimension (group characteristics), culture (beliefs, norms), and the interaction among individuals (languages were spoken, rituals applicable), as well as rules (unwritten) applicable. It is the last result efforted to achieve a balance between individuals and schools interests in a social system that is carried out jointly by the students, teachers, and principals.

The systems approach in the organization views school as a system including subsystems that interact, relation, and are related to each other to achieve the system objectives effectively and efficiently. The school as a social system, influenced by the environment in the school that includes individuals and school administrators, as well as

affected too, either directly or indirectly, by the environment outside of school. The description above can be concluded that the organizational climate is an atmosphere, environment, working conditions, values, and organizational norms that created and perceived by the personnel in the organization that affects the personal behavior at carrying out their tasks. The school climate is also an important component in the assessment of the school effectiveness, in addition to school inputs associated with the school outcome, that is why, unlike the school climate social system, should be considered in assessing the relationship between inputs with outcomes school. The researchers stated that the resources or inputs school is a reality that must be available at the school and determine the achievement of the school goals, but more decisive is how the use of these resources are affected by the school climate.

The school climate is included three atmospheres i.e. an emphasis on the academic, conducive environment, and hope to succeed. These ambiances are valid for students, teachers, and principals. A student's academic emphasis on academic tasks, learning tools students, the library use frequency every week, student behavior in the classroom and student attended to school rules. Emphasis academic teachers include a task of planning instructional and teaching, stated by David A. Squires, William G. Hulett, dan John K. Segars. *Effective School and Class Room: A Research Base Perspective* (1983:66).

Based on the theories description and the definitions of the organization climate above mentioned. If the organizational climate analogy is a school climate. That is overall expectations, opinions, and experiences felt by teachers with regard to the overall situation of work in conducting education in schools that include five aspects, i.e. (1) physical condition and school facilities, (2) how to work and school leadership style (3) the employment relationship, and (5) order/discipline of the school. The management capabilities are the skills become a good manager so that it can help the development of the organization (in this case the school) lead. It is in an organization has a major role, whether it's get organized social, corporate, and government organizations. The management serves to move the various activities of the organization in achieving its objectives. It is respecting to Robbins, and Counter (1999: 59) opinion which stated that the management is a process to get things done through others, even added also, that it is an art to carry out a job through other people.

According to Gibson (1985: 25), management can be defined as a process to get the job done through others. The lexicon process has a meaning that management is a way of working that is carried out systematically. It is in an organization has a major role, it is a social organization, company or government organization management functions to drive the various activities of the organization in achieving its objectives. According to Stoner and Freeman (1996: 10), stated that management is the process of planning, organizing, leadership and control all the resources of the organization to achieve the goals set. The management views that an organization that is a working unit consisting of several parts that are coordinated and work together in completing a job. Thus, the nature of work management, which is coordinating the work of people associated with management functions.

There are many experts who have defined management functions. According to Fayol that cited from Robbins and Colter (1999: 39), there are five management functions to be performed by the managers, namely: (1) planning; (2) organizing, (3) leading, (4) controlling and (5) coordination. Stoner (1996: 10) divides into four functions of management functions that include: (1) planning; (2) organizing, (3) leading, (4) controlling. The management capabilities are the ability to be a good manager so that it can help the organization development (in this case is a school) lead. The ability is influenced by genetic and environmental factors. The genetic factors are the innate potential of someone who has an important role in the interaction with the environment. The environmental factors influence is the influence arising from factors external to an individual. An external factor that an individual source of information obtained through the senses with a learning experience.

Based on the description of theories and definitions about the ability of management, it is the management ability is a skill to be a good manager so that it can help the development of the organization in this regard the school education through four indicators: (1) planning process, (2) organization, (3) leadership, and (4) controlling for all the resources of the organization in this case the school organization to achieve the goals set.

2. Materials and Methods

This present study approach is quantitative, it is designed descriptive-correlational or type of survey research, which is a cross-sectional survey. The population in this study are all SMAN (senior high school) in Bali province amounted to 72 schools by 3689 teachers. The samples were taken with Krejcie and Morgan formula was 346 by proportional random sampling technique.

A school characteristic variable, society participation, school climate, management ability and school effectiveness, was measured using a questionnaire. The procedure used to measure all the variables studied are a Likert scale model. The trial was done so that the instruments are arranged instrument can be used to collect data accurately and meet the requirements of the correlation coefficient validity (r_{xy}) $>0,3$ and reliability with coefficient $\alpha > 0.9$. The validity Testing and reliability instruments using computer program SPSS version 16.0 for Windows.

The variables that will be analyzed from interval scale data need does not be tested due to the data obtained has an interval scale. Therefore, the assumption that sought, included: (1) normality test, (2) outlier test (3) multicollinearity between independent variables, (3) test of relation linearity, and (4) test of variance heteros-elasticity. All is measured have been met so that the data can be analyzed.

The data analysis model that applied in this study is SEM (*Structural Modeling Equation*) AMOS 16.0 (*Analysis of Moment Structural*). Procedurally, It is included seven steps SEM-AMOS (Hair, et al., 1998; Solimun, 2002; Ghozali 2006 and Ferdinand, in 2002, Sonhadji, AH 2004), i.e. a) the development of model-based concepts and theories, b) development diagram groove (path diagram), c) Conversion diagrams grooves into the structural model (statistics equation), d) selecting the matrix input and estimation models, e) identification problem assessment, f) evaluation of goodness of fit, and g) interpretation and modification of the model.

The model development based on the concept and the theory of the relationship of each variable in Figure 1 as follows.

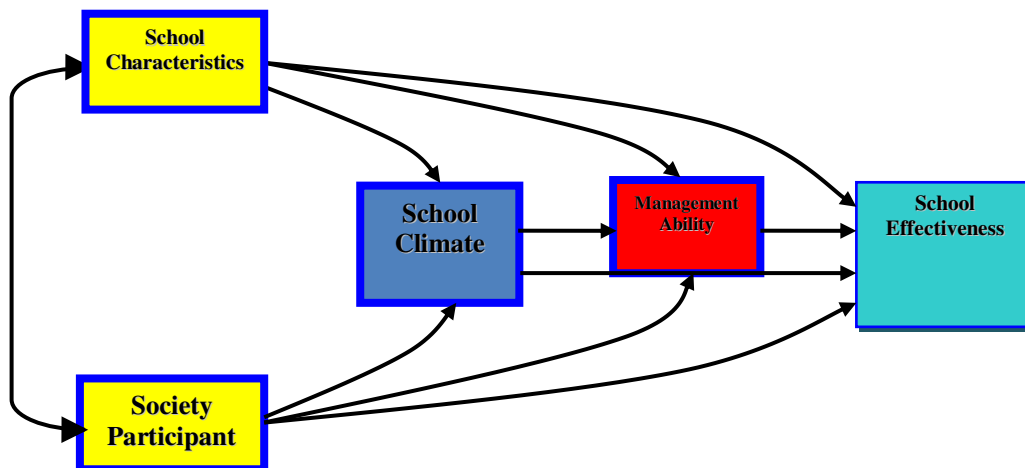


Figure 1. The Constellation of relationships between research variables

3. Results and Discussions

The result summary that is obtained in the analysis and the recommended value to measure an evaluation model feasibility. Test results of the feasibility of structural model evaluation showed that the addition of the *error* indicator relationship can enhance the feasibility to this model. The entire model of eligibility criteria in a good standing. GFI value of 0.936 means that 93.6% of the covariance matrix of the population can be explained by the sample covariance matrix. The analysis of other criteria in a good unlike it has a calculation that meets the recommendation. The test results with the *chi-square* model of generating value with probability 0.064 324.374. This results that the variance-covariance matrix of empirical data does not differ with the model proposed (prob > 0.05).

RMSEA value is an indicator that measures the deviation value of the model parameters with a population covariance matrix (Browne and Cudek, 1993). RMSEA value of 0.019 has met the criteria suggested recommendation of below 0.08, therefore, the model feasibility basis RMSEA is good. AGFI value that recommended is 0.90, and in this analysis has been produced AGFI at 0.916. AGFI value status either due to it has exceeded the minimum recommended value. The index feasibility of this model with Tucker-Lewis Index (TLI) recommends a value of more than 0.95, and the results of model calculations have reached .994. Similarly, the feasibility of an index with Comparative Fit Index (CFI) recommends a value of more than 0.95 and the calculation

result has reached 0.995. The analysis results concluded that the second evaluation of the structural model has an acceptable feasibility, therefore, this model becomes the final model will be discussed. The detailed results of data analysis can be seen in figure 2 and table 1.

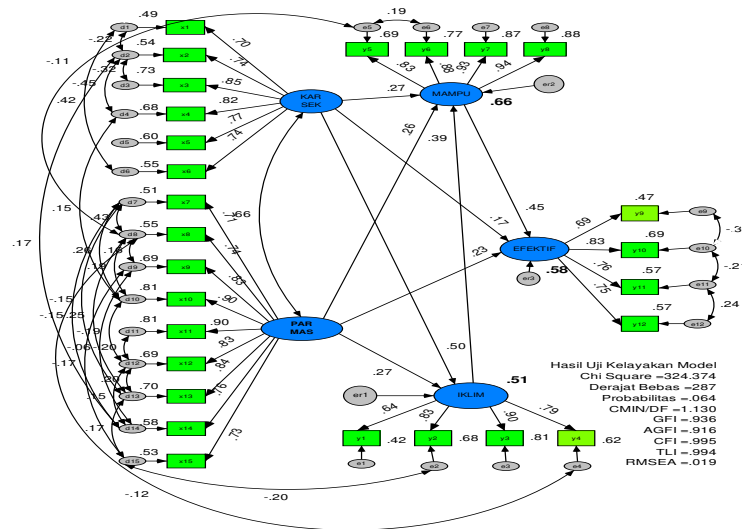


Figure 2. The model of second structural evaluation

Table 1
The test results of indices suitability model of second structural evaluation

Criteria	Criteria	Critical Value	Model Evaluation
Chi-square (χ^2)	324.374	< 327.512	Good
Probability	0.064	$\geq 0,05$	Good
Free degrees	287	-	-
CMIN/DF	1.130	$\leq 2,00$	Good
GFI	0.936	$\geq 0,90$	Good
AGFI	0.916	$\geq 0,90$	Good
CFI	0.995	$\geq 0,95$	Good
TLI	0.994	$\geq 0,95$	Good
RMSEA	0.019	$\leq 0,08$	Good

Sources: Primary data is processed (2010)

3.1 Structural Model

The causality relation that is developed in the hypothesis was tested with the null that the regression coefficient between the relationship is no different from zero through *t-test* like the one in the regression analysis. C.R statistical value will be distributed free t with the degree of 287. The following is a description of the test results on the track nine pieces of structural models and one correlation coefficients proposed in this study. The hypothesis testing on the structural model associated with the regression coefficient test results on each path generated described in Table 2 below.

Table 2
The test results of relationships regression coefficients among variable towards the last models

Relationships		Koef.Reg	SE	CR	p-value	Coef.Baku
From	To					
Correlation						
SC	SP	1.870	0.224	8.357**	0.000	0.658
Blok I						
	school climate					
SC	SCLim	0.579	0.080	7.199**	0.000	0.504
SP	SCLim	0.420	0.095	4.441**	0.000	0.274
Blok II						
	Capability					
SC	MC	0.211	0.047	4.478**	0.000	0.272
SP	MC	0.273	0.055	5.009**	0.000	0.264
SCLim	MC	0.264	0.040	6.636**	0.000	0.391
Blok III						
	effectiveness					
SC	SE	0.115	0.046	2.526 *	0.012	0.170
SP	SE	0.207	0.057	3.607**	0.000	0.228
SCLim	SE	-0.090	0.048	-1.867ns	0.062	-0.146
MC	SE	0.395	0.064	6.187**	0.000	0.451

Descriptions:

SC = school characteristics; SP = society participation; SCLim = school climate; MC = management capabilities; SE = school effectiveness; ns = not significant (p-value > 0.05); * = P-value < 0.05; ** = P-value < 0.01; SE = Standard Error (Wrong Baku); CR = Critical Ratio (critical value = Koef.Reg / SE);

3.2 Direct and Indirect Influences

There are five indirect influences in this study. They are:

- a) The School Characteristics affected indirectly on climate management capabilities through the school of 0,197. When connected to a direct effect of 0.272 means that the nature of the direct influence of the school characteristics to management capabilities are stronger than the indirect effect. The immediate effect is greater than the indirect effects provide an indication that the characteristics of a good school in the short term to improve the management principals ability.
- b) Society participation is indirect effect towards management capabilities through school climate by 0107. If it is combined with immediate effect by 0264 means the direct influence of the public participation nature in the management capabilities are stronger than the indirect effect. The immediate effect is greater than the indirect effects provide an indication that the society participation in the short term to improve the management principals ability.
- c) The School Characteristics is an indirect effect on the school's effectiveness through the school climate and management capabilities at 0.212. When connected to a direct effect of 0.170 means that the nature of the indirect effect of school characteristics on the effectiveness of the school is more powerful than direct influence. Indirect effects are greater than the direct effect gives an indication that the characteristics of a good school in the long term can increase the school effectiveness.
- d) The social participation is indirectly affected on the school effectiveness through the school climate and management capabilities at 0.167. When connected to a direct effect of 0.228 means that the nature of the direct effect of social participation in school effectiveness is stronger than the indirect effect. The immediate effect is greater than the indirect effects provide an indication that the society participation in the short term can improve the school effectiveness.
- e) The School Climate is indirectly affected towards the school effectiveness through management capabilities at 0.177. At the end of the model of a direct path from school effectiveness to the school, climate omitted due to

it gives the test results were not significant. Their indirect influence on the climate of the school to the effectiveness of schools indicated that the school climate that is conducive in the long term can increase the school effectiveness.

Table 3
The results of the direct and indirect influence

Independent	Dependent	Direct	Indirect	Total
Blok I	school climate			
SC	SClim	0.504	-	0.504
SP	SClim	0.274	-	0.274
Blok II	capabilities			
SC	MC	0.272	0.197	0.469
SP	MC	0.264	0.107	0.371
SClim	MC	0.391	-	0.391
Blok III	effectiveness			
SC	SE	0.170	0.212	0.382
SP	SE	0.228	0.167	0.395
SClim	SE	-	0.177	0.177
MC	SE	0.451	-	0.451

Description:

SC = school characteristics; SP = society participation; SClim = school climate; MC = management capabilities; SE = school effectiveness

The coefficient of determination (R^2)

The coefficient of determination (R^2) is a lot of statistics that describes the independent variables contribution to explaining the dependent variable diversity. In the hypothetical model in this study, there are three endogenous variables that will be obtained as shown in Table 4 below.

Table 4
The Results Calculation R^2

Equivalence	Independent	Dependent	Tracking Coefficient	R^2
1	SC	SClim	0.504	0.511
	SP	SClim	0.274	
2	SC	MC	0.272	0.661
	SP	MC	0.264	
	SClim	MC	0.391	
3	SC	SE	0.170	0.584
	SP	SE	0.228	
	MC	SE	0.451	

Description:

SC = school characteristics; SP = society participation; SClim = school climate; MC = management capabilities; SE = school effectiveness;

In the first equation, it is explained that the school characteristics and social participation jointly affect the school climate. The analysis results are explained that the two constructs contributed 51.1% to account for the diversity of

the school climate. The contributions from school characteristic to school climate is stronger (dominant) than society participation.

In the second equation, it is explained that the school's characteristics, society participation, and school climate together affect the management capability. The results of the analysis are explained that the three constructs contributed to 66.1% to account for the management capabilities diversity. The good school climate will improve management capabilities principal.

In the third equation, it is explained that the school's characteristics, society participation, and management capabilities together affect school effectiveness. The results of the analysis are explained that the three constructs contributed to 58.4% to account for the school effectiveness diversity. The management capabilities principals that will either increase the school effectiveness.

3.3 Findings

Based on the hypothesis testing results unlike described above, it can be drawn the conclusion the core of findings for this study are: (1) the school characteristics and society participation there is a direct relationship with the school climate at the Senior High School in Bali, and relations to school characteristic has a relationship stronger with the school climate than society participation in Senior High School in Bali, (2) The schools characteristics, society participation and school climate there is a direct relationship with management capabilities. The relationships of social participation and school climate with management capabilities are more powerful than school-specific characteristics in the Senior High School in Bali, (3) The school characteristics, society participation, and management capabilities are linked directly to the school effectiveness. The relationship management capabilities to the school effectiveness are more powerful than the school characteristics and social participation in the Senior High School in Bali, (4) there is an indirect relationship between school characteristics and management capabilities through the school climate at the Senior High School in Bali. The school characteristics that meet the standard have an impact on school climate conducive to the formation to encourage increased management capabilities principals, (5) there is a relationship indirectly from the school characteristics to school effectiveness through school management capabilities at the Senior High School in Bali. The school characteristics that meet the standard can help principals to improve management capabilities principals to encourage the formation of a better school effectiveness, (6) there is no direct relationship between social participation to management capability through the school climate of Senior High School in Bali. The high society participation will contribute a strong principal for further improve the school climate to promote the better management principals ability, (7) there is a relationship indirectly from participation and school effectiveness through management capabilities at the Senior High School in Bali. The society participation will contribute a high principal to improve management capabilities principals to encourage better school effectiveness formation. (8) There is a relationship indirectly from school climate to school effectiveness through management capability at the Senior High School in Bali province. The school climate more conducive to help a principal's improved management capabilities to create a better school effectiveness. (9) the good school characteristics are more scalable than indicators to complete library and spacious availability, (10) social participation in the school is more measurable indicators of high participation in extra-curricular activities and participation in monitoring the school quality. (11) The conducive school climate is more measurable indicators for the good working relationship implementation. (12) The good management ability that is measurable of the right leading indicators and the ability to control a reliable organization, and (13) the good school effectiveness is more scalable than an indicator of the high expectations of the school.

3.4 Final Model

The previous analysis results are explained that the early models exist in the constellation of relationships between variables, there is a path that is not supported by the data that is a direct connection from the school climate to the school effectiveness. So that the final model is to explain the relationship five variables in the table below.

Based on Figure 3 is able to be known the structural model recommended shows that there is a removal direct relationship: between school climate and school effectiveness. It shows the direct relationship between five variables are (1) there is a relationship between schools characteristics with society participation. (2) there is a direct relationship between the school characteristics with school climate. (3) there is a direct relationship between society

participation with school climate; (4) there is a direct relationship between the characteristics of schools with management capabilities. (5) there is a direct relationship between social participation with management capability. (6) there is a direct relationship between school climate with management capabilities. (7) there is a direct relationship between the school characteristics with school effectiveness; (8) there is a direct relationship between social participation with school effectiveness; (9) there is a direct relationship between the management capability to the school effectiveness. Therefore, the structural model as shown is what best describes the relationship between the five variables examined in this study.

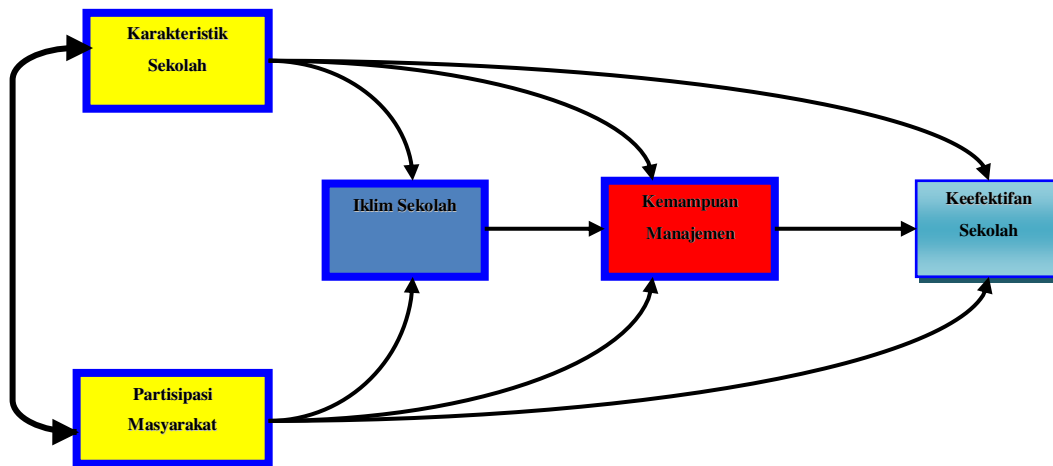


Figure 3. Constellation final model interpersonal research variables

4. Conclusion

Based on the data analysis via statistical tools and it can be concluded that: (1) the characteristics level is high categorized; society participation is in the high category; the school climate is in the high category; the management capability is in the high category and the school effectiveness is in the high category. This means that society participation; school climate; management capability, and school effectiveness in Bali province is good, (2) there is a significant relationship between the school characteristics with society participation in Senior High School in Bali. This means that the school characteristic is met because it was followed by the higher people's participation. In some areas, Bali province, the society participation in the high school tend to have characteristics that meet the standard. (3) there is a significant direct relationship between the school characteristic with the school climate at the State of Senior High School in Bali province. This relationship indicates that the fulfillment of the school characteristic then followed by a school climate those are more conducive. It can be stated that the school characteristic that meets the standards of a motivating factor, the school formation, school climate those are conducive especially with the good library facilities availability. The effective contribution to the climate of the school characteristic of 33.1% of the school, it is explained that the contribution of school characteristics more effectively than society participation, (4) there is a significant direct relationship between social participation in the school climate at State of Senior High School in Bali province. It can be stated that the higher the society participation will be followed by the school climate that is more conducive to be contributed by the high society participation. As well, it means the high society participation will be a factor in building the school climate that is conducive especially when high society participates in extra-curricular activities and their school quality control. The effective contribution of the school climate to the social participation of 17.9%; (5) there is a significant direct relationship between the school characteristic with the management capability to the Senior High School in Bali.

Thus, the school characteristics are fulfilled due to the high school principal management capabilities. In contrast, the school characteristic is not fulfilled due to the low management principals ability. This means the management skills of high school heads is more easily formed on the school characteristic that meets the standards. The effective contribution to the school characteristics management capabilities by 19.39%, (6) there is a significant direct relationship between social participation with management capability at the Senior High School in Bali. This means

that higher participation was followed by the management principals ability. Therefore, conversely, the lower society participation in the school, because of the school principal management capabilities. That is, the active society participation in education will be related to the management principals ability. The effective contribution to society participation in the management capacity of 18.82%, (7) there is no significant direct relationship between school climate with management capability at the Senior High School in Bali province. This means the better school environment will be more easily encourage principals to improve school management.

Likewise, it increasingly conducive school environment will be more difficult to encourage principals to improve school management. The effective contribution to the school climate management capabilities by 27.88%, (8) there is no significant indirect relationship between characteristics of school management capabilities through the school climate at State of Senior High School in Bali province. That is, that in order to improve the management capabilities principals, more effective by changing or improving school characteristics than conducive a school climate. Therefore, the school climate conducive found to be ineffective for improving management capability, (9) there is a significant indirect relationship between social participation with management capability through the school climate at the Senior High School in Bali. That is, that in order to improve management capability, more effective by changing or improving social participation rather than improving school climate that is conducive. Therefore, by improving school climate that is conducive ineffective for improving management capability, (10) there is no significant direct relationship between the school characteristic with the school effectiveness at State of Senior High School in Bali. This means, the compliance school characteristic, then followed by a more effective school.

The vice versa, therein non-fulfillment of school characteristics, the school effectiveness increasingly ineffective. It can be stated that school characteristics are met will be the driving factors building of the school effectiveness. The effective contribution to the school effectiveness to school characteristics of 11.69%, (11) there is a significant relationship between social participation with school effectiveness at State of Senior High School in Bali. This relationship shows that the higher society participation then followed by a more school effectiveness. And vice versa, the low society participation, the school's effectiveness is increasingly ineffective. It means that society participation will be driving factors building the school effectiveness. The effective contribution to the school effectiveness of school characteristics is 15.68%. (12) there is no significant direct relationship between school climate to the school effectiveness towards the State of Senior High School in Bali.

This relationship shows that more conducive school climate then it will be followed by the school is more effective, so conversely, the school climate is not conducive, it is not followed by school effectiveness. The effective contribution to the school effectiveness towards school characteristics is 31.02%. (13) there is a direct significant relationship between the management capability to the school effectiveness at Senior High School in Bali province. Thus, the higher management ability then it will be followed by the school is more effective. Conversely, the low school management capacity, the school effectiveness is increasingly ineffective. It means a high school management will be driving factors building to the school effectiveness.

The contribution effective characteristics to the school effectiveness are 15.68%. (14) there is no significant direct relationship between the school's characteristics with the school's effectiveness through the school climate at the Senior High School in Bali. That is, that in order to improve the school's effectiveness, is more effective by changing the characteristics or the school fulfillment rather than improving school climate that is conducive. Therefore, improving the school climate that is conducive ineffective to meet school characteristics. (15) there is a significant indirect relationship between the school's characteristics with the school effectiveness through management capabilities at the Senior High School in Bali. That is, that in order to improve the school's effectiveness, is more effective by changing the school characteristics or the fulfillment rather than improve school management. Therefore, improving the management capability is ineffective to meet the school characteristics. (16) there is no significant direct relationship between the society participation with the school's effectiveness through the school climate at the Senior High School in Bali. That is, that in order to improve the school's effectiveness, is more effective by changing or improving social participation rather than improving school climate that is conducive. Therefore, improving the school climate that is conducive ineffective to increase social participation, (17) there is a significant indirect relationship between society participation in school effectiveness through management capability at the Senior High School in Bali. That is, that in order to improve the school's effectiveness, is more effective by changing or improving social participation rather than improving management capabilities. Therefore, improving the management capability is not effective to increase society participation, and (18) there is a significant indirect relationship between school climate with school effectiveness through management capabilities at the Senior High School in Bali province. That is, that in order to improve the school's effectiveness, is more effective by changing or

improving the school climate rather than to enhance management capabilities. Therefore, by improving an ineffective management capability to increase a school climate to be conducive.

Suggestion

Based on the conclusions and implications of the research explained, there are some suggestion; (1) to the headmaster of SMAN in Bali Province which has a position as a manager and main responsibility for succeed their school, so that this research can be a positive input to determine the strategy in managing the school then the strategy is being pursued expected to improve the school effectiveness. In order to the school effectiveness, it can be expected objectives, vision and mission can be realized in a good school. Besides, the headmaster keep making every effort to maintain the psychological teacher who has been committed making the schools are more effective, due to the high commitment can be made very strategically capital to realize the education goal schooling. (2) to the teachers of high schools in Bali province, this research can improve their knowledge about the school characteristics, the society participation, school climate, management capability and school effectiveness of high schools in Bali province. Regarding this knowledge. It is hoped they can be aware that the school effectiveness is very important at improving the school's image for the public. (3) to the Dept. of Education, Youth and Sports of Bali Province, in order to this research findings can be input as a basis for policy making the most appropriate in coordinating the Department of Education Youth and Sports District / City to provide guidance to schools, principals, and teachers, therefore, the educational programs implementation can run united in the effort to improve the education quality in Bali province. (4) to other researchers who interest in the school effectiveness, the research findings can be used as a reference in the search for or browse other variables outside the schools characteristics variable, society participation, school climate, management capability and the school effectiveness, so that the research findings will be able to add insight to further researchers, and (5) to the theorists of education management, in particular, these research findings can be used as inputs in the theories development of management science education, particularly relating to the variables examined in this study are: the school's characteristics, society participation, school climate, management capability and school effectiveness.

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Statement of authorship

The author(s) have a responsibility for the conception and design of the study. The author(s) have approved the final article.

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