

**EFFECTIVENESS MODEL VOCATIONAL HIGH SCHOOL IN THE CITY OF SEMARANG****Mudrik**

Educational Management of Postgraduate Program of Semarang State University

Info Artikel*Sejarah Artikel:*

Diterima April 2014

Disetujui Mei 2014

Dipublikasikan Juni 2014

*Keywords:**school effectiveness, school**leadership, teacher**competence, school climate,**school committee***Abstract**

Vocational School has a unique character, its output should really be prepared to have competence in the workplace in accordance with the chosen skill. In reality based on research results In reality based on the results of research and development agency of Central Java Central Java shows the number of graduates of vocational schools and private State in Central Java between 95 % to 100 % , of the passing range are absorbed into jobs that match their expertise program is 30 % up to 50 % . This study aims to determine the effect of principal leadership , teacher competence , school climate and the school committee on the effectiveness of vocational high school in the city of Semarang. The design of this research is a quantitative research approach through a confirmatory factor analysis model. Its population is a vocational high school teachers in public and private in Semarang City with 293 respondents. The collected data were analyzed through SEM analysis using software programs VPLS (Visual Partial Least Square). Results reveal that the principal leadership, teacher competence, school climate and the school committee has a positive and significant impact on the effectiveness of vocational high school in the city of Semarang. Of the four principal leadership factors have the greatest influence with the value of load factor of 4,6899, the school committee with a value of 3,6914, with the teacher's competence value of 2,6002 and last school climate with a value of 2,2467. Based on these results, the variables principal leadership, teacher competence, school climate and the school committee can be the foundation for efforts to improve the effectiveness of vocational school, through its dimensions and indicators.

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ISSN 2085-4943

INTRODUCTION

Today education is seen as an activity that is anticipatory, in the face of change changes and developments in science and technology very quickly. Changes and developments that sounds huge impact on various aspects of human life, whether economic, political, social or cultural . The era of globalization requires strong competitiveness in various fields, such as technology, management and human resources. For that required the development and improvement of the quality of human resource development in order to compete in the global change . One of the media to improve the quality of human resources is education .

According Tilaar (2001 : 6) globalization process also requires every organization including educational organization must always be dynamic in order to follow the development of output produced increasingly higher quality and are able to compete internationally .

Based on this, review the effectiveness of the school is important and urgent to be done related to improving the quality of education. As formal education institutions, schools are required to produce graduates who have the academic ability of specific, skills, attitudes and mental, as well as other personalities so that they can continue to pursue higher education or working in jobs that require expertise and skills .

Vocational High School has a unique character, its output should really be prepared to have competence in the workplace in accordance with the chosen skill competencies. This indicates that each graduate school must meet competency standards appropriate levels of education as a basic unit to see the effectiveness of the school.

Competency standards are the criteria for qualification is the ability of graduates that includes attitudes, knowledge, and skills. Standard Competency Vocational High School on the attitude dimension includes behaviors that reflect the attitude of the faithful, noble, knowledgeable, confiden, and responsible to interact effectively with the social and natural

environment as well as the place itself as a reflection of the nation in the association world. In the knowledge dimension includes having knowledge of factual, conceptual, procedural, and metacognitive in science, technology, art, and culture with insight into humanity, national, state, and civilization related causes and effects of phenomena and events. On the dimension of skills include the ability think and follow an effective and creative in the realm of the abstract and concrete as learned in the development of independent schools (Appendix Permendikbud 54 of 2013 : 1-3).

In reality based on research results In reality based on the results of research and development agency of Central Java Central Java shows the number of graduates of vocational schools and private State in Central Java between 95 % to 100 % , of the passing range are absorbed into jobs that match their expertise program is 30 % up to 50 %.

These conditions imply the need for immediate assessment of the effectiveness of vocational schools , with the hope of more in-depth knowledge gained about the strategic factors for the improvement of education in the effectiveness vocational high school.

THEORETICAL FRAMEWORK

Effectiveness of School

Effective school is a school that is run fungsinya as a place to learn the best by providing quality learning for their students . Learning outcomes satisfactory to all parties indicated by the quality of learning outcomes of students in accordance with its intended purpose (Ukat, 2008:2).

Shannon and Bylsma identifies nine characteristics to look superior schools (highperforming schools). To that end they fought and worked hard in a relatively long time. The nine characteristics of effective schools look ahead include:

- 1 . Clear and shared focus
2. Standards and high expectations for all students
3. Effective school leadership

4. The level of cooperation and innovative communication
5. Curriculum , learning and evaluation that goes beyond the standard
6. The frequency of monitoring of learning and teaching high
7. Development of teachers and staff who are focused
8. Environment that supports learning
9. High involvement of families and communities (Sodikin, 2011: 8).

All the research on school effectiveness is an attempt to explain how school inputs, school context, and school processes affect the output of the school.

Based on these results, an effective school is a school that is able to optimize all of the input and output processes for the achievement of education, ie school achievement, especially the achievement of students is characterized by its ability to form all the competencies required in the study.

Principal Leadership

Siagian (2002: 62) argues that leadership is the ability to influence others (subordinates) so that the other person is willing to do the will of the leader personally although it may not be his favorite.

In effective schools, principals have a strong role in coordinating, move, and synchronize all available educational resources. School leadership is one factor that can encourage schools to be able to realize the vision, mission, goals, and objectives of the school through programs carried out in a planned and gradual. Therefore, principals are required to have management skills and strong leadership to be able to make decisions and initiatives to improve school quality.

The school principal should have the institutional vision, a clear conceptual abilities, as well as the skill and art of human relations, mastery aspects technical and substantive aspects (Mulyasa, 2004:72). Vision is a picture of the future school school aspired. Vision can guide and offer directions and map to the future

and provide guidance/ instructions to all members of the organization in achieving its goals. Register or details of the principal duties include the role and function of the run can be the basis for determining the competence of school . Thus, the necessary competence possessed principals include (a) formulate a vision, (b) planning program, (c) communication a cooperation (d) public relations, (e) manage the resources of the school, (f) decision making.

Competence of teachers

Teacher competence can be defined as the knowledge and skills of basic values are reflected in the habit of thinking and acting. Competence can also be defined specification of knowledge or skills and attitude of a person and their application in the work, according to the standard of performance required in the field (Marwanti, 2013: 4).

According to PP. No.19 tahun 2005 on National Education Standards, stated that the educator (teacher) is a learning agent must have four kinds of competencies, namely pedagogic competence, personal competence, social competence, and professional competence.

Based on the description referred to the competence of teachers in this study is the ability of teachers to perform their duties with its competence to achieve the set goals of the school.

School Climate

According Rapti (2013 : 110) the expectations, values, beliefs, relationships with staff, school leaders, teachers and students build a school climate behavior . Selamat (2013 : 73) cites the opinion of Thompson, explained that, organizational climate can be defined as an approach in which members of the organization to observe and characterize them and around them in a polite manner and value based.

According to Cohen, as quoted by Pinkus (2009 : 14) describes school climate as the quality and character of school life, based on the behavior patterns of students, parents and school personnel about the experience of school life that reflects norms, goals, values interpersonal

relationships, learning and teaching practice, as well as organizational structure

Styron and Nyman (2008:2) describes school climate is an important component to realizing an effective middle school . School climate is environmentally friendly teenager, casual, polite, quiet, and dynami. Overall school climate can be enhanced by positive attitudes and behavior of the students and teachers. Related to school climate and a productive environment conducive to student learning with an atmosphere that promotes cooperation , trust, loyalty, openness, pride, and commitment .

Hoy, Hofman, Sabo and Bliss as quoted Gunbayi (2007:2) describes six dimensions of school climate, which is divided into two aspects, namely the behavior of the head, and behavioral aspects of teachers. Three - dimensional behavior of the principal measured is supportive, directive, and restrictive, while the three dimensional behavior of teachers is measured collegial, committed, and disengaged.

School Committee

School Committee is an independent body that embodies the role of the community in order to improve quality, equity and efficiency of education management in the education unit both in preschool education, education track or path outside of school education.

The existence of the School Committee must rest on a foundation of community participation in improving the quality of care and outcomes of schooling. Therefore, its formation must consider the appropriate roles and autonomy of existing positions. The role that the School Committee is as follows,

1. Advisory agency in the determination and implementation of education policy in the education unit.
2. Supporting agency, both tangible financial, thought, and effort in providing education in the educational unit.
3. Controller (controlling agency) in order to transparency and accountability activities and spending in the education unit .
4. Mediator between the government with the community in the education unit.

RESEARCH METHODS

The design of this research is a quantitative research approach through a confirmatory factor analysis model . Its population is a vocational high school teachers in public and private in Semarang City with 350 respondents . The collected data were analyzed through SEM analysis using software programs VPLS (Visual Partial Least Square).

The variables of this study consisted of an endogenous latent variables (latent dependent variable) and four exogenous latent variables (latent independent variable).

Endogenous latent variables in this study is the effectiveness of vocational high school (Y) is measured through the observation variables and the clear focus with (Y1), standards and high expectations for all students (Y2), effective school leadership (Y3), the level of cooperation and innovative communication (Y4), curriculum, learning and evaluation that goes beyond the standard (Y5), the frequency of monitoring of learning and teaching high (Y6), the development of teachers and staff who are focused (Y7), an environment that supports learning (Y8), high involvement of families and communities (Y9).

There are four exogenous latent variables, namely the principal leadership (X1) which is measured by the ability to formulate a vision of observation variables (X1-1), the ability to formulate programs (X1-2), the ability of communications and collaboration (X1-3), the ability of the relationship with the community (X1-4), the ability to manage school resources (X1-5), and decision-making abilities (X1-6). Teacher competence (X2) measured through observation of pedagogical variables (X2-1), personal competence (X2-2), social competence (X2-3) and professional competence (X2-4). School climate (X3) were measured through supportive observation variables (X3-1), Directive (X3-2), restrictive (X3-3), collegial (X3-4), committed (X3-5), and disengaged (X3-6). The role of the school committee (X4) as measured through observation advisory variable

(X4-1), supporting (X4-2), controlling (X4-3), and mediators (X4-4).

RESULTS AND DISCUSSION

Evaluation of Measurement Model (Outer Model)

Assessment measurement model can be seen from the value of convergent and discriminant validity and composite reliability. The calculation results obtained by the measurement model assessment goodness Composite Reliability and AVE values successively Principal Leadership variable (X1) 0,892 and 0,657 Teacher Competence (X2) 0,895 and 0,722 the School Climate (X3) 0,893 and 0,627 Role of the School Committee (X4) 0,817 and 0,627 the School effectiveness (Y) 0,792 and 0,625.

This suggests that the constructs have convergent and discriminant validity levels are good. Similarly, all the variables have a composite reliability value above 0,70 means in accordance with the assessment criteria of all the variables have a good level of reliability. So for the measurement model can be expressed is good.

Evaluation of Structural Model (Inner Model)

This information is obtained by looking at the value of R square is a test of goodness - fit model to explain the variation percentage of the overall construct of the model . Through bootstrapping method , the value of R square of 0,717 endogenous variables . Structural model of the output VPLS shows four exogenous variables, namely the Principal Leadership, Teacher Competence, Climate School, and the Role of the School Committee together explained 71,7 % to effectiveness School. This value indicates substantial explanatory power is greater than 67 % according to Chin (in Ghazali, 2011:27) . Test goodness strktural models can be seen from the value obtained from the formula $Q2 = 1 - (1 - R^2)$, and the obtained value of $Q2 = 1 - (1 - 0,717) = 0,717$. As per the assessment criteria that value is greater than 0,67 which indicates that either the structural model.

Hypothesis Testing

Based on the results if the data path coefficient obtained information that indicates the strength of relationship between the two constructs are significant (at $p = 0.05$) as follows, the value of the path coefficient for the effect of Principal Leadership of the effectiveness of the school of 0,2910 with a value of load factor of 4,6899. It is informed that the hypothesis that the Principal Leadership factors have a positive and significant impact on the effectiveness of vocational school in Semarang accepted .

Path coefficients for Teacher Competence on School Effectiveness at 0,2090 with a value of load factor 2,6002. This shows that the hypothesis that factors Competency has a positive and significant impact on the effectiveness of vocational high school in Semarang received.

Path coefficients for the School Climate at 0,1460 with a value of load factor 2,2467 which indicates that the hypothesis that school climate factors have a positive and significant impact on the effectiveness of vocational high school in Semarang accepted . The role of the path coefficients of the Effectiveness of the School Committee School of 0,2740 with a value of load factor 3,6914. These results indicate that , the hypothesis that there is an influence on the effectiveness of the role of the School Committee School at Vocational High School in Semarang acceptable.

Based on the results of testing the structural model of the value of R^2 was found that the variables of school leadership, teacher competence, school climate and the school committee jointly have a significant influence on the effectiveness of vocational schools at 71,7 %.

Effectiveness Model Proposed Vocational High School.

The results of parameter estimates for the measurement model after going through four rounds of iteration of each of the variables shown in the following table.

Table 4.1 Analysis Results Through Convergent Validity Testing Variables Principal leadership

Indikator	Factor Loading			
	Proses I	Proses II	Proses III	Proses IV
kks1	0.936300	0.583400	0.580000	0.579900
kks2	0.597000	0.660000	0.669800	0.669600
kks3	0.876400	0.702100	0.696100	0.696200
kks4	0.023900	-	-	-
kks5	0.660800	0.647100	0.648500	0.648300
kks6	0.542600	0.604200	0.607900	0.607800
kks7	0.641800	0.568200	0.566700	0.566600
kks8	0.484100	-	-	-
kks9	0.478000	-	-	-
kks10	0.528700	0.609900	0.605000	0.604900
kks11	0.772200	0.625300	0.626000	0.626200
kks12	0.692100	0.769900	0.766600	0.766700
kks13	1.286500	0.598300	0.605400	0.605400
kks14	0.465300	-	-	-
kks15	0.823200	0.812600	0.810600	0.810700
kks16	0.475700	-	-	-
kks17	0.372100	-	-	-
kks18	0.484500	-	-	-

Sources: Output data processing VPLS, 2013

Based on table 4.1, the loading indicator variable dimensions of school leadership in the principal's ability to manage human resources is has a value below 0.5 are not included in the subsequent process. Until the fourth process an important dimension. Good performance loading factor values obtained the greatest evaluations for all teachers and employees and indicator is an indicator (kks15) of 0,810 which to innovate and build partnerships with the states the principal performance evaluation of community be the most important indicator in human resources (teachers and staff) this dimension. periodically. These results inform that the

Table 4.2 Analysis Results Through Convergent Validity Testing Variables Teacher Competency

Indikator	Factor Loading			
	Proses I	Proses II	Proses III	Proses IV
kg1	0.866400	0.856300	0.731500	0.690100
kg2	0.164400	-	-	-
kg3	0.395600	-	-	-
kg4	0.797300	0.595500	0.805600	0.823500
kg5	0.122800	-	-	-
kg6	0.525400	0.271000	-	-
kg7	0.396400	-	-	-
kg8	0.578200	0.929600	0.616200	0.598900
kg9	0.332700	-	-	-
kg10	0.646800	0.639600	0.392600	-
kg11	0.941800	0.855800	0.722800	0.725800

kg12	0.586400	0.698100	0.864100	0.875600
kg13	0.101100	-	-	-
kg14	0.415000	-	-	-
kg15	0.585700	0.863300	0.581300	0.574000
kg16	0.853300	0.752100	0.808400	0.824000
kg17	0.461400	-	-	-
kg18	0.420700	-	-	-
kg19	0.446400	-	-	-
kg20	0.391800	-	-	-
kg21	0.631200	0.630100	0.606400	0.598500

Sources: Output data processing VPLS, 2013

Table 4.2 is to inform you that after going through four rounds of testing analysis, an indicator variable that has a value of teacher competence greatest factor loading is (kg12) by 0,8756 which states teachers can communicate well orally and in writing.

These results indicate that the ability of teachers to communicate orally and in writing

with the entire school community be an important indicator. The teacher is the key to successful learning in the classroom so that the ability to design learning materials and how to communicate so that the material is more easily accepted participant learners so that learning objectives can be achieved optimally.

Table 4.3 Results of Analysis of Convergent Validity Testing Through School Climate Variables

Indikator	Factor Loading			
	Proses I	Proses II	Proses III	Proses IV
is1	0.674000	0.659400	0.647600	0.647500
is2	0.593900	0.672000	0.677900	0.677800
is3	0.631400	0.692100	0.694200	0.694100
is4	0.435700	-	-	-
is5	0.650200	0.668900	0.667300	0.667200
is6	0.552900	0.607400	0.613900	0.613900
is7	0.639100	0.560700	0.551000	0.551200
is8	0.688500	0.611500	0.612600	0.612900
is9	0.630700	0.525000	0.519900	0.520200
is10	0.481500	-	-	-
is11	0.604300	0.599200	0.588000	0.587800
is12	0.588800	0.697100	0.708600	0.708500
is13	0.548900	0.645100	0.650600	0.650500
is14	0.587700	0.638400	0.640500	0.640400
is15	0.556500	0.543400	0.542400	0.542600

Sources: Output data processing VPLS, 2013

Table 4.3 is an analysis of the test results after the testing process four times. The results show that the indicators of school climate variables that have the greatest value is the loading factor (is12) at 0,7085. This indicator stating that teachers possess a loyalty to the school to achieve school goals. This gives

teachers information that loyalty in achieving the goals of the school is one of the important indicators. Loyalty teachers to do the job is important because of the high loyalty in carrying out the work of teachers will devote all his ability to produce optimal results.

Table 4.4 Analysis of Results of Convergent Validity Testing Through Variable Role of the School Committee

Indikator	Factor Loading			
	Proses I	Proses II	Proses III	Proses IV
pks1	0.040100	-	-	-
pks2	0.206700	-	-	-
pks3	0.585300	0.605000	0.610700	0.610400
pks4	0.809600	0.640600	0.638300	0.638100
pks5	0.862800	0.597200	0.602700	0.602500
pks6	0.457300	-	-	-
pks7	0.658600	0.552800	0.523300	0.523400
pks8	0.644700	0.757400	0.764300	0.764600
pks9	0.788700	0.511000	0.524600	0.524500
pks10	1.161100	0.692900	0.690600	0.690900

Sources: Output data processing VPLS, 2013

Based on Table 4.4 indicating that the indicator value is the greatest factor loading (pks8) of 0,7646. This indicator states that the school committee evaluated the out put of the school. These results provide information that the school committee's role in controlling the dimensions through the indicator, is very important. This is because the nature of vocational high school alumni vocational means prepared to be able to have the appropriate competence and expertise have chosen a competitive competitiveness in entering the world of work or entrepreneurship.

Table 4.5 Analysis of Results of Convergent Validity Testing Variables Through School Effectiveness

Indikator	Factor Loading			
	Proses I	Proses II	Proses III	Proses IV
es1	0.582700	0.435200	-	-
es2	0.663800	0.516200	0.592700	0.592200
es3	0.446000	-	-	-
es4	0.500000	0.624600	0.697600	0.698800
es5	0.386400	-	-	-
es6	0.815700	0.448900	-	-
es7	0.720700	0.535000	0.538400	0.538600
es8	0.519500	0.440600	-	-
es9	0.469800	-	-	-
es10	0.777200	0.463500	-	-
es11	0.797500	0.470200	-	-
es12	0.933400	0.523700	0.583600	0.583100
es13	1.001700	0.458900	-	-
es14	0.775700	0.598700	0.591100	0.590100
es15	0.868800	0.485200	-	-
es16	0.549600	0.496200	-	-
es17	0.789400	0.441100	-	-
es18	0.958500	0.788400	0.725800	0.725800

es19	0.986800	0.391800	-	-
es20	0.808200	0.382900	-	-
es21	0.869100	0.364300	-	-
es22	0.933900	0.266600	-	-
es23	0.834600	-0.060500	-	-
es24	0.571500	0.369200	-	-
es25	0.657800	0.428600	-	-

Sources: Output data processing VPLS, 2013

Table 4.5 shows that the indicators of school effectiveness variables that have the greatest value of loading factor is es18 was at 0.7258. This indicator states that the principal encourages teachers to continue to develop their competence. Furthermore, a great value adalah ES4 indicator of 0.6988, which states that all students have high enthusiasm to achieve the best competence and achievement. This suggests

that the increase in the quality and competence development educators continuously balanced with passion and high motivation of the learner to achieve the best performance competencies and provide a substantial contribution to achieving school effectiveness.

Based on the results of this study produced a model to predict the effectiveness of vocational high school in Semarang as follows,

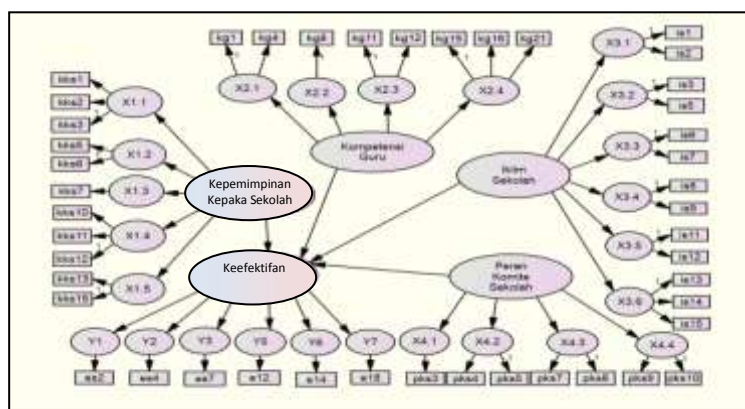


Figure 4.1 Image Model Vocational School Effectiveness

Based on the results of this study produced a model to predict the effectiveness of vocational high school using exogenous variables proposed in this study is the Principal Leadership variable (X1) is described by the dimensions of the ability to formulate a vision mission (X1.1), the ability to plan programs (X1.2), the ability of communications and collaboration (X1.3), the ability of community relations (X1.4), and the ability to manage resources in the school (X1.5). The indicators are considered valid to explain the variable pengmatan ability to formulate a vision mission (X1.1) is the principal of the school to formulate a clear vision (kks1), school principals

communicate the vision to all citizens with good schools (kks2), the principal encourages all school community to achieve the school's vision (kks3). The indicator variable is valid to explain the observations ability to plan programs (X1.2) is the principal making goal attainment measures school with clear and measurable (kks5), and the principal evaluation and supervision of activities in achieving the goals of the school (kks6). The indicators are considered valid to explain the observation variables of communication and collaboration capabilities (X1.3) is the principal communicate well with all citizens of the school (kks7). The indicators are considered valid to explain the observation

variables with public relations capabilities (X1.4) is the principal building good relationships with the community (kks10), the principal communication with school partners (industry, school committee) runs fine (kks11), and principals to innovate with partner schools to develop school (kks12). While the indicators are considered valid to explain the observations of the variable resource management school (X1.5) is the principal indicator determining the organizational structure of the school in accordance with the procedures, communication and coordination in the implementation of the post (kks13), the principal performance evaluation of human resources (teachers, employees) on a periodic basis (kks15). Teacher Competence Variables (X2), is described by four variables observations. First, pedagogical variables (X2.1) is a valid indicator of teachers to develop syllabi, lesson plans, teaching materials (kg1) and the teachers to use technology in learning (kg4). Both personal competence variables (X2.2) with a valid indicator that a teacher can be a role model for student participants (kg8). These three variables of social competence (X2.3) indicator described by teachers to establish good communication with the principal, (kg11) and teachers can communicate orally and in writing well (kg12). Fourth professional competence variables (X2.4) is described by the master teacher indicator good learning materials in accordance with its competence (kg15), teachers apply the concept of active learning, innovative, creative and fun (kg16), and the teacher is able to motivate learners (kg21).

At the School Climate exogenous latent variables (X3), is described by six variables observations. The first is a variable supportive (X3.1). This variable (X3.1) described by the principal indicators provide constructive criticism (is1), and the principal gives positive encouragement to teachers in completing its tasks and achieve the best performance (is2). The second is a variable directive (X3.2) described by the principal indicators to monitor what is done teacher (is3), and the principal checks the work of teachers (is5). The third

variable is restrictive (X3.3). This variable is explained by the principal indicator burdening teachers with other work (is6), and the routine work of the teacher is interrupted (is7). Fourth is collegial variable (X3.4), which is valid indicators are good friends with the head of school teachers (is8), and principals eager to work together (is9). For the fifth dimension is committed (X3.5), is a valid indicator of teachers have expressed a strong willingness to assist students in developing intellectual and social abilities (is11), and teachers have a loyalty to the school to achieve school goals (is12). The sixth dimension is (X3.6) disengaged, described with a valid indicator that the teacher follows the group meetings that are not useful (is13), there is a minority group opposing the majority group in school (is14), and not the principal focus when speaking in meeting (is15).

The role of the School Committee latent variables measured by four variables observations. First, variable advisory (X4.1), the indicator variable is explained by the school committee to provide input on school output criteria (pks3). Both supporting variable (X4.2) described by indicators such as school committees provide financial support, thought and energy in providing education in schools (pks4), and the school committee urges public commitment to quality education *penhyelenggaraan* (pks5). Third controlling variables (X4.3). This variable is explained by the school committee participate indicators to evaluate the implementation of policies and programs on school education (pks7), and the school committee evaluated the output of school (pks8). The fourth mediator variable (X4.4), which is described by the indicators of the school committee and aspirations accommodate the educational needs of the community submitted to the school (pks9), and the school committee working with organizations and businesses to participate in improving the quality of schools (pks10).

Variables valid observations to explain the effectiveness of the school is the first dimension and a clear focus with (Y1) which is represented by all the indicators focus on achieving the

vision of the school community school (es2). Both variables are high standards and expectations for all students (Y2), described by the indicators all students have high enthusiasm to achieve competence and best achievement (ES4). The third variable effective leadership (Y3), described by the indicator facilitates school all school community to achieve the school 's vision (es7). The fourth variable exceeds the curriculum and evaluation standards (Y5), described by the indicators above schools develop curriculum standards (es12). The fifth variable frequency monitoring of the learning process high (Y6), described by the leading indicators are periodically monitor the learning activities at school (es14). The sixth variable development of teachers and staff who are focused (Y7), described by the principal indicators encourage educators to continue to develop their potential (es18) .

CONCLUSION

Based on these results it can be concluded that, school leadership, teacher competence, school climate and the school committee has a positive and significant impact on school effectiveness. Of the four principal leadership factors have the greatest influence on the effectiveness of vocational high school in the city of Semarang. This indicates that the variable of school leadership should be a serious concern to establish the effectiveness of the school, through the dimensions and indicators are valid as the results of this study. Variable competence of teachers, school climate and the school committee also has a positive and significant impact on the effectiveness of vocational high schools in the city of Semarang. It means to establish the effectiveness of vocational high school in Semarang can be developed through a model of school effectiveness as these results through these factors.

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