Effective School Management and Its Implications for Community Participation in Education at Jambi Province

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Abstract: The purpose of this study is to identify and find community participation in education which is part of effective school management implementation through leadership of principal in making effective school in Jambi Province. Effective school management describes schools that have good, transparent and accountable management that are able to empower all school components to effectively achieve school goals. The research methodology used is descriptive qualitative approach. The data collection techniques using observation, interview and documentation. For validity technique of data using triangulation in three research locations, Senior High School 1 Jambi City, Senior High School 1 Bungo and Senior High School 1 Merangin The results research of the study are: (1) effective school management at three high schools in Jambi Province (Senior High School 1 Kota Jambi, Senior High School 1 Bungo and Senior High School 1 Merangin) has been implemented through management function, (2) of the three schools, its found that the community participation to support of effective school at Senior High School 1 Jambi city is relatively low, (3) community participation at the three schools is evident, in which they successfully achieve the educational objectives and targets that have been established with the involvement of school committees and stakeholders. The conclusion of this study is that the minimum level of community participation at schools seems to be the result of unclear procedures of school committee recruitment. In most cases, the members of school committees are on the basis of familiarity and popularity. In addition, poor communication between school committees and school as well as unclear roles and responsibility contribute to the low level of community participation in education.
Keywords: Effective School Management, Community Participation in Education

INTRODUCTION

Factors that determine the success of a nation is not the natural wealth that he has, but the quality of human resources it has. It is not uncommon for countries with minimal natural resources to be developed countries precisely because of their quality human resources, but the quality of education needs to be adjusted with the times, such as the demands of economic education, the needs of the people and need to be in line with the economic soul of the region in managing the resources in future. The more and the higher the education the better the quality of the nation. James E Mc Clellan in the title of his philosophy of education exposes philosophical education that education is the source of human experience and knowledge just like any other phenomenon that occurs naturally [1]. The process of teaching and learning itself in the general sense is often referred to as education.

The school is an institution in which there are components of teachers, students, and administrative staff who each have a specific task in launching the program [2]. The purpose of school management can not be separated from the purpose of the school as an organization. School as an organization has a goal to be achieved that is called institutional goals both general institutional goals as well as specific institutional goals. One of the characteristics of schools that can be said to be qualified, qualified and effective is the trust (trust) of the community to send their children to school. The high interest of students and parents to get education in a school, it certainly shows that the school has something in accordance with the expectations of parents, especially students that the school will take them to the level of success.

In an effective school not only students who have high learning abilities that can develop themselves, students who have the usual intellect can develop themselves as far as possible, especially compared to the initial conditions when they are new to school. As per the philosophy of educational objectives,

humanizing human beings [3]. The existence of learners does not just fulfill the need only Education is aimed for progress, change, but it must be part of the educational institution's sustainability (school). This means that it takes quality management for the education institution (school) itself. So that learners can grow and develop in accordance with the physical potential, intellectual intelligence, social emotional and psychological learners.

The success of children's education can not be separated from the quality of teaching and learning process in schools, also supported by a curriculum that is able to form learners into children who excel. School changes are continuous efforts aimed at changing learning conditions and other relevant internal conditions within a school with the goal of achieving educational goals more effectively.

The presence of management within the organization is to carry out activities for a goal to be achieved effectively and efficiently. Management functions that match the profile of educational performance in general is to carry out the functions of planning, organizing, actuating and controlling. Effective schools are schools that have the ability to empower every important component of the school, both internally and externally, and have a good, transparent and accountable management system in order to achieve the vision of the mission of school goals effectively and efficiently [4]. Management within a school is concerned with the smooth functioning of the school as a whole. A quality educational institution, costly, because it must provide a variety of learning facilities and good infrastructure to support the performance of teachers and students. Therefore, to be able to explore the source of public funds in finance the education, it takes the professional ability of the principal to be able to organize the needs, so they want to support and finance the required education.

One way to function the community as a stakeholder is to use the principle of representation, which is to select a small number of all members of society to carry out the functions of control functions, inputs, supporters, and mediator functions between the community and educational institutions. The education council and the school committee are the people's mandate. This people's mandate is in harmony with the regional autonomy policy, which has positioned the districts as the holder of authority and responsibility in the provision of education, and is based on Ministerial Decree Number 044 / U / 2002 on the Education Council and School Committee.

One of the main issues encountered in the effective implementation of school management is the ineffectiveness of the function and role of the school committee as a forum for the community to participate in education so that the involvement of the community in education at school is still low. The impact is that schools run their own programs without the participation of school committees, parents tend not to want to know the burden of school being faced and often do not want to spend time for deliberations at school.

From the results of the preliminary study found above, effective school management and its implications for community participation in education in Jambi province are indicated by good input, the process is well implemented and the output of this school and community participation in education is good enough. From the description above there is a match between expectations and reality in the field for effective school management. Thus, the expectations of effective school implementation are consistent with the indicators, including the learning services for the maximal students, the quality of teaching teachers, the smoothness of learning services, the comfort of the study room and other infrastructure, the opportunity to use school facilities and services, the school culture and support from the community . The community participation in education when researchers in the field, researchers see a gap in the field that is not optimal School Committee as a forum for the community to participate in carrying out its role and function.

Implementation of education involving all elements of society will be the creation of a development of quality education, schools and communities can work together in developing education and school climate is safe and orderly. The ineffectiveness of community participation in education has resulted in the fact that whatever is generated is not through the involvement of the community in the whole process, it will result in a lack of sense of belonging and responsibility for them to participate in guarding, maintaining the sustainability of educational institutions and the development of education itself.

Based on the problem so that the findings and problems become important to be studied. Therefore, the authors of the title of this study are Effective School Management and Its Implication to Public Participation in Education in Jambi Province (Study at SENIOR HIGH SCHOOL 1 Kota Jambi, SENIOR HIGH SCHOOL 1 Bungo District, SENIOR HIGH SCHOOL 1 of Merangin District).

THEORETICAL REVIEW

For the achievement of school goals not only achieved by the role of teachers with learners, but also achieved with the participation of educational staff in schools, school committees, parents and parties who are directly or indirectly related to the child's learning process , So school management is done to achieve more effective goals. The presence of management within the organization is to carry out activities for a goal to be achieved effectively and efficiently. Management functions that match the profile of educational performance in general is to carry out the functions of planning, organizing, actuating and controlling.

In order for a society or nation to make changes or reforms required improvement of the quality of human resources. One vehicle to improve the quality of human resources is through education, and training in a broad sense. Many factors that contribute to the quality of education, but one of the most suspected influence is the factor of management education.

The word management when combined with education, become management education then the intended management is the entire management of elements of education as an effort to achieve educational goals in an effective and efficient way. Management education can be interpreted as a service or dedication to the world of education [5]. Because in the time management is imposed on work related to dedication in the task of organizing education. Basically, the attention of management education is the goal, human, source and also time. These four elements manifest themselves as a particular social unit, often called an organization. Thus, the management of the education subsystem of the educational institution itself whose elements consist of organizational elements, ie, goals, people, sources, and time.

According to Akdon, the study of management education is very important with the reasons:
a) Management of educational institutions is part of efforts to achieve educational goals.
b) Implementation of leadership in education is an effort to integrate educational activities so that all activities can be controlled properly.
c) Professional development is part of the development process of human resources that will encourage the rate of development and growth of education that is more optimal and effective for the entire educational community.
d) Performance concentration in the implementation of teaching and learning activities is a strategy to reach the target of education for all students.

e) Monitoring and evaluation of education will provide an overview of educational success, so that better planning can be formulated in the future [5].

Management and education as the totality of human interaction for the full development of human beings, and education is an ongoing process that is constantly evolving, faced with the problem of limited resources, therefore a management system that enables the success of the education mission is necessary. It can be described that management is a typical process consisting of actions of planning, organizing, directing and controlling to determine and achieve predetermined goals through the utilization of human resources and other sources.

As stated in Law No. 20 Year 2003 on National Education System in article 13 paragraph 1 mentioned that the education path consists of formal, non formal and informal education that can complement and enrich each other. School is a place to learn, gain knowledge. learning is the acquisition of knowledge, from the previously unknown to know. Obtaining knowledge is an important goal of a school. Donald Arnstine says that "Schools are an institution in which there is a component of teachers, students, and administrative staff who each have a specific task in launching the program" [6].

As a formal educational institution, schools are required to produce graduates who have certain academic skills, skills, attitudes and mental, and other personalities so that they can continue to higher education or work in jobs requiring skills and skills.

School success is a micro measure based on educational goals and targets at the school level in line with national education objectives and the extent to which they can be achieved at a certain period in accordance with the length of schooling. Effective schools are schools that can achieve their own set of targets. Based on the school's success viewpoint, it became known as an effective and efficient school that refers to the extent to which schools are able to achieve established educational goals and objectives. In other words, the school is called effective if the school can achieve what has been planned. The general notion of effective schooling is also concerned with the formulation of what must be done with what has been achieved.

Effective school according to Jack Dunham school effectively has characteristics that are (1) have a good work ethic (2) have good school management (3) high teacher expectation (4) teacher as positive model example (5) (6) good coordination between teachers and students (7) student responsibilities (8) dividing activities

between staff and students [7]. Sammons, Hilmans and Mortimore defines effective schools as one thing in which students' progress is better than expected conditions, or that schools are effective schools that value students more than others with similar characteristics. Effective schools are schools that have the capability to empower every important component of the school, both internally and externally, and have a good, transparent and accountable management system in order to achieve the mission's mission vision effectively and efficiently [8].

The characteristics and indicators of the school are effectively characterized according to Mortimore in [9], namely:
  a) The school has a clear vision and mission and run consistently.
  b) Good school environment, and discipline and regularity among students and staff.
  c) Strong headmaster leadership.
  d) Award for teachers and staff and accomplished students.
  e) Clear delegation of authority.
  f) Clear Community Support.
  g) Support of the surrounding community.
  h) The school has a clear program design.
  i) The school has its own system focus.
  j) Students are given responsibility.
  k) Ongoing evaluation.
  l) School curriculum that is designed and integrated with each other.
  m) Involving Parents and communities in assisting their children's education.
  n) Community participation.
  o) School culture.

Effective school leadership elements according to Linda Darling *et al*: (a) Work directly with teachers to improve effectiveness in the classroom, through evaluation, oversight, modeling, and support (b) Provide resources and professional development to improve instruction (c) Coordination and evaluation of curricula, teaching, and assessment (d) regularly monitor student teaching and progress (e) Develop and maintain norms and expectations with students, staff, and families at school [10]. The principal as an educational administrator is responsible for the smooth implementation of education and teaching in his school, and is able to apply these functions to the management of the school he leads, namely: (1) planning (2) arranging school organization (3) acting as coordinator and director (4) carry out personnel management [11]. The principal must have some requirements to create the management of the school they lead to become more effective.

Djam'an Satori in Uhar argued that effective school management is a process of utilizing all school resources through rational and systematic measures to achieve school goals effectively and efficiently [12]. Effective schools are considered a quality school, the school's severity is evident from a number of characteristics that accompany the school in terms of inputs, processes and outcomes. Effective schools show the suitability between the results achieved and the expected results. Achievement becomes a school goal. Effective schools are schools that make achievements, not only in the students but on all the components that surround them. Educational outcomes are considered qualified if able to give birth to academic and extracurricular excellence in learners who passed on to one level of education or complete a certain learning program.

Academic excellence is expressed by the value achieved by learners. Extracurricular excellence is expressed by various types of skills acquired by students during the extracurricular program. Beyond that framework, the quality of the outcome can also be seen from the values of life adopted, the morality, the impulse to move forward, and others acquired by the students during their education [12]. Thus the ultimate goal of school management is to help facilitate the achievement of school goals to be achieved effectively.

From several theoretical studies presented by the above experts and the study of theory to the background, it can be concluded that the more effectively that the meaning of Effective School Management is: 1) schools that have good management, transparent and accountable 2) schools capable of empowering all components (3) able to optimize all inputs and processes for the achievement of educational output that is school achievement, especially the achievement of students, both academically and non academically, which is marked by possessing all capabilities in the form of competence required in learning.

With indicators: (a) Schools have clear and consistent vision and mission (b) High expectations of school personnel (principals, teachers and other staff including students) for achievement (c) Parents and communities involved in (d) Student learning services can be run (e) strong principal leadership (f) Manage resources in a transparent and accountable manner within a school. (g) High student involvement with extracurricular (h) A comfortable and orderly atmosphere for teaching and learning.

According to Made Pidarta participation is the involvement of a person or several people in an activity. Involvement can include mental and emotional

and physical involvement in using all the capabilities it has (initiative) in all activities undertaken and support the achievement of the objectives and responsibility for all involvement. The paradigm shift of the government system from centralization to decentralization has provided an opportunity for the community to increase its participation in education management. The participation of the community in educational activities is its participation in providing ideas or ideas, constructive criticism, and support in the implementation of education [13].

Society is a third educational institution that is responsible in the effort to educate the nation's numbness. Education given in the family and school environment is very limited, in the community people will continue until the end of his life [14].

In order for the relationship of education organizers to be achieved, the school must establish relationships with the community, because the school is an educational institution that supports the development of society.

The conclusion of the above explanations is that community participation in education aims to improve the quality of education through the involvement of stakeholders who care to advance their schools, as well as through the involvement of the school committee which is a forum for parents and community members who care about education to help advance school education, school programs, contributing thoughts on things to succeed the smooth learning process, both regarding planning, implementation and assessment, helping schools to create a conducive situation for student learning, as well as supporting the solution of school financing / financing and teacher welfare issues. Schools involving School committees are expected in their implementation to build harmonious relationships between schools and communities to improve the quality of education and school progress.

(A) Schools are open and accountable (b) Parents and communities are involved in making decisions in schools (c) Raising public funds in the context of financing the implementation of education in educational units (d) Conducting cooperation with the community (individuals / organizations / business world / industry) and the government regarding the implementation of quality education. (e) School committees perform their roles (f) Good cooperation between teachers and parents in order to know the obstacles and progress of their children.

RESEARCH METHODS

This research is a descriptive research with qualitative approach. Noeng Muhadjir explained that the qualitative research is more consequential in accordance with the conditions in the field in obtaining the results of the description in the field [15].

Descriptive method is a method that describes the symptoms that exist during the study. Qualitative research is a research procedure that produces descriptive data in the form of written or oral words from persons or perpetrators that can be observed [16].

Determining the approach and strategy of this case study, that the problem under study fits the approach to the problem of community participation in education, why community participation in education is still low, how is community participation in supporting effective school management and how effective implementation of school management in Jambi Province . Furthermore, researchers also describe the ways of collecting data, measures of data analysis and narrative or final report. Therefore such studies according to Sukmadinata are not intended to make generalizations, but to extend the findings that enable readers or other researchers to understand the same situation and use the results of this research in practice [17].

This research intends to describe, analyze, assess and explain effective school management and community participation in education. This study uses a qualitative approach that aims to examine the problems and obtain a more profound meaning in accordance with the background research.

The social situation is located in Jambi Province Senior High School 1 Jambi City, Senior High School 1 Bungo, Senior High School 1 Merangin, these three schools are chosen because of the similarity of having Accreditation A. The selection of the location is supported by data and the fact that in each school has implemented effective school management and loved by the community, the input and output of the school is very good. With the performance of the principal as a leader in running the effective school management and participation of school committees include Senior High School 1 Jambi City, Senior High School 1 Bungo District, Senior High School 1 Merangin District. The social situation that occurs in the form of leadership of principals, teachers, students, and other education personnel in the school management which is part of the effort to achieve the goal of education in a transparent and accountable in order to achieve the vision of the mission of school goals effectively and efficiently.

Data analysis used is Miles and Huberman model in Sugiono [18], analyzing qualitative data interactively and continuously until complete until the data obtained until saturated. Data analysis takes place in three steps: data reduction, display data and conclucion / drawing / verification. In analyzing the data, researchers use snowball technique that is like a snowball that size initially small because it continues to roll so that the ball becomes big, as well as the research results obtained, the greater or benyak information received by the researcher the better or valid data obtained researchers.

It is concluded that the re-checking of data sources through triangulation is as follows: (1) comparing data with observational results with interview results, (2) comparing what one person said in public with what is said personally or about the research situation with what (4) comparing the results of interviews with related document contents (5) triangulation techniques used as checking the validity of data that researchers found from the results of interviews with researchers with informants key compared to interviews with some other informants. Then the researcher confirmed with study documentation related to the research, as well as the observations of researchers in the field so that the purity and validity of data can be guaranteed.

RESULTS AND DISCUSSIONS
A. School management is not optimal in giving implication to public participation in Senior High School Jambi Province.
1. Minor communication between school committee and school.
2. The chairman and members of the school committee have not been disciplined during the term of office
3. The motivation and awareness of the participation of school committee members is still minimal
4. Most of the members of the school committee who are representatives of the community are selected because of the familiarity (familier) and the important people who have high activity outside the school
5. Parents tend to leave school full of education
6. Not quite understand what committees and stakeholders do

B. Implementation Effective Schools at State Senior High School of Jambi Province
1. Senior High School Jambi City
a. Planning
Planning by George R Terry is as a rationale of purpose and preparation of steps that will be used to achieve the goal. Before planning, you should first formulate the objectives to be achieved. So the planning function should be done as well as possible so that the implementation process can run well and all the shortcomings can be overcome. In a school, the fundamental objectives that distinguish one school institution from another similar school are outlined in the vision of the school mission.

Clear Vision and Mission
In carrying out the role of an educational institution, the school must be managed well in order to realize the educational objectives that have been formulated optimally. Unprofessional school management can hinder the ongoing education process and may hamper school steps in performing its function as a formal education institution. In order for the school's management to work properly, it takes a strategic plan as an effort to effectively and efficiently control the organization (school), up to the implementation of the forefront in such a way that its goals and objectives are achieved. Strategic planning is the foundation for schools in running the educational process. Components in strategic planning include the vision, mission, goals, goals and strategies (how to achieve goals and objectives). Formulation of the vision, mission, objectives, targets and strategies must be done to ensure that the school's school has a consistent direction that can support the achievement of the expected goals.

The program created in Senior High School 1 Jambi city is based on the deliberations of all educators, education personnel and school committee. The principal has a vision to develop the school. In accordance with the vision of Senior High School 1 Jambi City is to become a superior school based on science and technology to produce graduates of achievement, noble and environmentally sound. So more aimed at improving the quality of schools through several activities that can be implemented by all school personnel, especially the task of the principal who is an agent of change, the principal of Senior High School 1 make improvements, especially in terms of school programs that he designed and run.

Effective Order
School discipline has the objectives of: 1) creating a safe and peaceful atmosphere for all school residents; 2) create a clean and healthy atmosphere for all school residents; 3) create an orderly condition that reflects harmony, harmony and balance both on spatial, work procedures, social intercourse and so forth in the school environment; 4) create a good environment so as to create a beauty that can be felt by all the citizens of the school; 5) to foster good relationships among students, teachers and other schoolchildren that reflect the attitude and sense of mutual cooperation, openness, mutual help, mutual respect and mutual tolerance. With

the existence of school order, it will be able to create order in school so as to create dynamic condition which can lead to harmony and balance of life order together in school environment. One of the efforts that must be done to achieve student success in learning in school is to uphold discipline and order.

b. Organizing
- Leadership of the principal
- Effective school implementation
- Decision-making process
- Manage programs effectively and efficiently

c. Actuating
- The division of authority and placement of tasks in accordance with the ability
- Quality school culture

d. Controlling
- Quality student achievement

Viewing from the academic dimension, according to the observations of the researchers in the field, Senior High School 1 Kota Jambi succeeded in graduating 100% students but with the change of headmaster in a period of rapid impact on the quality of graduates in which there is a decrease in the value of NEM / UN. For the academic year 2014/2015 majoring in Science NEM lowest 6.53 and highest 7.98 with an average score of 7.50 while the IPS majors the lowest NEM score 5.59 and the highest 7.39 with an average of 6.46. For the academic year 2015/2016 majoring in the lowest NEM IPA 5.94 and highest 7.13 with an average value of 6.49 while the lowest IPS NEM 6.60 and the highest 5.23 with an average of 5.84.

While from the non-academic dimension which is a program of quality culture and competence of teachers can be seen on teacher achievement table. Students of Senior High School 1 Jambi City contributed greatly in improving the quality of school through the school literacy program throughout the academic year 2015/2016 such as: (1) LCC Language and Literature, ranked 1st level Jambi Province team category (2) scientific works, Jambi individual category (3) Speech English, rank 1, Jambi city level individual category (4) Reading contest Islamic poetry rank 1, Jambi city level individual category (5) LCC Kadarkum rank 1, Telanaipura sub-district level team category.

The above description is in line with the opinion of Sudarwan Danim that the educational outcomes are considered to be high if they are able to produce academic and extracurricular excellence in students who are graduated for one level of education or complete a certain learning program. Academic excellence is expressed by the value achieved by learners. Extracurricular excellence is expressed by various types of skills acquired by students during the extracurricular program [19].

Increased of these achievements (academic, non academic) is the performance of school citizens to implement the school management function in improving school quality. The progress achieved by Senior High School 1 Kota Jambi in previous years is quite good, although with the result of NEM or UN two years of ending decreased but this still gives happiness for students and teachers. All of these are the formation of good controlling of the role of principals, parents and teachers.

2. Senior High School 1 Bungo District
a. Planning
- Clear Vision, mission
- Code of Conduct
b. Organizing
- Strong headmaster leadership

As a leader who determines an organization the principal is given the responsibility to lead and mobilize individuals to carry out their respective duties and responsibilities to achieve results according to the desired goals. The effectiveness of the principal's leadership will lead to school effectiveness. A strong principal's head will greatly affect the realization of an effective school. This is because the Principal is one of the figures (key person) in realizing the vision, mission and goals of the school. The principal implements Tupoksi executed accordingly. For the overall achievement of school vision of teachers and Administration Senior High School 1 Bungo has met the criteria good enough, visible from the working period, rank, educational level looks more experienced.

Effective school application

Effective education is an education that allows learners to learn easily, fun, and can achieve goals as expected. Thus, educators (teachers) are required to improve the effectiveness of learning so that learning can be useful. Therefore, in this effective school management program, the management of educators, ranging from needs analysis, planning, development, performance evaluation, working relationships to lead service are important for a school principal. Therefore, the support of teachers is very needed once in the application of effective school management.

Teachers' understanding of management is good enough and what schools are effective in general they know well, although there are still teachers who have not really understood about effective school management. Schools that are said to be effective are on

the learning process that takes place actively or there is involvement of various parties, especially students and teachers as subject learn. There are several important components in determining effective school success: institutional arrangements based on staff performance and comfort, attention to needs, aspirations, development of school culture and modern management based on share, care and fair.

c. Actuating
- Quality and effective school culture
- Division of authority and placement of tasks to suit their abilities.

d. Controlling
- Quality student achievement results

In Senior High School 1 has a proud extracurricular and attract students to run. Students at Senior High School 1 Bungo love extracurricular sports activities, and they have basketball, futsal, soccer and Indonesian Student League (LPI) clubs who, when they are not in their race, are bringing in coaches. As for the coach that came from outside the school and there are from within the school. Students are rewarded for their participation in competitions and events. If they win the race then the school will give a bonus in the form of material that is in the form of cash and if the students excel in the class, for example enter into the top 10 (ten) they will be given a notebook to further motivate them. Similarly, if there are students who absent in a row without explanation and skipping repeatedly then each homeroom set fines that form and the amount varies each class, not least not to improve the quality of learning. Student learning progress periodically should be reported to parents, as input to participate in the educational process and guide their children learning both at home and at school. Realizing that the school Senior High School 1 Bungo especially homeroom store hp number of all students held by their respective class guardians, As a school that became computer-based reference school, then the form of assessment results per semester at Senior High School 1 Bungo has a rating system using E-Rapor (Electronic Reportor). The purpose is to facilitate the parents of students to monitor the value of their children. This E-Rapor system is an advantage of Senior High School 1 Bungo that has not been applied in other Senior High Schools in Bungo District. The results of National Examination (UN) scores of students of Senior High School 1 Bungo are very good.

Viewed from the academic dimension, Senior High School 1 Bungo successfully graduated 100% students. The NEM result of the academic year 2014/2015 for the science majors the lowest score of 20.0 and the highest of 97.5 with an average of 82.82, while the IPS majors the lowest score of 18.0 and the

highest of 94.9 with an average of 78.96. For the academic year 2015/2016 majoring in science the lowest score of 12.5 and the highest 90.0 with an average of 68.31 while the IPS majors the lowest value of 12.5 and the highest 84.0 with an average of 56.60.

3. Senior High School 1 Merangin District
a. Planning
Effective Vision mission

Self-development activities in Senior High School 1 Merangin is an educational activity outside the subjects / extracurricular as an integral part of the contents of the school curriculum in order to form the character and personality of learners and conducted through the activities of counseling guidance services. Extracurricular activities are educational activities conducted outside the hours of study. This activity is coordinated under the deputy head of student affairs as the coordinator of extracurricular activities. The system of administrating the assessment and reporting is attached to the extracurricular coaches respectively. Self-development activities in the form of BK services facilitated / implemented by BK teachers / counselors and / or other education personnel in accordance with the ability and authority. Self-development is done in the form of counseling services can develop competencies and habits in the daily life of learners. Counseling service activities related to personal and social issues, learning, and career development of learners. Self-development activities conducted in extracurricular activities is a container provided by educational units to channel the interests, talents, hobbies, personality, and creativity of learners that can be used as a tool to detect the talents of learners. This is in line with the vision of Senior High School 1 Merangin "The Realization of the Bettified and Independent Insan".

b. Organizing
- Leadership of the principal
- Student learning services

c. Actuating
- Build student character as a form of student competence
- Effective school culture

d. Controlling
- Result of Student Achievement

The quality of the school can be identified from the number of students who have achievement, both academic achievement and other field achievements, and graduates relevant with a purpose. Effective learner organizations are not lonely from the activities; Senior High School 1 Merangin participates in several competitions both at the district, provincial and national levels. Dozens of trophies on display in the principal's office are a testament to the achievements of Senior

High School 1 Merangin in the various competitions that followed. Achievement of that achievement can be seen from various fields both academic and non-academic fields. Various achievements at both the district, provincial and national levels that have been achieved as well as a realization or proof of the school capable of achieving and able to compete in various events of course requires hard work that is tireless of all academic community Senior High School 1 Merangin. This is not only as a form of responsibility as a manager of educational units in an effort to educate the life of the nation so that the quality / quality of education in Indonesia is increasing and commensurate with schools in other developed countries, so that the basic educational problems both nationally and internationally can be solved well and correctly. Judging from the academic, Senior High School 1 Merangin succeeded in passing the students in accordance with the 100% pass target. The results of NEM Senior High School 1 Merangin academic year 2014/2015 for science majors lowest score 12.5 and highest 94.0 with an average of 69.7 while the social studies majors lows 10.3 and highest 88.0 with an average of 63, 2. For the academic year 2015/2016 IPA the lowest score 7.50 and the highest 80.0 with an average of 63.8 while the social studies majors the lowest 10.0 and the highest 84.0 with an average of 54.3.

A. Community Participation at Senior High School in Jambi Province

1) Senior High School 1 Jambi City
   Conducting cooperation with the community (individual / organization / business world) and government with respect to the implementation of quality education (2) The community supports the creation of a conducive physical environment for learning activities (3) Giving simbangsih mind and financial support.

2) Senior High School 1 Bungo
   Conducting cooperation with the community (individual / organization) and government with respect to the implementation of quality education (2) Involving parents and the community in assisting education and establishing effective communication between parents and the community (3) School Operational Cost (BOS) program that helps ease education costs at education level.

3) Senior High School 1 Merangin
   School committees seek other sources / supporters to solve educational problems according to their duties and functions (2) Involve parents and community in assisting their children's education in schools (3) Communities also contribute to the preparation or input of curriculum preparation for schools

CONCLUSIONS AND RECOMENDATION
Conclusions
The conclusions of this study are as follows:

1. Not yet effective to support effective school management for community participation in education at SENIOR HIGH SCHOOL 1 Kota Jambi due to several factors: (1) poor communication between school committee and school (2) the chairman and members of the school committee have not been disciplined during the term of office (3) the discipline and motivation for participation of school committee members is still minimal (4) most of the members of the School Committee who are representatives of the community are selected because of familial familiarity and important people who have high activity outside school (5) so understand what they should do (6) parents tend to leave school full of education.

2. Effective school management shows the existence of Duties and Functions that run in accordance with what has been set by the Head of the school is adaptive and cooperative, has good coordination with the supervisor and kemendiknas regional or provincial, follow the workshop, KKG and MGMP as a form of quality improvement educators and teachers in improving the quality of schools, active participation of students through extracurricular and OSIS role and student insight as a form of student academic competence improvement, and supporting facilities as a form of learning services for students and teachers. Effective schools also need the support of parents and the community, which is contained in an institution known as a school committee to create a harmonious relationship, the passage of school rules.

3. Community participation in supporting effective school management in Jambi Province: (1) Conducting cooperation with community (individual / organization / business world / industry) and government with regard to the provision of quality education (2) Community supporting the creation of a conducive physical environment (4) Involving Parents and communities in assisting education and establishing effective communication between parents and the community (5) School Operational Cost (BOS) Program, BOS helps to alleviate the cost of education at the educational level. (6) School committees seek other resources / supporters to solve educational problems according to their duties and functions (7) The community also has a role in the preparation or input of the curriculum for the school.

4. Effective school management and its implications for community participation in schooling are collaboration and cooperation to gain a positive

response to the changing needs of society while emphasizing the value of responsibility, self-discipline, initiative and effort. Community participation in education activities is its participation in providing ideas or thoughts, constructive criticism, and support in the implementation of education. The school promotes the idea that the school is the place where people show their participation in education. That the empowerment of the community involvement of various parties can not be separated from all the strengths and weaknesses owned by each party, so through active involvement in every process of activities, there is a process of mutual learning and mutual empower each other. Schools and communities are two inseparable aspects.

Recomendations

To the Principal and all the elements of Senior High School 1 Jambi City, Senior High School 1 Bungo, Senior High School 1 Merangin need to continuously improve school effectiveness through management functions appropriate to the culture, conditions and needs of schools so it will show the characteristics of different schools with other schools in order to always run the school effective. Similarly, Senior High School 1 Bungo, Senior High School 1 Merangin need a continuous synergy between the school committee and principal to become a change agent that encourages and manages educational institutions so that all parties are motivated and actively participate in educational activities. is his participation in providing ideas, constructive criticism, support and implementation of education.

Effective school management dissertation and its implications for community participation in education in three schools in jambi province, Senior High School 1 Kota Jambi, Senior High School 1 Bungo, Senior High School 1 Merangin provide an understanding of how a community container is chosen from the community to promote community ie school committee can optimize a school so that the implementation of school quality improvement programs that have competence through the implementation of management functions.

This dissertation may be useful, can be a further research material, can be applied in schools to become a school that achieves academic and non academic according to the intellectuality of students and be a role model for other schools.

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