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File size: 453.98K
Page count: 10
Word count: 5,092
Character count: 27,321
Submission date: 03-Jun-2020 11:58PM (UTC+0700)
Submission ID: 1337174547

International Journal of Advanced Science and Technology
Vol. 03, No. 06, (2020), pp. 574-583

The Influence of Headmasters' Perception About Their Position on the Performance of the State Junior High School Headmaster in Medan

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Abstract

The aim of this study is to find out the headmaster perception about their position on the performance of the state junior high school in Medan. The hypothesis is there is an effect of the headmasters' perception about their position on the performance of the State Junior High School in Medan. This study was done in state junior high school in Medan in 2018. The method is a correlational quantitative method with Path Analysis using expose facto design that is testing what has happened. The population is all of the headmasters in state junior high school in Medan that is consisted 38 headmasters. Sampling was done by using Saturation Sampling technique (Census). Based on saturation' census sampling technique, the population of 38 junior high school headmasters in Medan City, all of whom are research samples. Instrument used to collect headmaster head's perception data about position, and headmaster performance by using questionnaire. To determine the validity of the instrument is tested through content validity and construct validity which then tested to 30 respondents outside the research sample. Data is processed and analyzed by using descriptive analysis and path analysis (path analysis). Interpretation of result of data analysis of research done with level of significance equal to 0.05. The results showed that (1) the headmaster's perception coefficient on the position of Headmaster of Junior High School in Medan City was 0.146 with t count = 7.14 and t table = 1.69 at $\alpha = 0.05$, show t count > t table then Headmaster's perception about the positions have a direct effect on the headmaster's performance. This means the better the headmasters' perception of the position the better the headmasters' performance.

Keywords: headmaster, Medan, education, perception

1. Introduction

Headmaster's performance can be observed from the actions and behaviors shown, because performance is a process of performance in achieving school goals. According to [1], performance is the achievement or work result. Performance can also be determined by the headmaster's interaction with his ability to work in implementing his functions as headmaster.

Achieving quality performance, headmasters are required to have three skills or abilities namely technical skills, human and conceptual. With these three abilities the headmaster will be able to perform his or her functions as headmaster ideally, working with and or through others, responsible and accountable, with limited time and resources capable of dealing with realistic and conceptual problems, as mediators, politicians and diplomats as well as difficult decision makers [1].

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Submission date: 03-Jun-2020 11:58PM (UTC+0700)

Submission ID: 1337174547

File name: formance_of_the_State_Junior_High_School_Headmaster_in_Medan.pdf (453.98K)

Word count: 5092

Character count: 27321

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1. Introduction

Headmaster's performance can be observed from the actions and behaviors shown, because performance is a process of performance in achieving school goals. According to [1], performance is the achievement or work result. Performance can also be determined by the headmaster's interaction with his ability to work in implementing his functions as headmaster.

Achieving quality performance, headmasters are required to have three skills or abilities namely technical skills, human and conceptual. With these three abilities the headmaster will be able to perform his or her functions as headmaster ideally, working with and or through others, responsible and accountable, with limited time and resources capable of dealing with realistic and conceptual problems, as mediators, politicians and diplomats as well as difficult decision makers [1].

Based on the empiric fact, the function of headmaster found above by Stoner showed that there are still headmasters who are less able to implement the function. The indication of the headmaster lack of cooperation with parents in facilitating children's learning, lack of facilitation of teachers in the development of academic and career quality, less delegate tasks to subordinates, less open headmaster to the existing information. Headmasters often relinquish their responsibilities to subordinates, e.g. always avoid if there are problematic teachers, less help in solving student problems, less able to determine priority needs and problems. This empirical fact shows that the performance of headmasters is still low.

To overcome the headmaster's performance problems above, there are several factors including the headmaster's perception of his position. This perception can affect the performance of the headmaster because of its existence is very important to motivate a person to perform his duties and responsibilities or work. Someone will be easy to do the job if based on good belief and understanding. Therefore, based on it, it makes a good perception too. As stated by [2] that perception has an important role in encouraging someone to take action because a person's desire to act or not to do is often based on what he or she understands and believes in. Suppose that what he understands is in accordance with his wishes then he takes action to fulfill it, but if it is not appropriate then he is inclined not to do it or if done clearly will not get the maximum results as expected. Therefore, every headmaster must have a positive perception based on positive beliefs and understandings as well.

Though in reality the headmaster still has a negative view of his position. This is indicated by the assumption of the headmaster that the position is the power he uses based on his interests. If the position is set as a form of power interest, then the arrogance of the headmaster appears to his position. So, the work he did not because professionalism but because of needs and willingness. If it is done, then what appears in the form of behavior is the headmaster's pride that feels that he is in charge of the school and the citizens of his school. The consequences of this behavior resulted in a negative headmaster's perceptions of the position. It is better if the headmaster's perception of his position is positive, conditioned emotional stability and expert can be realized, and the the school headmaster's performance is effective. Thus, it can be assumed that the better the headmaster's perception of his position, the emotional stability, and the power of the expert, the better the performance of the headmaster. The above issues encourage researchers to examine in depth and scientific research with focus on: "The influence of school headmasters' perception of their positions, on the performance of Head of Junior High School in Medan City". Based on the description of the above problems, it can be formulated the period is as follows: "Is there any influence of school headmaster's perception of his position on the performance of the head of Junior High School in Medan City.

The purpose of this research is to know the influence of Headmaster's perceptions about Position on the performance of Head of Junior High School in Medan City.

2. Literature Review

2.1. Headmaster's Performance

Performance is derived from the English translation of "performance". Performance is a real action born of a person's conduct in carrying out a job. According to Encyclopedia Britannica: Performance is as an act against the obligatory work in accordance with the agreement or contract. Meanwhile, Siswanto stated that "Performance is the result achieved by a worker in carrying out the tasks and work assigned to him".

Performance is a general term used in part or all of the actions or activities of an organization for a period by referring to a number of standards, such as past or

projected costs on an efficiency basis. Performance is a sign of the success of the organization and the people included in the organization. According to [3], the person who is the party concerned with the organization is the worker. Such interests include managerial and non-managerial interests.

Performance is basically what employees do or do not do. The general employee performance for most jobs has the following elements: 1) Quantity of results, 2) Results quality, 3) Timeliness of results, 4) Presence, and 5) Ability to cooperate. Meanwhile, Debra argues that the term results are often used to improve efforts and motivate employees, as well as to improve the performance of tasks (task performance). From some of the above understanding it can be stated that performance in general can be understood as a form of organizational success or work result of a person measured from 1) Quantity of results, 2) Results quality, 3) Timeliness of results, 4) Attendance, and 5) Ability to cooperate.

Definition of performance associated with the task of the headmaster put forward by [1], namely: "Performance is a summary measure of the quantity and quality of the contribution made by an individual or group to the production purpose of the work unit and organization". In line with that, in [1] defines the performance of the headmaster as the achievement or contribution given by the headmaster both quantitatively and qualitatively measurable in order to help achieve the objectives of the school.

Headmaster and qualitative performance of school headmasters is demonstrated by three headmaster leadership capabilities: conceptual skills, human skills and technical skills [1]. 1) conceptual skills, a. The ability of a leader to see the organization as a whole. b. Knowing how the various organizational functions of each other are interdependent and how growth that occurs in one particular part will affect the other. c. Coordinate and integrate all activities, interests and perspectives of individuals and groups into one organization as totality. 2) human skills: a. Able to influence others; b. able to reflect himself and his attitude; c. Able to create an environment, where leaders and subordinates feel confident, the atmosphere allows harmonious and productive cooperation; d. Able to be an effective communicator and leader; e. Able to connect with others and create a trusted environment, openness and respect for the individual. 3) technical skills: Specific skills about processes, procedures and techniques or are specialist in analyzing the specific things and use of equipment facilities, as well as specific knowledge techniques.

In the context of the headmaster's task performance can be carried out through skill requirements. As defined by [4], every headmaster is required to have skills that are: 1) Ability to organize and assist staff in formulating improvement of teaching in school in the form of complete program. 2) The ability to awaken and nurture self-confidence from teachers and other school staff members. 3) Ability to nurture and foster cooperation in advancing and implementing supervisory programs. 4) The ability to encourage and guide teachers and all other school staff so that they are willing and willing to participate actively in every school's efforts to achieve the school's goals as well as possible.

As a leader, the headmaster is required to be able to establish good cooperation with all school personnel. At the very least, the headmaster as a leader performs several leadership functions, namely: (1) fair, (2) giving suggestions, (3) supporting.

2.2. Headmaster's Perception of Position

2.2.1. Perception

Perception comes from the Indonesian language which is the term uptake of the English language, namely perception. While the word perception itself comes from

the Latin word *Percepto* and *Percipio*, which means setting the identification and translation of information received through the senses of man with the aim to gain understanding and understanding of the surrounding environment.

According to [5], perception is the process by which individuals select, organize, and interpret the input from their senses (vision, hearing, touch, smell and taste) to give meaning and order to the world around them. Likewise, with [6] perception is the essence of communication, whereas interpretation is the essence of perception, which is identical with decoding in the communication process. Next, in [6] expresses the perception that determines we choose a message and ignore the other message. In another view it is explained that perception is an internal process that allows us to choose, organize, and interpret stimuli from our environment, and that process influences our behavior.

According to [7] perception is the process of selecting, organizing and interpreting environmental information. Perception is the process of selecting, organizing, and interpreting information in the environment. How to choose, organize and interpret depends on two internal factors of the individual, namely personality and attitude, and availability of information from the outside environment. So, it is mentioned by [8] perception is a process by which individuals give meaning their environment by organizing and interpreting their sensory impressions. The process by which an individual gives meaning to the environment It involves organizing and interpreting various stimuli into a psychological experience. The process by which an individual gives meaning to the environment It involves organizing and interpreting various stimuli into a psychological experience. While, in [9] interprets perception with perception is the process by which an individual gives meaning to the environment It involves organizing and interpreting various stimuli into a psychological experience

According to [10], perception is a process of recognition or identification of something by using the five senses. The impression received by individuals depends on the whole experience that has been gained through the process of thinking and learning, and influenced by factors that come from within the individual / self itself of course.

In organizations, to find out how to influence the work of employees, provide opportunities for employees to provide jobs. This was stated by [9] is the manager believes that an employee is give opportunities to use his judgment about how to do the job while the employee feels that he has absolutely no freedom to make judgements.

Personality is resulting from perceptions and attitudes. Perception is also caused by attitudes and attitudes caused by perception. So, these three are related and important because the combination of the three will immediately lead to behavior and performance. In relation to this research problem perception is associated with headmaster leadership. This means how the headmaster sees his office as headmaster. Whether the position as a source of power or position made it as a mandate and responsibility that must be done in accordance with applicable regulations. Perception is an active process, where psychologists see perception as an information processing. Bassett and Smythe identify four stages sequentially in the perception process: (1) the reception of messages or information from outside, (2) identification of the code, (3) interpretation of coded information to determine meaning 4) storage of meaning that has been obtained in memory to be used.

As an understanding and a belief, perception is a dynamic source of power, which is basically a product and process of interaction between a person's physiological needs, past experiences, and goals to be achieved that depend also on the level of

the cognition system individuals, norms and value systems such as, biological capacity and physical and social convenience available in the environment it faces. Perception has an important role in encouraging someone to take action [2] because a person's desire to act or not to do is often based on what he or she understands and believes in. Suppose that what he understands is in accordance with his wishes then he takes action to fulfill it, but if it is not appropriate then he is inclined not to do it or if done clearly will not get the maximum results as expected.

After looking at and analyzing the opinions of perception above it can be understood that one's perception can be influenced by factors that are internal and external. Internal factors include interests, traits, cognition levels, physiological needs and physical readiness. The external factors include the strength of the stimulus, the environment, the norms, and the value system held in society, as well as the past experiences gained by the individual. Thus, it can be stated that perception is the view of a person and how that person gives meaning to something he receives through his five senses which will in turn encourage and empower him to do or act.

2.2.2. Position for Headmaster

Position is important, because that will make us become more meaningful with the responsibility or trust held. To measure how far we go; If we want to know a person's intelligence, measure with the politeness that is in him. Whether with his knowledge he remains polite or even arrogant. To be able to apply the motto "The Right Man on the Right Place at the Right Time" there are some things to know. From a company point of view, the first element to know is the "place" element, because the company as an organization is a place where people work. This workplace is often more specifically referred to as position.

Often misunderstandings arise about this position. Positions are sometimes defined as positions or jobs, without further explanation. To obtain uniformity regarding the meaning of this term, the Department of Manpower provides a brief explanation of the meaning of several terms relating to the position, as follows: a. Elements The smallest component of the job. For example, twisting, rubbing, pulling, lifting, pressing and so on. b. Duty is a set of some of the elements of work. The task is a physical or mental activity that forms the necessary steps required for the execution of work. c. Position is a set of tasks assigned to an employee or worker, i.e. all obligations and responsibilities imposed on an employee or worker. The number of positions within a company or agency is equal to the number of employees or workers. d. Work is a set of Positions that have the same basic obligations or duties. In a job analysis activity, one job can be occupied by one person, or multiple persons scattered in various places. e. Job contains the same tasks or related to one another, and the implementation requires the same skills, knowledge, skills and abilities even though scattered in various places.

3. Methodology

The method used is a correlation quantitative method. The population of this study is the entire head of SMP Negeri Medan which amounts to 38 headmasters. Sampling was done by using Saturation Sampling technique (Census). Based on saturation / census sampling technique, the population of 38 junior high school headmasters in Medan City, all of whom are research samples.

Instrument used to collect data of headmaster perception variable about position, and performance of headmaster by using questioner with measurement that Mode of Likert Scale modification by proposing five alternative answer, that's all, instrument arranged

based on theory study by consultation with experts obtained accuracy of instrument will be used.

Prior to using the instrument, trials should be conducted to obtain valid and reliable instruments. The respondents used as trials were taken from outside the sample which is equivalent to the research sample. Data were analyzed using Correlation technique with Path Analysis through SPSS program, to make it easier in process, faster and more practical.

4. Results and Discussion

The data descriptions presented in this section include Headmaster Performance variable data as endogenous variables. The other variables are headmaster perceptions of positions and as exogenous variables in this case study, which are assumed to occur due to causes outside the model. Description of the variables in a row is presented as follows.

4.1 Headmaster Performance

Based on the data obtained in the field and then processed statistically into the frequency distribution list with many classes calculated according to Sturges rules, obtained six classes (see Table 1) with a maximum score of 110, and a minimum score of 77, so the score range is 33.

From the results of data analysis found that the headmaster performance variable has a mean value of 93.13 with standard deviation is 8.05 median = 92.7 and mode = 86. Results of data processing poured into the list of frequency distribution gives the following results.

Table 1. The Distribution of Headmaster's Performance

Year	Interval	Frequency	Relative Frequency	Cumulative Frequency
1.	77-82	2	5,3%	5,3%
2.	83-88	11	28,9%	34,2%
3.	89-94	11	28,9%	63,2%
4.	95-100	7	18,4%	81,6%
5.	101-106	4	10,5%	92,1%
6.	107-112	3	7,9%	100,0%
	Total	38	100%	

The above-mentioned frequency distribution is based on grouping data into five categories, i.e. always, often, occasionally, rarely and never. Besides, the data above show that the headmaster's score / frequency of respondents is between 83 up to 88 and 89 to 94 (second and third interval classes). Based on the data shown in table 5, the mean, median and entry values are within the largest group indicating that the respondent's choice is at least in the choice of gathering on the "often" option (value 4).

The grouping of the above values is the rounding value of the average 3 raters who have tested their reliability, so that the grouping of values can be accounted methodologically.

The distribution of scores of headmaster performance variable scores is displayed on the following Fig. 1.

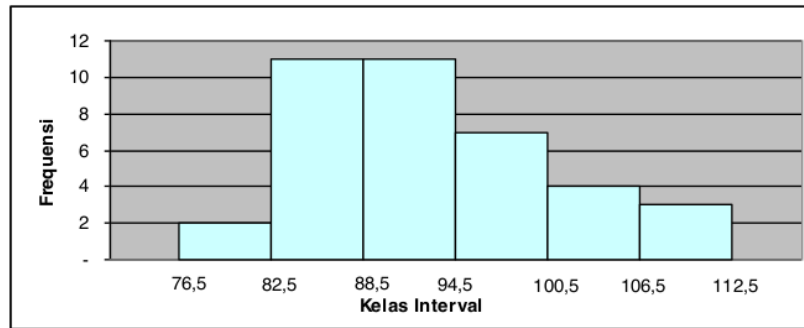


Fig. 1: Histogram Headmaster's Perception

4.2 Headmaster's Perception of Position

Based on the data obtained in the field and then processed statistically into the frequency distribution list with many classes calculated according to Sturges rules, obtained six classes (see Table 2) with a maximum score of 125, and a minimum score of 75, so the score range is 50.

From the result of data analysis, it is found that the headmaster perception variable about position has mean value equal to 94,84 with standard deviation is 10,40; median = 93 and mode = 90. Results of data processing poured into the list of frequency distribution gives the following results.

Table 2. Frequency Distribution Score of Headmaster's Perception on Position

Year	Interval	Frequency	Relative Frequency	Cumulative Frequency
1.	75-82	4	10,5%	10,5%
2.	83-90	11	28,9%	39,5%
3.	91-98	8	21,1%	60,5%
4.	99-106	11	28,9%	89,5%
5.	107-114	3	7,9%	97,4%
6.	115-122	1	2,6%	100,0%
	Total	38	100%	

The above-mentioned frequency distribution is based on grouping data into five categories, i.e. always, often, occasionally, rarely and never. In addition, the above data shows that the headmaster perception score on the position with the highest frequency / number of respondents ranges from 83 to 90 and between 99 to 106 (second and fourth interval classes).

Based on the description of the headmaster headmaster's perception variable on the positions presented in Table 6, reflecting that the range of respondents' assessment is between "neutral to frequent"

The distribution of the school characteristic variable scores distribution is shown in the following Fig. 2.

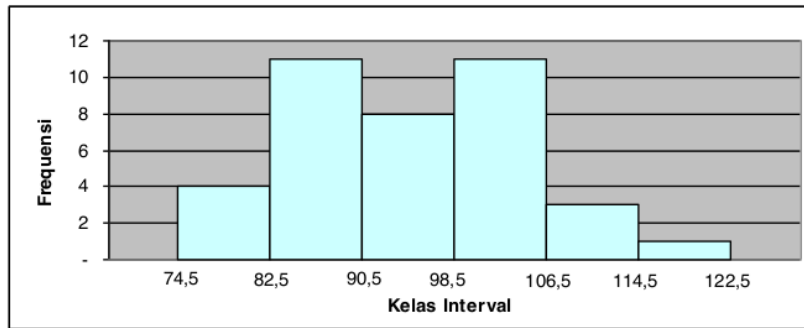


Fig. 2: Histogram Headmaster's Perception on Position

4.3. Testing Requirements Analysis

Path Analysis Requirements (Path Analysis) is the relationship between the variables in the model must be linear, then the requirements that apply in the path analysis by itself is also fundamental fulfillment in regression analysis. The tests performed are:

1. Error Normality test ($Y - \hat{Y}$)
2. Homogeneity test of variance for each related variable

4.3.1. Normality Test or Normal Distribution Error ($Y - \hat{Y}$)

For the normality of error distribution is used Lilliefors test as follows.

After the error is arranged in order of value, then the difference of the theoretical frequency and the actual frequency for each error value is determined. The absolute maximum price of the difference we refer to as L_0 . The value of L_0 is then compared with the value of L_t from the table to the real level $\alpha = 0.05$.

The hypotheses tested are as follows:

H_0 : normal distributed error data, if value $L_{count} < L_{table}$ value

H_1 : error data is not normally distributed, if the value is $L_{count} > L_{table}$ value

Based on the results of normality test calculation (complete calculation on Attachment Test Requirements Analysis) in the results can be as follows.

a. Normality Test Data Score of Headmaster Performance Error

Based on the calculation results obtained the highest L or $L_{count} = 0.083$, this value is smaller than $L_{table} (n = 38, \alpha = 0.05) = 0.144$. Because $L_{count} = (0,083) < L_{table} = (0,144)$, the Headmaster Performance Head's data on Headmaster Perceptions about her position comes from normally distributed population.

4.3.2. Homogeneity Test

Homogeneity test is done to know that data from each score comes from population having same variance. Testing homogeneity of variance using Bartlett Test.

The process of testing taken is to first classify data of endogenous variable based on similarity of data of exogenous variable then calculated value $dk, 1 / dk$, variance $s^2, (dk) \log Si^2, (dk) Si^2$. The result of homogeneity test of variance is as follows:

a. Homogeneity Test of Headmaster Performance Variance on School Headmaster Perception of Position

Result of calculation to test homogeneity of variance variable of Headmaster Performance of headmaster's perception about position obtained X^2 count = 12,93; while in table with $dk = 14$ at $\alpha = 0,05$ obtained X^2 table = 23,68. Since X^2 counts $< X^2$ table, then H_0 is accepted which means variant of School Headmaster Performance group on headmaster perception about position is homogeneous.

4.3.3. Hypothesis Testing

The results obtained are used to test the proposed hypothesis and measure the percentage of direct influence. The conclusion of the proposed hypothesis will be drawn through the path coefficient and significance for each path under study. The result of the decision on the proposed hypothesis can be explained as follows:

1. The headmaster's perception of the position has a direct effect on the Headmaster's Performance

$H_0: p_{21} = 0$

$H_1: p_{21} > 0$

2. From the calculation results obtained coefficient $p_{21} = 0.146$ with t count = 7.14 and t table = 1.69 on $\alpha = 0.05$. Because t count $> t$ table then the path coefficient significant with statement H_0 rejected. From the calculation, the headmaster's perception about the position has a direct effect on the headmaster's performance. This means the better the headmaster's perception of the position the better the Headmaster Performance.

Based on the results of data analysis shows that the performance of headmasters is influenced by the headmaster's perception of his position. This causality is formed because the headmaster has a perception that is able to choose, organize and interpret the tasks and responsibilities in accordance with prevailing rules and regulations. So the perception of his position is always a positive nuance. Ability in positive perception, is determined by the personality and attitude of the headmaster is also positive. For that it takes a school headmaster who has a personality and a positive attitude in using his understanding of his headmaster's position. This conception becomes a necessity for the school headmaster if he hopes the headmaster's performance is more qualified. This statement is supported by the arguments advanced by [5] perception is the process of selecting, organizing, and interpreting information. Perception is the process of selecting, organizing, and interpreting information in the environment. How to choose, organize and interpret depends on two internal factors of the individual, namely personality and attitude, and availability of information from the outside environment.

The significant contribution is also supported by the headmaster's ability to identify tasks and responsibilities into the best possible experience. So that experience supports the headmaster to improve his performance. This is supported by [1] Perception is a process of recognition or identification of something using the five senses. The impression received by individuals depends on the whole experience that has been gained through the process of thinking and learning, and influenced by factors that come from within the individual / self itself of course.

Other carrying capacity indicates that the significance of its influence is also greatly determined by the ability of the headmaster to conduct information processing. The headmaster in carrying out his duties, always carry out a thorough analysis of the information it receives. It is not necessarily, when the momentary

information is also the headmaster's decision. There is a process of perception by the headmaster. The process of perception is manifested in the stages to take and make decisions. As Ningrum explained by Perception is an active process, where psychologists see perception as an information processing. Bassett and Smythe identify four stages sequentially in the perception process: (1) the reception of messages or information from outside, (2) identification of the code, (3) interpretation of coded information to determine meaning 4) storage of meaning that has been obtained in the memory to be used.

For the significance of this variable research constellation, it is certain that one of the variables that can improve the performance of the headmaster is the headmaster's perception of his position. It means the personality and attitude, the best experience, the best impression and the information systematically carried out through the stages of the process of perception. With the implementation of perceptions about the position in such a way. It is natural to have a significant influence on the performance of the headmaster.

5. Conclusion

There is a significant direct influence between Headmaster Perceptions variables on the performance of school headmasters with path coefficient 0.146 with t count = 7.14 and t table = 1.69 on $\alpha = 0.05$. show t count > t table. This means the better the headmaster's perception of the position the better the Headmaster Performance.

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