

The Impact of Teachers' Perceptions of Principal's Persuasive Communication, Self-Actualizations, And Job Satisfactions of Junior High Schools Teachers' Performances In Sub-District Labuhan Deli of District Deli Serdang.

*Yusmariono¹, Martua Manullang², Sumarno³

Corresponding Author: Yusmariono

Abstract: Purpose of the study is to discover: (1) the impact of Teachers' Perceptions of Principal's Persuasive Communication on Teachers' Job Satisfactions; (2) the impact of Self-Actualizations on Teachers' Work Satisfactions; (3) the impact of Teachers' Perceptions of Principal's Persuasive Communication on Teachers' Performances; (4) the impact of Self-Actualizations on Teachers' Performances; and (5) the impact of Job Satisfactions on Teachers' Performances. Subjects of the study are junior high schools teachers in Subdistrict Labuhan Deli of District Deli Serdang with samples of 148 persons in total. Sampling was performed with proportionate simple random sampling. Characteristic of the research method is path analysis aiming to examine theory and obtain information about research. Based on the hypothesis examination, we can conclude that: (1) there is direct positive impact of Teachers' Perceptions of Principal's Persuasive Communication on Teachers' Job Satisfactions, expressed by $t_{hitung} p31 > t_{tabel} \alpha=5\%$ ($5,121 > 1,645$); (2) there is a positive direct impact of Self-Actualizations on Teachers' Work Satisfactions, expressed by $t_{hitung} p32 > t_{tabel} \alpha=5\%$ ($3,820 > 1,645$); (3) there is direct positive impact of Teachers' Perceptions of Principal's Persuasive Communication on Teachers' Performances, expressed by $t_{hitung} p41 > t_{tabel} \alpha=5\%$ ($4,563 > 1,645$); (4) there is direct positive impact of Self-Actualizations on Teachers' Performances, expressed by $t_{hitung} p42 > t_{tabel} \alpha=5\%$ ($2,479 > 1,645$); and (5) there is positive direct impact of Job Satisfactions on Teachers' Performances, expressed by $t_{hitung} p43 > t_{tabel} \alpha=5\%$ ($3,761 > 1,645$). Results of the study give an idea that Teachers' Perceptions of Principal's Persuasive Communication, Self-Actualizations, and Job Satisfactions impacting Teachers' Performances by 29.05%, while the rests are determined by other circumstances.

Keywords: teachers' perceptions on the headmaster's persuasive communication, self actualization, job satisfaction, and teacher's performance.

Date of Submission: 07 - 09-2017

Date of acceptance: 20-09-2017

I. Introduction

It is important for a country to handle education making it developed due to the role of education in ensuring growth, development, and survival. According to the decree on education number 20/2003, the aim of education is to develop skills and form the character of national civilization to educate nation's life. Accordingly, it is important to sustainably develop the quality of nation's education. School achievement can be obtained from high quality of teachers' performance. Teachers' performance is the work of teachers in accomplishing their duties as educators. In doing such activities, they may be adversely affected by many factors. Some of them are job satisfaction, professional competence, and teachers' perceptions on the headmaster's ways of communication.

Teacher is the center of excellence in the teaching and learning activities at schools. All the components such as curriculum, infrastructures, costs, and so forth will be valueless if the main aim of the teaching namely interactions between teacher and students worthless. The role of teacher in transforming

1. Postgraduate Student of Medan State University

2. Lecturer of Pascasarjana State University of Medan

3. Lecturer of Pascasarjana State University of Medan

her/his knowledge is paramount important so that it can be ensured that there is no change at schools in terms of quality unless the quality of the teachers improved. Thus, it can be concluded that white and black of education in a country highly depends on the quality of the teachers. Sardiman states that teachers are one of the components in the process of teaching and learning activities whom actively involve and state themselves as professionals based on the social demands [1]. This being the case, not only do the teachers transfer the knowledge in the class through teaching but they also educate people moral values leading the students in their

learning. Teachers' quality in teaching is not only apparent in the way they teach in the class and master the lesson, but also in the way they are responsible for the tasks assigned to them.

Johan states that job satisfaction is one of the factors in attaining optimum work results. When someone feels satisfied in workplace, s/he will optimally accomplish the tasks assigned to her/him [2], so that employees' productivities and job satisfaction will also increase. Handoko states that job satisfaction is emotional states either happiness or sadness in the way the employees see their work [3]. In relation to satisfaction, Robbins argues that leadership factor, and contingency factors may affect one's job satisfaction in work. This means that satisfaction may be affected by their environment, leaders, organizational culture, and/or employees' behavior [4]. On the other hand, Gibson (Sopiah, 2008) states that followers' satisfaction is affected by leader's authority, perception of power's type, mode and leader's experience, the combination of organizational culture and situation, experience and followers' goal [5]. According Walton and Kossen (Daroni, 2007), there are eight factors affecting employees' performance including teacher namely (1) affordable compensation, (2) secured and good work environment, (3) chance to develop skills, (4) sustainable development, (5) possessive feeling, (6) employees' right, (7) work space, and (8) social relevance of work life [6]. There are many factors affecting teachers in accomplishing their maximum performance such as internal and external factors. Such factors have been proposed by Wibowo stating that teachers' performance consists of attitude, interest, intelligence, motivation, and personality, whereas external factors include infrastructures, salary, situation, and work environment [7].

The headmaster, the leader at a school, must be able to assign tasks as well as guide his/her teachers in developing their performance, communicate each other, and delegate the tasks. Wahjosumijo argues that the headmaster as a leader should own specific characters covering personality, basic skills, experience and professional knowledge, and guidance and administration terms [8]. Such skills can be analyzed in terms of personality, knowledge in education, school's vision and mission, making decision, and communication. The implementation of the skills exists in his/her work such as planning, organizing, leading, coordinating, guiding, evaluating, deciding, chairing a forum, organizing learning activities and connecting societies. Besides, there are also administration tasks that a headmaster should also be aware of such as planning an activity, organizing, leading the finance, compiling the syllabus, handling the students, infrastructures, employing people, etc.

It is better for headmasters to employ persuasive communication so that it will trigger the teachers to pay attention and understand better about what has been delivered by the headmaster. Such communication should be suggestive and persuasive. The communication itself should also be able to invite teachers doing what has been mandated by the goal of the learning activity. In other words, the employed communication is persuasive. In conducting teaching and learning at schools, teachers' performance may also be affected by the way they communicate with the headmaster. In understanding such communication, teachers hope that the headmaster employs persuasive communication. Such communication aims to raise satisfaction and teachers' actualization at work. The decrease of teachers' spirit in teaching results in the output of education. Such a case is due to the teachers' perception on the headmaster's incompetence in persuasive communication. If the headmaster is not able to communicate well, teachers' performance will also decrease.

Persuasive communication between the headmaster and the teachers results in job satisfaction and self-actualization which comes from a sense of togetherness and respect from the headmaster as the messenger and the teachers as the receivers. If the message or information obtained from the headmaster is delivered well, all the given tasks will be done well too. Burgon and Heffner (Efendi, 2009) conclude that persuasive communication is (1) communication process aiming at persuading people's thought so that they will suit it with what the communicant wants, and (2) communication process aiming at persuading and/or changing people's attitude, belief, and opinions. With persuasive communication in mind, the interaction between the headmaster and teachers will be better in terms of words, persuasion, and support at work [9]. Teachers finally believe that the headmaster is able to rise constructive condition so that they will commit in every single activity at the school. Besides, the teachers will also feel satisfied with themselves in every their involvement.

In spite of job satisfaction, another factor affecting teachers is self-actualization. The ability to self-actualize is very important in supporting teachers at school. This is important because such skill enables teachers in developing their potentials. When teachers have low self-actualization skills, they will experience obstacles in developing their talents and potential optimally. A teacher who is unable to actualize him/herself well may experience obstacles in his work at school. Maslow stated that self-actualization is a desire for self-fulfillment, to realize all his/her potential, to be whatever s/he wanted, and to be creative and free to reach the peak of his potential achievement [10]. Someone has attained his/her self-actualization optimally only if s/he achieved different personality with other people (Asmadi) [11].

Colquit et al. state that job performance is affected by organization commitment, job satisfaction stress, motivation, trust, justice, and learning and decision making [12]. Further, he explains the factors affecting one's

performance are individual mechanism, individual characteristics, group mechanism, and organization mechanism. With this frame in mind, it is clear that job performance is directly affected by job satisfaction. It can be concluded that the ability of persuasive communication and self-actualization in which the aspects in leadership power and influence have no direct impact on job performance. It means one's performance can be done by improving job satisfaction factor and his/her motivation in organization. Based on the preliminary observation done in the State Junior High School in Sub District Labuhan Deli in January 2017, the researcher found out that teachers' performance was not good. This is apparent from the teachers' presence resulting in less than 70 percent. Teachers who come to the class on time were not more than 64 percent, and those who submitted teaching materials were on the average of 63 percent. Teachers who are able to manage the classroom at the time of learning resulted in not more than 47 percent, and those who submitted students' progress report were 76 percent. Further, teachers who employ media in their learning were 35 percent, and those who attend the meeting at school regularly were not more than 72 percent. Teachers who feel satisfied with their work resulted in average 46 percent and those who have the ability to finish tasks given by the headmaster were 52 percent. In addition, the headmaster who was able to communicate well with teachers were not more than 4 percent. The data above imply that teachers' performance, headmaster's way of communication, teachers' actualization and their satisfaction at the Junior High School in sub district Labuhan Deli were low.

Given that the importance of teacher performance in improving the achievement of school's goals, particularly in learning, it is necessary that teachers' performance needs to be improved so that the quality of education will be better. Thus, it is reasonable to conclude that the variables that allegedly affect teachers' performance are teachers' perceptions on the headmaster's way of communication, job satisfaction, and self-actualization.

II. Method Of The Study

This study was conducted at the State Junior High School 1 Labuhan Deli. It employed survey as the design of the study and analyzed the data using path analysis. The population of the study was 148 teachers at the State Junior High School 1 Labuhan Deli. The purpose of this study was to ascertain (1) the direct positive effect of teacher's perception about the headmaster's persuasive communication on the teachers' job satisfaction, (2) the direct effect of self-actualization on the teachers' job satisfaction, (3) the direct effect of teacher's perception about the headmaster's persuasive communication on the teacher's performance, (4) the direct positive effect of the teacher's self-actualization on their performance, (5) the direct positive effect of teacher's job satisfaction on their performance at the State Junior High School 1 Labuhan Deli.

In this study, the term teacher performance is the result or success level of a teacher as a whole in carrying out the task to achieve the standard of work, target or target in accordance with predetermined criteria through indicator such as pedagogical competence, personality competence, social competence, and professional competence. Teacher perception variable about the headmaster' persuasive communication is an assessment of the ability of the headmaster to expose ideas in learning by using verbal and nonverbal messages, to change the attitude of teachers to voluntarily and willingly obey his words through indicator of caring, understanding, accepting, suspension, and the headmaster's action in leading the teachers. The teacher's self-actualization variable is the teacher's self-reflection at school in developing her/his own potential to become a whole personality through the indicators of self-awareness, freedom, responsibility shown in the teaching activity. Job satisfaction variable is the teacher's satisfaction or dissatisfaction when performing his/her teaching tasks at school through the indicators of job challenges, reward system, supportive school conditions, and the nature of colleagues at school.

III. Findings And Discussion

1. Findings

From the data description, it is found some data distribution in which presented in Table 1.

Table 1. Summary of the Results of Descriptive Statistics

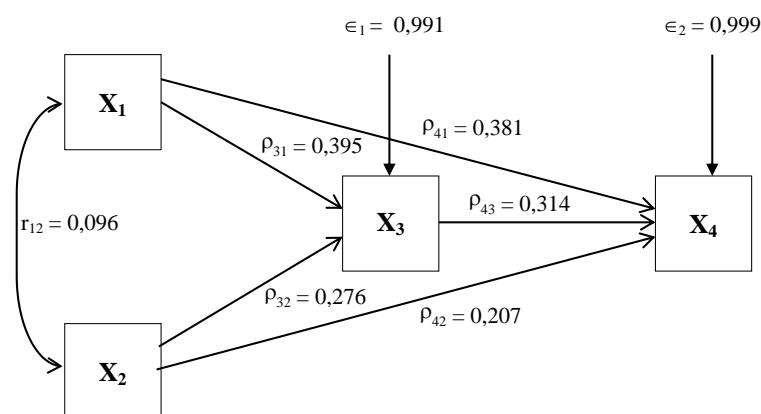
No	Statistics	Variable			
		X ₁	X ₂	X ₃	X ₄
1	Maximum score	114	118	113	90
2	Minimum score	58	53	55	50
3	Scale	56	65	58	40
4	The length of class interval	7	8	7	5
5	Mode	102,125	61,861	90,177	72,859
6	Median	100,093	66,065	88,646	74,500
7	Mean	97,527	69,223	87,608	75,014
8	Standard of deviation	10,730	12,861	11,757	7,859

The results reveal that (1) teachers' perception about the headmaster's persuasive communication is categorized as moderate, (2) junior high school teachers' self-actualization in Labuhan Deli is categorized as

moderate, (3) job satisfaction is moderate, (4) teachers' performance at SMP Labuhan Deli is also moderate. The results of estimation path coefficient on the variables are set in Table 4. The following is summary of coefficient all path

Variable	Coefficient	t _{value}	t _{table}	Result
ρ ₃₁	0,395	5,121	1,645	Significant
ρ ₄₁	0,276	3,820	1,645	Significant
ρ ₃₂	0,381	4,563	1,645	Significant
ρ ₄₂	0,207	2,479	1,645	Significant
ρ ₄₃	0,314	3,761	1,645	Significant

Based on the results in Table 4, the path is presented in the following.



Picture 1. The diagram of the path

Goodness-of-fit test performed shows that the proposed model has fit results with the data. It turns out $\chi_{value} = 0$. The result of $\chi_{value} = 0$ is set to $\chi_{table d=1}$ namely 3.84. Thus, $\chi_{value} < \chi_{table}$ ($0 < 3.84$). It can be concluded that the overall model of path analysis is significant. This implies that such a model is accepted.

IV. Discussion

a. Teachers' Perception about the Headmaster's Persuasive Communication Directly Affects the Job Satisfaction

The findings turn out that the effect of teacher's perception about the headmaster's persuasive communication on job satisfaction directly results in 17.72 percent. This implies that teachers' perception about the headmaster's persuasive communication affects the teachers' job satisfaction. Then, the teacher's perception about the headmaster's persuasive communication is categorized as moderate (68.919%). This, in turn, needs improvement on the teachers' perception about the headmaster's persuasive communication in order to improve their job satisfaction.

Teachers' perception about the headmaster's persuasive communication is an assessment of the ability of the principal to explain ideas or arguments in learning by using verbal and nonverbal messages, to change the attitude of teachers to voluntarily obey his words. On the other, teachers' job satisfaction is teachers' feeling of being satisfied or unsatisfied to work at school. In carrying out his/her duties, the headmaster should build good communication with the teachers. With this frame in mind, a teacher would obey and understand what has been assigned to him/her. The communication done by the headmaster should also attract teachers' attention, make their work understandable, be acceptable in their heart, and be done well. If the teachers understand what assigned to them, they would work seriously at school.

In order to enhance job satisfaction, the headmaster must give fair appreciation of the teacher's work attainment. Such a case would support every single decision made by the headmaster him/herself. Besides, a good headmaster must be willing to accept critics given by the teachers relating to mistakes. Every single command given by the headmaster will make the teachers understood and known about the work that s/he has to do to achieve the schools' goals, and in this case teaching in the class. Another positive site of persuasive communication is that the headmaster will be able to help the teachers in every single problem found in the class either relating to teaching or students. Teachers' satisfaction is apparent from their willingness to continuously work exploring new things in the class.

The implementation of persuasive communication held by the headmaster appropriately will provide teachers with satisfaction. They will be happy with persuasive communication conducted by the headmaster.

The more persuasive the communication is, the better satisfaction the teachers would have. Accordingly, it is assumed that teacher's perception about the headmaster's persuasive communication positively directly effects on the teachers' satisfaction. If the teacher's perception on the headmaster's persuasive communication is good, thus it can be concluded that their job satisfaction will also be good.

The correlation analysis per teachers' variable dimension reveals lower level of correlation than the dimensions of attention, acceptance, procrastination, and action. Thus, efforts to improve teacher's perception about the headmaster's persuasive communication can be done by improving their understanding. The increase in teachers' understanding results in good perception about the headmaster's persuasive communication. When the teachers' understanding of the headmaster's persuasive communication increases, the teacher's understanding of such communication will also enhances. In other words, the more understandable the teachers are, the better their satisfaction will be.

b. Teachers' Self-Actualization Directly Effects Job Satisfaction

This study turns out that the extent to which the teachers' self-actualization directly effects their job satisfaction is 9.86 percent. This implies that the teachers' self-actualization is categorized as moderate namely 77.703. This in turn needs improvement in the improvement of teachers' self-actualization.

Teachers' self-actualization is a teachers' show-off process at schools in developing their potentials to be them completely. However, the teachers' job satisfaction is teachers' feeling of being satisfied or unsatisfied in teaching at schools. In doing work at schools, there are many reasons as to why a teacher is motivated to work. A motivated teacher will actualize his ability to work as assigned by the rules of the school. Teachers who actualize their ability will continue showing improvement in their work performance and will be more motivated to teach better. The teachers' ability to actualize themselves is seen from the desire to perform every job with a sense of full awareness, free in determining decisions taken, and ready to account for every decision s/he took. If every teacher actualizes he/himself properly, then working conditions supporting each other among teachers at school will be created.

In addition, the teacher must be willing to do the work in school as long as the task is in his/her ability. This will encourage her/him to carry out the work as much as her/his abilities. The more respect the teachers accept, the better their commitment will be. It is because everything what they do is important to school. Teachers will not feel that what have been done is wasteful. Such a condition will support her/him in showing commitment. Thus, it can be assumed that self-actualization directly positively effects on the teacher's satisfaction. If their self-actualization is good, it can be concluded that teacher's job satisfaction will be good. The correlation analysis per dimension of self-actualization variable proves the result of the dimension of responsibility that has the lowest correlation level compared to the dimension of self-awareness and freedom. Thus, efforts to improve the teachers' self-actualization can be done by increasing the dimensions of responsibility. The increase in teachers' responsibility will improve teachers' self-actualization. When the teachers' responsibility is good, their self-actualization will be better. Such an improvement will affect the teachers' performance. In other words, the more responsible the teachers are, the better their satisfaction will be.

c. Teachers' Perception on the Headmaster's Persuasive Communication Directly Effects the Teachers' Performance

This study indicates that the effect of teachers' perceptions about the headmaster's persuasive communication directly affects the teacher's performance resulting in 14.52 percent. This illustrates that the headmaster's emotional intelligence affects teacher performance. If seen from the level of teacher perceptions of persuasive communication, the headmaster's persuasive communication is classified as moderate (68.919%). It needs to improve teachers' perceptions of the headmaster's persuasive communication to improve the teacher's performance. Teachers' perceptions about the headmaster's persuasive communication are an assessment of the ability of the headmaster to explain ideas or arguments in learning by using verbal and nonverbal messages, to change the attitude of teachers to volunteer and happy to obey his words. The teachers' performance, on the other, is the result or the success rate of a teacher as a whole in carrying out the task to achieve the standard of work, targets or goals relating to predetermined criteria.

In performing his/her duties, the headmaster should be able to apply appropriate communication to every teacher. The headmaster's persuasive communication should attract teachers' attention, and be understandable in the teachers' mind. With this frame in mind, the teachers will do what the headmaster said. This will ease the headmaster in leading the teachers to the school's goals. By applying appropriate form of communication, teachers feel comfortable at school. A good school environment provides teachers with comfortable. They will easily do their routines at school since they support each other. Such a condition will improve their willingness to continuously improve their performance at school.

Teacher's performance is the result or success level of a teacher as a whole in carrying out the task to achieve the standard of work, targets or goals according to predetermined criteria. Their performance at schools

is apparent from the quality of the work, the number of outcomes, the time taken for work, the responsibilities in the work, the cooperation with co-workers. Thus, it can be assumed that teachers' perceptions about the headmaster's persuasive communication have a direct positive effect on their performance. If it is good, then it can be concluded that teacher's performance is also good. The correlation analysis per dimension of teacher perception variable about the headmaster's persuasive communication gives lower result of dimension of understanding than dimension of attention, acceptance, suspension, and action. Thus, efforts to improve teachers' perceptions about the headmaster's persuasive communication can be done by improving the dimension of understanding. The increase in the teacher's understanding can improve perceptions of the headmaster's persuasive communication. The more the teachers understand the headmaster's persuasive communication, the better their perception will be. Such an improvement in turn will affect their performance. In other words, the more understandable the teachers about the persuasive communication, the better their performance will be.

d. Teacher's self- actualization is directly effect on teacher's performance

This study indicates that the teacher's self-actualization has a direct effect about 4.28% on the teacher's performance. This describes that teacher's self-actualization affects to the teacher's performance. If it is looked from the level of self-actualization tendency, classified as medium that is 77.703%. It is necessary to improve the teacher's self-actualization to improve the teacher's performance. The teacher's self-actualization is a process of showing performance at school to develop his/ her own potential. While teacher's performance is someone's level of success in doing the tasks to achieve the standard of work result, the target in accordance with the predetermined criteria.

At school, there are many reasons why a teacher is willing or not to give his/ her best ability when working. A teacher, who wants to keep performing, will show a better self-actualization. The teacher's self-actualization at school is looked from his/her ability to perform all work consciously. In addition, the teacher must be free from the influence of others in determining every decision, and willing to take responsibility for the actions he/she takes. By properly actualizing himself, a teacher will demonstrate his commitment at school. The form of teacher's performance is evident from his desire to remain part of the school. In addition, teacher performance is also visible from the willingness to work as good as possible for the benefit of the school, and believes and accepts the purpose of the school. The more the teacher actualizes himself, the better the performance he/she shows. This is because the teacher feels that what they do is not in vain. This encourages him to show a better performance. Thus, it can be assumed that self-actualization has a direct positive effect on teacher's performance. If it is good, then it can be concluded that the teacher's performance is also good.

The correlation analysis per dimension of self-actualization variable gives lower result than dimension responsibility compared to the dimension of self-awareness and freedom. Thus, efforts to improve the teachers' self-actualization can be done by increasing the dimensions of responsibility. The increase in the teachers' responsibility can improve their self-actualization. When the teacher's responsibility is good, it will provide an increase in their self-actualization. This increase will affect teacher performance. In other words the better the responsibility for self-actualization of the teacher will give better results on the performance.

e. Job Satisfaction Plays the Role in the Teachers' Performance

This results show that job satisfaction directly plays the role 9.86 percent on the teachers' performance. This implies that job satisfaction affects their performance. Seen from the trend, job satisfaction is categorized as moderate (70.946 percent). It needs improvement on the job satisfaction to improve teachers' performance. Teachers' job satisfaction is teacher's feeling of being satisfied or unsatisfied when doing teaching tasks at school. The teachers' performance is the result or the success rate of a teacher as a whole in carrying out the task to achieve the standard of work, target or target in accordance with predetermined criteria. A teacher works in order to meet the needs of his/her life and feels his/her own satisfaction by being able to channel his ability. If s/he can do his/her job well, s/he will feel satisfied and proud because the task can be completed properly, but if not, the teacher would feel disappointed and not satisfied. Teachers' satisfaction working at school is shown by their desire to do every job well and their readiness to support their colleagues. If a school cannot provide the teachers with job satisfaction, it will face low performance of the teachers. Teachers' work satisfaction can also be improved by applying a fair reward system at schools. They who have worked well might get higher or better rewards than those who work poorly. This will lead to the teacher's desire to continue working properly.

It can be concluded that teacher's satisfaction at schools can bring them to their work commitment. When they teachers feel satisfied in working at schools, they will demonstrate a strong desire to remain involved in school and willing to work as well as possible for the benefit of the school. Thus, it can be expected that job satisfaction have a direct positive effect on the teacher's performance. If the teachers' satisfaction works well then it can be

concluded that their performance is also good. The correlation analysis by dimension of job satisfaction variable turns out that dimension of co-worker nature has lowest correlation level compared to challenging job dimension, fair reward system, and supportive condition. Thus, efforts to improve teacher's work satisfaction can be done by increasing the dimensions of the nature of colleagues. Improving the nature of a good co-worker can increase job satisfaction. The more nature the colleagues are, the better the satisfaction the teachers will have. Such increase will affect their performance. In other words, the more natural the teachers' job satisfaction, the better the performance they will have.

V. Conclusion, Implication And Suggestion

Conclusion

- a. Teachers' perception about the headmaster's persuasive communication has a direct positive effect on their job satisfaction at Junior High School Labuhan Deli
- b. Teachers' self-actualization directly plays the role to the teachers' job satisfaction at Junior High School Labuhan Deli.
- c. Teacher's perception about headmaster's persuasive communication directly affects junior high school teacher's performance in Labuhan Deli subdistrict, Deli Serdang Regency.
- d. Teacher's self-actualization directly affects the Junior High School teacher's performance in sub district Labuhan Deli, Deli Serdang Regency.
- e. Job satisfaction directly plays the role in the junior high school teacher's performance in sub district Labuhan Deli, Deli Serdang Regency.

Implication

- a. With the acceptance of the first hypothesis namely there is a direct effect of the teacher's perception about the headmaster's persuasive communication to the junior high school teacher's job satisfaction in sub-district Labuhan Deli, DeliSerdang, it is therefore important to improve the teachers' perception about the headmaster's persuasive communication to optimize the junior high school teacher's job satisfaction in Labuhan Deli sub-district, Deli Serdang Regency. Teacher's perception about the headmaster's persuasive communication is an assessment of the headmaster's ability in presenting the ideas or arguments in learning by using verbal and nonverbal message, to change the teacher's attitude to voluntarily and happily obeys his/her words. On the other hand, the teacher's job satisfaction is a sense of satisfaction or dissatisfaction at the time doing teaching tasks at school. In this case, it needs efforts to improve teachers' perceptions of the headmaster's persuasive communication. One effort is by improving the headmaster's understanding of the importance persuasive communication in leading a school. By improving his/her understanding, the headmaster can improve teacher's perception of the headmaster's leadership. This is considering the teacher's positive perception about persuasive communication applied by the headmaster can affect teacher's satisfaction in work.
- b. With the acceptance of the second hypothesis namely there is a direct effect of self- actualization to the junior high school teacher's job satisfaction in Labuhan Deli Sub-district, Deli Serdang, it is essential to improve self-actualization to optimize the junior high school teacher's job satisfaction in sub district Labuhan Deli, Deli Serdang. The teacher's self-actualization is their self-performance in developing their own potentials to become a whole personality. However, the teacher's job satisfaction is a sense of satisfaction or dissatisfaction at the time doing teaching tasks at school. In this case, it must be pursued the things that can improve the teacher's self-actualization. One of the efforts that can be done is by improving the teacher's responsibility. A teacher will be able to optimize his/her ability at school when he/her has a big sense of responsibility. This self-actualizing ability will affect the teacher's satisfaction in working.
- c. With the acceptance of the third hypothesis namely there is a direct effect of teachers' perception about the headmaster's persuasive communication on the junior high school teacher's performance in sub-district Labuhan Deli, DeliSerdang, it is necessary to improve teacher's perception about the headmaster's persuasive communication to optimize the junior high school teacher's performance in sub-district Labuhan Deli DeliSerdang. Teacher's perception on the headmaster's persuasive communication is an assessment of the headmaster's ability presenting the idea or arguments in learning by using verbal and nonverbal message, to change the teacher's attitude to obey the headmaster's policy. While the teacher's performance is a success for a teacher as a whole in carrying out the task to achieve the standard result of work, the target in accordance with predetermined criteria. In this case, the effort is needed to improve the teachers' perception of the headmaster's persuasive communication. One of the efforts is improving the headmaster's understanding of the persuasive communication importance in leading a school. By improving his/her understanding, the headmaster can improve teacher's perception of leadership he/she applies in school. This

is considering the teacher's positive perception about persuasive communication applied by the headmaster can affect teacher's performance in work.

- d. With the acceptance of the fourth hypothesis namely there is a direct effect of self-actualization on the junior high school teacher's performance in sub-district Labuhan Deli, Deli Serdang, it is necessary to improve self-actualization to optimize the junior high school teacher's performance in sub-district Labuhan Deli, Deli Serdang. Self-actualization is the teacher's self-performance at schools in developing his own potential to become a whole personality. However, the teacher's performance is the teacher's success as a whole in carrying out the task to achieve the standard result of work, the target in accordance with predetermined criteria. In this case, it needs to be pursued the things that can improve the teacher's self-actualization. One of the efforts is improving the teacher's sense of responsibility. Having a sense of responsibility, a teacher will be able to actualize his teaching skill. This ability (self-actualization) will affect teacher's performance.
- e. With the acceptance of the fifth hypothesis namely there is a direct effect of job satisfaction on the junior high school teacher's performance in sub-district Labuhan Deli DeliSerdang, it is necessary to improve job satisfaction to optimize the performance of junior high school teachers in sub-district Labuhan Deli, Deli Serdang. Teacher's job satisfaction is a sense of satisfaction or dissatisfaction when doing teaching tasks at school. However, the teacher's performance is the teacher's success rate as a whole in carrying out the task to achieve the standard result of work, the targets in accordance with predetermined criteria. In this matter, it needs to be attempted the things that can improve teacher's job satisfaction. One of the efforts is by helping to improve the colleagues' characteristics at school. By having positive characteristic colleagues, a teacher will get more support to carry out his /her teaching tasks. This job satisfaction will affect teacher's performance at school.

1. Suggestion

a. For the Department of Education of Deli Serdang Regency

The effort to improve the headmaster's persuasive communication skill can be done by the Department of Education through strengthening the headmaster's skill in establishing communication with subordinates in school, especially teachers. In addition, the Department of Education also conducts seminars or trainings for the improvement of junior high school teacher's self-actualization, job satisfaction, and teacher's performance

b. For the Headmaster

It is suggested to the headmasters to conduct a personal conversation to the teachers about their duties and responsibility to improve his/her persuasive communication ability. Additionally, the headmaster also needs to spend time every day in assisting teachers to solve the their difficulty in teaching. It is also suggested to the headmaster to carry out activities such as appointing the teachers to be responsible, and appointing the teachers to escort students or out-of-school competitions, in order to improve the teachers' self-actualization.

To improve teacher's job satisfaction, it is advisable to form teamwork in handling school activities. In addition, the teacher's job satisfaction can be emerged through joint activities among teachers in building sense of togetherness. To improve the teacher's performance, it is advisable to provide the teachers with teaching skills training (professional competence). The improvement of professional competence is done through providing guidance and support to the teachers.

c. For the Teachers

To improve the headmaster' understanding of persuasive communication skill, it is advisable to understand the responsibility of the headmaster in fostering and improving the teachers' skills at schools. In addition, the teachers are also expected to establish good personal communication with the headmaster.

- d. To improve teachers' self-actualization, it is advisable for them to increase their responsibility such as having a passion to complete additional tasks given by the headmaster. Furthermore, the sense of responsibility can be improved through the desire to create an accountability report for each activity entrusted to it. To improve job satisfaction, it is recommended that teachers appreciate many different opinions among teachers.

To improve their performance, it is advisable to take an active role in each of the teaching trainings (professional competencies) that are followed. In addition, the improvement of professional competence can be through the practice of teaching skills by using new methods or models with the colleagues.

e. For the Researchers

More in-depth research is needed to see the effect of teacher's perception about the headmaster's persuasive communication, teacher's self-actualization, and job satisfaction on the teacher's performance of junior high school in sub district Labuhan Deli, Deli Serdang, considering that teacher's performance is needed in improving the quality of education. In addition, it is necessary to develop other things having relevance to the teacher's performance out of the variables studied in this research.

References

- [1]. Sardiman. *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: Raja Grafindo Persada, 2011
- [2]. Johan, Rita. *Kepuasan Kerja Karyawan Dalam Lingkungan Institusi Pendidikan*, *Jurnal Pendidikan Penabur*, No.01, 2002
- [3]. Handoko, Hani. *Manajemen Personalia dan Sumber Daya Manusia*. Yogyakarta: BPFE, 2010.
- [4]. Robbin, Steppen P. *Perilaku Organisasi*, Jilid 1, Jakarta: Prenhallindo, 2010
- [5]. Sopiah. *Perilaku organisasi*. Yogyakarta: Andi, 2008.
- [6]. Daroni. *Hubungan Keefektifan Komunikasi Kepala Sekolah Dan Iklim Organisasi Dengan Kinerja Guru Di SD Negeri Se-Kecamatan Margadana Kota Tegal*. Tesis tidak diterbitkan. Semarang: Program Pasca Sarjana Universitas Negeri Semarang. 2007.
- [7]. Wibowo. *Manajemen Kinerja*. Jakarta: Raja Grafindo Persada. 2014.
- [8]. Wahjosumijo, *Kepemimpinan Kepala Sekolah*. Jakarta: Raja Grafindo Persada, 2002
- [9]. Effendy, Onong Uchana. *Ilmu Komunikasi Teori dan Praktek*. Bandung: Remaja Rosdakarya, 1998.
- [10]. Maslow, A.H. *Motivation and Personality*. New York: Harper & Row, 1970.
- [11]. Asmadi. 2008. *Teknik Prosedural Keperawatan: Konsep dan Aplikasi Kebutuhan Dasar Manusia*. Jakarta: Salemba Medika
- [12]. Colquitt JA., Jeffery A. Lepine, Michael J. Wesson. *Orgazational Behavior*. New York: Mc Graw Hill, 2009.
- [13]. Sagala, Syaiful. *Manajemen Strategik Dalam Peningkatan Mutu Pendidikan*. Bandung: Alfabeta, 2013.
- [14]. Purba, Sukarman. *Kinerja Pimpinan Jurusan di Perguruan Tinggi*. Yogyakarta. Laksbang Presindo, 2009
- [15]. Budiono. *Manajemen Pembelajaran*. Jakarta: Rineka Cipta, 1994.
- [16]. Popham. *Iklim Organisasi Sekolah*. Yogyakarta: Studing, 2001.
- [17]. Walgito, Bimo. *Pengantar Psikologi Umum*. Jakarta: Andi, 2004.
- [18]. Rakhmat, Jalaludin. *Psikologi Komunikasi*. Bandung: Remaja Rosdakarya, 1989.
- [19]. Poppy Ruliana. *Komunikasi Organisasi*. Jakarta: Raja Grafindo Persada, 2014.
- [20]. Widjaja. *Komunikasi dan Hubungan Masyarakat*. Jakarta: Bumi Aksara, 2002.
- [21]. Luthans, Fred. *Perilaku Organisasi*. Edisi Kesepuluh. Alih Bahasa; Vivin A, Y, Shekar Purwanti. Yogyakarta: Andi, 2006.
- [22]. Wirawan. *Budaya dan Iklim Organisasi: Teori Aplikasi dan Penelitian*. Jakarta: Salemba Empat, 2008.
- [23]. Smith. *Organizational Citizenship Behaviour; Its Nature and Antecedents*. *Journal of Applied Psychology*, 1983.
- [24].

Yusmariono. "The Impact of Teachers' Perceptions of Principal's Persuasive Communication, Self-Actualizations, And Job Satisfactions of Junior High Schools Teachers' Performances In Sub-District Labuhan Deli of District Deli Serdang. ." *IOSR Journal of Research & Method in Education (IOSR-JRME)* , vol. 7, no. 5, 2017, pp. 92–100.