THE INFLUENCE OF COMMUNICATION, PERCEPTION OF ORGANIZATIONAL SUPPORT AND PERSONALITY ON THE TEACHER'S PERFORMANCE AT WORK (An Analyses Study at SMP Negeri 3 Mandor, Landak Regency)

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ABSTRACT

Background: The influence of a personal and organizational communication support to teachers' working performance is believed to have a high impact to school success achievement. Educational institutions such as high school is a place where teachers are expected to have a clear and effective communication skills in helping students; learning. Interviewing some teachers and document review were conducted to see and understand the validity and realibility of the research questions. **Objective**: The main aims were to analyze (1) communication, perception of organizational support, personality and performance, (2) communication effect, perception of organizational support and personality toward teacher performance of SMP Negeri 3 Mandor Landak Regency. **Method:** The population for data completion were the teachers from above school. Data analysis technique used was regression model. **Result 1:** The results showed that communication variables, perception of organizational support, personality and teacher performance showing regression. Therefore the **result 2** showed that the influence of communication, perception of organizational support, personality toward the performance of teachers were significantly good impact with some positive criteria. **Conclusion**: This analyses study helps to understand how better communication is not just what and how the teachers were supported by the organization but the good communication, achieving and effective support strategies for future teachers are well supported.

Keywords: Communication, Perception, Organizational Support, Personality and Performance

A. Pendahuluan

The teachers are one of the main parts influencing the success of education as they interact directly with students receiving lessons in class. In addition, in teaching and learning activities, teachers must also prepare learning well, where the activity is not only emphasized on the cognitive but also on the affective and psychomotor aspect in order to create a higher quality of learning outcomes. The success of teachers in determining the future of the nation and people will be greatly influenced by their performance educating the students. On other occasions, teachers are part of human resources who have a central role in determining the educational output of the younger generation. The central role is related to the task of the teacher as a teacher in charge of transferring knowledge to students.[1]

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[1] Hendyat Soetopo, *Perilaku Organisasi Teori dan Praktik di Bidang Pendidikan* (Bandung: PT. Remaja Rosda Karya, 2012), 96.

The teacher is the party that has the most intensive interaction with students, so that his role has a lot of influence on how students think, behave and behave.[2] Teachers also play a role in dynamically internally and externally in school organizations. One of the main abilities that teachers need to master is communication competence both oral and written. Communication is the process of delivering and receiving news from one person to another. The importance of communication can be seen from the benefits for the organization including the control function. With communication there is a dynamic of the functioning of organizational functions.

Upward communication is the opposite of downward communication. At this level in a school the communication process on indicators, reports, complaints, requests, demands and desires. Next horizontal communication, namely communication between the same status in business organizations.[3] According to Gray and Laidlaw, organizational communication is a member of the organization's satisfaction with several aspects of communication that occur within the organization. Some of the indicators outlined in the explanation above seem clear that a school needs adequate communication through the school principal to convey a message to the teacher in carrying out the objectives desired by the school with the indicators above.

The performance of a teacher will be greatly influenced by various factors, one of the factors that is very influential is the perception of organizational support from where the teacher is located.[4] Perceptions of organizational support as employees' global beliefs about the extent to which organizations care about their well-being and value contributions to their work. The global belief in question is the consistency of employees regarding the various assessments of the organization that may be given to them and the various actions that the organization can take both for and against them.[5]

The perception of organizational support is the main concept of organizational support theory. Organizational support theory states that to meet the socio-emotional needs and assess the benefits of increased effort at work, employees form a general perception of the extent to which an organization values its contribution and cares for its well-being.[6] Employees' concern for the organization and the achievement of the organization's goals can be demonstrated by displaying positive attitudes and work behaviors that are in line with what is expected by the

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[2] Miftah Thoha, *Manajemen Kepegawaian Sipil Di Indonesia* (Jakarta: Prenadamedia Group, 2014), 167.

[3] Soetopo, *Perilaku Organisasi Teori dan Praktik di Bidang Pendidikan*, 193.

[4] Soetopo, 193.

[5] Rachmad Hidayat, "Pengaruh Kepemimpinan terhadap Komunikasi, Kepuasan Kerja, dan Komitmen Organisasi pada Industri Perbankan, Makara Seri Sosial Humaninora," *Makara Seri Sosial Humaninora* 17, no. 1 (2013): 19–32, https://doi.org/10.7454/mssh.v17i1.1799.

[6] Rhoades, L dan Eisenberger, R, "Perceived organizational support: A review of the literature," *Journal of Applied Psychology*, 2002, 57–87.

organization.[7] Thus the teachers feel they must repay the good of the organization for the benefits provided to them by making contributions that will benefit the organization. Give more results for the rewards they receive from their superiors (school principals) that are positive for teachers and organizations.

Kinichi & Kreitner, said the perception of organizational support is needed to help individuals feel comfortable about giving and receiving useful knowledge on assignments according to requests. Based on the perception of organizational support giving the results of the explanation can be said that organizational support can make the teacher comfortable to carry out the tasks given to him.[8]

Allport,[9] defines personality as a dynamic arrangement of psychophysical systems in individuals, which determines unique adaptations to the environment. The psychophysical system referred to by Allport includes habits, attitudes, values, beliefs, emotional states, feelings and motives that are psychological in nature but have a physical basis in glands, nerves, and physical states (children) in general. While personality (personality) according to Kartono & Gulo, [10] is the nature and behavior typical of a person who sets it apart from others, the integration of the characteristics of structures, patterns of behavior, interests, establishments, capabilities and potential of a person; everything about someone as known by others. [11] Personality is a dynamic and organized characteristic of an individual that influences cognition, motivation, and behavior. Personality is unique and consistent so that it can be used to distinguish between individuals and one another. Means it can be stated that personality is a dynamic thing that describes the overall behavior of a person or individual. Each individual personality has characteristics or characteristics, or can be expressed as personality characteristics. Personality is a pattern of behavior in individuals that can be seen, which is said to be a special feature or superiority or uniqueness of the individual. Personality is often interpreted as an attitude in looking at something. The results of the study by the Judge, stated the influence of personality on performance.[12]

Given the complexity and plurality of conditions in the State High School 3 Foreman environment, the teacher in carrying out his duties always improve the quality of morals, morals, faith and of course must also be followed by increased good communication between teachers and all school members , optimal support from the principal to the board a good

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[7] Rhoades, L dan Eisenberger, R, 67.

[8] Kinicki, A dan Kreitner, R, *Organizational behavior: Key concepts, skills & bestpractices (customized 4th ed.)* (New York, NY: McGraw-Hill, 2009), 218.

[9] Alan Allport, *Modern World Leader; Gordon Brown* (New York: Infobase Publishing, 2009), 72.

[10] *Kartini* Kartono, Gulo, dan Dali, *Kamus Psikologi* (Bandung: Pionir Jaya, 2000), 57.

[11] Jess Feist dan Gregory J. Feist, *Theories of Personality* (Boston: McGraw: Hill Education, 2006), 81.

[12] Abdul Hakim, "Pengaruh Kepribadian, Sikap, Dan Kepemimpinan Terhadap Kinerja Kreatif Dalam Organisasi" (Tesis tidak diterbitkan, Jakarta, Gunadharma, 2010).

teacher and personality, is very necessary so that in learning the teaching process can run well and in accordance with what is expected.

Based on the description of the communication conditions, perceptions of organizational support and teacher personality that affect performance, the researcher is interested in conducting research with the title "The Influence of Communication, Perceptions of Organizational Support and Personality Against Teacher Performance of Middle School 3 Mandor of Landak Regency Mandor"

This study aims to examine further about; 1) Does communication affect the performance of teachers in State Junior High School 3 Foreman of Landak Regency ?, 2) Does the perception of organizational support affect the performance of teachers at the school? 3) Does personality affect performance

Variables are characteristics or attributes of individuals or organizations that when observed or measured results always vary between people or organizations studied.[13] In this study the variables used are as follows: Independent variables (Independent variables) X in this study are: Communication (X1), perception of organizational support (X2), personality (X3). Bound Variable: (dependent variable) in this study is the Performance variable (Y). Performance is the result of work produced by members of an organization in this study is the performance of State Junior High School 3 foreman of Landak Regency.

The population in this study based on the number was 35 teachers of civil servants at SMP Negeri 3 Mandor, district and all of them were sampled. Data collection method, consisting of primary data and secondary data. Primary data was the main source of individuals such as: results of interviews, or the results of questionnaires that were usually done by researchers. Primary data collected in the form of Techniques used to collect data needed in the analysis of the discussion are:

1. Non-participant observation techniques, namely by making observations of the object under study, without being directly involved in the activities of the problem encountered.

2. Questionnaire / questionnaire / interview technique is a data collection technique using a list of written questions (structured) or verbally (unstructured) systematically compiled that is given to respondents to be answered in writing. The questionnaire was filled in directly by the respondent.

3. Interview Technique is a data collection technique by holding questions and answers directly with respondents in order to obtain information related to research.

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[13] Riadi Edi, *Statistika Penelitian* (Yogyakarta: Andi, 2016), 52.

Secondary data was obtained from other parties or primary data that has been further processed and presented by primary data collectors or by other parties, generally presented in the form of tables or diagrams. The secondary data is in the form of records or documents from the Ketapang Regency Regional Secretariat. Data Analysis Method used to test the hypothesis is multiple linear regression with the aim to test and analyze both partially and simultaneously to determine the effect of work discipline, work motivation and work attitude on employee work effectiveness.

B. Communication

As stated by each communication person has many meanings as follows:

1. Communication is the process of transferring understanding in the form of ideas or information from one person to another. The transfer of understanding involves more than just words used in conversation, but also facial expressions, intonation, vocal drop points and so on. And effective transfer requires not only the transmission of data, but that someone sends the news and receives it highly dependent on certain skills (reading, writing, listening, speaking etc.) to make a successful exchange of information.[14]

2. Communication is generally interpreted as relationships or activities related to relationship problems or can be interpreted as suggestions for exchanging opinions as contacts between humans individually or in groups.[15]

3. Communication is the process of conveying the thoughts or feelings of the teacher to others by using symbols that are meaningful to both parties, in certain situations, using the media to change the attitude or behavior of a person or a number of people so that there are certain effects that are expected.[16]

Based on these definitions, researchers understand that communication can change a person's attitudes, opinions and behavior. Communication is the process of conveying ideas, hopes and messages conveyed through certain symbols, meaningful and carried out by the messenger and Addressed to the recipient of the message.[17] The importance of communication for organizations is as a channel to carry out and accept the influence of change mechanisms, tools to encourage or enhance the spirit of intermediaries and as a means of enabling an organization to achieve its duties. Therefore, the leadership of the organization must be able to communicate effectively with all members of the organization so that the organization's activities continue to run smoothly so that its objectives can be achieved.

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[14] Wiryanto, *Pengantar Ilmu Komunikasi* (Jakarta: PT. Gramedia Widiasarana, 2004), 9.
[15] Widjaja. H.A.W, *Ilmu Komunikasi Pengantar Studi* (Jakarta: Rineka Cipta, 2000), 1.
[16] Onong Effendy, *Ilmu Teori dan Filsafat Komunikasi* (Bandung: PT. Remaja Rosda Karya, 2000), 17.
[17] Widjaja. H.A.W, *Ilmu Komunikasi Pengantar Studi*, 13.

With communication someone can express their ideas and thoughts, socialize with each other, and accept the time of learning, and so forth. According to Hidayat, the principle of communication fosters motivation development by explaining to employees what needs to be done, how they are working well and what can be done to improve performance if it is below further standards.[18]

According to Suranto,[19] there are several indicators of effective communication, namely:

a. Understanding

It is the ability to understand messages carefully as intended by the communicator. The purpose of communication is the occurrence of mutual understanding, and to arrive at that goal, then a communicator and communicant must both understand each other's functions. The communicator is able to convey the message while the communicant is able to receive the message conveyed by the communicator.

b. Pleasure

If the communication process in addition to successfully conveying information, can also take place in a pleasant atmosphere to both parties. A more relaxed and pleasant atmosphere will be more pleasant to interact when compared to a tense atmosphere. Because communication is flexible. With such an atmosphere, an interesting impression will emerge.

c. Influence on attitude

The purpose of communicating is to influence attitudes. If by communicating with other people, then there is a change in behavior, then the communication that occurs is effective, and if there is no change in someone's attitude, then the communication is not effective.

d. Improved relationships

That the effective communication process inadvertently increases the level of interpersonal relationships. Often if people already have the same perception, the similarity of characters, matching, naturally the relationship will occur properly.

e. Actions

Communication will be effective if both parties after communicating there is an action.

C. **Elements of communication**

According to Purwanto,[20] the communication process has 6 (six) stages, namely:

1. Delivery has an idea

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[18] Hidayat, "Pengaruh Kepemimpinan terhadap Komunikasi, Kepuasan Kerja, dan Komitmen Organisasi pada Industri Perbankan, Makara Seri Sosial Humaninora," 22.

[19] Suranto, AW, *Komunikasi Interpersonal* (Yogyakarta: Graha Ilmu, 2011), 27.

[20] Ngalim Purwanto, *Psikologi Pendidikan* (Bandung: Remaja Rosdakarya, 2006), 12.

Before the delivery process can be carried out, the sender of the message must prepare an idea or an idea of what the other party wants to convey. Ideas can be obtained from various sources, ideas that are in the mind of the sender are filtered and organized into one memory that is in the minds of people who have different mental maps. This is due to the way of absorbing various information and experiences that are different from each individual.

2. Submissions turn ideas into messages

   In a communication process, not all ideas can be accepted or understood perfectly, the sender of the message must pay attention to various things, namely the subject (what is to be conveyed) intentions and objectives, message recipients, personal style and cultural background.

3. The sender conveys the message.

   Pasa when the sender conveys the message can use a variety of existing channels to the recipient of the message. Usually the communication channel chain used is relatively short, but some are quite long. This will affect the effectiveness of delivering messages. When delivering a message can be used various communication media both written and oral media.

4. Recipient receives a message.

   Communication between one person and another will occur if the send sends a message and the recipient receives the message. For example, if someone sends a letter, new communication will be established if the recipient of the letter has read and understood its contents.

5. The recipient interprets the message.

   After the recipient of a message, the next stage is how to interpret the message. A message delivered by the sender must be easily understood and stored in the mind of the recipient of the message. Furthermore, a new message can be interpreted correctly if the recipient has understood the contents of the message as intended by the sender of the message.

6. The recipient receives a response and the sender feedback to the sender

   After receiving a message, the recipient will respond in a certain way and give a signal to the sender of the message,. The signal given by the recipient of the message varies, this depends on the message received. Feedback plays an important role in the communication process, because it gives the sender the possibility to assess the effectiveness of a company. In addition, the presence of feedback can indicate the existence of communication inhibiting factors, for example differences in background, differences in interpretation of words and differences in emotional reactions. someone sends a letter, new communication will be established if the recipient of the letter has read and understood its contents.

D. **Types of communication**

The communication system adopted by the organization in carrying out the flow of communication depends on the complexity of the scope of work of the organization. Understanding the system is as a whole of components or parts that interact with each other in such a way that it becomes an integrated whole to achieve effective and efficient communication. The communication system adopted by the organization will directly affect the type or type of communication. Based on this the communication system depends on the organizational structure and coordination mechanism.

According to Purwanto,[21] there are several forms of communication that are commonly used, namely verbal communication, non-verbal communication, communication from top to bottom, communication from bottom to top, lateral or horizontal communication and diagonal communication.

E. **Perceived Organizational Support**

Perceptions of organizational support refer to employees' perceptions of the extent to which organizations value contributions, provide support, and care for their well-being.[22] If the employee considers that the perceived organizational support is high, then the employee will unite the membership as an organization member into their identity and then develop a more positive relationship and perception of the organization. By uniting membership in an organization with employee identity, employees will feel part of the organization and feel responsible for contributing and giving their best performance to the organization.

According to Rhoades & Eisenberger,[23] a positive perception of organizational support from the leadership and all employees will create a conducive work situation. For the employees of an organization is an important source of their socio-emotional needs such as appreciation, care, awards and tangible benefits such as salary and medical benefits. Feeling valued by the organization helps to meet employee needs for approval, appreciation and membership.

According to Rhoades & Eisenberger,[24]psychologically perceived organizational support at a high level raises three things for employees, namely:

1. Based on the law of reciprocity, creates a sense of obligation to care about the safety of the organization and help the organization to achieve its objectives.
2. The organization's concern, recognition and respect for them will meet the employee's socio-emotional needs.

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[21] Purwanto, 5.
[22] Rhoades, L dan Eisenberger, R, "Perceived organizational support: A review of the literature," 47.
[23] Rhoades, L dan Eisenberger, R, 50.
[24] Rhoades, L dan Eisenberger, R, 53.

3. Strengthen employee confidence that the organization recognizes and appreciates improved performance, in other words, the better the employee's performance the greater the award the organization gives.

In accordance with Law number 20 of 2003 concerning the national education system, the contents are about empowering all components of society through participation in the administration and quality control of education services. Minister of National Education Regulation No. 13/2007 concerning the standards of school principals / MadrasasNumber 28 which contains the principal requirements and duties of school principals, the 1990 Government Regulation on Basic Education in article 12 paragraph 1 states that school principals are responsible for organizing educational activities, school administration, the development of education personnel, and the utilization and maintenance of infrastructure, therefore the support of school principals is a representation of organizational support.

According to Robbins,[25] organizational support is where the organization faces a dynamic and changing environment so that the organization adapts itself. According to Mathis & Jackson,[26] organizational support is the support received from the organization in the form of training, equipment, expectations and productive work teams. Some organizational support that affects performance, among others; (1) training; (2) work standards; (3) equipment and (4) technology.[27]

Specifically the principal's support is the support of an organization in achieving its goals and an opportunity to develop a school to become an effective school. Such organizational creativity can be seen or appear when school principals are able and willing to make changes in the ways and methods they use to manage schools. Sunarto,[28] explained that a school principal as a manager is required to have readiness to manage the school, the ability and willingness to emerge when the principal can open up widely to seek and absorb resources that can drive managerial change, and presumably the basic concepts for making changes is widely available in fields outside the field of education itself, namely management. The principal as the manager of education has the task of developing the performance of the personal, especially the teachers, in the expected direction.

Shanock & Roch,[29]stated the perception of organizational support refers to employee perceptions regarding the extent to which organizations assess their contributions and care for their well-being. Employees consider work as a form of exchange with their needs so they

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[25] Robbins, S. P dan T. A. Judge, *Perilaku Organisasi* (Jakarta: Salemba Empat, 2016), 278.

[26] Mathis, R,L dan Jackson R.H, *Human Resouce Management* (Ohio: Thomson South- Wistern, t.t.), 84.

[27] Fahmi dan Irham, *Analisis Laporan Keuangan* (Bandung: Alfabeta, 2013), 72.

[28] Amus Sunarto, "Potret Pendidikan: 'Masyarakat Tradisional, Modern, Dan Era Globalisasi,'" *Jurnal Aktual* 3, no. 1 (2015): 72.

[29] Shanock, L. R. dan Roch, S. G, "Organizational Justice in an Exchange Framework: Clarifying Organizational Justice Distinctions," *Journal of Management* 32, no. 2 (2006).

always assess whether the organization has attention to all the work that has been donated and is able to provide adequate rewards, if the employee works extra whether the organization will provide more rewards as well .

Empirically and theoretically it can be seen that the perception of organizational support (principals) in the implementation of their tasks must be based on their functions which include: administrators, supervisors, and educational leaders. Support can also be interpreted as providing encouragement or encouragement and advice to others in decision-making situations. (Chaplin, 2006: 88).

F. Types of Organizational Support

According to Kraimer,[30] there are two forms of organizational support, namely:

1. Intrinsic Support, consisting of: salary, benefits, bonuses

2. Extrinsic support, consisting of: attention, praise, acceptance, familiarity, information, personal development.

Rhoades & Eisenberger,[31] that the three categories of treatment perceived by employees have a relationship with the perception of organizational support. These three main categories are as follows:

1. Justice

    Procedural justice concerns the ways used to determine how to distribute resources among employees. The number of cases related to justice in the distribution of resources has a strong cumulative effect on the perception of organizational support where this shows that the organization has concern for employee welfare.

2. Superior support

    Employees develop a general view of the extent to which superiors assess their contributions and care for their well-being. Because superiors act as agents of organizations that have the responsibility to direct and evaluate the work of subordinates, employees also see the orientation of their superiors as an indication of organizational support.

3. Appreciation of the organization and conditions of work

    The forms and rewards of the organization and conditions of work are as follows:

    a. Salary, recognition and promotion. In accordance with organizational support theory, the opportunity to get prizes (salary, recognition, promotion) will increase the perception of organizational support.

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[30] Kraimer. J., *Organisasi dan Konsep Manajemen Terpadu* (Jakarta: Erlangga, 2001), 37.
[31] Rhoades, L dan Eisenberger, R, "Perceived organizational support: A review of the literature," 59.

b. Safety at work

The guarantee that the organization wants to maintain membership in the future provides a strong indication of the perception of organizational support.

a. Independence

With independence means there is control over how employees do their work. With organizations showing confidence in the employee's independence to decide wisely how they will carry out work, it will increase the perception of organizational support.

b. The role of the stressor

Stress refers to the inability of individuals to cope with demands from the environment. Stress is negatively correlated with the perception of organizational support because employees know that stress-causing factors are related to the three aspects of the role of employees in the organization that are negatively correlated with perceived organizational support: demands that exceed the ability of employees to work within a certain time (work overload), lack of information clear about job responsibilities (role ambiguity) , and the presence of conflicting responsibilities (role conflict) .

c. Training

Work training is seen as an investment in employees which in turn will increase the perception of organizational support.

G. Factors that influence the perception of organizational support

Factors that influence the perception of organizational support are influenced by the experience possessed by individuals, as well as observations about the daily life of the organization in treating someone. Jastin,[32] stated that the perception of organizational support will increase if the organization implements; Good rewards, career advancement opportunities and positive policies at work. Shannock further,[33] stated that organizational support was determined by; The attitude of the organization to ideas raised by employees, the response to employees who experience problems and the company's attention to the welfare and health of employees.

H. Personality

Allport,[34] defines personality as a dynamic organization of the individual psychophysical system that specifically determines individual behavior and thought. The occurrence of psychophysical interactions directs human behavior. The dynamic meaning of

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[32] Shanock, L. R. dan Roch, S. G, "Organizational Justice in an Exchange Framework: Clarifying Organizational Justice Distinctions," 37.
[33] Shanock, L. R. dan Roch, S. G, 38.
[34] Allport, *Modern World Leader; Gordon Brown*, 102.

this understanding is behavior that may change through the learning process or through experiences, rewards, punishment, education, and so on. The above definition refers to complex behavioral characteristics consisting of temperament (emotional reactions that tend to persist in responding to situations or spontaneous environmental stimuli), emotions that are unified in a unique individual.

In this case, people who have a greater desire to seek experience have a higher score or score for openness to experience . Williams,[35] argues that aspects of openness include needs along with variety, needs along with cognition, and tolerance for ambiguity, each of which is associated with creativity and innovation in organizations. These three aspects are important elements in every individual organization in order to be more creative and innovative in carrying out their performance. Everything that is creative ideas or performance is usually regarded as strange, ambiguous, and unusual. But this can be tolerated because it is in this way that creative performance can work within the organization.

Slameto,[36] said that the teacher's task is centered on educating by providing direction and motivation for achievement through adequate learning experiences and fostering aspects of personality such as attitudes, values, and self-adjustment. In addition, the teacher is not only the delivery of knowledge, he must also be responsible for the development of students' personalities. Personality indicators according to Government Regulation No.19 of 2005 as a steady personality, mature personality, Arif, dignified personality and noble character and become an example.

Teachers are expected to appear softly cool, and authoritative. The teacher's personality also needs to be examined, those are things related to personality. That becomes important, because students need protection and need to get peace in the process of education in their lives. Psychologically, the teacher can bring calm, pleasant and enlightening for students. And that is only with teachers who have good personalities, and are able to carry out their duties and obligations well. personality, including steady, noble, wise and wise, authoritative, stable, mature, honest, being an example for students and society, objectively evaluating their own performance, and developing themselves independently and sustainably.

I. Teacher performance

Teacher performance is basically a performance or performance performed by teachers in carrying out their duties as educators, and the quality of teachers will largely determine the quality of educational outcomes, because teachers are the parties who have the most direct contact with students in the learning process in school education institutions, and This is not

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[35] Wilkins L. Williams, *Canandian Essential of Nursing Research* (Philadelphia: A Wolters Kluwer Company, 2004), 106.

[36] Slameto, *Belajar dan Faktor-faktor Yang Mempengaruhinya* (Jakarta: Rineka Cipta, 2003), 21.

only determined by one factor, but many things have an influence in determining the performance of these bugs. Teacher performance is an achievement that is achieved by a teacher in carrying out their duties or work during a certain period according to competency standards and criteria set for the job.[37]

According to Rivai,[38] performance is a translation of the word performance which is defined as the result or overall level of success of a person during a certain period to carry out the task compared with various possibilities, such as work standards, targets or criteria that have been determined in advance and have been agreed upon.

According to Miner,[39] stated that in general there are four aspects of performance, namely as follows:

1. The resulting quality, explains the number of errors, time and determination in carrying out the task.

2. The quantity produced, with respect to some number of products or services that can be produced.

3. Work time, explaining how many absences, delays and lengths of work the individual employee has lived.

4. Cooperation, explaining how individuals help or hinder the efforts of their coworkers.

Furthermore, to find out whether these factors can work well in an organization, the employer must provide an appraisal by measuring the level of performance performed by employees in the organization. According to Bernardin and Russel,[40] states that there are six primary performances that can be used to measure performance, namely as follows:

1. Quality, which is the extent to which the level of the process or results of the implementation of activities approach the expected goals.

2. Quantity , ie the amount generated, such as rupiah, units and the cycle of activities carried out.

3. Timeliness , ie the extent to which an activity is completed at the desired time.

4. Cost effectiveness , namely the extent to which the use of organizational resources such as human, financial, technological and material are maximized to achieve the highest results or reduce losses from any other activities.

5. Need for supervision , which is the extent to which a worker can carry out a work function without the need for supervision by someone supervisor to prevent undesirable actions.

6. Interpersonal impact , which is the extent to which employees choose self-esteem, good name and cooperation between colleagues and subordinates.

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[37] Hadari Nawawi, *Prencanaan SDM Untuk Organisasi Profit Yang Kompetitif*, 1 ed. (Yogyakarta: University Press, 2005), 34.

[38] Rivai dan Basri, A. F. M , V, *Performance appraisal* (Jakarta: Radja Grafindo Persada, 2005), 14.

[39] Edy Sutrisno, *Manajemen Sumber Daya Manusia*, 1 ed. (Jakarta: Kencana Prenada Media Group, 2009), 172.

[40] Sutrisno, 179.

7. With this performance measurement it is expected to provide positive benefits for the organization. According to Fahmi, stated that the benefits of performance appraisal are as follows:

   a. Manage the organization's operations effectively and efficiently through maximum employee motivation.

   b. Assist making decisions related to employees such as promotion, transfer and dismissal.

   c. Identify employee training and development needs and for providing selection and evaluation criteria for employee training programs.

   d. Provide feedback to employees about how their superiors assess their performance.

   e. Provides a basis for the distribution of awards.

With the benefits obtained from the performance appraisal is expected to be a guideline for the organization to be better in carrying out evaluation actions for the progress of the organization in the future in accordance with awards from various parties in the organization. Stages of assessment consist of several levels. According to Fahmi,[41] it was stated that the assessment stages consisted of 3 detailed stages, namely as follows:

1. Comparison of actual performance with predetermined goals.

2. Determination of the causes of actual deviations from the performance set in the standard.

3. Enforcement of desirable behavior and actions are used to prevent unwanted behavior.

Based on the Minister of National Education Regulation No. 16 of 2009 concerning standards of academic qualifications and teacher competencies, it is crucial to achieve the quality of the learning process or mentoring students, and the implementation of additional tasks relevant to schools / madrasas, especially for teachers with these additional assignments. Teacher Performance Assessment can be grouped into six parts namely; Plan learning, Carry out Learning, Evaluate or evaluate learning outcomes, Guiding extracurricular activities, Guiding beginner teachers and self-development.

According to Usman,[42] the professional skills of teachers include the ability of teachers to master the educational foundation, master teaching materials, compile teaching programs, implement teaching programs and assess the results and teaching and learning process. Indicators for evaluating teacher performance in the Minister of State Empowerment Regulation Number 16 of 2009 are as follows:

1. The teacher's ability to communicate knowledge is very dependent on the mastery of the knowledge to be communicated

2. The ability of the teacher can be seen from the way or the process of preparing the program of learning activities carried out by the teacher

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[41] Fahmi dan Irham, *Analisis Laporan Keuangan*, 137.
[42] Moh Uzer Usman, *Menjadi Guru Profesional* (Bandung: Rosdakarya, 2005), 17.

3. The ability of teachers to manage learning becomes important because it is directly related to student learning activities in class

4. Ability to evaluate or evaluate learning.

Kusriyanto's definition of teacher performance is a comparison of the results achieved with the participation of a labor union of time. Furthermore, the definition of performance according to Mangkunegara that employee performance (work performance) is the work of quality and quantity achieved by an employee in carrying out their duties in accordance with the responsibilities given to him. Furthermore, Mangkunegara stated that the factors that influence the achievement of performance are the ability factor (ability) and motivation facto. From the theoretical and empirical shares that have been presented, the researcher can conclude that the performance indicators include: ability, motivation, attitude and knowledge possessed by a worker.[43]

According to Rivai,[44] performance is a real behavior that is displayed every person as a work achievement generated by employees in accordance with their role in the company. According to Dessler, performance appraisal means evaluating current and / or past employee performance relative to performance standards. Performance appraisal is a very important activity because it can be used as a measure of the success of an organization in achieving its mission.

Measurement of employee performance is inseparable from government regulations which are focused on the work performance system, so employee performance appraisal is carried out with an orientation towards improving employee performance and potential development. Job performance evaluation is a process of performance management series that starts from the preparation of work performance planning in the form of employee work objectives (SKP), the determination of benchmarks which include aspects of quantity, quality, time, and cost of each activity of job assignment. The SKP assessment is carried out by comparing work realization with targets that have been set. In evaluating, an analysis of the barriers to the implementation of work is carried out to obtain feedback and make recommendations for improvement and determine the results of the assessment (PP number 46 of 2011).

J. **Relationship Between Independent Variables and Dependent Variables**

1. **Communication relationship to performance**

Teachers are required to be able to transform knowledge and values to their students. In an effort to carry out these transformations, the ability to communicate becomes a necessity for teachers. According to Widjaya, communication is generally defined as

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[43] Anwar Prabu Mangkunegara, *Manajemen Sumber Daya Manusia Perusahaan* (Bandung: Remaja Rosdakarya, 2011), 67.
[44] Rivai dan Basri, A. F. M , V, *Performance appraisal*, 549.

relationships or activities related to relationship problems or can be interpreted as a means of exchanging opinions as contacts between humans individually or in groups. In carrying out their duties to transform knowledge and values, the teacher is required to have good communication skills. This is supported by research conducted by Amiro,[45] stating that there is an influence between communication on the performance of Buddhist teachers.

2. **Relationship of Organizational Support Perception to Performance**

Organizational support for the performance of its members can be in the form of providing infrastructure at work, a conducive work environment and other facilities directly or indirectly related to supporting the work of its members (teachers). According to Meglino,[46] that individuals who have the same values as the organization, they will easily interact efficiently with the organization's value system, reduce uncertainty, and conflict and improve employee performance. By getting this support employees are satisfied to be better. In addition, support also raises the enthusiasm of the work teams so that they can trust each other and help each other and there is a good relationship between workers in the work environment. This is supported by the results of research conducted by Agustiningrum,[47] which states that the perception of organizational support affects performance.

3. **Personality Relationship to Performance**

A person's personality is reflected in his daily behavior. Allport,[48] defines personality as a dynamic organization of the individual psychophysical system that specifically determines individual behavior and thought. The dynamic meaning of this understanding is behavior that may change through the learning process or through experiences , rewards, punishment, education, and so on. George, Zhou in Williams,[49] said that one of the personality traits associated with individual creative performance in organizations is openness to experience. The influence of personality on performance is evidenced by research conducted by Judges, which states that personality has a positive effect on performance.[50]

4. **Conceptual Framework and Research Hypothesis**

    a. **Conceptual Framework**

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[45] Amiro, "Pengaruh Kepemimpinan Kepala Sekolah dan Komunikasi Terhadap Kinerja Guru Agama Budha" (Tesis tidak diterbitkan, Sumatera, Sumatera Utara, 2013).

[46] Mobley, W Meglino, "Review and Conceptual Analysis of The Employee Turnover Process," *Psychological Bulletin* 86 (2013): 34.

[47] Agustiningrum, "Hubungan antara persepsi dukungan organisasi dan trait anxiety performance pemain speeder pump it up di surabaya" (Tesis tidak diterbitkan, Surabaya, Airlangga, 2013).

[48] Allport, *Modern World Leader; Gordon Brown*, 102.

49 Williams, Canandian Essential of Nursing Research, 47.

[50] Hakim, "Pengaruh Kepribadian, Sikap, Dan Kepemimpinan Terhadap Kinerja Kreatif Dalam Organisasi."

In general, every organization will continue to rial and error to improve the performance of its employees in the hope that what the organization's goals can be achieved. The success of an organization is strongly influenced by the performance of its employees. Civil Servants in this study The teacher as an element that has the duties, functions and roles that are very important in carrying out governance and teaching duties and obligations. Therefore success in the implementation of development, governance, education, development and society is largely determined by the performance of each civil servant.

The influence of communication, perception of organizational support and personality are very closely related to performance. Good communication will result in good performance in the State 3 of the Foreman Middle School. Basically, communication is an individual thing. Each individual has a different level of communication in himself. This is caused by differences between himself and each individual. The more different aspects of the job, the higher the level of difference in how the communication is felt and vice versa. The relationship between subordinates and the leadership is very important in improving performance.

Performance can also be improved through the perception of organizational support and attention and good relations from leaders to subordinates, so that employees will feel that they are an important part of the work organization. In addition to communication and perception of organizational support, the teacher's personality is an internal factor that influences his performance as an educator, bearing in mind the teacher in addition to functioning to transform knowledge also plays an important role in shaping the character of his students. Based on this, the study examines the influence of communication, perception of organizational support and personality (personality) on the performance of SMP Negeri 3 Master overseer Porcupine District .

Based on the picture above, it can be explained that communication, perceived organizational support, personality (performance) are independent variables (X) or independent variables that affect performance, which are dependent variables (Y) or dependent variables.

b. **Research Hypothesis**

The research hypothesis is a preliminary conjecture or a temporary conclusion regarding the relationship of influence between the independent variables on the dependent variable and must be proven through research. Which must be strengthened

by theoretical or concept. Based on the description above and the results of previous studies, the hypotheses in this study are as follows:

H1-Communication has a significant effect on the performance of teachers in SMP Negeri 3 Mandor, Landak Regency.

H2 - Perception of organizational support has a significant effect on performance in teachers of SMP Negeri 3 Mandor, Landak Regency.

H3 - Personality (personality) has a significant effect on the performance of teachers at SMP Negeri 3 Mandor District Landak.

K. RESULTS AND DISCUSSION

1. Linearity Test

Linearity test has the aim to determine whether two variables have a linear relationship or not significantly. This linearity test is usually used as a prerequisite in correlation analysis or linear regression. Tests on SPSS using Test for Linearity with a significance level of 0.05. Two variables are said to have a linear relationship if the significance (Linearity) is less than 0.05. (Situmorang et al, 2008: 59). Table 4.13 follows the results of the linearity test using Test for Linearity.

Table 4.13
Linearity Test Result

Linearity	F	Significance
Y * X1	6,804	0,014
Y * X2	20,198	0,000
Y * X3	17,643	0,000
Y * X1, X2, X3	9.080	0.000

Source: Processed Data, 2017

From Table 4.13 it can be seen that the significance value of the overall linearity is less than 0.05 (<0.05). Because the significance is less than 0.05, it can be concluded that between the independent variable and the dependent variable there is a linear relationship.

2. Linear Regression Equations

Before conducting data analysis with multiple linear regression analysis tools, through the SPSS statistical computer application program the first stage is determining the quantitative scores of the questionnaire distributed to respondents, then the values are entered on the data base page or the SPSS data editor. Furthermore, an analysis using multiple linear regression analysis is performed. To find the multiple linear regression equation, it is first necessary to calculate the regression coefficients (P1 and P2). Through the process of data analysis using the help of the SPSS program the regression coefficient values are obtained as described in the following Table 4.10:

Table 4.14
Regrestion Linear Test Result

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	28,932	6,528		4,432	,000
	Communication	,227	,087	,442	2,608	,014
	PDO	,446	,099	,647	4,494	,000
	Personality	,524	,125	,622	4,200	,000

Source: Processed Data, 2017

From Table 4.14 we can form a regression equation for teacher performance as follows:

$Y = 0,442X_1 + 0,647X_2 + 0,622X_3$

Information:

Y = Performance
X_1 = Communication
X_2 = Perception of Organizational Support
X_3 = Personality

3. **Simultaneous Regression Hypothesis Test (F Test)**

This test is conducted to determine the effect together (simultaneously) of the independent variables consisting of: Communication, perception of organizational support and personality towards the dependent variable, namely performance.

The steps to carry out the F Test are:

a. Formulate a Hypothesis

Ho: There is no significant influence between communication, perception of organizational support and personality on performance of SMP Negeri 3 Foreman District. Porcupine

Ha: There is a significant influence between communication, perceptions of organizational support and personality on performance of SMP Negeri 3 Mandor District. Landak

b. Determine the level of significance

In this study, the significance level was 0.05 or 5%

c. Determine the F count

From the ANOVA table, the calculated F is 14,663

d. Determine the F Table

At 0.05 df1 Significance is (the number of Variables-1) = 5 and df2 (nk-1) = 35-3-1 = 34 so that the F table is: 2,911

e. Comparing the calculated F value with the F Table

F Calculate ‹F Table then Ho Received

F Calculate› F Table then Ho is rejected.

Tabel.4.15

ANOVA[b]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	31,583	3	12,528	3,216	,320[a]
	Residual	268,303	31	8,655		
	Total	299,886	34			

a. Predictors: (Constant), Personality, Komunikasi, PDO
b. Dependent Variable: Kinerja
Source: Processed Data, 2017

From the results of Table.4.15. above based on Anova, Obtained F Count 3216 so that it is greater than F Table 2911 then it can be concluded There is a significant influence between communication, perception of organizational support and personality (personality) on the performance of teachers of SMP Negeri 3 Mandor, Regency Landak

4. **Correlation Analysis (R) and the coefficient of determination (R^2)**

The coefficient of determination (R^2) Essentially measure the extent of regression models in explaining the variation of the dependent variable. The value of R 2 is between 1-0. The value of R^2 is small or close to zero means the ability of the dependent variable variation is limited. If the value is close to one, it means that the independent variables provide almost all the information needed to predict the dependent variable. The value used in seeing the coefficient of determination in this study is in the adjusted R square column . That is because the adjusted R square value is not vulnerable to the addition of independent variables.

In Table 4:16 below, the value of correlation of multiple (R) between the variables X_1, X 2 and X 3 to Y by 0592 means: communication, perception of organizational support, and personality simultaneously (together) have a strong relationship and positive on teacher performance in SMP Negeri 3 Mandor, Landak Regency.

Tabel 4.16

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,770[a]	,592	,527	2,716	2,180

a. Predictors: (Constant), Komunikasi, PDO,Personality
b. Dependent Variable: Kinerja
Source: Processed Data, 2017

Through Reviews These test results Obtained information coefficient of determination (R 2) bahwakemampuan Reviews These models explain any changes in the dependent variable (Y) of 0592 means that 59.2% change in the dependent variable (kinerjaguru) is explained by the independent variable (X 1 , X 2 and X 3) namely in the form of communication variables , perceived organizational support and personality . Thus the value of variables not included in the model is e = 1 - 0.592 = 0.408 or 40.8%.

Furthermore it can be seen that the adjusted determination coefficient (Adjusted R Square) is 0.527 or 52.7%. Adjusted R Square is around 1-0, with the greater the Adjusted R Square number, the stronger the relationship of the two variables in the regression model. It can be concluded that 52.7% of teacher performance variables can be explained by communication variables, perceived organizational support and personality. While the difference, which is 47.3%, is influenced or explained by other variables not included in this study, for example leadership, organizational culture, work environment, work stress.

5. **Partial Significant Test (Test - t)**

T test is done partially / individually how much influence the independent variable has on the dependent variable. To do the t-test, use the Coefficient table on the results of the SPSS output.

The testing steps are as follows:

a) Determine the hypothesis model for H_0 and Ha

b) Finding the value of t_{tabel} by determining the level of error (α) and determining the degree of freedom.

c) Determine decision making criteria

d) Finding the value of arithmetic with the help application SSS 18.0

e) Conclusions

Decision making criteria, If t arithmetic $<t_{tabel}$ then H_0 is accepted, vice versa If t arithmetic $>$ t table then H_0 is rejected. T table is obtained by: degree of freedom = n - k

n = Number of samples, ie 35

k = Number of variables used, k = 4

degrees of freedom = n - k = 35 - 4 = 31

The t-test used is a one-sided test, then the t table (0.05: 31) is 2.039.

a. Communication variable (X_1), t count 2.608 because t count $>$ t table = 2.608$>$ 2.056 and the significance value is 0.014 $<$0.05 Then H is accepted, meaning that partially the communication variable (X_1) has a significant effect on teacher performance in SMP Negeri 3 Foreman Landak District . Beta coefficients for the communication variable = 0.442 means that there is a positive influence, the higher the communication the higher the teacher's performance, conversely the lower the communication the lower the performance.

b. Variable perception of organizational support (X 2), t count 4.494 because t count $>$ t table = 4.494$>$ 2.056 and the significance value is 0.000 $<$0.05 Then H a is accepted, meaning that partially the perception variable of organizational support (X 2) has a significant effect on teacher performance in SMP Negeri 3 Mandor, Landak Regency.

Beta coefficients for the variable perception of organizational support = 0.647 means that there is a positive influence, the higher the perception of organizational support of the teacher, the higher the teacher's performance, conversely the lower the perception of organizational support, the lower the performance.

c. Personality variable (X_3), t arithmetic 4,200 because t arithmetic > t table = 4,200> 2,056 and the significance value is 0,000 <0.05 Then H a is accepted, meaning that partially personality variable (X_3), has a significant effect on teacher performance in junior high Negeri 3 Foreman Landak District. Beta coefficients for personality variables = 0.622 means that there is a positive influence, the higher the teacher's personality , the higher the teacher's performance, conversely the lower the personality , the lower the performance.

Based on the research data obtained that the independent variables of communication (X_1), the perception of organizational support (X_2) and personality (X_3) influence the performance of teachers of SMP Negeri 3 Mandor, Landak Regency.

L. Discussion of Research Results

1. The Effect of Communication on Performance

The results of this study indicate that the communication variable has a significant effect on teacher performance in SMP Negeri 3 Mandor, Landak Regency. This is due to the main task of a teacher who requires communication with students in the context of transforming knowledge and values. The results of this study reinforce the research conducted by Amiro in the year 2013, entitled Effects of Leadership and Communication Principal Teacher Performance Against Buddhism y ang states that; communication influences teacher performance. The similarity of the results of this study with Amiro's research is caused by the similarity of the research object which is the teacher; so it has similarities in communication patterns.

2. The Influence of Perception of Organizational Support on Performance

The results of this study indicate that the variable perceived organizational support Affects the performance of teachers in SMP Negeri 3 Mandor, Landak Regency. The results of this study reinforce research conducted by Agustiningrum, which states the perception of organizational support has a significant effect on teacher performance. The similarity of results with studies diligence Reviews These Agustiningrum d ith get such support motivated to better employee. In addition, support also raises the enthusiasm of the work teams so that they can trust each other and help each other and there is a good relationship between workers in the work environment. As Meglino argues, (2013: 34) that individuals who have the same values as the organization, they will easily interact efficiently with the

organization's value system, reduce uncertainty, and conflict and improve employee performance.

3. **Effect of Personality on Performance**

The results of this study indicate that the personality variable influences the performance of teachers in SMP Negeri 3 Mandor, Landak Regency. The results of this study reinforce the research conducted by Judges, with the title: Effect of Personality, Attitudes, and Leadership on Creative Performance in Organizations . Which states personality has a significant effect on employee performance. The similarity of the results of this study with the Judge's research is due to the similarity of the research object, namely Civil Servants who work as functional teachers, this profession demands a strong personality

c. **Conclusions**

Based on the results of research and discussion that has been stated in the previous chapter, then some conclusions can be drawn as follows:

1. Communication factors, the results of partial hypothesis testing (t test) at a significance level of 95% ($\propto$ =0.05) indicating that communication influences the performance of teachers of SMP Negeri 3 Mandor, Landak Regency. Faktor komunikasi, pada hasil pengujian hipotesis secara parsial (uji t) pada tingkat signifikansi 95% ($\propto$ =0.05) menunjukkan bahwa komunikasi berpengaruh terhadap kinerja guru SMP Negeri 3 Mandor Kabupaten Landak

2. Perceptions of organizational support factors, the results of partial hypothesis testing (t test) at a significance level of 95% (= 0.05) indicating that the perception of organizational support influences the performance of teachers of SMP Negeri 3 Mandor, Landak Regency.

3. Personality factors , the results of partial hypothesis testing (t test) at a significance level of 95% (= 0.05) indicating that personality influences the performance of teachers of SMP Negeri 3 Mandor, Landak Regency

Suggestion

Based on the discussion and analysis as well as the conclusions that have been made previously, the following suggestions are made as follows:

1. Should State Junior High School 3 Foreman Hedgehog's continuous improvement of the factors that can realize/improve communication, organization of perception and personality shamanism , so that the teacher's performance is maintained.

2. The researcher realizes that in this study there are limitations in terms of methods and research variables which are only focused on internal variables, therefore the next researcher is expected to develop research on research methods and variables, especially

external variables that can affect the performance of state junior high school teachers 3 Mandor, Landak District .

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