

THE INFLUENCE OF DIPLOMA BACKGROUND WORKING LIFE AND SITUATIONAL LEADERSHIP FACTOR OF HEADMASTER TOWARD THE PERFORMANCE OF HEAD OF STATE SCHOOL IN SAMARINDA

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ABSTRACT

This study aims to look at the influence of factors diploma background, tenure, and situational leadership of headmaster toward the performance head of junior high school in Samarinda. The hypothesis is: there is a significant influence of the factor of leadership in the form of background diploma, working life, and the ability of situational leadership of headmasters on the performance of the head of junior high school in Samarinda, whereas the analytical techniques used in this research is multiple linear regression. The research result indicated by the results of the regression calculation. Based on these results, it can be proven that the leadership of the headmaster factors in the form of diploma background, tenure, and situational leadership abilities have significant effect on the performance of the head of state JSS Samarinda. This means that the first hypothesis in this study accepted. With a correlation coefficient of 0.8782 with a degree of freedom (41; 005) through the t-test partial result that the factor of situational leadership (x_3) has a value (r^2) of 0.7147 or 71.47%, the highest among the variable background diploma and a job as headmaster. While based on the t-count = 8224 > t-table 2045, and thus the second hypothesis presented in this study received.

Keywords: Leadership, performance, headmaster.

INTRODUCTION

Indonesia faces a competitive era, creative, dynamic, and also to the atmosphere of increasingly fierce competition. This condition can be anticipated with the ability to adjust to the new competitive environment. The only right way is to prepare human resources (HR) quality that is ready and able to face the challenges of the times.

Qualified people are people who have been able to balance nudge nudge that was in him, so that the realization of a harmonious behavior (Mujiono, 2013). Nuance life science century marked the various shifts in the form of dynamic addressing the needs of life. The shift has implications for shifting demands and characteristic patterns of life of individuals, communities, nations and countries. Mukhadis, (2013). character focuses on how to apply the value of goodness in the form of action or behavior e (Machali, 2012).

In an effort to prepare future human resource quality and good character as mentioned above, education huge undertaking. The world of education is a vehicle that is gigantic in coaching and human resources development as the capital and the development community. In this context, education will be increasingly required role. To play this role, national education should be conducted in a fair, relevant, qualified, effective and efficient (Bani, 2015).

The development of science and technology as a result of human cultivation in an effort to cope with problems of life and human life in the early 21st century is so fast speed. Fast-paced changes in people's lives as a result of developments in science and technology as well as a wide range of demands of life and the lives of those at the top are very influential on school life.

School means a technical unit leader in the implementation of education. School functions establish and improve human resources, should always try to follow the development / advancement of science and technology. In addition the school as an open system, as a social system, and the school as an agent of change, not just have to be sensitive to adjustment (Zahro, 2013), but should also be able to anticipate the developments that take place within a certain time.

The success of the school in carrying out educational tasks need to be supported by the school leadership abilities. Headmasters should be able to manage the school in order to develop forward from time to time often with efforts to improve the quality of education at the school.

Improving the quality of school management pursue through a variety of methods and approaches, so that the performance of the headmaster is getting better and developed, so that the role of the headmaster as an educator, manager, administrator, supervisor, leader, innovator and motivator to become integrated in the vision and mission that is both practical and synergistic , But skepticism function of a school leader in the management with regard to the school program is still found (Ismaya, 2015).

In order to be able to do their job properly, school leadership is influenced by many factors, including the factors experience / tenure as head of the school, the factor of academic or educational background of the headmaster, and the factor of the application of effective leadership styles, appropriate to the demands of the conditions and a situation in which the school is located.

When linked to efforts to improve the quality of education, particularly the education quality management personnel, have been many efforts by the government to improve the quality of the teaching workforce, including through education, training, and a variety of other measures. However, until recent years has not seen an increase in the quality of education that is meaningful when viewed from an indicator of students as a measure of success of a good education at the school level, provincial, and national level. Based on the results of a study carried out showed Barriers educational background is very likely to affect the level of mastery of teachers and inhibiting factors is the lack of teacher mastery of subject content (Insani, 2016). Besides that, other obstacles are a lack of support from the school headmaster. Teachers and headmasters trouble to set the time on lesson planning, lesson planning, assessment planning attitudes, and sort out their knowledge and skills in the preparation of assessment instruments (retnawati, 2015). Professional teachers have three basic tasks that include educating, teaching, and training. (Haderani, 2014). Overall problems and obstacles can lead to headmaster leadership as the main responsible of education in schools. Sulistiya research results (2013), shows the school leadership have a significant effect on the dependent variable of teacher performance. Later studies Purwanti (2013), shows the Headmaster in improving labor discipline of teachers and employees,

Taking authors' attention is to examine the factors that influence the performance of the headmaster when the review of school leadership figures itself. In connection with the above

description, the author is interested in studying the effect of headmaster leadership factor consisting of tenure, and educational background and situational leadership abilities headmasters with the performance of school headmasters in the lead.

RESEARCH METHODS

This type of research is research that is causal-comparative, which aims to determine the causal relationship akibat.variabel-variables used in this study consist of a dependent variable (dependent / dependent variable) and the independent variable (independent variable). Free variable symbolized by X, ie factors school leadership as the cause, while the independent variable is symbolized by Y which includes the performance of the headmaster that is due. Data collection techniques used in this study was a questionnaire and engineering techniques documentaries, namely in the form of data in the form of scores obtained leadership of respondents' answers score grains questionnaire which asked tenure, diploma background, According to the study variables that more than one independent variable, the model analysis which is used to prove the hypothesis that will be proposed in this study is a model of multiple regression analysis. The model is:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + e$$

Where :

X1 = The tenure of the Headmaster

X2 = Background diploma Headmaster

X3 = Situational Leadership Ability Headmaster

Y = Performance Headmaster

B1, b2, b3 is the partial regression coefficients

A = Constant (ineterep), Y values unaffected independent variables

E = Factor bully

Hypothesis testing to prove the hypothesis that the first significant test F-test was used influence. If the results of the F statistic at 5% significance level obtained $F_{arithmic}$ with $0.05 F \leq$ free variable influence have a significant influence on the dependent variable, so the first hypothesis proved to be true. To prove the second hypothesis used t-test with significance level of 5% then partially each variable has a significant effect if $t_{arithmic} \geq t_{tabel}$ or $P = 0:05$ to see the dominant influence of the t-test results is the smallest P, because with the smallest P will obtain the greatest ². In addition, in this regression statistical tests still needed to determine the magnitude of the coefficient of determination (R^2) overall for the most good measure accuracy of multiple linear analysis. If R^2 is getting very close to 1, then the stronger the model in explaining the dependent variable and vice versa.

RESULTS AND DISCUSSION

In accordance with the primary data that has been collected from the data background documentation diploma and a job as a school headmaster, and the results of the processing respondents' answer to the questionnaire application of situational leadership Head of JSS as the city of Samarinda and data documentation of the performance appraisal head JSS as the city of Samarinda, the obtained data on study variables, ie variables diploma research on the background, tenure as headmaster, score the application of situational leadership as the city JSS head Samarinda, as well as the performance of the head of junior high variable as the city of Samarinda.

Variable Elements Leadership JSS Head as the city of Samarinda

Background variables junior high school diploma Head as the city of Samarinda, In accordance with the operational definition, that variable background indicated by the level of diploma certificates owned by the head of the junior high school and then given a score based on the level of the diploma. The data obtained shows more than half (80.65) heads the junior high school in the city of Samarinda certified (S1) and the remaining 19:35% equivalent to a Bachelor degree in (D3).

Work Period Variable JSS Head as the city of Samarinda. In accordance with the operational definition, that the head of JSS tenure as the city of Samarinda demonstrated by years and months serving as chief of JSS. The tenure of the head of the school is very varied, and the lowest of his tenure is one year and the highest is eight years. While the other is between one and eight years. Table 1. below shows the number and length of head Junior High School of Samarinda until the end of 2016.

Table 1: Number and Work Period JSS Head Of Samarinda

No .	Years of service (Year)	amount (Person)	% (Percent)	Ket
1	1.0-3.0	3	9.68	-
2	3.1-5.0	14	45.16	-
3	5.1-7.0	10	32.26	-
4	7.1 +	4	12.90	-

From the table above shows that more than 90% of junior high school head as the city of Samarinda with tenure of more than three years, and 45% more of their own to become headmasters over 5 years. The average service life of junior high school headmaster as the city of Samarinda is 5.02 years.

Situational Leadership JSS Head variables as the city of Samarinda

Based on the operational definition, is a junior high school headmaster situational leadership as the city of Samarinda is a score derived from answers to the teacher with a subordinate karakteristik lead.

Table 2: Head of the junior high score situational leadership as the city of Samarinda

No .	Score	Amount	%	Ket
1	2.0-299	3	9.68	-
2	3.0-399	17	54.84	-
3	4.0 +	11	35.48	

From Table 2. shows that the value of a score of 90.32 per cent (28 out of 31 junior high school headmaster) is in the top three, and only the headmaster (9.68%) a score below 3. The average score obtained was 3.69. this indicates that the situational leadership of the head of JSS as the city of Samarinda can be said to be relatively quite good.

Variable Performance JSS Head as the city of Samarinda

In accordance with the operational definition, then the variable performance of the Head of JSS as the city of Samarinda is indicated by the average value of the headmaster component kinerha as educator, manager, administrator, supervisor, leader innovator and motivator. Headmaster JSS performance scores as the city of Samarinda are presented in Table 5.3

Table 3: performance score: Headmaster in Samarinda

No	Score	amount	%	Ket
1	<75	2	6:45	Score Highest Lowest 72 and 88.
2	75-80	11	35.48	
3	81-85	11	35.48	
4	86 +	7	22:58	

Source : Primary Data Processed

In Table 5.3 diatasterlihat that the majority (77.42%) performance SLTP headmasters as the city of Samarinda obtain good value (value between 86-100). The lowest score obtained in this study were 72 and top 88, with an average of 82.52.

Hypothesis testing

As stated earlier, an analysis tool used is multiple linear regression models persamaan (multiple regrestion) in the form of

$$Y = ab_1 X_1 + b_2 X_2 + b_3 X_3 + e$$

- Y = Performance Headmaster
- X₁ = Background diploma headmasters
- X₂ = Work Period Headmaster
- X₃ = Situational leadership headmasters

First Hypothesis Analysis

Efforts are underway to determine the influence of these variables on the performance leadership of the headmaster or the school headmaster to prove the first hypothesis by performing simultaneous F test or test. The first hypothesis proposed in this study is suspected that the variables, the leadership of the headmaster, that aspect of the background of a diploma, years of school headmasters, and the ability of situational leadership headmasters together have an influence calculation quantitative analysis, can be seen in Table 5.4 below.

Table 4: Calculation of Quantitative Data

No	variable	Regression Coefficients	T Calculate	probability	Partial ²
1	Background diploma	2.7431	2,704	0.01170	0.2132
2	Years of service	0.5626	2,276	0.03099	0.1610
3	Situational leadership	6.5044	8224	0.00000	0.7147
	Constants	44.5435		F Ratio	30 330
	R –Squared	0.7712		probability	8.527E-09
	multiple R	0.8782		dwn	1.8884

Source : Data Calculation Results

Based on figures calculations using Microstat program as set out in Table 4, it can generate a regression equation, as follows:

$$Y = 44.5435 + 2.7431 X_1 + 0.5626 X_2 + 6.5044 X_3$$

Based on the equation above shows that the coefficient of linear regression of a third variable is marked positive, meaning that the independent variable has a unidirectional relationship with the variable is not free. Understanding of these three things, namely if the variable background diploma (X_1) Tenure (X_2) and situational leadership abilities (X_3) enhanced, will result in increased performance of the Head of JSS as the city of Samarinda.

To find out how much the dependent variable variation can be explained by variations third independent variable, it can be seen from the magnitude of the coefficient of determination (R^2). The calculations show that $R^2 = 0.7712$ that variations occur in the dependent variable, can be explained by 77.12% by the variations that occur in the dependent variable that go beyond the model. This is supported by the value of the multiple correlation coefficient (Multiple R) in this study amounted to 0.8782 or 87.82% means it is showing signs of a strong positive association between variables free (independent variable) with a variable dependent (dependent variable).

Testing the first hypothesis which states alleged that the variables background diploma, working life, and the ability of situational leadership headmasters together have an influence on the performance of the head of the junior secondary schools as the city of Samarinda East will be demonstrated by using test simultaneously (test F), table 5.4 shows that the magnitude of F count = 30 330, while the amount of F table = 4.60 (in the annex) with a significant level of 5%. This shows that F count = 30 330 > F table = 4.60, while the amount of anga probabilities indicate $8.527E + 09 > 0.05$, thus it can be concluded as follows:

H_0 which states that the variables of school leadership that includes aspects of diploma background, tenure, and situational leadership skills, together did not have any impact on the performance of the head of JSS as the city of Samarinda rejected. H_a which states that the variables of school leadership that includes aspects of diploma background, tenure, and situational leadership skills, together have an influence on the performance of the head of JSS as the city of Samarinda accepted.

Based on the conclusions of this, the first hypothesis stating that allegedly variables of school leadership that includes aspects of the background diploma, working life, and the ability of situational leadership headmasters, jointly have a significant impact on the performance of the Head of JSS as the city of Samarinda acceptable.

Analysis of Effect of Each Against Variable Variables Bound

Partial test, known as the t test was used to test the influence of each independent variable X_1 , X_2 , and X_3 to the dependent variable Y. t test is used to validate the second hypothesis. The second hypothesis states that the background variables (X_1) have a dominant influence on the performance of the head of JSS as the city of Samarinda, will be verified.

First thing to do is to compare between t arithmetic with t table at a significant level to test two-sided 5% ($\alpha = 0.05$). The results of the statistical analysis shown in table 5 below.

Table 5: summary Analysis

No	variable	Regression Coefficients	t Count	t Table	probability	Partial ₂
1	Background diploma	2.7431	2,704	2,045	0.01170	0.2132
2	Years of service	0.5626	2,276	2,045	0.03099	0.1610
3	Situational leadership	6.5044	8224	2,045	0.00000	0.7147

Source : Data Calculation Results Microsta Program, Annex III

Of the three variables mentioned above (X_1 , X_2 , and X_3) all three have turned out t value > table, which means that only three independent variables at a significance level of 5% has a significant influence on the performance of the head of JSS as the city of Samarinda.

If seen from the partial determination coefficient (R^2) then the variable most situational leadership² ($R^2 = 71.47$) means that the variation in the performance of the headmaster can be explained as much as 71.47% by the variation of situational leadership. Thus, among the three variables, which provide the largest contribution is variable situational leadership headmasters.

Based on the analysis above, it can be concluded that the second hypothesis which states that the aspects of situational leadership is variable headmaster leadership largest (dominant) to the junior high head performance as the city of Samarinda, is acceptable.

The next step to determine how much influence these variables are partial free to non-free variable can be explained as follows:

Effect of Leadership Headmaster Form Element Background diploma (X_1) To Performance JSS Head in East Kalimantan

Table 5 Regression coefficient mention aspects of school leadership in the form of background diploma (X_1) is 2.7431 and the regression coefficient value is positive, which means that aspects of the background diploma (X_1) showed a positive or direction of the junior high head performance as the city of Samarinda. That is if aspects of the background of this certificates can be improved, the performance of junior high school headmaster as the city of Samarinda will also rise.

It is known that the magnitude of the partial r^2 to aspects of the background diploma (X_1) is 0.2132, meaning that the aspects of the background diploma (X_1) is able to explain the contribution to the performance of the Head of JSS as the city of Samarinda at 21:32%. t -count results from the aspects of the background of 2704 and probabilitasnya diploma at 0.01170. These results illustrate that aspect diploma background have significant or meaningful effect on the performance of the Head of JSS as the city of Samarinda. The fact is evident from the results of t -test = 2,704 < t -table = 2,045 and the number 0.01170 probability is less than 5% (the probability is 0.01170 < significance level 0,05). so, these figures show that the influence of the background aspects of the performance of the Head of junior high school diploma as the city of Samarinda (Y) is signifikan.

Effect of Tenure As Headmaster (X₂) To Performance JSS Head as the city of Samarinda

The magnitude of the regression coefficients aspects of school leadership in the form of tenure (X₂) is 0.5626 and the regression coefficient value is positive, which means those aspects of working life showed a positive or direction of the head of JSS performance throughout the city of Samarinda. That is if aspects of working life is enhanced, the performance of the Head of JSS as the city of Samarinda will also rise.

It is known that the magnitude of the partial r² for aspects of working life is 0.1610 means that the aspect of working life is able to explain at 16:10% contribution to the performance of the Head of 16:10% junior high school. t-count results from the aspects of working life (X₂) for 2276 and the probability of 0.03099. these results illustrate that aspect of working life have significant influence or means to ki5% (the probability is 0.03099 < tarafnerja head of JSS as the city of Samarinda. The fact is evident from the results of the t-count = 2,276 > t-table = 2,045 and the numbers the probability is 0.03099 more ketch of 5% (the probability is 0.03099 < significance level 0:05), so these figures show that the relationship between aspects of working life (X₂) the performance of the head of JSS as the city of Samarinda (Y) is significant.

Effect of Situational Leadership Headmaster (X₃) To Performance JSS Head as the city of Samarinda

The regression coefficient aspects of school leadership in the form of situational leadership abilities (X₃) is 6.5044 and the regression coefficient value is positive, which means those aspects of situational leadership (X₃) have positive influence on the performance of the Head of JSS as the city of Samarinda. That is if aspects of working life is enhanced, the performance of the Head of JSS as the city of Samarinda will also rise.

It is known that the magnitude of the partial r² for aspects of situational leadership (X₃) is 0.7147% of the performance of the Head JSS contribution as the city of Samarinda. Hasi t-test of situational leadership aspects ((X₃) for 8224 and the probability is 0.0000. These results illustrate that aspect sitasional leadership has a significant influence or significant to the performance of the head of JSS as the city of Samarinda. The fact is evident from the results of t-count = 8224 > t-test table = 2,045 and the number 0.0000 probability is less than 5% (probability 0.0000 < significance level 0,05)

Classic Assumption Testing Analysis / Econometrics

Based on the test statistic, the multiple linear regression equation used in this analysis is correct or qualify, this is evidenced by the relationship between independent variables with the variables are not independent, as demonstrated by the correlation coefficient (multiple R) of 0.8782, where it shows a fairly strong relationship. This means that the performance of the Head of JSS as the city of Samarinda influenced by 87.82% by the leadership variable junior high school headmaster as the city of Samarinda in the form of a diploma background, tenure, and situational leadership.

In order for the multiple linear regression model can also be received in econometrics from the estimator-estimator with small squares method (OLS) already qualify *Unblashed best*

Linear Estimation (BLUE), then the multiple linear regression must satisfy the assumptions of classical, which includes free of multicollinearity and autocorrelation.

Analysis Multicollinearity

Classical linear regression model assumes there will be no multicollinearity among independent variables in the model or not occur perfect linear relationship between the free variable. Consequences in case multikolinieritas, then the least squares estimator is not efficient. (Sumodiningrat, 1994: 282) said, that the problem of multicollinearity bias arises because of massive influenced by factors the same, so that all the factors that influence becomes operative, then the entire variable is likely to change in the same direction, because of the nature of the fundamental of the data, multikolinieritas often found in the majority of economic relations. Emory (1980: 448) states, when the correlation coefficient between independent variables are correlated omitted,

In order to know the multikolinieritas, then used the correlation matrix are calculated with the help of Microstat program, the calculation results as shown in Table 5.7, below

variable Free	X ₁	X ₂	X ₃	Y
X ₁	1.00000			
X ₂	-0.12558	1.00000		
X ₃	0.25564	-0.17531	1.00000	
Y	0.43411	0.04230	0.82062	1.00000

Source : Primary Data Processed

Based on Table 5.6 above can be seen that between X₁, X₂, and X₃ and between X₂, with X₃ multikolinieritas not happen because the value $t_{count} > t_{critical}$ value, for critical value of 0.05 which two milk = $+ / - 0.35441$.

When considering the views of Emory mentioned above, that the rate of tolerance for the multikolinieritas amounted to 0.80 in this study did not happen multikolinieritas between the free variable.

Autocorrelation Analysis

In order to detect or absence of autocorrelation in the multiple linear regression analysis were used in this study, it is necessary to be implemented, namely the test Dutbin Watson (DW). The test is to compare the value of Durbin Watson of the results calculated by the program Microstat the critical value of the statistic.

Based on the multiple linear regression analysis as provided in the appendix known value of Durbin Watson is equal to 1.8884. Gudjarati (1993: 217) states that to determine whether or tudaknya serial correlation can be used rule of thumb as follows: If the value of d obtained for 2 (close to 2), it is assumed that no auto-correction both positive and negative. If d approaching a value of 0 (zero) then the true evidence of positive serial correlation and the value of d closer to the value of 4, the greater the negative evidence of serial correlation.

So, with such appropriate testing criteria mentioned above and the value d obtained at 1.8884 then it can be said in a multiple linear regression analysis on the performance of the Head of JSS as the city of Samarinda no autocorrelation, because the value of d is close to 2 (two). It is also in accordance with the opinion of Sumodiningrat (1994: 27) said that when the value d

calculated fairly close to 2, the null hypothesis is accepted and when close to 0 (zero) or 4 hypothesis is rejected.

From the hypothesis testing upfront mind that aspects of school leadership affect significantly the performance of the headmaster, which is the better situational leadership performed headmasters will be in better performance of the school head. Nevertheless, there are still many factors / other variables that can affect the work performance of teachers who are not analyzed in this paper. This is evidenced by R^2 of 0.7712.

In general, the background diploma majority (80.65%) Head JSS N as the city of Samarinda is S1, and the rest is licensed D3/baccalaureate. While the average value of tenure as the city junior high school head Samarinda 5:02 year average.

The average score of situational leadership headmasters still under paragraph 4 of situational leadership, which means it has not received grades of "good". This is shown by Table 5.2 which is the average score of situational leadership headmasters amounted to only 3.69.

The average score of the performance of the headmaster amounting to 81.71, it indicates that the average performance of the Head of JSS as the city of Samarinda is good, although there are still some Headmaster assessed work is still under 8.0

When specified score situational leadership will encounter their headmasters headmasters who get good value and good enough. From Table 5.2 can be broken down as follows: (1) There are 11 or 35.48% of the Headmaster score situational leadership that received a good value (score of 4.1 and above). (2) There are 15 or 48.39% of the Headmaster score situational leadership gained quite good value (score 3.1 - 4.0). (3) There are 5 or 16:13% of Headmaster score situational leadership gained less value (sko2 - 3.0). (4) No headmaster who score the situational leadership that received very good value (score 5)

When viewed on the value of the performance of the headmaster will be encountered their headmasters who obtained very good grades, good and quite good. From Table 5.3 can be broken down as follows: (1) There are 7 or 22:58% of the headmaster who works as the headmaster value obtained very good value (value between 86-100). (2) There are 24 or 77.42% of the headmaster who works as the headmaster value obtained good grades (grades 71-85)

Based on the description above, the headmaster who obtained a score of situational leadership under 4 (not both) should be a priority for improved score / value in further guidance. These results indicate that the ability of situational showed the greatest contribution to the performance of the headmaster. This supports the theory that situational leadership is among the most effective leadership style to be implemented. The results of the above study supports the results of this study, that the application of force, which means the application of the appropriate style of leadership, headmasters can mobilize all the available resources at the school to achieve the objectives of the school that had been programmed, and this is directly a result of the performance a school headmaster.

The results showed that the background diploma of a school headmaster positive effect on the performance of the headmaster. Results of research conducted by Anggraeny, the more he is able to apply some of his subordinates leadership style to lead. Working period is one of the factors of leadership in this study also contributes to the performance of the school head,

although donations are given the smallest among the leadership of two factors, namely the background diploma and situational leadership abilities.

CONCLUSIONS

The average score background diploma JSS Head as the city of Samarinda = 3.77 with fairly well. The average score JSS Head tenure as the city of Samarinda = 5:02 with a good rating. The average score of situational leadership as the city JSS Head Samarinda = 3.69 with fairly well. The average score of situational performance JSS Head as the city of Samarinda = 8.71 with predikta well. The first test which states alleged that the leadership of the headmaster variable, ie diploma background, tenure, and situational leadership affect the performance of the Head of JSS as the city of Samarinda proven true. Testing the second hypothesis which states that the aspects of situational leadership is a leadership variable sekolah largest (dominant) pengaruhnya against junior high head performance as the city of Samarinda proven true. Between independent variables with each other independent variables do not occur multicollinearity and autocorrelation analysis shows that the value of DW in this study support the acceptance of the hypothesis that has been proposed. Thus it can be said that the factors that leadership consists of a diploma background, tenure as headmaster and school situational leadership skills influence the performance of the Head of JSS as the city of Samarinda. Factor situational leadership should receive serious attention in the implementation of the headmaster task, given that leadership is the most dominant factor to the success of the headmasters in leading the school.

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