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Abstract

The research is aimed at describing the quality of adaptive performance of the principals of vocational school in Medan. The theories of organizational behavior suggested by Colquit's in 2009, Newstorm in 2007, Gibson in 2012), and Giacalon in 2010 were used to understand the phenomenon. The study was a descriptive study. Quantitative data were collected by using questionaire. The population was 154 and the sample was 39 persons. The data was analysed by using descriptive and percentage technique. The result shows that 74 % of the principals were in the low level of adaptive performance, 21 % in medium level, and only 5 % were in high level of performance. It implies that school principals need to improve their adaptive performance such as being proactive to change, establish networking with industry, being fair to other people, and preserve mutual relationship with other links.

Keywords: Performance; Adaptive.

1. Introduction

Organization's performance is an interesting thing to study, because every organization want all work can be done as well as possible.

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Colquitt, Lepine and Wesson suggest that the performance is the behavior of individuals who contribute positively or negatively to achieve organizational goals [1]. Performance-based adaptive behavior transcendence was the Vocational School (SMK) principals' behavior in implementing managerial and supervisory duties beyond formal. Performance-based adaptive transcendence is important to investigate the improvement of quality vocational education. The SMK principals with performance-based adaptive role transcendence can change the teacher's behaviors, staffs and students to support the achievement of vocational education. Empirical data shows that nearly all of the 1,000 students in North Sumatra have problems in the aspect of self, learning skills and socio-emotional relationships. This indicates that principals and teachers have not been able to carry out self-development integrating learning [2]. In the context of humanization is not fully going educational process toward actual human beings to glorify glory. The data are consistent with the results of research on HR competencies in the Education Department at the SU 80% is sufficient and less category. Similarly, the results of a survey conducted from 2010 to 2011 in the early childhood educator-PT SUMUT showed 90% were in the category of transcendence character less. This is consistent with the data MONE (2012) showed that the performance of teachers who have not been certified has no different with a certified teacher. The phenomenon of leadership in the field, showed that 80% of teachers do not trust the leader, the leader is perceived disable to play world of education in the right direction to glorify, perfunctory duty, less reliable, irresponsible, less able to control hisself, apathetic leader, full of hatred, anger, fear and sadness [3]. Siburian's research showed that none of the vocational schools principals in Medan has ideal performance. The data showed that the SMK principals' performance in Medan categorized low because fail to implement staff's development and high dedication, fail to carry out the management of student activities / extracurricular effectively and fail to get the high achievement expectations [4]. The results of Head of the Institute for Development and Empowerment Principal (LP2KS) in 2012, the principals' performance in kindergarten and general/ vocational school, based on the principal competency mapping, found that the performance associated with social competence and supervision are low. The minimum competency of vocational school principals graduation is 76. However, the results just in the dimension of personal competence value is 85, while the managerial and entrepreneurial competencies 74, 72 supervision, and social 63. The low performance of principals associated with social competence as the principal evaluation system is less effective to implement and perform continuous improvement, self-reflection for the willingness to change, especially in adopting technological development, fostering responsive and anticipatory attitude toward renewal, in cooperation with other parties for the benefit of schools, helping teachers to adapt to the renewal [5]. The data show that there are problems on SMK principals' self-actualization toward individual interests to the larger interests and noble in preparing the qualified generations.

2. Review of Literature

2.1. Performance-Based Adaptive Transcendence

Deny suggests that adaptive behavior is the ability to implement the collective competencies for new situations and able to change it if needed, foster an attitude of sharing, responding proactively to reform [6]. While Nihira, explaining that the adaptive behavior is a person's ability to deal effectively with the circumstances which happen in the community environment. Adaptive behavior is the ability to perform autonomous functions

(funcutional autonomy) as trying to do the best possible coaching, implementing social responsibility (social responsibility) who are willing to work beyond formal job, trying without expecting anything in return and love the organization and the ability to adjust to the people (interpersonal Adjustment) [7]. Adaptive behavior is an attempt to adjust itself in a double sense, namely human life to learn to adapt to the environment, human or otherwise learn that the environment encountered can be tailored to the desires and goals [8]. In fact humans are not just accept what the environment is, however, learned response to the various issues contained in its environment. The SMK principals ideally always try to respond to the various issues contained in the environment that can be tailored to the desires and objectives of vocational education. SMK principals' efforts to adapt the school environment that leads to ideal conditions aspired to a process of humanization. SMK principals which can carry out the process of humanization means it has had a transcendent character. Transcendent character is the human ability to orient and distract his self from the things directed to the benefit of private interests outside themselves, releasing the attention of the current state and focus on what is aspired [9]. The opinion conclusions that can be drawn based adaptive performance of transcendence is the behavior of individuals in performing tasks beyond formal duties. If associated with SMK principals' performance-based adaptive transcendence, it can be referred to as the principals' behavior in managerial, entrepreneurship and supervisory duties beyond formal duties.

2.2. Factors Affecting the Performance-Based Adaptive Transcendence

If humans have a character transcend the human will grow into intuitive individual, meaningful willingness to live, work and provide services, prioritize justice, spiritual needs, orient toward the truth, that will lead to the development of the concept of self-actualization to self-actualization for the benefit of society More broadly, the benefit of human life [10]. Human attention and behavior to help others without parole, offering something to others without any specific purposes is an altruistic behavior of individuals who put themselves into meaningful to human life, also for the interests of more qualified generation in the future [11]. Altruistic human behavior enabled him to understand the true nature of institutional life. Able to understand the vision, mission, objectives of the institution exceeds a predetermined, able to involve her role in any institutional activity as befits a man who devoted himself to the interests of the institution (civil aspiration), and human altruistic behavior, which is oriented in a more meaningful interests of the and noble character can be said to be human transcendence [12]. Transcendence-based adaptive performance indicators are 1) a willingness to understand the feelings, thoughts and desires of others, 2) develop a relationship based on mutual understanding, feeling accepted and self similarity, 3) trying to do the best possible coaching, 4) proactively respond to the renewal, 5) foster an attitude to protect and maintain the social life based on the values espoused, 6) work together to improve the Human Resources (HR) continuously, 7) foster an attitude of sharing, 8) the willingness to cooperate and maintain fairness, 9) respect for difference goodness of all human beings, 10) promotes the interests of common attitudes, 11) foster positive thinking, 12) gave a good response and pleasant to others, 13) does not tolerate unethical, 14) make the process of humanization and 15) accommodate the problem opportunities.

3. Methods

This research is a descriptive study. Data analysis using descriptive statistics. The data used in this study is

primary data. Primary data is the type of data obtained directly from respondents through questionnaires spread through the SMK principals in Medan. Data obtained from the questionnaire distribution is quantitative data. Population is the entire vocational schools principals in Medan, amount 154 people. The research sample using proportional random sampling, 25% of the total population that is 39 people.

Table 1: Research Population Recapitulation Based on School Status, Latest Education and Sex

No	School Status	S1	≥S2	L	P
1	Public Vocational School	10	3	13	1
2	Private Vocational School	123	18	122	18
Total		**133**	**21**	**135**	**19**

Table 2: Research Sample Recapitulation Based on School Status, Latest Education and Sex

No	School Status	S1	≥S2	L	P
1	Public Vocational School	3	1	3	1
2	Private Vocational School	30	5	31	4
Total		**33**	**6**	**34**	**5**

4. Results and Discussions

Research Data based adaptive performance of transcendence is as follows.

Table 3: Adaptive Performance Data Result Based Transcendence

Interval Class	F absolute	F relative	F cumulative
84-95	3	7,69	7,69
96-107	2	5,13	12,82
108-119	7	20,51	33,33
120-132	13	33,33	66,67
133-144	8	20,51	87,18
145-156	3	7,69	94,87
157-168	2	5,13	100

Data calculation above can be categorized as the following table.

Table 4: The Level of Adaptive Performance Based on Transcendence

Group	F	F (%)	Level
39-78	0	0	Very Low
79-117	8	21	Low
118-156	29	74	Medium
157-195	2	5	High
≥ 195	0	0	Perfect

Data on the percentage of respondents based adaptive performance indicators transcendence is as the following table.

Table 5: Table Indicators Adaptive based on Transcendence of SMK principals.

Indicator	Respondents (%)
Willingness to understand the feelings, thoughts and desires of others in their entirety, but without dissolved in it.	89
Relationships based on mutual understanding, feeling accepted and self similarity.	70
Trying to do the best possible coaching	61
Respond proactively to reform	55
Cultivate the attitude of protecting and maintaining social life based on norms and values espoused.	70
Work together to continuously improve the HR.	56
Cultivate an attitude of sharing.	60
Willingness to cooperate and maintain fairness.	66
Appreciate the differences for the good of all mankind	73
Attitude of bringing together the interests of	71
Foster positive thinking	69
Respond well and fun for others	55
Intolerant of unethical	69
Humanization process	75
Accommodate problems into opportunities	65

5. Conclusions

The result shows that 74 % of the principals were in the low level of adaptive performance, 21 % in medium

level, and only 5 % were in high level of performance. There is no SMK principals adaptive performance in perfect level. Thus the conclusion can be drawn that the performance-based adaptive transcendence of SMK principals in Medan in medium level.

Policies that need to be done by the SMK principals is trying to do the best possible coaching, proactively respond to the renewal, work together to continuously improve the human resources, foster an attitude of sharing, willingness to cooperate and maintain fairness, respect differences for the good of all human beings, cultivate positive thinking, give good response and pleasant to others, does not tolerate unethical, and accommodate problems into opportunities. Thus the expected performance-based adaptive optimal transcendence more principals in improving the quality of vocational education.

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