

The Contribution of School Culture and Job Motivation to the Performance of Chemistry Teachers

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Abstract

The study aimed at identifying the contribution of school culture and job motivation as an aggregate to the performance of senior high school/*madrasah aliyahs*/vocational high school Chemistry teachers in Nunukan and Sebatik District, the Province of North Borneo. The study was an ex-post facto research. The sample in this study was selected using census technique or saturated sampling technique and there were 28 senior high school/*madrasah aliyahs*/vocational high school Chemistry teachers in Sebatik and Nunukan District. The data were gathered using inventory instrument, interview, and documentation which validity and reliability had been tested. The data were analyzed using multiple linear regressions. The results of the study show that school culture and job motivation altogether has positive and significant contribution to the performance of senior high school/*madrasah aliyahs*/vocational high school Chemistry teachers in Sebatik and Nunukan District and the contribution size is 0.639 or 63.90%. This statement implies that most of senior high school/*madrasah aliyahs*/vocational high school Chemistry teachers in Nunukan and Sebatik District have been influenced by good school culture and job motivation simultaneously.

Keywords: school culture, job motivation, performance of Chemistry teachers

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INTRODUCTION

Well-qualified human resources are the main national pillar that should be supported by education. It is obligatory that government has been pursuing multiple efforts in order to increase the Indonesian educational quality. Without intending to put aside the contribution of other components, the component of teaching staffs or teachers is one of the essential factors in improving the educational quality.

Teachers as one of the elements in educational domain take active participation and put themselves into the position of professionals according to the demands of the society that have been developing and progressing. Teachers do not only teach science but also educate the children and through education teachers transfer the values that lead and direct the students, as having been stated by Siegle et al. (2014):

In the achievement orientation model, there are three external factors influencing the motivation of students. These are school,

home, and peers. While the students discussed home and peers to some extent, the majority of their comments focused on the school and more specifically on the teacher. Teachers were the determining factor in whether the students did their best work or just enough to get the grade they wanted. ...

Teachers are demanded to be professional in performing their tasks because one of the determinant factors for the student's success is the teacher. In addition, the sufficient teacher number and the teacher quality will influence the student's success in the learning process which will lead to the improvement of educational quality. Law Number 14 Year 2005 Chapter IV Verse 20 (a) regarding Teachers and Lecturers (Republik Indonesia, 2005) state that the standards of teacher's job achievement in performing their professional tasks are performing their obligation in planning the learning process, performing well-qualified learning process, and assessing and evaluating learning

results. These main tasks of a teacher that have been manifested in teaching-learning activities is the form of teacher's performance.

The improvement of teacher performance impacts the improvement of output quality. Teachers who maximize their performance might generate good output as well. Therefore, every teacher should be empowered in order to improve their performance and this includes Chemistry teachers who have been dealing with abstract lesson so that these teachers will also have good performance. Their good performance will assist the students' understanding toward Chemistry.

Chemistry teachers should be given important attention in schools because they have similar demand and role to other teachers in terms of learning objectives. One of the roles that teachers have, including the Chemistry ones, has been depicted by Priansa (2014, p.79): teachers have very strategic role because their position is closely related to educational success and quality. Teachers are personality that should be able to translate and elaborate values to students through learning process in classrooms.

Based on the opinion by Priansa (2014, p.79), the researcher might imply that the better the teachers teach Chemistry the more effective the expected learning process and output will be. This demand applies to all schools that include Chemistry in their curriculum.

Most of the schools that include Chemistry in their curriculum are only senior high schools, *madrrasah aliyahs*, and vocational high schools. In other words, Chemistry has only been taught in these school levels.

Students who have just been introduced to Chemistry in these school levels should be provided with special attention through the teachers' devotion in the learning process in terms of planning, implementing, and assessing the learning process. These three aspects that belong to the teachers' performance have similar demand namely that teachers who teach this lesson should have sufficient performance in order to improve the educational quality.

Wagiran et al. (2013) stated that there are several factors that influence teacher's performance namely principal's leadership, school culture, compensation, teacher's capability, teacher's commitment, and teacher's job motivation. School culture is one of the factors that should be given attention in addition to the other factors. School culture might be defined as a set of values that become the basis of

behaviors, traditions, daily habits, and symbols that school principals, teachers, administrative staffs, students, and members of surrounding society practice.

The culture in a school level is an organized one and, therefore, it might be stated that school is an organization which might be different from one to another. School should develop well-qualified organizational culture that will be the determinant of the school's success in performing the Chemistry teachers' performance. The well-qualified school culture becomes the guideline in taking action within each activity both the individual one and the organizational one.

The school culture that will be focused in this study refers to the non-physical aspects such as job commitment, communication pattern, job attitude, job motivation, attitude toward colleagues, expectation, trust, and norms and values of honesty, justice, and truth that teachers as the members of school organization perceive. The cultural role of school organization is preserving and maintaining the commitment so that the continuity of mechanism and function that have been agreed by the organization might be realized. Anden (2013) stated that strong organizational culture will influence every behavior. This matter does not only bring about benefits to the school organization in general but also the development of teachers' capabilities and effectiveness.

The cultural objectives and values that a leader develops are able to improve willingness, loyalty, and pride and also create further job effectiveness. According to the view of Robbins (Tika, 2010, p.13) regarding organizational culture, the functions of organizational culture are as follows: playing the role of setting limitations, applying the sense of identity for the organization members, assisting the establishment of wider commitment rather than the individual interest of a member, improving social system stability because the culture serves as a social glue that brings together the whole organization, and serving as control mechanism and as rationality that guides and shapes the employees' attitudes and behaviors.

In the reality, school culture or organizational school culture in several schools have not been positive yet; the researcher still find several inappropriate, inflexible, low innovative habits. Oftentimes, the researcher find less productive personnel in performing their tasks. This reality shows that school organization

encounters many problems due to putting aside the existing communal norms among the personnel's behaviors.

Since school culture involves school personnel, job motivation should be given attention because the intention and the role in the job motivation serves as a process that triggers and supports the personnel's behaviors due to the external factors or the characteristics of the related personality or individuals.

Motivation is a supporting factor that directs educational objectives-oriented behaviors, actions, or activities. Luthans (Tella, 2007) asserted that motivation is a process that triggers, empowers, directs, and supports behaviors and performance. This statement implies that motivation is a process that stimulates an individual to take actions in order to accomplish the assigned task. One of the manners to stimulate people is using motivation effectively, namely encouraging people to work with more satisfaction and commitment upon the jobs that they have done.

Strong job motivation might encourage people to achieve something more optimum. Possessing high job motivation means attaining view to always see the relationship between the efforts and the performance that has been attained. Good teacher performance certainly becomes the expectation of every region and even every country because good teacher performance is one of the signs that developed countries have especially in education.

Nunukan and Sebatik are two of several districts in the Regency of North Borneo that have been in direct borders with Malaysia. From the aspect of area the two districts are accessible than the other districts in the Regency of Nunukan, while from the aspect of educational characteristics both districts have three school levels namely senior high schools, *madrasah aliyahs*, and vocational high schools.

Based on the experience and the preliminary study period regarding the educational conditions in Nunukan and Sebatik District, most the students' parents or relatives work in the neighboring country; as a result, attention and education are mostly attained in the schools. However, in the reality many schools have not understood the importance of schooling activities for the students and, consequently, the positive cultures which should be preserved and the teachers' job motivation which should be improved do not meet the expectation. In general, one of the problems in the state borders

and the outer islands, in this case the Regency of Nunukan, is the people's low level of welfare and education. This matter indicates the urgency to improve the components of educational quality and one of the components that should be improved is teacher performance (Yunitha, 2013).

School culture and job motivation might contribute to teacher performance, including that of Chemistry teachers in each region. The performance of Chemistry teachers in the level of senior high schools, *madrasah aliyahs*, and vocational high schools in Nunukan and Sebatik District will be one of the indicators for the advancement or the declination of senior high schools, *madrasah aliyahs*, and vocational high schools in the Regency of Nunukan.

Every teacher understands well what their main responsibility is; most importantly, teacher should be able to understand and perform their tasks well and their understanding might be measured through the teacher performance the indicators of success. Many matters become the stakeholder's attention in improving the teacher performance in terms of organizational effectiveness, organizational culture, and teacher motivation.

Based on the background of the study, it is very important to uncover the influence of multiple educational elements, especially school culture and job motivation, in improving the performance of Chemistry teachers in Nunukan District and Sebatik District through this study that has been entitled, "The Contribution of School Culture and Job Motivation to the Performance of Chemistry Teachers for Senior High School, *Madrasah Aliyahs*, and Vocational High School." The study is very important and interesting because it is different although similar studies have been conducted in different time and place.

The objective of this study is identifying how far the contribution of school culture and job motivation altogether is to the performance of Chemistry teachers in Nunukan District and Sebatik District in the Regency of Nunukan, the Province of North Borneo.

METHOD

The study was an ex post facto research in which the phenomenon under investigation had passed or had been taking place or in which the data had been possessed by the subjects (Isaac & Michael, 1981, p.50). Furthermore, the study was conducted in order to view the causal

relationship between the dependent variable and the independent variables by not assigning manipulation or treatment. The data analysis was conducted using the quantitative descriptive approach.

The study was conducted in senior high schools, *madrasah aliyahs*, and vocational high schools located in Nunukan District and Sebatik District, the Regency of Nunukan, the Province of North Borneo, from April to May 2015. The site was selected based on the considerations on the subjects' characteristics and the geographical location. Nunukan District and Sebatik District was accessible in comparison to the other districts within the Regency of Nunukan. Furthermore, the two districts are the only ones that had senior high schools, *madrasah aliyahs*, and vocational high schools.

The population in this study was the Chemistry teachers in the Regency of Nunukan on 2015 whose number was 3 people. Then, the sample in this study was the Chemistry teachers in Nunukan District and Sebatik District on 2015 and the number of the sample was 28 respondents.

Table 1. Number of Respondents

| No. | School Name | Number of Chemistry Teachers |
|---------------|----------------------------------|------------------------------|
| 1. | SMAN 1 Nunukan | 5 |
| 2. | SMAN 2 Nunukan | 1 |
| 3. | SMAN 1 Nunukan Selatan | 3 |
| 4. | SMAN 1 Sebatik | 3 |
| 5. | SMAN 1 Sebatik Tengah | 2 |
| 6. | SMA Katolik Frateran ST. Gabriel | 1 |
| 7. | MA Al Khairat Nunukan | 2 |
| 8. | MA Al Ikhlas Nunukan | 2 |
| 9. | MA Al Khairaat Sebatik | 1 |
| 10. | SMKN 1 Sebatik | 3 |
| 11. | SMK Kesehatan Putra Borneo | 2 |
| 12. | SMKN 1 Sebatik Barat | 2 |
| 13. | SMK Nurul Iman Sebatik | 1 |
| Jumlah | | 28 |

The sampling technique that the researcher employed was the purposive sampling technique under the consideration that the sample was Chemistry teachers for the senior high schools/*madrasah aliyahs*/vocational high schools in Nunukan District and Sebatik District. The sampling technique did not assume that all population members had equal opportunity to be selected as the sample in this study;

instead, the assumption was that the population members that had been selected as the sample in this study were trustworthy in providing information regarding the case under investigation (Usman & Akbar, 2009, p.186; Wiersma & Jurs, 2009, p.342).

The sample in this study was Chemistry teachers who had been teaching in senior high schools, *madrasah aliyahs*, and vocational high schools in Nunukan District and Sebatik District, the Regency of Nunukan and the composition of the sample was in Table 1.

Procedures

The questionnaire was distributed to the respondents, namely the Chemistry teachers in senior high schools/*madrasah aliyahs*/vocational high schools located in Nunukan District and Sebatik District, the Regency of Nunukan, the Province of North Borneo. The same questionnaire was also distributed to the principals of the senior high schools/*madrasah aliyahs*/vocational high schools in the same area in order to attain supporting data. The other supporting data were the documentation during the study period and the interview with the Chemistry teachers and the principals of the schools where these teachers served in different time.

The data were gathered using inventory and interview technique and the documentation technique was also employed in order to attain the supporting data. The inventory contained a series of questions and statement alternatives that had been compiled in order to identify the respondents' attitudes, opinions, feelings, and answers to certain activities such as the learning ones. The data as information in general were already available in the form of multiple choices that the respondents should select. The inventory was employed in order to measure the two variables namely school culture and job motivation; both variables were measured through a closed inventory in which the respondents should select the alternative answers that had been available within the list of the questions. The inventory was also employed in order to decrease the respondents' subjectivity.

Data Analysis Technique

The data analysis that the researcher employed were the descriptive analysis and the inferential analysis for testing the hypotheses; however, a precondition test was administered first before the hypotheses test. The descriptive analysis was in the form of centran tendency

measure namely mean, median, modus, and data distribution size.

The precondition tests that had been conducted were namely normality test, multicollinearity test, and homoscedasticity test. On the other hand, the advanced precondition tests that had been conducted were correlation analysis and regression analysis in order to identify the contribution size between X_1 variable and X_2 variable to Y variable as having been depicted in Figure 1.

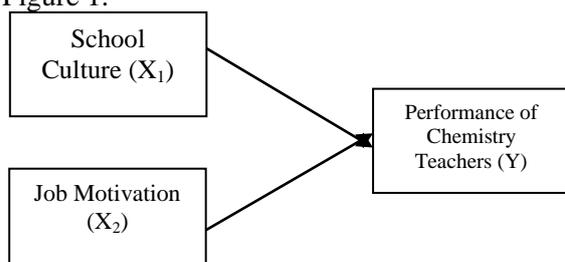


Figure 1. The Independent Variables and the Dependent Variable

Research Instrument Guideline

The research instrument was designed based on the guideline that had been displayed in Table 2.

Table 2. Inventory Guideline

| No. | Variables | Aspects | Number of Items |
|---|---------------------------------------|--|-----------------|
| 1. | Performance of Chemistry Teachers (Y) | a. Chemistry learning plan | 7 |
| | | b. Chemistry learning implementation | 7 |
| | | c. Chemistry learning assessment | 6 |
| 2. | School Culture (X_1) | a. Innovation | 1 |
| | | b. Risk-taking | 1 |
| | | c. Attention on detailed matters | 4 |
| | | d. Results-oriented | 5 |
| | | e. Team-oriented | 3 |
| | | f. Aggressiveness | 3 |
| 3. | Job Motivation (X_2) | g. Well-established | 1 |
| | | a. Efforts | 3 |
| | | b. Persistence | 1 |
| | | c. Job target | 2 |
| | | d. Job satisfaction | 2 |
| | | e. Objectives that the school wants to achieve | 1 |
| | | f. Salary | 1 |
| | | g. Monitoring quality | 2 |
| h. School's condition and physical security | 2 | | |

RESULTS AND DISCUSSIONS

Descriptive Analysis

The objective of descriptive analysis was describing the subjects' conditions in the variables under measurement.

Geographical Description

The Regency of Nunukan, stretching from 115°33' to 118°3' East Longitude and from 3°15'00" to 4°25'55" North Latitude, has been the northernmost territory in the Province of North Borneo. Its location in the state borders between Indonesia and Malaysia has put the Regency of Nunukan into a strategic region in the interstate traffic.

Then, the Regency of Nunukan has been in borders with several regions: East Malaysia-Sabah in the north, Celebes Sea in the east, Regency of Bulungan and of Malinau in the south, and East Malaysia-Serawak in the west. This regency, which was established in 1999, has been the results of development from the Regency of Bulungan with 14,263.28 km².

In general, since 2000/20001 until 2009/2010 the numbers of school buildings from kindergartens until senior/vocational high schools, both the public ones and the private ones, under the Office of National Education has been developing.

In 2009, the number of educational facilities that had been reported to the Regency of Nunukan consisted of 30 kindergartens, 125 public elementary schools, 17 private elementary schools, 39 public junior high schools, 8 private junior high schools, 7 public senior high schools, 8 private senior high schools, and 2 public vocational high schools.

In the public senior high school-level, there was a similar situation: the teacher to student ratio in this school level had been decreasing. In 2009, the teacher to student ratio in this level was 16.69%, while in the previous year the ratio was 30.01%. This finding showed that the teachers' job load had been decreasing.

Data Description

The descriptive data analysis depicted the subjects' situation based on the results in the study and the analysis included the maximum score and the minimum score along with the display of central tendency measure namely mean, modus, median, and inter-variable distribution (or also known as standard deviation) between school culture (X_1) and job

motivation (X_2) to the performance of Chemistry teachers (Y). The results of the descriptive analysis might be viewed in Table 3.

Table 3. Inventory Score Descriptive Analysis from the Results of the Study

| Variables | Maximum | Minimum | Mean | SD |
|------------------------|---------|---------|-------|------|
| School Culture | 65.00 | 53.00 | 59.39 | 3.14 |
| Job Motivation Teacher | 53.00 | 43.00 | 48.25 | 2.68 |
| Performance | 73.00 | 59.00 | 66.75 | 3.59 |

Based on the results of the study, for the school culture variable the researcher found that the score ranged between 53.00 and 65.00 with mean 59.39, median 59.50, modus 59.00, and standard deviation 3.14. The closed inventory consisted of 18 items with minimum score 1 and maximum score 4; as a result, the score range that had been set for the inventory was between 18.00 and 72.00 with mean 45.00 and standard deviation 9.00

The data from the inventory results showed that the school culture in senior high schools, *madrasah aliyahss*, and vocational high schools located in Nunukan District and Sebatik District had belonged to the “Good” category. This category was apparent from the fact that the average scores in the (empirical) calculation had been greater than the criteria of the average scores. A more detailed review might be viewed in Figure 2.

Figure 2 displayed the greatest percentage namely that school culture had been 17.00% associated to innovation from the aspect of school’s organizational objectives. School’s organizational objectives were related to the achievement that the school would like to get; this finding was supported from the results of school’s data documentation in which senior high schools/*madrasah aliyahss*/vocational high schools in Nunukan District and Sebatik District had clearly stated values and systems. These values and systems were found in the Letter of Decree on Task Division, Regulations, Vision, and Mission.

In measuring the job motivation, the researcher made use of closed inventory with 14 statement items and each alternative in these statements had certain scores. The criteria on the score range that had been set was from 14 to 56, with criteria mean (Mi) 35.00 and standard deviation (SD) 7.00. From the results of the stud, the researcher found that the score ranged from 43.00 to 53.00, the mean was 48.25, the median was 48.50, the modus was 50.00, and

the standard deviation was 2.68 (Table 3). Based on the frequency distribution on the score of job motivation, 50.00% of the subjects’ score had been above the mean (48.25).

Still based on the results of the study, the motivation of Chemistry teachers in overall had been good. This finding might be viewed from the calculation results which stated that the mean from the research data (the empirical mean), namely 48.25, had been greater than the criteria mean, namely 35.00. The percentage of job motivation might be viewed in Figure 2.

The percentage on Figure 3 displayed similar result in each aspect and the greatest percentage was attained by persistence namely 14.00%. This finding was supported by the results of interview with the Chemistry teachers from senior high schools/*madrasah aliyahss*/vocational high schools in Nunukan District and Sebatik District. The love toward the profession of teacher became one of the encouraging factors in carrying out the assignment as a teacher. Similar statement was also given by the principals. Facilities were not an obstacle for the teachers to carry out their task.

The data on the performance of Chemistry teachers that had been attained using the closed inventory consisted of 20 items with criteria mean 50.00 and standard deviation 10.00. From the results of the study in the inventory, the researcher found that the score ranged from 59.00, 73.00, the mean was 66.75, the median was 67.00, the modus was 65.00, and the standard deviation was 3.59; the frequency distribution for the performance of Chemistry teachers (66.75) had been above the criteria mean namely 53.57%. Based on the data that had been resulted from the inventory, the calculation results mean (the empirical mean) had been greater than the criteria mean; therefore, the researcher might conclude that the performance of the Chemistry teachers had belonged to the “Good” category. In overall, the percentage might be viewed in Figure 4.

Figure 4 displayed the greatest percentage on the Chemistry learning performance, namely 36.00%. This finding was in accordance to the results of interview and documentation in which the teachers had made use of important components in the learning process implementation namely: setting up the learning process, mastering the learning materials, implementing effective learning approach/strategy, benefitting learning source/media in the learning process, triggering and/or maintaining students’ involve-

ment in the learning process, and using appropriate language in the learning process.

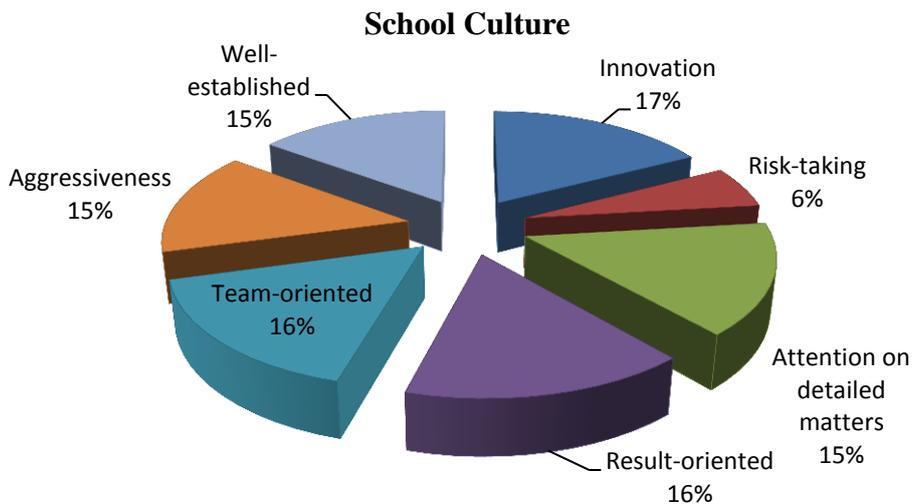


Figure 2. Diagram on the Percentage of School Culture Aspect

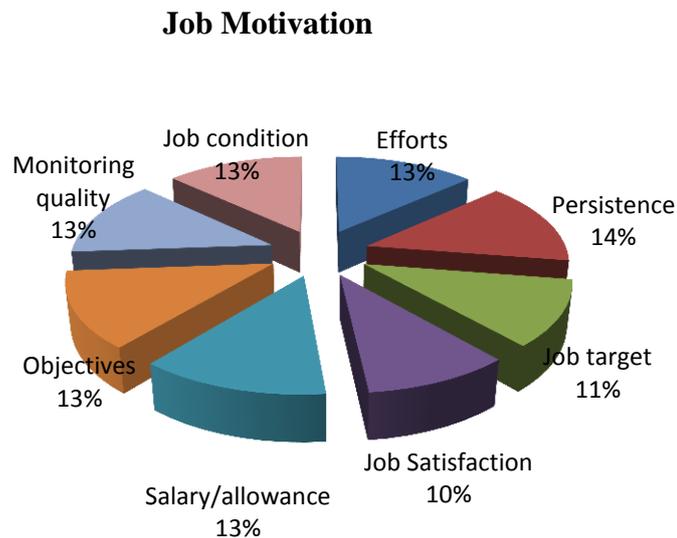


Figure 3. Diagram on the Percentage of Job Motivation

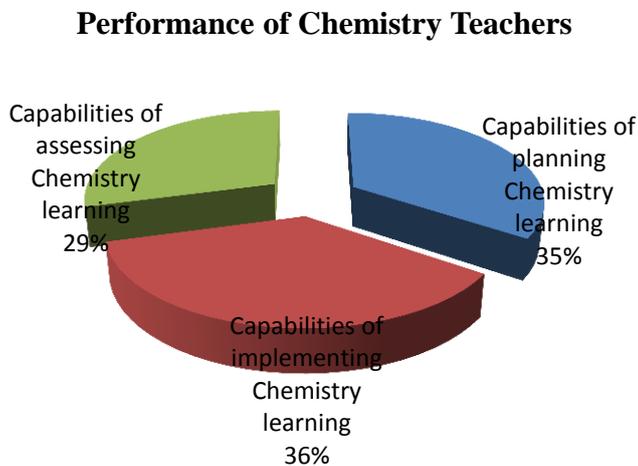


Figure 4. Diagram on the Percentage of the Performance of Chemistry Teachers

Hypothesis Test

The hypothesis test was conducted using regression analysis with rate of significance 0.05 and the objective was identifying the presence or the absence of functional relationship or causal relationship between the independent variables, namely school culture (X_1) and job motivation (X_2), and the dependent variable, namely performance of Chemistry teachers (Y) in accordance to the objective of this study. Then, the regression analysis that had been implemented was the multiple regressions and the objective of implementing this multiple regression was identifying simultaneously the relationship between the independent variables X_1 and X_2 and the dependent variable Y using SPSS 17 for Windows. The results of multiple regressions analysis for the testing of X_1 and X_2 toward Y might be viewed in Table 4.

Table 4. Regression between the Independent Variables and the Dependent Variables

| Model | Constant (a) | Coefficient of Regression | R ² | Sig. |
|--------------------|--------------|---------------------------|----------------|-------|
| X_1 & X_2 to Y | 7.869 | 0.257 and 0.641 | 0.639 | 0.000 |

Based on Table 4, in the column sig the score was 0.00. This score was smaller than the probability value 0.05 or $0.05 > 0.00$. This score, therefore, indicated that the H_0 had been rejected, the H_a had been accepted, and the coefficient of multiple regressions had been significant. Looking at this finding, the researcher might conclude that school culture and job motivation influenced simultaneously and significantly the performance of Chemistry teachers with coefficient of determination (contribution) for X_1 and X_2 toward Y 0.639 or 63.90%.

The constant (a) 7.869 implied that if there had not been any increase from school culture (X_1) and job motivation (X_2) then the score for the performance of Chemistry teachers (Y) would have been 7.869. The coefficient of regression 0.257 and 0.641 implied that one score in the school culture and in the job motivation would improve 0.257 or 0.641 point (due to the “+” sign).

Discussions

This study aims at identifying the contribution of school culture (X_1) and job motivation (X_2) to the performance of Chemistry Teacher (Y). The multiple linear

regressions have been implemented because there are three variables under research. School culture and job motivation are the independent variables, while performance of Chemistry teachers is the dependent variable.

Performance has wide meaning and, in relation to the wide meaning, several experts define this performance as follows: an individual who have capabilities, motivation, value, performance, and alike. Performance is one of the results that have been very important in organizational efforts. Performance becomes very important because in a profession, especially that of a teacher, performance is associated to the capabilities of an individual in carrying out his or her task. Ismail (2010) stated that teacher performance might be stated as a level of a teacher’s overall success within certain periods of time that might be measured based on three indicators namely: teaching materials mastery, learning management capabilities, and task performing capabilities.

It has been stated previously that performance has wide and different meaning according to the experts. Therefore, the performance for teachers intended in this study is the one that includes the aspects on the capabilities of planning, implementing, and assessing the Chemistry learning in the schools.

The results of the study show that the average performance of the Chemistry teachers is 66.75. This figure implies that the performance of Chemistry teachers is in the “Good” category where the teachers are able to plan and to implement the learning process well. Many factors influence the performance of Chemistry teachers. In this study, these factors are limited to the school culture and the job motivation.

School culture and job motivation contribute significantly and altogether to the performance of Chemistry teachers in terms of learning plan, learning implementation, and learning assessment for about 0.639 or 63.90%; the other 36.10% contribution comes from the other factors that have not been studied. Compared to the dependent variable, the job motivation provides greater contribution than the school culture because the coefficient of regression that the job motivation results, namely 0.641, is greater than the coefficient of regression that the school culture results, namely 0.257. Then, there is a linear line from both factors. A better description on this matter might be viewed in Figure 5.

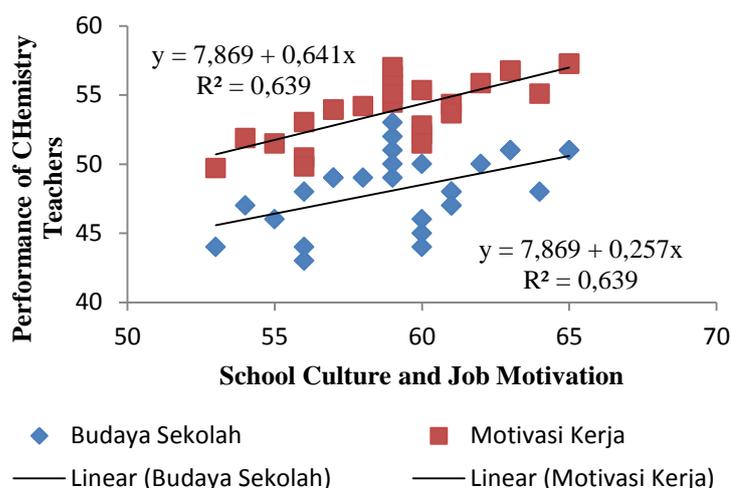


Figure 5. The Graphic of Linear Regression between School Culture and Job Motivation toward the Performance of Chemistry Teachers

In line with Figure 5, the results of this study show that H_a has been accepted and the acceptance implied that there is an influence from school culture and job motivation to the performance of Chemistry teachers. The Chemistry teachers' job motivation provides greater contribution to their performance than the school culture does in Nunukan District and Sebatik District. Therefore, it might be stated that if the teachers' performance wants to be improved then the teachers' job motivation should also be improved. In overall, the teachers' job motivation can improve when the supporting factors such as efforts, endurance, job targets, job satisfaction, appreciation, objectives that will be met, monitoring quality, and job condition are also improved. The role of school culture should also be considered and should not be abandoned although its value is small regarding that it has association (positive and significant relationship) to the performance of the teachers namely 0.571 or 57.10%.

There are many theories or opinions that support the data from the results of this study. Manshur (2012) stated that: (1) the implementation of knowledge value system will be manifested if (a) the achievement value system is implemented, (b) the independence value system is implemented, (c) the discipline value system is implemented, and (d) the prominence value system is implemented; (2) the implementation of social value system will be manifested if (a) the freedom with responsibility value system is implemented, (b) the simplicity value system is implemented, and (c) the communality and fraternity value system

is implemented; and also (3) the implementation of religious value system will be manifested if (a) the prayer system is implemented and (b) the humility system is implemented. Based on these findings, the researcher might conclude that the importance of values in the organizational culture influences individuals' attitudes and behaviors.

According to Schunk (2012, p.481) in relation to the theory of motivation, the theory of cognitive consistence includes the theory of dissonance in which the theory of cognitive dissonance explains that human beings try to maintain a consistent relationship among their beliefs, attitudes, opinions, and behaviors. One of the institutions that can maintain the consistency of this relationship is the organizational cultures in which individuals who have attitudes, opinions, and behaviors that have been appropriate to the organizational culture tend to possess high job satisfaction and job commitment in the organization and also high intensity to stay in and work for the organization. On the contrary, individuals who are inappropriate for the organizational cultures tend to have low job satisfaction and low commitment; as a result, these individuals have a great tendency to leave the organization.

Situmorang (2014) explained that the implementation of organizational culture should be improved systematically and consistently through attitudes and behaviors that lead to the improvement of job motivation, loyalty, discipline, involvement, and alignments to the organization, including displaying loyalty to the tasks and accepting the governing objectives and

norms, obeying the governing regulations, taking active roles in the given activities, and being responsible to the given jobs.

There is a closed association among school, teacher's performance, school culture, and job motivation. The reason is that one of the factors that influence an organization is the organizational actors themselves; if the teacher's performance is good than the school in which the teacher serves is also good. In the same time, the teacher's performance can also be influenced by the school culture and the job motivation. This matter is proven by the results of the inventory analysis, the interview, and the documentation in the senior high schools, the *madrasah aliyahss*, and the vocational high schools located in Nunukan District and Sebatik District. The results of analysis in this study also indicate that improving the school culture and the job motivation altogether in the same time means improving the Chemistry teachers' performance. School culture and job motivation can be a matter of consideration in improving the teachers' performance, including the Chemistry teachers' one.

CONCLUSIONS

Based on the results of analysis and the discussions that have been displayed, the researcher would like to conclude that school culture and job motivation altogether provides positive and significant contribution to the performance of Chemistry teachers for the senior high schools/*madrasah aliyahss*/vocational high schools in Nunukan District and Sebatik District, the Regency of Nunukan, the Province of North Borneo, for about 0.639 or 63.90%. The results of this study have implication to the importance of school culture and job motivation improvement recalling the association between both variables on the performance of Chemistry teachers that includes learning plan, learning implementation, and learning assessment.

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