

THE EFFECT OF MOTIVATION OF WORKING, ORGANIZATIONAL CULTURE, AND INNOVATIVE BEHAVIOR TO TEACHER STUDENTS OF SOCIAL SCIENCE (IPS) IN SOCIALIZATION OF CURRICULUM IMPLEMENTATION 2013 IN ACEH PROVINCE

Abdul Rahim

Student of IPS Unsyiah Doctoral Education Program Banda Aceh, &
Supervisor of Junior High School, Department of Education and Culture
of Titi Baro Idi Village Regency, East Aceh, INDONESIA.

caimmukti2014@gmail.com

ABSTRACT

This study aims to determine and examine the effect of work motivation on teacher performance, the influence of school organizational culture on the performance of junior high school teachers, the influence of teacher innovative behavior on the performance of junior high school teachers in social studies in the socialization of the implementation of Curriculum Year 2013 in Aceh Province. The study also aims to determine the Fixed Model or Teacher Theoretical Performance Model that can describe the structure of causal relationships between exogenous variables and endogenous variables of teachers' performance in the Junior High School of Social Sciences in the socialization of the implementation of Curriculum Year 2013 in Aceh Province. The study was conducted in the junior high school teacher of Social Sciences in 2017 with a total sample of 98 teachers in Lhokseumawe city and Banda Aceh city. To capture the data of research variables, valid and reliable questionnaires are used based on the results of rational analyst (Expert Judgment) and statistical analysis through instrument test activities. Data analysis techniques used consist of descriptive analysis, analysis requirements test, and path analysis with significance level α of 0.05. Based on the results of descriptive analysis that the level of achievement motivation of junior high school in the field of Social Sciences (IPS), amounting to: 96.5%. The achievement level of organizational culture according to the teacher is 97.5%. Level of achievement Innovative Behavior of junior high school in the field of social studies, amounting to 97.33%. And the achievement level of junior high school teachers in the field of social studies, amounting to 96.55%. While the result of path analysis obtained by finding that there is 1) direct influence of Work Motivation to Teacher Performance equal to 54,17%, 2) direct influence Organizational Culture to Performance equal to 0 1,59%, and indirect influence equal to 10,86%, 3) direct influence of Innovative Behavior on Teacher Performance of 1.93%, while indirect influence, amounted to 16.42%.

Keywords: work motivation, organizational culture, innovative behavior, Master performance, Curriculum Year 2013

BACKGROUND ISSUES

Teachers are one of the human resources who are in school. Teachers are one important factor that must be considered by the school in order to achieve its objectives. Teacher competence in schools has an important role in achieving school goals. Teachers have positions as professionals at the level of early childhood education, primary education, and secondary education, on a formal education path that is lifted in accordance with legislation. Law No. 14 of 2005 on Teachers and Lecturers defines that: "Professional is a work or activity undertaken by a person and becomes a living income source that requires expertise, skill, or proficiency that meets certain quality or norm standards and requires professional education". Uno (2008: 18) states: "Professionalism of a teacher is a must in realizing a

knowledge-based school, which is an understanding of learning, curriculum, and human development including learning styles". The task of professionalism of teachers in the Law of the Republic of Indonesia Number 14 Year 2005 article 20 (a) About Teachers and Lecturers is to plan learning, implement quality learning process, and assess and evaluate learning outcomes. The main tasks of teachers who are realized in teaching and learning activities and the tasks of teachers in the institution is a form of teacher performance. If the performance of teachers increases, then the effect on improving the quality of its output. Therefore, the issue of education quality cannot be separated from the teacher problem.

The curriculum is always adaptive to the times and demands of modernity. Until now the education of Indonesia has applied the curriculum 1968, curriculum 1984, curriculum 1994, curriculum 2004 (Curriculum Based on Competence), Curriculum 2006 (KTSP), and Curriculum 2013. Development of curriculum 2013 is done because of internal and external challenges (Kemendikbud, 2013a). Internal challenges related to educational demands referring to 8 (eight) National Education Standards and population development factors of Indonesia. External challenges relate to future challenges, future competencies, public perceptions, knowledge and pedagogical developments, and various negative phenomena that arise. PISA analysis results show that almost all Indonesian students only master lessons up to level 3, while many other countries are up to level 4, 5, even 6 (Kemendikbud, 2013b). In addition, the negative phenomenon due to the lack of character possessed by learners requires the provision of character education in learning. The statement is supported by the public perception that learning is too focused on cognitive, student burden is too heavy, and less have character.

In fact, based on the findings of initial conditions on the ground, K-13 which was implemented since 2014, there are still teachers of social studies are taught at the junior high school (SMP) in the province of Aceh, has not been able to implement the curriculum in conformity with expectations. Factors that may affect the competence or performance of teachers in curriculum implementation is the dissemination of organizational culture. Organizational culture is the dominant values are applied and adhered to and executed in an organization aimed as a key success of the organization in achieving its goals.

Given the many factors affecting teacher performance in terms of socialization of K-13 implementation as described in the background, there are restrictions on issues based on objective reasons and subjective reasons. The limited time, cost, and equipment required are subjective reasons, while research contributions in accordance with the expected objectives and benefits of research, both practical and theoretical, are the objective reasons put forward in problem restrictions.

Therefore, to achieve the expected research objectives, research related to the factors that influence the performance of the teachers studied are teacher motivation, organizational culture in schools, and teachers' innovative behavior on the performance of junior high school teachers in the field of Social Sciences (IPS) in socialization implementation of the 2013 curriculum in Aceh Province by 2017.

In accordance with the background of the problem, the performance under study is the performance of IPS study teachers in the socialization of the implementation of Curriculum 13 in Aceh Province, where the Junior High School (SMP) which has been applying K-13 for more than 3 years is the junior high school located in Banda Aceh and in the city of Lhokseumawe.

METHODOLOGY

Population and Sample Research

The unit of analysis in this study is the Junior High School Teacher of Social Science Studies (IPS) in Aceh Province, with the consideration of all teachers in junior high schools that have been applying the Curriculum 20013 standard, in Lhokseumawe city and Banda Aceh city. The number of junior high school teachers in Social Sciences (IPS) in Lhokseumawe city is 58 people and in Banda Aceh city 71 people, bringing a total of 129 teachers.

For a 5% error rate can be calculated using the following formula:

$$s = \frac{N}{d^2 \cdot N + 1}$$

Description: S = Number of samples, N = Total population, d^2 = Precision specified (0.05)

Based on the formula and the assumptions above, the minimum number of samples obtained 98 teachers. By the time the study was conducted in September 2017 until the month of October 2017.

Data Analysis

Research data then analyzed descriptively, and verifikatif followed by test requirement analysis and test of research hypothesis by using path model analysis. To obtain the analytical requirements, tested: assumption of normality, linearity, autocorrelation, and multicollinearity test. And test the research hypothesis by using path model analysis. The assumptions that must be met to use path analysis are five, namely: (1) The relationship between the variables in the linear model, the aditivity there are no interaction and causal effects; (2) All residual variables (which are not measured) are not correlated with any of the constructing variables; (3) Recursivity. All arrows have one direction, should not playback; (4) The variables measured at interval scale; and (5) Variables measured without error.

Reasons for using path analysis because this method can analyze the pattern of a causal relationship between the variables in order to determine the direct and indirect influence, simultaneously or together, and partial or independently, some variable cause against a causal variables.

This follows the path analysis or structural pattern called structural model. Structural models can generally be described by the following equation: $Y = f(X_1, X_2, X_3)$. The path diagram and structural equation of this research are as shown in image 1. as follows:

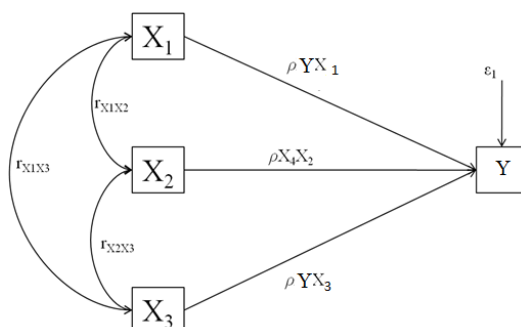


Image 1. Research Line Diagram

Description: X_1 = Work motivation, X_2 = Organizational culture

X_3 = Innovative Behavior, Y = Teacher Performance

ϵ_i = Epsilon, which shows the variables or factors that explain the residual influence of other variables that have been identified by the theory.

Research Hypothesis

Based on the study of theory and framework proposed, the research hypothesis is formulated as follows:

1. Teacher's work motivation has a direct positive effect on the Teacher Performance in Social Sciences Studies in the socialization of the implementation of the Year 13 Curriculum in Aceh Province.
2. Organizational culture has a direct positive effect on Teacher Performance in Social Sciences Studies in the socialization of the implementation of the Year 13 Curriculum in Aceh Province.
3. Teachers innovative behavior positive direct effect on Teacher Performance Studies Division of Social Sciences in the socialization of Year 13 curriculum implementation in Aceh Province.

RESULTS AND DISCUSSION

Description of Research Variables

Level of achievement motivation of school teachers field of study Social Sciences, amounted to: 96.5%. There are 21.44% included in the category of work motivation Very High, 61.22% High work motivation category, 17.35% High Enough work motivation category, and no teacher who has low job motivation or very low.

The level of achievement of organizational culture according to 97.5% of teachers. There are 26.53% of the teachers consider school organizational culture Strong, 57.14% consider school organizational culture Strong, Strong Enough 16.33%, and there are no teachers expressed a weak organizational culture school or very weak.

Innovative Behavior attainment level school teachers IPS study areas, amounting to 97.33%. There are 22.45% included in the category of innovative behavior Very Good, 60.20% have innovative behavior Good, 17.35% innovative behavior Fair, and nobody has the innovative behavior is not good.

The level of achievement of junior high school teacher performance IPS study areas, amounting to 96.55%. There are 23.47% of the teachers included in the category of Very High Performance, High Performance 61.22%, 15.31%, please, and no one has a low performance.

Analisis Inferensia

The results of the research data processing path analysis model is obtained in the equation $Y = 0,736 X_1 + 0,126 X_2 + 0,139 X_3 + \epsilon$, with structural models are:

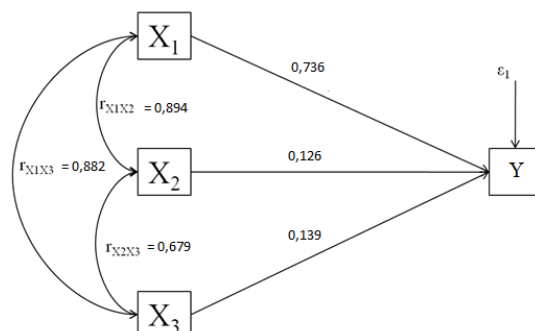


Image 2: Structural model of causal relationships X_1 = Work motivation, X_2 = Organizational culture, X_3 = Organizational Behavior on Y = Teacher Performance

The results of the model fit tests, found that the model of exogenous and endogenous variable linearity is acceptable, based on test-F:

Table 1: Structural Model Conformance Test

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	50344.790	3	16781.597	563.541	.000 ^a
Residual	2799.210	94	29.779		
Total	53144.000	97			

a. Predictors: (Constant), Behavior, Culture, Motivation

b. Dependent Variable: Performance

Research Hypothesis Testing

Hypothesis 1

Ho: $\rho_{yx1} \leq 0$: work motivation no direct impact on performance

H₁: $\rho_{yx1} > 0$: motivation to work directly affects the performance

The results of individual test calculations show prices t_{hitung} amount 7,653. Therefore $t_{hitung} > t_{tabel}$ (7,653 > 1,645). So that H₁ received, meaning that the path coefficient motivation to work (X₁) directly influence a teacher's performance (Y). at a significant level $\alpha = 0,05$.

Hypothesis 2

Ho: $\rho_{yx2} \leq 0$: organizational culture does not directly influence the performance

H₁: $\rho_{yx2} > 0$: organizational culture directly affects the performance of

The results of individual test calculations show prices t_{hitung} amount 2,049. Therefore $t_{hitung} > t_{tabel}$ (2,049 > 1,645). So that H₁ received, meaning that the path coefficient of organizational culture (X₂) directly affects the performance of teachers (Y). at a significant level $\alpha = 0,05$.

Hypothesis 3

Ho: $\rho_{yx3} \leq 0$: Innovative behavior has no direct effect on performance

H₁: $\rho_{yx3} > 0$: Innovative behavior has a direct effect on performance

The results of individual test calculations show prices t_{hitung} amount 2,373. therefore $t_{hitung} > t_{tabel}$ (2,373 > 1,645). So that Ho rejected and H₁ received, meaning the path coefficient of innovative behavior (X₃) directly affects the performance of teachers (Y). at a significant level $\alpha = 0,05$.

Effect of Direct and Indirect Influence

In accordance with the diagram of the path of research variables obtained based on the theory and results of hypothesis testing in decomposition correlation, calculated the relative influence of exogenous variables on endogenous variables. (X₁), Organizational culture (X₂) Innovative Behavior (X₃), on Teacher Performance (Y) as shown in Table 2 below:

Table 2. Summary of Calculation Result of Relative Effect of Work Motivation (X₁), Organizational culture (X₂) and Innovative Behavior (X₃) on Teacher Performance (Y)

Var	effect		Total Effects	Correlation
	directly to Y	Not directly to Y through:		
X ₁	54,17 %	23,52 %	77,69 %	0,971
X ₂	1,59 %	10,86 %	12,45 %	0,878
X ₃	1,93 %	16,42 %	18,35 %	0,874

Source: Results of data processing with SPSS.24.

DISCUSSION

In accordance with the theoretical model developed in this study, there are three hypotheses were tested with Path Analysis. Based on the results of testing model Structure Motivation Work variables (X₁), Organizational culture (X₂), and Innovative Behavior (X₃) on Teacher Performance (Y), then:

1. Based on the results of hypothesis testing is first obtained a significant path coefficient between Work Motivation on Teacher Performance in the socialization of curriculum implementation in 2013, namely: $\rho_{yx1} = 0,736$, Furthermore, based on the results of the calculation of proportional influence obtained direct influence Work Motivation on Teacher Performance of 0.5417 or 54.17%. Thus, work motivation has a direct positive effect on Teacher Performance, of which 54.17% of teacher performance changes can be determined by the teacher's work motivation. In connection with the implementation of a new curriculum it takes time in the transition process, to find out whether the new policy on curriculum has caused a change, can be evaluated by at least three indicators : first, the extent to which new or revised materials are used by teachers, second, the extent to which new teaching approaches have been applied in the process of learning activities in the classroom and third, the extent to which teachers believe that policy affects quality improvement and learning process. All three indicators together will determine whether or not the goals of education change are achieved.
2. Based on the results of testing the second hypothesis obtained a significant path coefficient between Organizational Culture with Performance, namely: $\rho_{yx2} = 126$, Furthermore, based on the result of calculation of proportional influence as in Table 2 above can be seen that the direct influence Organizational Culture (X₂) on Performance (Y) of 0.0159 or 1.59%, and indirect influence Organizational Culture (X₂) on Performance (Y) through Work Motivation (X₁), and Innovative Behavior (X₂) of 10.86%. Thus, Organizational Culture (X₂) directly or indirectly affects changes in Performance (Y) of 12.45%. Based on these findings it can be seen that the direct influence of Organizational Culture (X₂) on Performance (Y), is less than the indirect influence on Performance (Y), both through teacher work motivation and Innovative Behavior. The findings of this study are in accordance with the results of Pakpahan, Wannan. (2009), who found that organizational culture directly and indirectly through work motivation influenced the performance of the head of state vocational school in DKI Jakarta Province, and the result of Mahmudah (2012) study found that organizational culture had a significant positive direct effect on performance. The findings of this study support the theories used as the basis for the proposed theoretical model of research variables, namely the Work Satisfaction Study

Model of Mullins (2005) which explains that cultural factors directly affect job satisfaction and performance, Cultural Organization Relationship Model with Robbins Performance and Satisfaction and Judge (2009) explaining that organizational culture directly affects performance and satisfaction, the Organizational Behavioral Integration Model of Colquitt, Le Pine, and Wesson (2009) which explains that organizational culture indirectly influences performance through motivation, and job satisfaction, and Motivation Performance Model from Mitchell in Kreitner and Knicki (2003) explains that organizational culture indirectly influences performance through behavior.

3. Based on the results of testing the third hypothesis, obtained a significant path coefficient between Innovative Behavior with Performance, namely: $\rho_{yx3} = 0,139$, Furthermore, based on the result of calculation of proportional influence as in Table 2 above can be seen that the direct influence of Innovative Behavior (X_3) on Teacher Performance (Y) of 0.0193 or 1.93%, while indirect influence, through the involvement of work motivation variables and organizational culture schools by 16.42%. The amount of influence of innovative behavior through work motivation on teacher performance 9.02%, while the influence of innovative behavior through school organizational culture on the performance of junior high school teachers in socialization IPS implementation in 2013 is 1.19%. Thus, the total effect of Innovative Behavior (X_3) on Teacher Performance of SMP IPS in socialization of Curriculum implementation Year 2013 is 18.35%. This means that 18.35% changes in Teacher Performance SMP field IPS in the socialization of the implementation of Curriculum Year 2013 can be determined by the Innovative Behavior of teachers in daily work. The findings of this study are consistent with the results of the Falih (2005) study, which found that organizational innovation had a significant positive direct effect on performance, and Purba (2009) found that innovative behavior directly positively affects performance. The findings of this study support the theories used as the basis for proposing theoretical models of research variables, namely: Individual Framework Behavior Model of Gibson, Ivan cevich, and Donnelly (1996) which explains that behavior directly affects achievement, Mitchell's Motivation Work Achievement Model in Kreitner and Kinicki (2003) explaining that behavior directly affects achievement, and the Individual Performance Individual Model of Mathis and Jackson in Purba (2009) which explains that innovation behavior is one factor that directly affects individual performance.

CONCLUSION

Based on the result of the research, the conclusion is proposed that (1) Teacher's motivation has a direct positive effect on the Teacher's Performance at Social Science (IPS) in Socialization of Curriculum Implementation Year 2013 in Aceh Province. In other words, the higher or better the teacher's work motivation, the higher or better the performance of the junior high school teacher. (2) Organizational culture has a direct positive effect on Junior Teacher Performance in Social Sciences Studies (IPS) in the Socialization of Curriculum Implementation Year 2013 in Aceh Province. In other words, the stronger the school organization culture, the higher or better the performance of the junior high school teacher. (3) Innovative Behavior of Teachers has a direct positive effect on Junior Teacher Performance in Social Sciences Studies (IPS) in Socialization of Curriculum Implementation Year 2013 in Aceh Province. In other words, the better the Innovative Behavior Teacher possesses, the higher or better the performance of the junior high school teacher. (4) Teacher work motivation and school organizational culture have a positive effect on Junior High

School Teacher Performance Study in Social Science (IPS) in Socialization of Curriculum Implementation Year 2013 in Aceh Province. (5) Organizational Culture and Innovative Behavior of Teachers positively influence on Junior Teacher Performance in Social Sciences Studies (IPS) in Socialization of Curriculum Implementation Year 2013 in Aceh Province. (6) Teacher's Motivation and Innovative Master's Behavior positively influence to Junior High School Teacher Social Science Study (IPS) in Socialization of Curriculum Implementation Year 2013 in Aceh Province.

SUGGESTIONS

Based on the conclusions and implications of the research, in order to improve the performance of SMP teachers in the field of IPS study in particular and the school performance widely, it is recommended that the Provincial and District Education and Culture Office do the following: a) Provide training to junior high school teachers the concept of work motivation, organizational culture, innovative behavior, the development of school quality culture, curriculum, school-based management, to support superior junior high school education in Aceh Province. b) Provide curriculum innovation training and current learning models developed in junior high school education to teachers, can be done by providing comparative study opportunities to junior high school teachers to recognize junior high schools that have excelled and smoothly implement the Curriculum Year 2013, both in Aceh as well as outside the Province of Aceh, to improve the quality of learning in order to improve the quality of education. c) .Provide awards in the form of praise, awards certificates, and additional incentives for teachers who carry out their duties and responsibilities very well.

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