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THE INFLUENCE OF SCHOOL CULTURE ON THE PERFORMANCE OF HIGH SCHOOL ENGLISH TEACHERS IN GORONTALO PROVINCE

By

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ABSTRACT

The objective of this research was to figure out the influence of school culture on the performance of high school English teachers in Gorontalo Province. The data collection for testing the hypotheses of this research employed quantitative approach with survey method. The data obtained from the survey were analyzed using path analysis technique. The sample of this research consisted of 55 teachers taken using simple random sampling technique based on Slovin's formula from 123 high school English teachers in Gorontalo Province. The data were collected using an instrument in the form of questionnaire developed based on the indicators of school culture and teacher performance. Before being employed, the instrument was tested in order to find out its validity and reliability. The performance of high school English teachers in Gorontalo Province reached an average of 151.85 with a standard deviation of 10.57 out of total score of 165, showing that the performance of the teachers tended to be moderate. Meanwhile, school culture with an average of 120.31 and standard deviatin of 9.39 of a total score of 155 shows that school culture tended to be low. The beta coefficient of school culture on teacher performance was 0.280, showing that the bigger the impact of school culture, the higher the performance of English teachers. The results of path analysis suggest that there is a direct positive influence of school culture on the performance of English teachers in Gorontalo Province.

INTRODUCTION

Teacher performance is an important element in the improvement of education quality. The improvement of education quality is determined by the standard of teacher performance in a professonal manner. The quality of teacher performance determines the quality of the outcomes of education because teachers are the ones who have much direct involvement with the students in the education and learning processes at school. Teacher performance is the work performance in the achievement of the indicators of competences and learning objectives having been determined, the application of learning methods and strategies, the use of facilities and infrastructures, and the ability in accomodating supporting factors that facilitate the learning process implemented in an educational institution.

The achievement of teacher performance standards can be specified based on the criteria of competences that must be possessed by every teacher, which is shown by the quality in optimizing the potentials and competences he or she has in the learning activities. The teacher performance standards are pursuant with Law No. 14 of 2005 concerning Teachers and Lecturers specifying that: (1) teachers are professional eductors whose main responsibilities are educating, teaching, guiding,

directing, training, assessing and evaluating students in formal early childhood education, elementary education and middle education; (2) based on the work performance standards of teachers in conducting their professional duties, teachers are obliged to plan the learning, conduct quality learning process, and assess and evaluate learning outcomes.

Goverement's efforts to improve the quality of teacher performance are in the form of educational programs and teacher training conducted in a periodical and continuous manner and assistance for teacher welfare through certification benefit, regional benefit, incentives for teachers in remote areas, procurement of subject teachers forum (MGMP) activity fund, assistance for scientific research, and scholarship for teachers continuing their studies. The improvement of teacher performance is also conducted by providing facilities and infrastructures allowing for the effectiveness of learning processes at school as well as building school culture that can provide a space for effective and dynamic communication between members of school community.

Teachers are excpected to be able to change the paradigm of the performance improvement pattern, where teachers in principle are said to have sufficient potentials for being creative and innovative in their performance improvement. A highly significant issue in the education world is the low quality of education due to low teacher performance. According to the National Agency for Educational Standards (BSNP) in 2016, Indonesian teacher performance has yet to meet the National Educational Standards. More particularly, based on the data from the World Bank in 2011, the quantity of English teachers is not in line with their professional quality. According to the results of the research conducted by Lilies Handayani (2013: 178), most of the lessons delivered by English teachers are still strictly based on the materials printed in textbooks and they are unable to be inovative and creative in adding materials that may motivate students to learn English as well as possible.

The results of the preliminary field observation on high school English teachers in Gorontalo Province show that most of the problems are related to low teacher performance. Low performance of English teachers in Gorontalo Province is shown by low Teacher Competence Test score mean and high school students' low English scores in the National Examination (UN) on a national scale. This indicates that the performance of English teachers in Gorontalo Province has yet to be maximum. Low teacher performance is also influenced by ineffective practice of school culture. The results of the observation conducted by the researcher show that in some schools, some teachers have different perception regarding the building of school culture and lack understanding of the importance of school culture.

According to Greenberg and Baron (Wibowo, 2010: 51), school culture can provide identity, perception and values that may raise commitment in realizing school vision and missions as well a in reinforcing standard of behaviors that can guide teachers in improving their performance. School culture, which is an important element in supporting school performance, is developed from the concept of culture that sets teachers' behaviors through the making of rules to be obeyed together.

The school culture having not been built for the improvement of teacher performance, English teachers's lack of understanding about the role of school culture and English teachers' low motivation in improving professional competence have encouraged the researcher to find out more about the Influence of School Culture on the Performance of High School English Teachers in Gorontalo Province. The problem to be solved in this research was whether there is a direct influence of school culture on the performance of high school English teachers in Gorontalo Province. The results of this research are expected to be able to make a contribution toward the knowledge that school culture affects the teacher performance and make a positive contribution toward the improvement of English teachers in Gorontalo Province.

THEORETICAL FRAMEWORK AND RESEARCH HYPOTHESIS

1. English Teacher Performance

According to Nawawi (1985: 238), performance refers to work outcomes in quality and quantity achieved by a person in performing his or her duties in accordance with the title and responsibilities assigned to him or her. Maler (Kusumastuti, 2001: 75) calls performance as, which is one's success in performing a work. Patricia King (1993: 12) defines performance as one's activity in performing the main duties assigned to him or her. Furthermore, Robbins (Sagala, 2011: 180) states that performance refers to the effectiveness and efficiency in performing tasks. Performance is related to work outcomes, whose effectiveness and efficiency are related to time and cost utiliztion.

Based on the abovementioned opinions, performance can be defined as one's quantitative and qualitative work outcomes and success in performing the primary duties assigned to him or her in accordance with the description of the duties and responsibilities in an effective and efficient manner in order to achieve the objectives in a given time period. Performance can be perceived from a number of criteria. According to Castetter (Mulyasa, 2002: 55), there are four criteria of performance, namely: individual characteristics, process, outcome and a combination of the three.

Teacher performance can be manifested with behavior showing a combination of potential, competence and motivation that can be reflected in the form of work descriptive that meets the standards to achieve the objective in a given time period. Teacher performance is the teacher's ability in displaying behavior and competence in performing his or her duties and responsiblities in accordance with the objectives to be achieved. According to Hoy and Miskel (2007: 187), teacher performance is the teacher's ability in performing duties in accordance with his or her attitude, knowledge, skill and motivation. Barnawi and Mohammad Arifin (2012: 14) state that teacher performance is the teacher's level of success in performing his or her educational task in accordance with his or her responsibility and authority based on the performance standards having been determined throughout a given period toward the achievement of the objectives of education.

To identify the success of teachers performance, an assessment of the performance should be carried out by referring to the parameters and indicators measured effectively and efficiently. This is in line with the explanation by Sudjana (2004: 17) that teacher performance can be assessed based on his or her competence in performing his or her duties, namely (1) planning teaching and learning process, (2) conducting and managing teaching and learning process, (3) assessing the progress of the teaching and learning process, and (4) mastering the learning materials. Meanwhile, according to Sukardi (2006: 12), a professional teacher has performance that is reflected in five primary tasks, namely (1) planning the lesson, (2) conducting learning process, (3) evaluating learning proces and (4) following up on the learning outcome as well as (5) providing guidance for students.

Regulation of the Minister of State Apparatus Empowerment and Bureaucratic Reform Number 16 of 2009 states that the assessment of teacher performance is the assessment on every item of a teacher's main duties in developing career, stratification according to rank, and title. Assessment of teacher performance has a function of assessing the teacher performance in applying all competences manifested in the performance of the teacher's primary duties in learning process and guiding or in the performance of additional duties relevant to school function. The results of the performance assessement become the performance profile of a teacher that can provide the overview of the teacher's strengths and weaknesses. Teacher performance profile can also be defined as an analysis of skill need of every teacher that can be used as the basis for planning continuous professional development of the teacher.

Performance assessment is carried out every year as a part of career development and functional rank and title promotion of a teacher. It is expected that teacher performance assessment results can improve the competences and professionalism of teachers as the spearhead of the implementation of educational process in the creation of smart, comprehensive, and highly competitive humans. English teacher performance refers to the performance of English teachers in performing their duties and responsibilities as educators and teachers for the achievement of objectives in a given period of time professionally, which can be implemented in planning lesson, conducting learning process, evaluating learning process and following up on the learning outcomes.

2. School Culture

The term culture derives from a latin word *colere* which means culture, process or conduct, and then the word culture means all human activities in processing and conducting. According to Alisyahbana (Supartono, 2004: 31), culture is a manifestation of thinking, which also includes feeling because feeling is the intension of the thought. According to Peruci and Hamby (Tampubolon, 2004: 184), culture refers to all things done, thought of and created by humans in a community, and it is included in the accumulation of the history of objects or acts conducted at all time.

School is a place where teaching and learning process activities are conducted. A teaching and learning activity are not always defined as a knowledge transfer activity from a teacher to student, but also as an activity of educating students and all school community members in the effort to habituate them to be disciplined, obey applicable rules at school, mutually respect each other, live healthily and have fair competitive spirit, constituting the habits that should be instilled in school environment in the everyday life.

School culture is the norms that control anything that is accepted and rejected, dominant values appreciated by an organization, anf basic assumption and belief formed by the members of the organization in the forms of organization rules and philosophy in interacting with the people in and out of the organization (Owens, 1987: 17). School culture becomes a collection of values underlying the behaviors, traditions, daily habits and symbols practiced by headmasters, teachers, administrators, students and the community living around the school. Strong school culture will affect every behavior, thus the members perform their works according to their tasks and responsibilities.

According to Daryanto (2015: 5), school culture refers to the way of life at school, which actually is resulted by students and some teachers. School culture consists of formal and informal cultures. Formal culture emphasizes more the academic achievement and the benefit to achieve something, and informal school culture is anything that is not intended for the interest of the school. School culture (Depdiknas, 2007) is the dominant values supported by the school that guide on the policy regarding all school elements and components, such as how to perform works as well as fundamental belief adhered by school personnel. Some benefits of the effort to develop school culture include: (1) guaranteeing better work quality; (2) opening all communicatin networks from all kinds and levels, either vertical or horizontal communication; (3) being more open and transparent; (4) creating harmony and high sense of shared ownership; (5) increasing soliderity and kinship; (6) immediately making correction when faults are found; and (7) being able to adapt to sciences and technological development.

3. The Influence of School Culture on the English Teacher Performance

School culture is seen as the school existence formed by the interplay of three factors, namely: the attitude and belief of school community and the environment outside school, norms of school culture, and relationship between individuals at school. School culture as a reflection of school characteristics and identity plays an important role in improving the quality of the school as it provides positive energy in creating a condusive atmosphere and communication in a good cooperation among school community members. Teacher performance constitutes the success of a teacher in implementing his or her competences and skills in performing his or her professional duties and responsibilities based on the performance standards having been determined in a given period.

The improvement of the productivity of English teacher performance is caused by the practice of school culture that can direct the behavior of the teacher and the community at school, building a positive culture that is related to the school vision and missions as the the teacher's guidance in performing his or her professional duties. This can be seen in the English teacher's peroformance achievement in order that they are capable of and familiar with the planning, implementation, evaluation and follow up of evaluation. It means that the improvement of teacher performance tends to be influenced by school culture where obedience, habits about values and belief framing the school community become a part that can improve teacher performance.

D. Research Hypothesis

The hypothesis of this research is formulated as: "there is a direct positive influence of school culture on the performance of high school English teachers in Gorontalo Province".

RESEARCH METHODS

1. Place and Time of Research

This research was conducted at State and Private High Schools in Gorontalo Province. This research was conducted for six months, starting from April 2016 until December 2016. The activities carried out during that period of time included: proposal development, instrument formulation, instrument try-out, field study, data collection, data analysis, and disertation report writing.

2. Research Methods and Design

This research employed quantitative approach with survey method. Survey method aimed to collect data in order to test the validity of the research hypotheses and conclusion. In order to draw the right conclusion, Sugiono (2009: 29) says that the undertaking of research follows these characteristics: (1) research data are collected from a sample taken from a predetermined population, (2) the data are related to an opinion, perception or matter at a given time, collected at the same time, within a relatively short period of time, (3) the data collected can be analyzed using various methods depending on the conclusion to be obtained.

The data obtained from the survey were analyzed using path analysis technique. The use of path analysis was intended to find out how the variable school culture (X) influences the variable performance of high school English teachers in Gorontalo Province (Y).

3. Research Population and Sample

The population in this research consisted of all high school English teachers in Gorontalo Province, numbering 123. Sample is part of the total number and the characteristics of the

population (Sugiyono (2010: 81). The sampling technique used in this research was simple random sampling technique with the following Slovin's formula:

Description: $n = \dfrac{N}{1 + Ne^2}$

N = 123 (population); and e = 0.1 (error) 1

The distribution of the population and sample of this research is outlined in detail in Table 3.1.

Table 3.1. Research Sample

No	Regencies	Number of Teachers	Sample Taken
1	Gorontalo City	24 people	11 people
2	Gorontalo Regency	40 people	18 people
3	Boalemo Regency	14 people	6 people
4	Pohuwato Regency	16 people	7 people
5	Bone Bolango Regency	15 people	7 people
6	Gorontalo Utara Regency	14 people	6 people
		123 people	55 people

Data Source: Education Office in Gorontalo Province, 2016

D. Data Collection Technique

The data collection used an instrument in the form of questionnaire. The instrument was developed based on th indicators of school culture and teacher performance. Prior to its application, the instrument was tried-out to some English teachers in Gorontalo Province rather than the sample of the research in order to find out the validity and reliability of the instrument.

The quality of the instrument was tested using validity and reliability indicators. The validity test is intended to find out the extent of accuracy of the instrument in performing its measurement function (Syaifuddin Azwar, 2003: 5). The reliability test is intended to measure the extent of error free measurement and to guarantee a consistent measurement across time and items (Uma Sekaran, 2003: 40). To calculate the item validity, Product Moment correlation formula was used (Arikunto, 2006: 170):

The processing of data obtained from the school culture instrument try-out shows that out of 39 questions, there were 4 items of questions declared as invalid. According to the results of the instrument of English teacher performance, there were also four items of questions declared as invalid. The four invalid items of questions in the instrument were not included into the instrument of the research, thus the number of items of questions of the instrument for the variable school culture was 35 and the number of items of questions of the instrument for the variable English teacher performance was 31, all of which were used for the data collection. To test the reliability, Alpha Cronbach was used using the following formula:

$$r_{11} = \left(\frac{k}{k-1}\right)\left(1 - \frac{\sum \sigma_i^2}{\sum \sigma_t^2}\right)$$

According to the test, the reliability coefficient of the instrument of teacher performance was r = 0.92, and the reliability coefficient of the instrument of school culture was r = 0.92, showing that the instruments of English teacher performance and school culture had high level of reliability, thus feasible to be used for the data collection of this research.

RESEARCH RESULTS AND DISCUSSION

A. Research Results

This section discusses the research results, which consist of: (1) The description of the data of research results to obtain an overview about the characteristics of the research subject from the variables school culture and teacher performance, (2) Precondition test of parametric statistical analysis, (3) research hypothesis test and (4) Discussion.
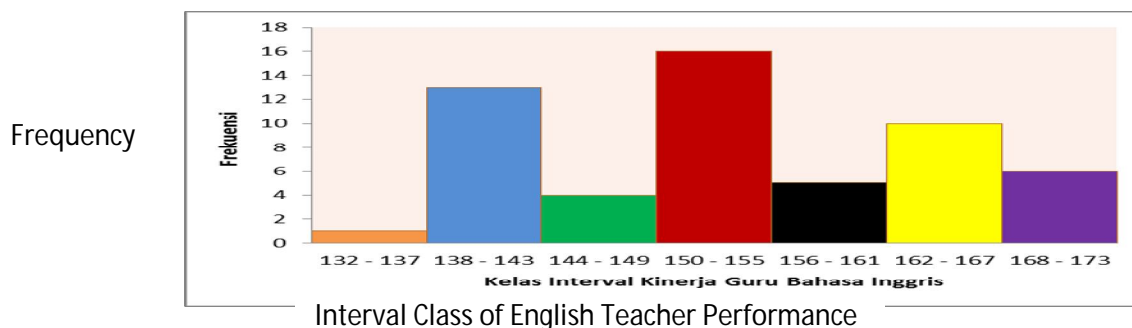
1. Description of the Performance of English Teachers

The data of the performance of English teachers were calculated based on the results of the completion of 35-item questionnaires, from which a maximum score of 172 and a minimum score of 132 with a range of 40 were obtained. The actual frequency and relative freqency of the prospensity of high school English teachers in Gorontalo Province are outlined in Table 4.1.

Table 4.1. Distribution of Data Frequency of the Performance of High School English Teachers in Gorontalo Province

Interval Class	Frequency (f)	Relative Frequency (%)
132 - 137	1	1.82
138 - 143	13	23.64
144 - 149	4	7.27
150 - 155	16	29.09
156 - 161	5	9.09
162 - 167	10	18.18
168 - 173	6	10.91
Total	**55**	**100%**

Based on the data presented in Table 4.1, the average score of the performance of high school English teachers in Gorontalo Province was 151.85 with standard deviation of 10.57. Based on the normal reference assessment, the average score of the performance of English teachers tend to be moderate. The histogram visualization of the distribution of frequency of the performance of English teachers in Gorontalo Province is presented in Figure 4.1

Frequency

Interval Class of English Teacher Performance

Figure 4.1. Histogram of the Data of the Performance of English Teachers

Based on Figure 4.1, the teacher performance mostly fell within the interval 150-155 in moderate category. This demonstrates that the English teacher performance in Gorontalo Province is considered good and needs some improvement.

2. **The Description of Data of the Culture of High Schools in Gorontalo Province**

The data of the culture of high schools in Gorontalo Province in this research were collected through the distribution of 31 items of questions, and a maximum score of 145 and a minimum score of 100 with a range of 45, interval class of 7 and class length of 7 were obtained. The table of the frequency distribution of school culture data is presented in Table 4.2.

Table 4.2. Frequency Distribution of Data of the Culture of High Schools in Gorontalo Province

Interval Classes	Frequency (f)	Relative Frequency (%)
100 - 106	1	1.82
107 - 113	10	18.18
114 - 120	21	38.18
121 - 127	10	18.18
128 - 134	8	14.55
135 - 141	3	5.45
142 - 148	2	3.64
Total	**55**	**100**

According to Table 4.2, the average score obtained was 120.31; the median was 119.00; the modus was 117.00; and the standard deviation was 9.39. Observing the average, median and modus, based on the normal reference assessment, the score for school culture tends to be low. The distribution of the data based on the list of frequency distribution above is visualized into a histogram in Figure 4.2.
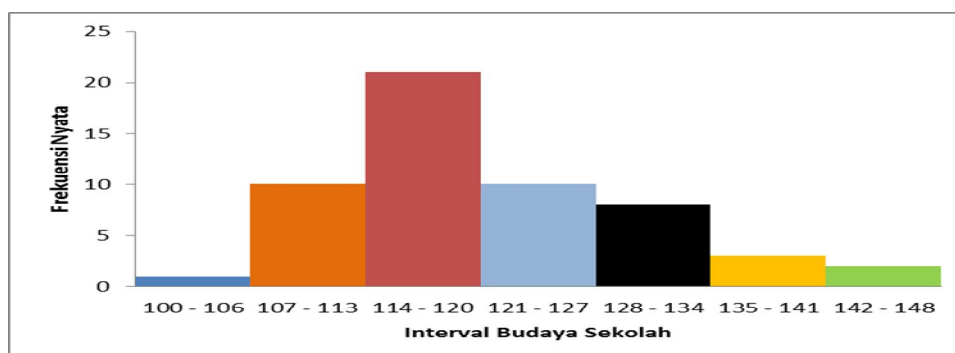
Figure 4.2. Histogram of data of the culture the high schools in Gorontalo Province

3. **Testing of the Data Analysis Requirements**

The statistical analysis used for testing the effect between variables was path analysis. Hypothesis testing using path analysis technique needs some requirements in order that the data are

processed further to provide better estimation results. Path analysis which is a relationship between variables in a model must be linear thus the requirement meets the regression analysis requirement. Testing using path analysis requires that the data have normal distribution which uses linear and estimated error normality test using regression linearity test.

a. Data Normality Testing

Data normality testing was intended to find out the normality of the research result data, both the data of the teacher performance and the data of the culture of schools in Gorontalo Province.

Regression Normality Test of Teacher Performance (Y) on School Culture (X)

The results of estimated error normality test of linear regression model Y on X are $\hat{Y} = 90,68 + 0,52X$, with $L_0 = 0,107 < L_{tabel} = 0,120$ at significance level $\alpha = 0,05$ and $n = 55$, thus it can be concluded that the regression error Y on X had normal distribution or the data of the English teacher performance were from the population tha has normal distribution.

b.   Regression Equation Significance and Linearity Test

The result of the calculation of linear regression model Y on X was $\hat{Y} = 90,68 + 0,52X$, thus the regression model significance test used Fisher's Test. The results of the calculation of regression significance test Y on X are outlined in Table 4.6.

Table 4.6. Regression Significance ANOVA of English Teacher Performance (Y) on School Culture (X)

Variance Sources	ST	df	STM	$F_{calculated}$	F_{table}	
					$\alpha = 0.05$	$\alpha = 0.01$
Total	1299651	55				
Coefficient(a)	1293622.27	1				
Reg(b)	1289.193	1	16245.204	14.416	4.023	7.119
Remaining(R)	4739.535	53	4739.535			
ST=Square Total; df=Degress of Freedom; and STM=Square Total Mean						

Based on Table 4.6, $F_{calculated} = 14.416$ was obtained. The F_{table} at significance level $\alpha = 0.05$ and $\alpha = 0.01$ with numerator fd = 1 and denominator fd = 53 respectively were 4.023 and 7.119. Becuase $F_{calculated} > F_{table}$, H_0 was rejected, or H_1 stating that the regression model was significant was accepted.

c. Regression Equation Linearity Testing

Linearity test was intended to show whether the relationship between Y and X shown by simple regression equation Y = a + bX was linear or non-linear. The regression linearity testing was conducted using F test. The statistical hypothesis tested was: H_0 : linear regression equation, as opposed to H_1: non-linear regression equation. The criteria of the testing include rejecting H_0 if $F_{calculated}$ is greater than F_{table} at significant level α, selected with numerator fd = k-2 and denominator fd = n-k, while in the other condition, H_0 is accepted.

Regression Linearity Test of Teacher Performance (Y) on School Culture (X)

The results of linearity test of regression model $\hat{Y} = 90.54 + 0.52X$ using Fisher's Test assisted with the program Excel can be seen in the following table:

Table 4.7. ANOVA for the Linearity Testing of Regression $\hat{Y} = 90.68 + 0.52X$

Variance Sources	ST	df	STM	$F_{calculated}$	F_{table}	
Total	1299651	55			$\alpha = 0.05$	$\alpha = 0.01$
Goodness of Fit	1744.451	21	83.069	0.887	1.999	2.699
Error	2995.083	32	93.596			
=Square total; df=Degrees of freedom; STM=Square Total Mean.						

Based on the table above, the linerity test of the regression of English teacher performance (Y) on school culture (X) could be conducted by testing $F_{(Goodness\ of\ Fit)} = F_{(TC)}$. According to the results of the calculation, the result of $F_{0\ (TC)} = F_{calculated}$ was 0.887. The F_{table} at significance level $\alpha = 0,05$ with numerator degrees of freedom = 32 and denominator degrees of freedom = 21 was 1.999. Because $F_{0\ (TC)} = 0,887 < F_{tabel} = 1,999$, H_0 was accepted. This means that the regression equation $\hat{Y} = 90,68 + 0,52X$ was linear.

The hypothesis tested in this research was used to explain the influence between variables, namely the direct positive influence of school culture on high school English teachers in Gorontalo Province. The calculation steps were obtained by calculating the direct influence of school culture on the performance of high school English teachers.

d. Research Hypothesis

The research hypothesis was "there is a direct positive influence of school culture on the performance of high school English teachers in Gorontalo Province". This hypothesis was statistically formulated into: $H_0 : \beta_{y1} \leq 0$ as opposed to $H_1 : \beta_{y1} > 0$. The criteria of the testing include rejecting H_0 if $t_{calculated} > t_{table}$ at significant level α, selected with degrees of freedom (fd) = n – k – 1, while in the other condition, H_0 is accepted.

According to the calculation in table 4.16 above, $\beta_{y1} = 0,280$ was found. The results of calculation in the path coefficient test are $t_{calculated} = 2.572$ and $t_{table} = 2.008$ at significance level $\alpha = 0.05$ with degrees of freedom = 51. Because $t_{calculated} = 2.572 > t_{table} = 2.008$, H_0 that states that the path coefficient between school culture (X) and English teacher performance (Y) is significant was rejected.

This can be interpreted that the beta coefficient value was 0.280, showing that the stronger the school culture, the better the English teacher performance. In other words, the bigger the impact of school culture, the higher the English teacher performance. Based on the results of the statistical test, it was found out that the variable school culture had a positive and significant influence on the English teacher $t_{calculated} = 2.572 > t_{table} = 2.008$, thus statistically H_0 was rejected.

A. Discussion

The discussion of research results analyze teacher performance and school culture as well as the influence of school culture on the performance of high school English teachers in Gorontalo Province. In order to find out the direct influence of school culture on teacher performance, simple linear regression test and correlation were used.

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The linear regression obtained was $\hat{Y} = 90,54 + 0,52X$ and was positive, showing that school culture had a direct positive influence on the performance of high school English teachers in Gorontalo Province. This means that good school culture will encourage better performance of high school English teachers in Gorontalo Province. The influence of school culture on the performance of English teachers was supported by the coefficient of correlation between school culture and teacher performance of 0.280 with determination coefficient of 7.84 percent. From the testing it was found that $t_{calculated} = 2.572$ was greater than $t_{table} = 2.008$ at significance level $\alpha = 0.05$, thus the hypothesis stating that there is a significant direct influence of school culture on the performance of high school English teachers in Gorontalo Province was accepted. This shows that there is a direct positive school culture on the performance of high school English teachers in Gorontalo Province.

These findings show that the existence of school culture is an important part in the improvement of teacher performance. School culture is formed as a result of social interaction between school community members who have an outlook of life and have values, beliefs, religions and norms that are presented in spoken and written forms as a code of conduct for all school community that are collectively acceptable and performed with full awareness. School culture influences the attitude and behavior of all school community toward better attitude and behavior in the improvement of teacher performance. This is in line with the notion of Ansar & Masaong (2011: 187) who state that school culture will influence how the work is done and how the school community behave. The school culture adhered by the members will play an important role in the improvement of the performance quality of high school English teachers in Gorontalo Province.

Teachers as the implementers of school programs assume an important role in forming school culture. For teachers, school culture is the soul that can influence the attitude and behavior toward educational activities conducted at school, especially in implementing an effective and efficient learning process that can result in maximum performance with full awareness. This means that if the school culture is weak, the improvement of the performance will not be optimum. On the other hand, strong school culture will serve as a facilitator that can provide force or drive for school community, especially teachers, in acting and behaving in accordance with the expectation in the sense of optimizing teachers' performance and productivity in achieving the goals of the school.

School culture is a guide in behaving, which is able to provide positive energy in creating a condusive atmosphere in school environment and can improve teacher performance. School culture can be implemented through how school community establish cooperation in achieving the school objectives, are aware and willing to obey school rules, show the attitude and behavior of honesty, mutually respect each other, and create clean culture, where the aforementioned can form values, beliefs and attitudes that impact on the performance of the teachers.

CLOSING

A. Conclusion

Based on the results of the data analysis and discussion explained previously, it can be concluded that there is a direct positive influence of school culture on the performance of English teachers. This shows that effective school culture will be able to improve the performance of high school English teachers in Gorontalo Province.

B. Implications

According to the results of this research, the performance of high school English teachers in Gorontalo Province can be influenced by school culture. School culture is a guide of school policy toward school components referring to a belief system collectively accepted and implemented with

full awareness as a natural behavior formed by school culture. School culture is a school strength in implementing vision, missions and objectives of the school that make the school livier and spirited in cooperation for improving teacher performance. School culture is developed from a cultural concept controling a set of behaviors of school community that show values and norms of obedience, compliance, loyalty, tranquality, orderliness and determination of order and rules obeyed by all school community.

Therefore, school community must be able to reflect mental attitude, understand and implement cooperative values, have school vision, missions and objectives that may change the culture in behaving for all teachers to be able to improve teacher performance. Teachers as school community sould be able to reflect a mental attitude in forming discipline as an important indicator in improving work productivity in the forms of obedience and complience toward the rules having been determined.

C. Suggestions

According to the research findings, conclusion, and implications, a number of suggestions for parties relevant to this research are proposed below:

1. Local governements and head of offices are suggested to conduct development as well as monitoring to the program implementation in a continuous manner to schools, especially to teachers, implement education and training programs, reward teachers who have good performance, and pay attention to the provision of facilities and infrastructures that can improve teacher performance.
2. Teachers as the spearhead in the education sector are suggested to improve their professionalism in their daily duties, continuously maintain their participation in developing their competences with self-development programs through training activities, subject teacher forum activities, seminars, workshops and research in developing their competences, understand and implement the values contained in school culture, especially in the same understanding on the meaning and goal of the enforcement of unique habits, excellent service standard, school core values, school vision and missions, which contribute toward the improvement of quality in improving teacher performance.

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