

The Influence of School Organizational, Interpersonal Communication, Pedagogical Competency, Innovative Behavior, and Work Motivation on the Primary School Mandarin Language Teachers In Medan City

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ABSTRACT

This study aims to analyze: (1) the performance model of Mandarin teachers in private elementary schools which is built based on an associative causal relationship between exogenous and endogenous variables of teaching performance of Chinese teachers in private elementary schools in Medan City; (2) the influence of organizational culture on the innovative behavior of teachers; (3) the influence of interpersonal communication on the innovative behavior of teachers; (4) the influence of pedagogic competence on the innovative behavior of teachers; (5) the influence of organizational culture on teacher work motivation; (6) the influence of interpersonal communication on teacher work motivation; (7) the effect of pedagogic competence on teacher work motivation; (8) the influence of organizational culture on teacher performance; (9) the influence of interpersonal communication on teacher performance; (10) the effect of pedagogic competence on teacher performance; (11) the effect of innovative behavior on teacher performance; and (12) the effect of work motivation on teacher performance. Ex post facto research method using path analysis. The research sample is elementary school teachers in the city of Medan totaling 115 peoples. The results showed that there was a positive and significant direct effect between: (1) organizational culture on innovative behavior $41 = 0.211$ sig. 0.018; (2) interpersonal communication on innovative behavior $42 = 0.195$ sig. 0.027; (3) pedagogic competence on innovative behavior $43 = 0.235$ sig. 0.008; (4) organizational culture on work motivation $51 = 0.285$ sig. 0.001; (5) interpersonal communication on work motivation $52 = 0.212$ sig. 0.015; (6) pedagogic competence on work motivation $53 = 0.196$ sig. 0.024; (7) organizational culture on teacher performance $61 = 0.250$ sig. 0.003; (8) interpersonal communication on teacher performance $62 = 0.174$ sig. 0.034; (9) pedagogic competence on teacher performance $63 = 0.207$ sig. 0.013; (10) innovative behavior on teacher performance $64 = 0.174$ sig. 0.040; and (11) work motivation on teacher performance $65 = 0.192$ sig. 0.026. The research implication states that it is necessary to increase and improve organizational culture, interpersonal communication, pedagogic competence, innovative behavior, work motivation, to optimize the performance of Mandarin language teachers in private elementary schools in Medan City.

KEYWORDS: *Teacher performance, Organizational culture, Interpersonal communication, Pedagogic competence, Innovative behavior, Work motivation*

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I. BACKGROUND

Education in primary schools is regulated by the government and is held formally for six years. In practice, education in elementary schools is given to students with a number of subjects consisting of basic subjects and local content that must be mastered. Local content is adapted to each region, namely: English lessons, Mandarin, regional languages, and reading and writing the Koran. Local content is intended so that the culture and traditions in the student's area are not eroded by the development of foreign cultures that are present in their environment, so that local culture in the area remains sustainable as a nation's asset that is rich in cultural diversity.

Along with the development of Chinese language education around the world, the International Curriculum for Chinese Language Education (hereinafter abbreviated as KIPBM) has been developed under the auspices of the Hanban/Confucius Institute Center to meet the needs of many countries for uniform Chinese

language education. (Putri, et al., 2018:47) In Indonesia, including in the city of Medan, Mandarin learning has been found and is also in demand by various groups, ranging from Kindergarten to Higher Education with the aim of being able to use Mandarin as a communication language. the good one.

Widyasari (2020) stated that learning can be said to be effective when it starts from the age of 6 years. Language is part of culture, so cultural knowledge is very important to be able to understand each other better in establishing relationships with other nations. Mandarin learning can be optimized if the teacher carries out his duties. Teacher performance in learning is the main factor in achieving educational goals, because teachers are the spearhead of the world of education. (Sembiring, 2021:97) The high and low quality of teacher performance has an impact on student learning outcomes in schools. Teachers must equip themselves with teaching skills and competencies and be sensitive to current developments in the world of education. Teachers must always think positively, be innovative, and try to use new methods in the teaching and learning process.

The performance of elementary school teachers in Indonesia is classified as unsatisfactory and the quality of education is still far from adequate. The size of the education budget does not necessarily increase the quality of education. The results of the 2019 Online Teacher Competency Test (UKG) show the average value of the National Teacher Competency Test is 53.02; while the government targets an average of 55. In addition, the average value of professional competence is 54.77 and while the value of pedagogic competence is 48.94. The UKG value nationally is still below the standard. (<https://sch.paperplane-tm.site/2019/09/nilai-rata-rata-ukg.html>) Furthermore, the Ministry of Education and Culture in the Regional Education Balance stated that the results of the competency test for elementary school teachers in Medan City in 2019 were 54.20; and the pedagogic competence is 50.83. It is smaller than the average target of the National Teacher Competency test results. Problems like this will be even more challenging considering the demands of science and technology developments and the times require teachers to be innovative in teaching in order to support the era of the industrial revolution 4.0 which is currently developing, so teacher performance is expected can increase. For this reason, it is necessary to examine all the factors that affect the performance of teachers in schools.

In accordance with the explanation above, the quality of teachers is generally still low. Various studies reveal that the level of mastery of teaching materials and skills in using innovative teaching methods is still lacking. Of course, the results or achievements of students are a representation of the performance of teachers in the city of Medan in particular. Schools and the Medan City Education Office generally continue to try to improve the competence of Mandarin language teachers by providing upgrading/training, making writing competitions, seminars, workshops and so on. However, these efforts have not shown maximum results. The results of teacher upgrading in various fields of study have not shown different performance compared to the performance of teachers who did not follow the upgrading. (Sagala, 2011:38)

The arrangement and development of the Mandarin language learning system in schools is not yet maximal; school supervisors have not maximally encouraged teachers to be more creative and innovative in learning Mandarin; pedagogic competence that is still not fully able to fulfill the principles of competent competence in the right number according to the scope of its duties and functions; still weak communication between teachers in the school environment, especially regarding the preparation of learning implementation plans; The implementation of main tasks and functions (tupoksi) has not been maximized at work because interpersonal communication and teacher work motivation to be encouraged to excel in terms of self development are still low. There are many factors that must be considered in the process of learning Mandarin in this new era. (Rojko, 2017:29) The quality of education is realized if the teaching and learning process in the classroom goes well, in the sense that teachers who carry out the teaching and learning process have carried out learning planning, implementation of learning to evaluation of learning in an integrated manner. However, the hope for quality teachers is still far from what the community wants.

The performance of a Mandarin teacher will be meaningful if it is accompanied by a strong commitment and sincere intention and is always aware of all the shortcomings that exist in him and strives to continuously improve these shortcomings as an effort to improve in a better direction. Assessment of the performance of Chinese teachers needs to be done so that the existing functions and tasks are carried out in accordance with learning outcomes. Without clear learning outcomes and learning patterns, the problem of teacher quality will not change. The measure of performance according to Mitchell, et al (1987:62) can be seen from the quality of works, promptness, initiative, and communication, the four components are a standard measure of performance that can be used as a basis for knowing whether or not a teacher's performance is good or effective.

One of the factors that generally affect performance is individual mechanism, one of which is work motivation. Furthermore, the factors that affect performance are ability and motivation. Performance is influenced by internal factors, one of which is work motivation. (Colquitt, LePine and Wesson 2009:34) Good work motivation tends to improve teaching quality, but it does not encourage teachers to excel. Kotherja's research results (2015:62); Kadir, et al. (2016:21); Prasetyo (2017:12); Siburian (2012:11) states that motivation is the most important thing in a person, without motivation a person will not be able to do a better

job. In addition, the results of the study stated that as an innovator, he must be able to seek, find, and implement various reforms in schools, and as a motivator he must have the right strategy to motivate subordinates in carrying out their duties and functions.

A good organization is reflected in the culture or good behavior of members who deliver the achievement of goals. (Arifin, 2018:39) Organizational culture in schools affects teacher performance, supported by the results of Pratiwi's research (2018:92); Febriantina et al. (2018:121) concluded that there is a positive and significant influence between organizational culture and teacher performance. In the study it was found that organizational culture is a good habit and can improve teacher performance so that it can achieve the expected goals. The ability to provide accurate, precise and clear information, as well as the ability to receive information from outside with high sensitivity, is an absolute requirement for effective leadership. (Danim, 2008:16)

Interpersonal communication of Mandarin teachers is needed in order to share information with fellow teachers, students and the community in the school environment. The focus in education is that Chinese teachers must be able to handle messages, namely receiving, interpreting, and acting on information in an organizational communication event. The results of research by Kadir et al (2016: 51) and Nurhasanah (2016) are also one of the shapers of teacher performance. Teachers are required to be able to master interpersonal communication skills, because in the psychological learning process the teacher has a strong relationship with students, this can be seen from the responses of students if there are students who are the teacher's attention, then other students will be jealous of students that.

In addition to interpersonal communication, another factor that affects teacher performance is pedagogic competence. Mulyasa (2013: 54) suggests that competence is a fundamental characteristic of each individual associated with criteria that are referenced to superior or effective performance in a job or situation. Pedagogic competence is needed by teachers because teachers are dealing with immature students who demand not only teaching, but also the development of the personality of students as a whole. Teachers are expected to be able to motivate and involve students to be actively involved in learning Mandarin, both through print and electronic media. In the field, there are still teachers who have inadequate professional competence and pedagogic competence to teach Mandarin, teachers who do not have a background in Mandarin and its teaching. The low level of teacher professional competence, mastery of the material and the use of teaching methods are the concerns of related parties, namely the government and school principals. (Mulawarni, 2016:16) Selviani's Research (2020); Rohman (2020:92); Zaeni et al (2016:122) stated that the better the teacher's pedagogic competence, the teacher's performance will increase. Danasasmita (2017:11) in his research states that in addition to adequate pedagogic competence factors, a conducive organizational culture is also a contributor to the realization of good teacher performance.

In addition to pedagogic competence, one of the factors that influence teacher performance is innovative behavior. Individual attitudes and behavior that are not good will form an opinion in the work environment that will damage the process of achieving organizational goals. Such an opinion will certainly affect the teacher's performance to be not good. Robbins (2006:25) states that someone who has innovative behavior is a person whose daily attitude is to always think critically, trying to always make changes in their environment that are towards renewal from traditional to modern, or from an attitude that has not progressed to an attitude that is advanced and modern. efforts are made so that the changes have certain uses or added value.

Teachers who have innovative behavior tend to improve their abilities according to the development of science and technology and the times. The era of the industrial revolution 4.0 has a new paradigm in learning to improve students' cognitive abilities in terms of strengthening technological literacy, data literacy and humanities literacy. This paradigm shift will certainly change the way students learn to apply technology mastery skills, and use a wider range of data sources. Of course, teachers must be adaptive to improve teacher competence in mastering technology that can be adapted in the learning process. Dornier's research (2021:112) states that innovative work behavior has a positive effect on performance. Based on several studies, it is stated that innovative behavior has a direct effect on teacher performance in schools.

Based on theoretical explanations and interview results as well as relevant research results as described above, it can be seen the factors that directly and indirectly affect performance. In addition, the description above shows that there is a gap between the expected performance and the current performance of private elementary school teachers in Medan City. If these problems do not get attention and are immediately addressed, the consequences will affect efforts in the field of basic education because it is a determining factor for the quality of graduates. Therefore, in order to improve the performance of private elementary school teachers in Medan City, a research on performance and the factors that influence it can be carried out. In accordance with the theoretical explanation and interview results as well as research results as described above, performance is influenced by various factors, including: organizational culture, interpersonal communication, pedagogic competence, innovative behavior, and work motivation. In this regard, it is necessary to conduct

research on the influence of school culture, interpersonal communication, pedagogic competence, innovative behavior, and work motivation, on the performance of private elementary school teachers in Medan City.

II. THEORITICAL REVIEW

1. Performance of Chinese Teachers

Teaching is a profession or job that requires special skills. Work as a teacher cannot be done by just anyone, especially by people with backgrounds outside the field of education. Uno (2014:15) states that teachers are adults who have the ability to design, organize, and manage learning in the classroom so that students can reach the maturity level. Priansa (2014: 35) states that the teacher is defined as someone whose task is related to efforts to educate the nation's life in all its aspects, through optimizing various multi-intelligence potentials possessed by students. The task of a teacher is not only to convey knowledge and practice skills, but also to educate students to form good student characters. Teaching is not just conveying learning messages to students, but is a professional activity that requires teachers to create an environment that allows students to learn effectively and efficiently. (Suharjo, 2006:32)

Performance is about what is done and how to do it. (Amstrong, 2006:7) Performance is a set of values of worker behavior, both positive and negative that will affect the achievement of organizational goals. Robbins and Judge (2016: 28) state that individuals who have high organizational performance show loyalty and dedication to the organization. According to this theory, someone who has organizational performance will do everything possible for the organization to be able to achieve success.

The theory of Gibson, Ivancevich, and Donelly (2006:138) suggests that there are three groups of variables that affect work behavior and performance, namely: individual variables, organizational variables and psychological variables. Performance is the result or level of success of a person as a whole in a certain period compared to various possibilities such as work standards, predetermined targets, and integrated performance with several factors, namely compensation, skills, abilities and characteristics of employees. (Samsuddin, 2018:77) In relation to teacher performance, the form of behavior in question is teacher activities in the learning process, namely how a teacher plans learning, carries out learning activities, and assesses learning outcomes. (Kompri, 2014:20)

Learning a language is learning to communicate and being able to communicate is the most important goal. A person's understanding of the components of language will determine how he teaches a language to students. Language learning is the acquisition of habits that must be strengthened by repetition, practice, imitation and memorization. Everything that is spoken is the most important aspect of language. Therefore, a teacher must start his learning activities by providing exercises to students starting from listening, then understanding, then speaking.

According to Haryanti (2011:137) learning Mandarin in schools aims to develop students in oral and written communication as well as to understand and convey information, thoughts and feelings. Herliana and Suryadi (2019: 89) said the Mandarin language learning process never escapes from language because in its interactions it always contains various kinds of speech acts carried out by teachers or by students. Educators use Mandarin as the main language to provide examples for students to always learn to communicate using Mandarin. To examine the use of language used by Mandarin educators, a speech act method is applied, such as no illocutionary speech. Illocutionary speech acts, among others, are promising, making statements, and stating orders or requests, with this it can improve learning of Mandarin in terms of speaking aspects.

Based on the description, it can be concluded that teacher performance is the result achieved by a teacher in learning Mandarin according to the applicable standards in schools as indicated by: planning the learning system, implementing the learning system, evaluating learning, having discipline in teaching; and build good relationships with others.

2. Organizational Culture

Culture is a concept that can explore the form of behavior of a group of individuals in society. School is a form of formal social institution, in which there are several actors who have different cultures. Wahyudi (2015:142) reveals that culture is behavior, values, attitudes to life, and ways to make adjustments to the environment and at the same time a way to look at problems and strategies for solving them. According to Schein (1985:9), Culture is ...a pattern of basic assumptions-invented, discovered or developed by a given group as it learns to cope with its problems of external adaptation and internal integration-that has worked well enough to be considered valid and therefore, to be taught to new members as the corrected way to perceive, think, and feel in relation to those problem.

Subconsciously, everyone in an organization learns the culture that applies within the organization. As an adaptation mechanism, new members of an organization will consciously learn the rules, rights and obligations, good and bad values, what to do and what not to do. So, organizational culture socializes and internalizes the members of the organization. Organizational culture that is truly managed as a management tool

will greatly influence organizational members to behave positively, dedicatedly, and productively. Although not visible, these values are the driving force of behavior to produce effective performance. This is due to the presence of workplace spirituality which is defined as the recognition that people have an inner life that nourished by meaningful work that takes place in the context community. (Robbins and Judge, 2016:605)

The behavioral value shown by the individual is strongly influenced by the values held by the individual, as well as the values that apply and develop in the school which then becomes a habit that accumulates into a culture that will be embraced by the organization. (Bambang, et al., 2009:16) This agreed behavior will be adopted by every member of the organization, so that it becomes a habit, and over time it becomes a culture within the organization that is characteristic of the organization.

Slocum and Hellriegel (2009:458) Organizational behavior reflects the shared and learned values, beliefs, and attitudes of its member. Owen (1991:166) put forward organizational culture as ...the norm that inform people what is acceptable and what is not, the dominant values that the organization cherishes above others, the basic assumption and beliefs that are shared by members of organization, the 'rule' of the game that must be observed if one is not to get along and be accepted as a member, the philosophy that guide the organization in dealing with its employees and its clients. Organizational culture can also be formed when organizational members share social knowledge regarding the rules, norms and values that shape the attitudes and behavior of members of the organization, as stated by Colquitt, Lepine, and Wesson (2009:546), organizational culture as the shared social knowledge within an organization regarding the rules, norms, and values that shape the attitudes and behaviors its employees.

Based on the description, it can be concluded that organizational culture is a set of values, norms, and basic assumptions that serve as school guidelines that teachers follow in carrying out their work, as indicated by: risk taking, attention to detail, results orientation, people orientation, team orientation, aggressiveness, and stability.

3. Interpersonal Communication

The success of the learning process will very much depend on the effectiveness of the learning process will greatly depend on the effectiveness of the communication process that occurs between teachers and students. Mulyana (2005:62) states that communication is a process in which an idea is transferred from a source to a recipient or more, with the intention of changing their behavior. Priansa (2014: 196) argues that communication is a process in which it shows the meaning of knowledge being transferred from one person to another, usually with the intention of achieving some specific goal. Communication is the act of carrying out contact between sender and receiver, with the help of messages; The sender and receiver have some shared experiences that give meaning to messages and symbols sent by the sender, and are received and interpreted by the receiver.

Gibson and Hodgetts (1986:4) state that communication is a transfer of meaning from the sender to the receiver, which includes the sender, the receiver, and the successful delivery of meaning. Scott and Mitchell (1976:56) state that communication has four main functions in an organization, namely the function of control, motivation, emotional expression, and information. Communication is the process of delivering or receiving messages from one person to another, either directly or indirectly in writing, verbally or in non-verbal language. (Gibson, Ivancevich, and Donnelly, 1996:389)

Pace and Faules (2006:94) argue that interpersonal communication is a communication process that takes place between two or more people face to face. In this regard, it is explained that teacher interpersonal communication is the behavior of sharing teacher information with fellow teachers, students and the community in the teacher's environment. Interpersonal communication is a face-to-face communication interaction with the exchange of information between two or more people. Interpersonal communication emphasizes the transfer of information from one person to another. (Luthans, 2005:73) Communication between teachers and students in the learning process is one of the important aspects that determine the quality of the learning process.

Mulyana (2005:73) states that interpersonal communication is communication between people face-to-face, which allows each participant to capture the reactions of others directly, either verbally or nonverbally. This special form of interpersonal communication is dyadic communication involving only two people. Interpersonal communication is communication between two people that takes place face to face. The nature of this communication is: (1) spontaneous and informal; (2) receive mutual feedback to the maximum; and (3) participants play a flexible role. (Suranto, 2011:2)

Interpersonal communication of teachers is the perpetrators of sharing teacher information with fellow teachers, students and the community in the teacher's environment. Interpersonal communication has a direct effect on motivation. According to Pace and Faules (2006:72) stated that interpersonal communication is a communication process that takes place between two or more people face to face. The impulse from within that fosters a love for the profession can arise when a person feels that his work has received appreciation and

recognition, not only because he wants to achieve the goals he will achieve later, nor because of the goals set by others.

Based on the description, it can be concluded that interpersonal communication is the teacher's action in conveying and receiving information directly or indirectly with students, as indicated by the reception and provision of information between teachers and: teachers, principals, administrative staff, parents, supervisors, and environmental community.

4. Pedagogic Competence

Teachers as professionals mean that the work of teachers can only be carried out by someone who has academic qualifications, competitions, and educator certificates in accordance with the requirements for each type and certain education. The competencies possessed by teachers must be accounted for based on their professional planning, ability to deal with work environment situations, their ability to manage themselves and their ability to improve and develop their knowledge as educators. Competence is the basic characteristics of individuals that affect the effectiveness of ways of thinking and acting, as well as forming high performance in carrying out work.

Tukiran, et al (2016:71) revealed that teacher competence is the ability to carry out their obligations responsibly and appropriately, one of which is by implementing pedagogical competence appropriately. Pedagogic competence includes intellectual abilities, such as mastery of subjects and teaching methods, as well as knowledge of learning behavior and individual behavior, counseling guidance, classroom administration, how to assess student learning outcomes, and various other knowledge. (Setiawan, 2018:30) Pedagogic competence is the ability of student managers which includes: understanding educational insights or foundations, understanding students, curriculum/syllabus development, learning design, educative and dialogical learning implementation, evaluation of learning outcomes, and development of actualization potential of students. In simple terms, it can be concluded that pedagogic competence is the ability of an educator to teach, guide, and train students to become physically and spiritually educated human beings.

Pedagogic competence which is the ability of teachers in managing student learning, at least includes the following: (1) understanding of educational insights and foundations; (2) understanding of students includes: level of intelligence, creativity, physical condition, and cognitive development; (3) curriculum/syllabus development; (4) learning design includes: identification of needs, identification of competencies, preparation of learning programs; (5) the implementation of educational and dialogical learning includes pre-test, process, and post-test; (6) the use of learning technology; (7) evaluation of learning outcomes includes class assessment, basic ability test, final assessment of education units and certification, benchmarking, and program assessment; and (8) developing students to actualize their various potentials. (Uno, 2017:92)

Based on the description, it is concluded that pedagogic competence is the ability to manage student learning, which is shown from: mastering student characteristics, mastering learning theories and educational principles of learning, curriculum development, educational learning activities, developing student potential, communicating with students, and assessing and evaluation for teachers in carrying out their professional duties.

5. Innovative Behavior

Innovative behavior is closely related to innovation. Innovation can be defined as a process of human activity or thought to find something new related to input, process, and output and can provide benefits in human life. Input-related innovations are defined as patterns of human thought or ideas that are contributed to new findings. Innovation related to the process is more oriented to methods, techniques or work in creating something new. While innovations related to output are aimed at the results that have been achieved, especially the use of thinking patterns and work methods that have been carried out.

Innovation will have limitations as ideas, practices, and in the form of objects or objects that are considered new by someone. (Rogers and Rogers, 1976: 150) Miles (1973:13) states that innovation is the application of new things in the implementation of tasks as the application of knowledge, new things in innovation can be ideas, practices, processes, services, ideologies, business strategy or object, and innovation is a change and/or implication of change as a result of the application of new things.

The concept of behavior is the operationalization and actualization of the attitude of a person or group towards a situation and environmental condition (society, nature, technology, or organization), while the attitude has not yet been the realization and operationalization and actualization of the establishment. (Ndraha, 2010:33) The purpose of an individual to engage in a certain behavior is the best way of predicting to explain the behavior, the goal of behavior is influenced by a person's attitude towards behavior as well as by accepted norms that appear from his behavior. Furthermore, also influential are subjective attitudes and norms determined by personal beliefs.

Behavior is generally motivated by the desire to achieve certain goals. (Winardi, 2002:32) According to Action Research Theory cited by Brehm and Kassin (1990:444) it is stated that humans generally do things in

rational ways, consider all available information and take into account the implications of their actions which are characterized by: (1) behavior is not largely determined by general attitudes but by specific attitudes toward something; (2) behavior is not only influenced by attitudes, but also by subjective norms, namely: beliefs about what other people want us to do; and (3) attitudes towards a behavior together with subjective norms form an intention to behave in a certain way.

Inkeles (1974:86) states that innovative behavior is a process of changing people's lives, emphasizing that changes in life due to innovative behavior of modernization are followed by changes in attitudes, traits or lifestyles of individuals in society. Sujarwo and Wahjono (2017: 69) suggest that the characteristics of individuals who have innovative behavior are: (1) finding out new technologies, processes, techniques and new ideas; (2) generate creative ideas; (3) promote and promote ideas to others; (4) research and provide the necessary resources to realize new ideas; (5) develop a well-thought-out plan and schedule to realize the new idea; and (6) creative. Innovative behavior has a positive effect on employee performance, meaning that the higher the innovation, the better the employee's performance.

Innovative behavior is all individual behavior that is directed at producing, introducing, and applying new things that are useful at various levels of the organization. Innovative behavior is often associated with a person's creativity, both have different behavioral constructs, where creativity can be seen in the first stage of the process of innovative behavior that employees need to generate new ideas. Based on the description, it can be concluded that innovative behavior is an act based on the capabilities of cognition, affection, and connection to act on new innovations, which are shown from: acceptance of change, creating something new to support work, being open to new experiences, and creativity.

6. Work Motivation

The teacher's behavior is not only driven by one motive, but by several motives at once. The motivation that works on the teacher has different strengths, so the strongest motive is the one that is the main cause of behavior. Motivation can be sourced within the teacher himself (internal/intrinsic motivation) and can come from outside the teacher concerned (external/extrinsic motivation). Intrinsic motivation arises that does not require external stimulation because it already exists within the teacher himself, which is in accordance with or in line with needs. While extrinsic motivation arises because of stimuli from outside the individual.

Motivation is the provision of a driving force that creates enthusiasm for one's work, so that they are willing to work together, work effectively and are integrated with all their power and efforts to achieve goals. Motivation is the result of a number of processes, both internal and external to an individual, that lead to an attitude of enthusiasm and persistence in carrying out certain activities. Wagiran (2013: 73) states that motivation is the desire to do something, while the motive is the need, desire, and drive. Motivation is a willingness to expend a high level of effort towards organizational goals, which is conditioned by the ability of these efforts to meet an individual's needs. *Motivation is the process whereby goal-directed is instigated and sustained.* (Schunk, 2012:112)

Winardi (2011:2) states that motivation can be seen as a change in energy in a person which is characterized by the emergence of feelings, and is preceded by a response to the existence of a goal. This statement contains three meanings, namely, that: (1) motivation initiates energy changes in each individual; (2) motivation is characterized by a feeling or feeling, a person's affection. Motivation is relevant to the psychological problems of a person's affection and emotions that can determine human behavior; and (3) motivation is stimulated because of the purpose. Work motivation concerns the encouragement that directs the behavior of teachers to show their performance. Highly motivated teachers will demonstrate proficiency, dexterity, dedication, enthusiasm, focus, passion, and performance in general, and contribute to organizational goals. (Wagiran, 2013:75) Teacher work motivation is basically related to the driving force that directs teachers to do work and show their performance.

Differences in work motivation for a teacher are usually reflected in various activities and even achievements. Doing work, the teacher is not always only influenced by extrinsic motivation such as financial fulfillment alone, but intrinsic motivation is something that cannot be ignored, the intrinsic motivation includes pride in himself being able to do something that other people are not necessarily able to do, love for the job. , great interest in the task or work done so far, motivation is not only in the form of economic interests but can also take the form of psychological needs to do more work actively.

Based on the description, it can be concluded that work motivation is the encouragement of a teacher to work in order to achieve goals, which are shown from: responsibility, clear targets, feeling happy at work, outperforming people, prioritizing achievement, always trying to meet the needs of life and work needs.

III. RESEARCH METHODOLOGY

This research was conducted in a private elementary school in the city of Medan. The population of the study was the Chinese teacher at the Medan City Private Elementary School as many as 161 people spread over 42 schools. The research sample amounted to 115 people who were determined by proportional random sampling technique. The procedure and research design used ex post facto methods and path analysis. Riduwan and Engkos (2017:113) suggest path analysis is used to analyze the pattern of relationships between variables with the aim of knowing the direct or indirect effect of a set of variables that influence (exogenous) and variables that are influenced (endogenous). The constellation of influence between research variables is as shown in Figure 1.

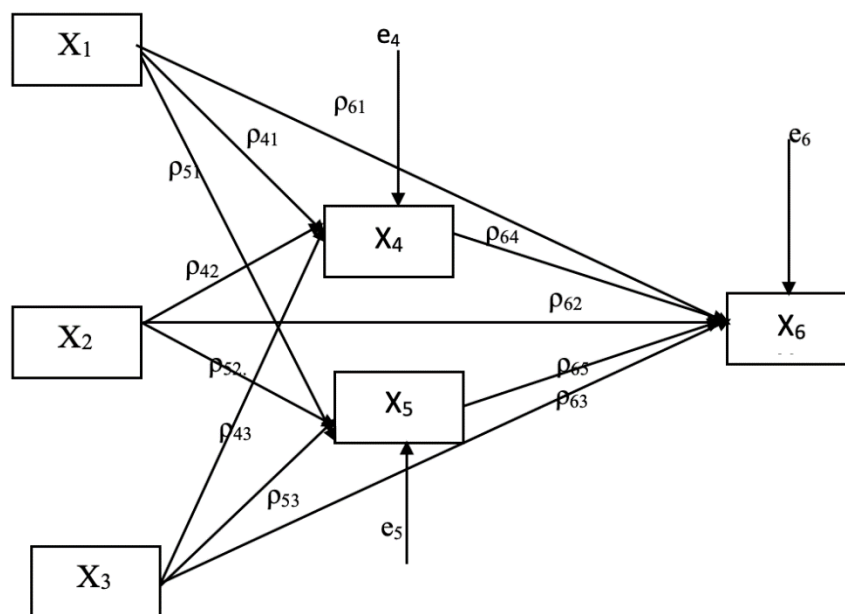


Figure 1. Research Design Model

In this study, there are six variables, namely: organizational culture, interpersonal communication, pedagogic competence, innovative behavior, work motivation and teacher performance. Performance is the result achieved by a Medan City Private Elementary School teacher who teaches Mandarin subjects in carrying out his work according to the applicable standards in the school. Organizational culture is a set of values, norms, and basic assumptions that serve as school guidelines adopted by teachers in carrying out their work. Interpersonal communication is the teacher's actions in conveying and receiving information directly or indirectly with other members.

Pedagogic competence is the ability to manage student learning, master student characteristics, learning theories and educational principles, in carrying out their professional duties. Innovative behavior is an act based on the capabilities of cognition, affection, and conation to act on new innovations. Work motivation is an encouragement in a teacher to work in order to achieve goals.

The development of the instrument in this study is based on the steps described by Djali and Muljono (2004:80), namely: (1) synthesizing the theory studied regarding the concept of the variable to be measured, and formulating the construct of the variable; (2) based on the construct the dimensions and indicators of the variables to be measured are developed; (3) create an instrument grid in the form of a specification table containing dimensions, indicators, item numbers, and number of items for each dimension and indicator; (4) determine the magnitude or parameter that moves in a continuum range; and (5) writing instrument items which can be in the form of statements and questions.

Data analysis was carried out in two stages, namely descriptive and inferential. The purpose of descriptive analysis is to describe the characteristics of the data in the form of mean, median, mode, and variance. Inferential analysis is used to test the requirements of the analysis and research hypotheses. Path analysis was developed as a method to study the direct and indirect effects of the independent variables on the dependent variable.

IV. DISCUSSION AND RESULT

Description of Research Data

The description of the data presented in this section includes data on teacher performance variables (X6), organizational culture (X1), interpersonal communication (X2), pedagogic competence (X3), innovative behavior (X4), and work motivation (X5) is presented in the summary in Table 1.

Table 1. Summary of Descriptive Statistical Calculations of Research Data

	X1	X2	X3	X4	X5	X6
N	115	115	115	115	115	115
Mean	112,95	117,27	39,09	129,43	153,17	116,48
Median	116,00	119,00	40,00	133,00	155,00	114,00
Mode	121	128	33	124	152	120
Std. Deviation	21,683	22,075	9,715	31,064	31,064	24,771
Ideal mean	93,000	102,000	31,500	108,000	135,000	130,000
Ideal standard deviation	20,667	22,667	10,500	24,000	30,000	31,667
Ideal lowest score	31	34	0	36	45	35
Ideal highest score	155	170	63	180	225	175
The lowest score obtained	63	70	16	75	78	73
Highest score obtained	148	155	55	170	217	167

Discussion of Research Results

Based on the results of calculations that refer to the correlation decomposition according to Pedhazur, a summary of the influence of X1, X2, X3, X4, and X5 on X6 in Table 2.

Table 2. Summary of the results of the calculation of the effect of X1, X2, X3 X4, X5, on X6

Variable	Relative Influence			Total Effect	Non Line		Correlation (r)
	Direct to X ₆	Indirect against X ₆ via			S	U	
		X ₄	X ₅				
X ₁	0,250	0,044	0,062	0,356	-	0,037	0,393
X ₂	0,174	0,041	0,049	0,264	-	0,041	0,305
X ₃	0,207	0,048	0,048	0,303	-	0,046	0,349
X ₄	0,174	-	-	0,174	0,162	0,030	0,366
X ₅	0,192	-	-	0,192	0,177	0,027	0,396

Note:

S = Spurious Components

U = Unanalyzed Components

1. Organizational culture has a direct positive effect on the innovative behavior of teachers

The organizational culture of Chinese teachers has a direct positive effect on the innovative behavior of Mandarin teachers in private elementary schools in Medan City, meaning that if the organizational culture is stronger, the innovative behavior of Chinese teachers will be better. This is based on hypothesis testing with a large path coefficient: $\beta_1 = 0.211$ and $t = 2.408$ with a significance level of 0.018.

The results of this study support the model theory of Newstorm (2007:76), Robbins and Judge (2016:58); Colquitt, LePine, and Wesson (2009:552); Purba (2009: 150) states that intellectual capital and organizational culture have a direct positive effect on innovative behavior, for example organizational culture factors on innovative behavior of teachers in schools should receive attention from school principals in determining teacher development plans so that teacher performance will increase so that it is expected to improve quality. graduates with high achievements and graduated on time.

These results are in accordance with the research findings of Pangaribuan, et al (2016:45); Prayudhayanti (2014:28); Parashakti (2016:94); Taradita and Wibawa (2019:3418) that the higher the organizational culture in a company, the higher the innovative behavior of employees. The research findings prove that the organizational culture in the research sample has a relatively strong tendency. Organizational culture is perceived as something that must grow in shaping organizational behavior, teacher behavior in it and shaping the school's image in the community. Organizational culture as an absolute necessity to be able to encourage the creation of innovative behavior. Innovative behavior often arises when a teacher faces challenges

in his learning, gets broad authority in carrying out his duties and responsibilities. Organizational culture is the main determinant for innovative behavior to achieve optimal performance.

2. Interpersonal communication has a direct positive effect on the innovative behavior of teachers

Interpersonal communication has a very important role in everyday life. Interpersonal communication as a process of delivering and receiving information which is one of the resources to maintain, maintain, promote, and develop an organization dynamically with its objectives functioning properly. Interpersonal communication has a direct positive effect on the innovative behavior of Chinese elementary school teachers in Medan City, meaning that better interpersonal communication will increase the innovative behavior of teachers. This is based on hypothesis testing with a large path coefficient: $42 = 0.195$ and $t = 2.235$ with a significance level of 0.000.

The quality of communication can also be realized through the quality of the voice that is heard well, meaning that a teacher who has a clear voice, including good intonation and expression, will make students want to listen and pay attention to the content of the teacher's conversation, so as to improve learning outcomes. Newstrom's Organizational Behavior System Model (2012:137); Kalbfleisch (2013:68); George and Zhou (2001: 513) state that interpersonal communication is communication between two people who have a real relationship, between people who already know each other or are interconnected.

Hidayat's research results (2017:38); Baba (2014:525) that communication and organizational culture directly have a significant positive effect on work behavior. Interpersonal communication skills and innovative behavior are the ability to express feelings, and this ability is related to the creation of a positive climate in the teaching and learning process, which allows students to express their feelings or problems without feeling forced or cornered.

3. Pedagogic competence has a direct positive effect on the innovative behavior of teachers

Pedagogic competence has a direct positive effect on the innovative behavior of Mandarin language teachers in private elementary schools in Medan City, meaning that better pedagogic competence will increase the innovative behavior of teachers. This is based on hypothesis testing with a large path coefficient: $43 = 0.235$ and $t = 2.681$ with a significance level of 0.008.

Mandarin teachers must be competent in the subjects they are capable of and be able to work diligently to be able to communicate with students about these subjects. Communication between teachers and students is intended, among other things, to determine the learning objectives of students; determine the RPP; assign assignments; provide guidance; and give advice and reprimand; Such communication does not always have to be done by verbal or face-to-face contact. Utirahman (2019:215) reveals that professional teachers have the abilities to master the teaching base, master teaching science, get to know students, master motivation theory, regarding the community environment, master curriculum preparation, master lesson plans preparation techniques, and master learning evaluation knowledge.

Emilia's research results (2013: 23); Purwasih, et al (2017:75) found a relationship between self-control competence and behavior. The results of the study show that overall teachers have not maximally applied teaching skills; the teacher has not provided guidance individually or in groups; the teacher still dominates the learning process; teachers do not organize students with learning media; teachers have not been maximal in communicating with students, and in closing activities some teachers have not made learning summaries.

4. Organizational culture has a direct positive effect on work motivation

Organizational culture has a direct positive effect on the work motivation of Mandarin language teachers in private elementary schools in Medan City, meaning that the stronger organizational culture will increase the work motivation of teachers. This is based on hypothesis testing with a large path coefficient: $51 = 0.285$ and $t = 3.323$ with a significance level of 0.001.

Organizational culture is a system of shared meanings and beliefs held by members of an organization, which determines to a large extent the way they act toward one another and toward outsiders. The findings of this study support the theory used to underlie the research hypothesis, namely: the Organizational Behavior Integration Model from Colquitt, LePine and Wesson (2009:8) and the Work Achievement Motivation Model from Mitchell (1987:56) which explains that organizational culture directly affects motivation .

The results of the analysis of the team orientation variable have a significant influence on the work motivation of Chinese teachers. Octaviana's research results (2011:13); Hakim (2011: 191); Arid, et al (2020:2154); Giantari and Riana (2017:6472); Wijaya (2015:33); Henny (2019:50); Hermawati (2017:61) concludes that organizational culture has a direct influence on work motivation, meaning that the higher the suitability between organizational culture and its members, the higher one's work motivation. Increasing organizational culture plays a very important role in efforts to increase work motivation of Mandarin language teachers. The results show that culture has functions, including increasing individual and social stability, the extent to which the

organization expects employees to show careful analysis and attention to detail, culture has functions including increasing individual and social stability.

5. Interpersonal communication has a direct positive effect on work motivation

Interpersonal communication has a direct positive effect on the work motivation of Mandarin language teachers in private elementary schools in Medan, meaning that better interpersonal communication will increase the work motivation of teachers. This is based on hypothesis testing with a large path coefficient: $\beta_2 = 0.212$ and $t = 2.471$ with a significance level of 0.015.

Interpersonal communication is a form of relationship with other people. (Muhammad, 2009:52) The findings of this study support the theory of Colquitt, LePine and Wesson (2009:8) which explains that communication as the core of leadership directly affects motivation. Murniasih and Djuniadi (2016:42) state that interpersonal communication has a positive effect on work motivation. The better the implementation of interpersonal communication, the higher the level of work motivation possessed by the teacher.

Rahayu's research results (2017:73); Sirait (2016:363) found that interpersonal communication directly has a significant positive effect on motivation. Work motivation that uses individual strengths that are influenced by certain parties from the organization so that their subordinates want to work sincerely for the achievement of organizational goals, while interpersonal communication is a means to convey information both orally and in writing between individuals, therefore communication is expected to bring results in the exchange of information. and understand each other's messages in using the communication. The results show that interpersonal communication aims to encourage passion and work; improve morale and job satisfaction; maintain loyalty and stability; discipline and reduce absenteeism; create a good working atmosphere and relationship; enhance creativity, participation and well-being; and increase the sense of responsibility towards the task, increase work productivity and increase efficiency.

6. Pedagogic competence has a direct positive effect on work motivation

Pedagogic competence has a direct positive effect on the work motivation of Mandarin language teachers in private elementary schools in Medan City, meaning that better pedagogic competence will increase the work motivation of teachers. This is based on hypothesis testing with a large path coefficient: $\beta_3 = 0.196$ and $t = 2.282$ with a significance level of 0.024.

Teacher pedagogic competence is the ability to manage learning which includes understanding students, designing and implementing learning, evaluating learning, and developing students to actualize their various potentials. The Integration Model of Organizational Behavior from Colquitt, LePine and Wesson (2009:8) which explains that ability as part of competence affects motivation. Teacher work motivation is a process carried out to move teachers so that teacher behavior can be directed at real efforts to achieve the goals that have been set. (Uno, 2010:84)

The results of research by Siregar, et al (2018:83); Umami et al, (2014:81); Fadilah, et al. (2019:3); Fadeyi (2015:114); Triyanto and Sudarwati (2014:26) state that competence has a direct positive effect on work motivation. The teacher's pedagogic ability has a significant contribution to teacher work motivation, meaning that the higher the teacher's pedagogical ability the higher the teacher's contribution to work motivation. This means that teacher work motivation is very dependent on pedagogic abilities. The results showed that pedagogic competence and teacher work motivation had a simultaneous effect on teacher performance variables, this showed that high pedagogic competence and teacher work motivation together would make a real contribution to student learning achievement. High work motivation will cause the teacher's pedagogic competence to be high as well.

7. Organizational culture has a direct positive effect on teacher performance

Organizational culture has a direct positive effect on the performance of Mandarin teachers in private elementary schools in Medan City, meaning that the better the organizational culture, the better the performance of the teachers. This is based on hypothesis testing with a large path coefficient: $\beta_4 = 0.250$ and $t = 3.016$ with a significance level of 0.003.

Performance is the value of a set of organizational behavior that contributes both positively and negatively to the achievement of organizational goals. (Colquitt, LePine, and Wesson, 2009:9) The organizational culture applied in schools is to demand that its citizens comply with and adapt to the existing culture in schools, and is also a hallmark for schools in improving the performance of teachers and other employees. . A strong organizational culture really helps new employees to adopt organizational culture and gain competitive advantage under certain conditions. (Shahzad, et al., 2012:975) Mulyasa (2007: 140) states that organizational culture is often referred to as a work climate which describes the atmosphere of working relationships between fellow teachers, between teachers and principals, between teachers and other administrative staff as well as between departments in their environment. is a form of a conducive environment.

Yusaini's research results (2018:38); Mariani (2018:147); Hermawati (2017:61); Purwoko (2018:149); Fadhilah and Fahmi (2017:42) conclude that there is a positive and significant influence of school culture on teacher performance, in this study it is stated that schools can create a conducive school culture that can support teacher performance such as fostering cooperation, a sense of friendship, and mutual respect. support in achieving school goals. One of the factors that affect work productivity is the work environment and atmosphere. The results of the study show that the application of organizational culture is very helpful for employees in doing their jobs effectively and efficiently. Positive development is easier to achieve when everyone is on the same track in the organization. The stronger the organizational culture, the better the teacher's performance will be.

8. Interpersonal communication has a direct positive effect on teacher performance

Interpersonal communication has a direct positive effect on the performance of Mandarin teachers in private elementary schools in Medan, meaning that better interpersonal communication will improve the performance of teachers. This is based on hypothesis testing with a large path coefficient: $\beta_2 = 0.174$ and $t = 2.152$ with a significance level of 0.003.

Interpersonal communication is the process of delivering certain information, thoughts and attitudes between two or more people in which there is a change of message both as communicants and communicators with the aim of achieving mutual understanding, regarding the problems to be discussed which ultimately are expected to change behavior. The findings of this study support the theory of the Organizational Behavior System Model from Newstrom and Davis (2007:63); Kreitner and Kinicki (2013:157) who explain that communication has a direct effect on teacher performance. Interpersonal communication is the delivery of a message by one person and the reception of a message by another person or a small group of people, with the opportunity to provide immediate feedback. (Suranto, 2011:37)

The results of research by Marta and Triwijayanti (2016: 18); Sutrisman and Muhammad (2020:12); Darmawati, et al., (2020:204); Herlembang and Fuadi (2018:33) found that organizational communication has a direct positive effect on employee performance. Interpersonal communication has a direct effect on teacher performance, the better interpersonal communication will improve teacher performance. Communication can be said to be successful if there is a transformation and understanding of meaning from one person to another. If the teacher has communication skills, the teacher's performance will also increase. The results showed that interpersonal communication is one of the supporting factors that can improve teacher performance. Therefore, efforts that can be made to improve teacher performance can be done by improving interpersonal communication. The existence of good communication results in high performance, because problems that arise can be resolved properly and can be solved together.

9. Pedagogic competence has a direct positive effect on teacher performance

Pedagogic competence has a direct positive effect on the performance of Mandarin language teachers in private elementary schools in Medan City, meaning that if the pedagogic competence is better, it will improve the performance of the teachers. This is based on hypothesis testing with a large path coefficient: $\beta_3 = 0.207$ and $t = 2.537$ with a significance level of 0.013.

Pedagogic competence is the ability of teachers to manage student learning. The findings of this study support the theory of the Motivation Model from Newstrom and Davis (2007:26) that ability as part of competence affects performance. Priansa (2014:234) states that pedagogic competence requires teachers to master learning theory and learning principles, because students have different characters, traits, and interests. Pedagogic competence is the ability of teachers to manage student learning which includes understanding of educational insights and foundations, understanding of students, curriculum/syllabus development, lesson planning, educational and dialogical learning implementation, utilization of learning technology, evaluation of learning outcomes, and participant development. students to actualize their various potentials. (Mulyasa, 2012:23)

The results of research by Ningrum, et al (2016:31); Odjan, et al. (2019:57); Prakoso, et al (2017:2789); Sudarwanto and Sulistyowati (2019:982); Sukmawati and Alam (2019:172) also found that competence had a direct positive effect on performance. The better the teacher's pedagogic competence, the higher the teacher's performance will be. The results show that to create qualified and professional teachers, not only to improve teacher competence, this program is also a benchmark for a teacher to get a certification certificate, meaning that after participating in the training program, teachers will take a series of tests that have been provided. If they pass the exam successfully, then a teacher can get a certification certificate.

10. Innovative behavior has a direct positive effect on teacher performance

Innovative behavior has a direct positive effect on the performance of Chinese elementary school teachers in Medan City, meaning that the better the innovative behavior, the better the performance of the teachers. This is based on hypothesis testing with a large path coefficient: $\beta_4 = 0.174$ and $t = 2.084$ with a significance level of 0.040.

Innovative behavior will be seen in the attitude of daily life that has a critical mind, and always tries to appear something that changes in the surrounding environment and always creates something new. Purba (2009: 150) states that innovative behavior has a very important role in innovation and will have limitations as ideas, practices, and in the form of objects or objects that are considered new by someone. Another different understanding of innovation is that it is intentional, something new, there are special differences that are felt to be more effective in achieving goals in a system. According to Robbins (2006:84), innovation is a renewal, something new discovery, in the form of ideas, methods, tools, products or other results.

The results of research by Sujarwo and Wahjono (2017:2); Yusof and Imm (2020:228); Siburian (2012: 189) also found that innovative behavior has a significant positive direct effect on performance. The results show that someone who behaves innovatively will try to solve problems using creative ways so as to achieve the goals set.

11. Work motivation has a direct positive effect on teacher performance

Work motivation has a direct positive effect on the performance of Mandarin teachers in private elementary schools in the city of Medan, meaning that the better the work motivation, the better the performance of the teachers. This is based on hypothesis testing with a large path coefficient: $\beta_5 = 0.192$ and $t = 2.255$ with a significance level of 0.026.

Work motivation is something that gives rise to enthusiasm or encouragement, where the strength of the motivation also determines the level of work performance. The findings of this study support the theories used to underlie the research hypotheses, namely: the Integration Model of Organizational Behavior from Colquitt, LePine and Wesson (2009: 8), the Individual Performance Component Model from Mathis and Jackson (2006:52) and the Organizational Behavior System Model from Newstrom and Davis (2007:70) which explains that motivation directly affects performance. Work motivation is also a condition that moves teachers to be able to achieve goals or conditions that are able to generate and maintain certain teacher behaviors, thus, it can be said that the better the work motivation of the Mandarin language teacher, the more motivated the teacher is in carrying out his performance well.

Supriyono's research results (2017:11); Alhusaini (2020:2166); Yusniar (2016:102); Adinata (2015:136); Nasrun and Ambarita (2017:320); Jamaludin and Pawirosumarto (2017:239); Aslamiyah, et al. (2020:144); Prayoga and Yuniarti (2019:55); Sukamto and Pardjono (2016:166); Supeno, et al., (2017:98) state that teacher performance is influenced by motivation, principal's leadership style and work discipline. The higher the work motivation of teachers, the stronger the impetus that arises to work harder and can improve their performance so that it can be said that teacher work motivation is one of the factors that influence the improvement of teacher performance.

V. CONCLUSION, IMPLICATION, AND SUGGESTION

Conclusions

The theoretical model that describes the causal relationship between organizational culture variables, interpersonal communication, pedagogic competence, innovative behavior, work motivation and teacher performance has been tested theoretically and empirically with the acceptance of all proposed research hypotheses, which are shown:

1. School organizational culture has a positive and significant direct influence on increasing the innovative behavior of elementary Mandarin teachers in Medan City. So, if the organizational culture is getting stronger, the innovative behavior of Mandarin teachers in Medan City is getting better.
2. Interpersonal communication has a positive and significant direct effect on increasing the innovative behavior of elementary Mandarin teachers in Medan City. So, if interpersonal communication is getting better, then the innovative behavior of Mandarin teachers in Medan City is getting better.
3. Pedagogic competence has a positive and significant direct effect on increasing the innovative behavior of elementary Mandarin teachers in Medan City. So, if the Pedagogic Competence is getting better, the innovative behavior of Mandarin teachers in Medan City is getting better.
4. School organizational culture has a positive and significant direct effect on increasing the work motivation of elementary Mandarin teachers in Medan City. So, if the organizational culture is getting stronger, the work motivation of Mandarin teachers in Medan City will be higher.
5. Interpersonal communication has a positive and significant direct effect on increasing the work motivation of Mandarin elementary school teachers in Medan City. So, if Interpersonal Communication is getting better, the work motivation of Mandarin teachers in Medan City is getting higher.
6. Pedagogic competence has a positive and significant direct effect on increasing the work motivation of Mandarin elementary school teachers in Medan City. So, if the Pedagogic Competence is getting better, the work motivation of Mandarin teachers in Medan City is getting higher.

7. School organizational culture has a positive and significant direct effect on improving the performance of Mandarin elementary school teachers in Medan City. So, if the organizational culture is getting stronger, then the performance of Mandarin teachers in Medan City is getting better.

8. Interpersonal communication has a positive and significant direct effect on improving the performance of Mandarin elementary school teachers in Medan City. So, if Interpersonal Communication is getting better, then the performance of Mandarin teachers in Medan City is getting better.

9. Pedagogic competence has a positive and significant direct effect on improving the performance of elementary school Mandarin teachers in Medan City. So, if the Pedagogic Competence is getting better, the performance of Mandarin teachers in Medan City is getting better.

10. Innovative behavior has a positive and significant direct effect on improving the performance of elementary Mandarin teachers in Medan City. So, if the Innovative Behavior is getting better, the performance of Mandarin teachers in Medan City is getting better.

11. Work motivation has a positive and significant direct effect on improving the performance of Mandarin elementary school teachers in Medan City. So, if the work motivation is higher, the performance of Mandarin teachers in Medan City is getting better.

Implications

1. Implications for the Medan City Education Office

a. Conducting learning monitoring activities for Chinese teachers by paying attention to the achievement of Chinese learning indicators at the elementary level.

b. Prepare a program for strengthening the performance of Chinese teachers in the form of assistance in planning, implementing, and evaluating learning.

c. Facilitate the implementation of training to improve the performance of Chinese teachers.

2. Implications for Principals

a. Provide facilities and infrastructure for the formation of a group of Chinese teachers for the implementation of the Chinese MGMP with a meeting schedule twice per week.

b. Building a culture of collaboration in achieving school goals, especially in providing the best educational services to students by providing a school environment that supports student learning, for example: making the results of homework assignments to be displayed on the classroom walls, coloring the room, and providing a language laboratory.

c. Training to improve teacher performance in classroom learning which consists of teaching skills training, contextual learning training by utilizing the school environment, training in making innovative Chinese learning media, and teaching competitions for the best Chinese teachers every academic year.

d. Carry out regular, measurable supervision to ensure that every Chinese teacher in teaching uses effective teaching methods in the classroom by using color pictures, maximizing learning videos, and simple games to remember Chinese vocabulary.

e. Provide opportunities for teachers to attend seminars/trainings outside of school, both held by the Education Office and the Chinese Language Teacher Association to improve their ability to teach Mandarin.

f. Encouraging and facilitating Chinese language teachers to participate in competitions in the field of learning, both in Medan City and at the National level, so that Chinese language teachers are increasingly motivated to improve their abilities in carrying out innovative learning.

3. Implications for Teachers

a. Forming independent Chinese teacher groups and preparing information in the form of learning materials that will be included in the MGMP agenda.

b. Collaborating with other teachers in creating a school environment that supports learning Chinese, such as: asking teachers of other subjects to occasionally use Chinese when giving examples in front of the class, so as to increase creativity and innovation in learning.

c. Carry out training tasks to improve teacher performance in classroom learning, in the form of teaching skills training, contextual learning training by utilizing the school environment, training in making innovative Chinese learning media, and participating in a competition to teach the best Chinese teacher every academic year.

d. Creating a more pleasant learning atmosphere and developing students' interest in Mandarin by forming groups of students who can choose any activity/activity to do using Chinese, for example performing performances such as singing, dancing, telling stories, performing dramas, poetry, and so on, so that teachers can better understand the sociological situation at the stage of student development.

e. Providing tasks in a more creative form regarding age-appropriate learning of Mandarin as a form of integrated practice, so that students feel that there are more creative and innovative activities in learning Mandarin.

f. Participate in seminars, training and competitions, both outside of school within the scope of the Medan City Education Office, North Sumatra Mandarin Language Education Institute, and the Mandarin Language Teacher Association in Medan City, as well as at the national level.

Suggestion

The Medan City Education Office should hold intensive trainings, exchanges between school educators, can facilitate the permission of foreign-speaking educators to be able to provide training for local educators, or directly work in educational institutions. In addition, the Department of Education evaluates the performance of teachers using an instrument for assessing the performance of Chinese teachers. This activity is carried out at least twice in 1 academic year, with this action, the Education Office can ensure that all Chinese language teachers are in good condition when carrying out learning activities at school.

Elementary school principals should continue to train themselves in improving their performance. One of them is by being actively involved in participating in various training on school management skills. In addition, school principals must be willing to continue their education to a higher level so that their knowledge can continue to grow and develop in line with the changes of modern times.

Given some of the limitations of this study, it is recommended for researchers to conduct further research to find evidence that performance can be influenced by other exogenous variables outside of organizational culture, interpersonal communication, pedagogic competence, innovative behavior and work motivation, so that other variables may be obtained. more dominant in determining changes in performance in order to improve the performance of Chinese teachers. It is necessary to increase the research sample that is representative of Mandarin language teachers in Medan City so that the scope of generalization is wider by overcoming these limitations.

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