

ABSTRAK

Elly Romy. NIM. 8146114002. Pengaruh Budaya Organisasi, Komunikasi Interpersonal, Kompetensi Pedagogik, Perilaku Inovatif, dan Motivasi Kerja terhadap Kinerja Guru Bahasa Mandarin Sekolah Dasar Swasta di Kota Medan. Disertasi. Medan: Program Pascasarjana Universitas Negeri Medan, 2021.

Penelitian ini bertujuan untuk menemukan dan menganalisis: (1) model kinerja guru bahasa Mandarin SD Swasta yang dibangun berdasarkan hubungan kausal asosiatif antara variabel eksogenus dan variabel endogenus kinerja untuk diimplementasikan secara adaptif pada SD di Kota Medan; (2) pengaruh budaya organisasi terhadap perilaku inovatif guru bahasa Mandarin SD di Kota Medan; (3) pengaruh komunikasi interpersonal terhadap perilaku inovatif guru bahasa Mandarin SD di Kota Medan; (4) pengaruh kompetensi pedagogik terhadap perilaku inovatif guru bahasa Mandarin SD di Kota Medan; (5) pengaruh budaya organisasi terhadap motivasi kerja guru bahasa Mandarin SD di Kota Medan; (6) pengaruh komunikasi interpersonal terhadap motivasi kerja guru bahasa Mandarin SD di Kota Medan; (7) pengaruh kompetensi pedagogik terhadap motivasi kerja guru bahasa Mandarin SD di Kota Medan; (8) pengaruh budaya organisasi terhadap kinerja guru bahasa Mandarin SD di Kota Medan; (9) pengaruh komunikasi interpersonal terhadap kinerja guru bahasa Mandarin SD di Kota Medan; (10) pengaruh kompetensi pedagogik terhadap kinerja guru bahasa Mandarin SD di Kota Medan; (11) pengaruh perilaku inovatif terhadap kinerja guru bahasa Mandarin SD di Kota Medan; dan (12) pengaruh motivasi kerja terhadap kinerja guru bahasa Mandarin SD di Kota Medan. Metode penelitian *ex post facto* dengan menggunakan analisis jalur. Sampel penelitian adalah guru SD di Kota Medan berjumlah 115 orang. Hasil penelitian menunjukkan terdapat pengaruh langsung positif dan signifikan antara: (1) budaya organisasi terhadap perilaku inovatif sebesar $\rho_{41} = 0,211$ signifikansi 0,018; (2) komunikasi interpersonal terhadap perilaku inovatif sebesar $\rho_{42} = 0,195$ signifikansi 0,027; (3) kompetensi pedagogik terhadap perilaku inovatif sebesar $\rho_{43} = 0,235$ signifikansi 0,008; (4) budaya organisasi terhadap motivasi kerja sebesar $\rho_{51} = 0,285$ signifikansi 0,001; (5) komunikasi interpersonal terhadap motivasi kerja sebesar $\rho_{52} = 0,212$ signifikansi 0,015; (6) kompetensi pedagogik terhadap motivasi kerja sebesar $\rho_{53} = 0,196$ signifikansi 0,024; (7) budaya organisasi terhadap kinerja guru sebesar $\rho_{61} = 0,250$ signifikansi 0,003; (8) komunikasi interpersonal terhadap kinerja guru sebesar $\rho_{62} = 0,174$ signifikansi 0,034; (9) kompetensi pedagogik terhadap kinerja guru sebesar $\rho_{63} = 0,207$ signifikansi 0,013; (10) perilaku inovatif terhadap kinerja guru sebesar $\rho_{64} = 0,174$ signifikansi 0,040; dan (11) motivasi kerja terhadap kinerja guru sebesar $\rho_{65} = 0,192$ signifikansi 0,026. Implikasi penelitian menyatakan perlu peningkatan dan perbaikan budaya organisasi, komunikasi interpersonal, kompetensi pedagogik, perilaku inovatif, motivasi kerja, sebagai upaya untuk mengoptimalkan kinerja guru bahasa Mandarin SD di Kota Medan.

Kata kunci: *Budaya organisasi, Komunikasi interpersonal, Kompetensi Pedagogik, Perilaku inovatif, Motivasi kerja, Kinerja guru*

ABSTRACT

Elly Romy, NIM. 8146114002. The Influence of School Organizational, Interpersonal Communication, Pedagogical Competence, Innovative Behavior, and Work Motivation on the Primary School Mandarin Language Teachers in Medan City. Dissertation. Medan: Postgraduate Program, State University of Medan, 2020.

This study aims to find and analyze: (1) the performance model of Chinese elementary school teachers which is built based on the causal relationship between exogenous and endogenous variables of performance to be implemented adaptively in elementary schools in Medan; (2) the influence of organizational culture on innovative behavior of elementary school Mandarin language teachers in Medan; (3) the influence of interpersonal communication on innovative behavior of elementary school Mandarin language teachers in Medan; (4) the influence of pedagogic competence on innovative behavior of elementary school Mandarin language teachers in Medan; (5) the influence of organizational culture on the work motivation of Chinese elementary school teachers in Medan; (6) the influence of interpersonal communication on the work motivation of Chinese elementary school teachers in Medan; (7) the influence of pedagogical competence on the work motivation of Mandarin elementary school teachers in Medan; (8) the influence of organizational culture on the performance of Chinese elementary school teachers in Medan; (9) the influence of interpersonal communication on the performance of Chinese elementary school teachers in Medan; (10) the influence of pedagogical competence on the performance of Chinese elementary school teachers in Medan; (11) the influence of innovative behavior on the performance of Chinese elementary school teachers in Medan; and (12) the influence of work motivation on the performance of Chinese elementary school teachers in Medan. Ex post facto research method using path analysis. The research sample was 115 elementary school teachers in Medan. The results showed that there was a positive and significant direct influence between (1) organizational culture on innovative behavior of $\rho_{41} = 0.211$ significance 0.018; (2) interpersonal communication on innovative behavior at $\rho_{42} = 0.195$ significance 0.027; (3) pedagogical competence towards innovative behavior of $\rho_{43} = 0.235$ significance of 0.008; (4) the organizational culture on work motivation is $\rho_{51} = 0.285$, the significance is 0.001; (5) interpersonal communication on work motivation at $\rho_{52} = 0.212$ with a significance of 0.015; (6) pedagogical competence on work motivation of $\rho_{53} = 0.196$ significance 0.024; (7) the organizational culture on teacher performance is $\rho_{61} = 0.250$ with a significance of 0.003; (8) interpersonal communication on teacher performance at $\rho_{62} = 0.174$ significance 0.034; (9) pedagogical competence on teacher performance is $\rho_{63} = 0.207$ with a significance of 0.013; (10) innovative behavior on teacher performance of $\rho_{64} = 0.174$ significance 0.040; and (11) work motivation on teacher performance at $\rho_{65} = 0.192$ significance 0.026. The research implication states that there is a need for improvement and improvement of organizational culture, interpersonal communication, pedagogical competence, innovative behavior, work motivation, as an effort to optimize the performance of elementary school Mandarin teachers in Medan.

Keywords: organizational culture, interpersonal communication, pedagogical Competence, innovative behavior, work motivation, teacher performance