



The Effect of Work Conflict on Teacher Performance in Sinar Harapan Education Foundation. Beringin Deli Serdang Regency

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ARTICLE INFO

Keywords:
Effect of Work Conflict,
On Teacher Performance

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ABSTRACT

Sinar Harapan Gang Bali Education Foundation Kec. Beringin Regency, Deli Serdang is an organization engaged in educational services where the main activity is to hold teaching and learning activities. This study aims to determine how the Effect of Work Conflict on Teacher Performance in the Sinar Harapan Education Foundation. The population and sample used in this study were all teachers for the junior high school level at the Sinar Harapan Education Foundation. The sample of this study amounted to 35 people with two variables, namely Work Conflict (independent variable) and Teacher Performance (dependent variable). The data collection technique in this study is to use a questionnaire. The analysis technique in testing the hypothesis of this study is statistics using the SPSS (statistical for windows release) program, from the results of the author's research based on the t test it is known that the t value is $7.963 > t_{table} 1.692$ so that H_0 is rejected and H_a is accepted which means the proposed hypothesis is accepted. So it can be concluded that Work Conflict has a Significant Effect on Teacher Performance at Sinar Harapan Education Foundation, Beringin Regency, Deli Serdang. The percentage of the influence of Work Conflict on Teacher Performance with R^2 is 65.8% and the remaining 34.2% is influenced by other variables outside this study, namely: incentives, motivation and abilities.

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1. Introduction

Teachers are the main human resources in the world of education, the role of teachers is crucial in efforts to improve the quality of national education. A teacher will be in the spotlight when discussing educational problems. Teachers have a very strategic function and role in the overall education system, especially those that are held formally at school as written in the Law of the Republic of Indonesia No. 14 of 2005. To produce the next generation of nation's quality teachers are required to work optimally to educate their students, but teachers do not receive proper rights. This can create a prolonged dilemma, the amount of responsibility given as teaching staff has not been accompanied by the equal rights received by teachers, especially teachers who teach in private schools.

The severity of the demands of a teacher's task can make a teacher easily carried emotions and fatigue in carrying out their duties because on the other hand the teacher also has limitations, this can lead to conflict because what is expected to occur is not appropriate. As stated by Mangkunegara, AP (2013: 155) that conflict is "a conflict that occurs between what is expected by a person against himself, others, organizations with the expected reality", as well as the world of education, work conflict is actually a matter reasonable as long as it does not use elements of coercion and violence as a solution, this is because there are often differences in interests between teachers. Work conflict is closely related to human feelings, including feelings of neglect, neglect, disrespect, abandonment and also feelings of annoyance due to overwork. These feelings can at any time trigger anger which leads to conflict, the situation will affect a person in carrying out his activities directly and can reduce organizational performance or cause loss / bankruptcy indirectly by making many intentional or unintentional mistakes.

Based on information from a number of junior high school teachers working at the Sinar Harapan Education Foundation, one of the work conflicts that often occurs when there are differences of opinion between teachers about the teaching and learning activities (KBM). The difference occurs when a teacher does not accept the opinions of other teachers about their students who behave unfavorably, while when the teacher concerned entered the class, the child showed good behavior. Likewise with the delivery of information that is misdirected or incomplete, and there are differences in objectives that cause misunderstanding between teachers and lead to conflict.

2. Theory

A. Work Conflict

According to Mangkunegara, AP (2013: 155) that conflict is a conflict that occurs between what is expected by a person against himself, others, and organizations with the reality of what he hoped, while Sinambela, LP (2016; 458) also states that conflict can in the form of disagreement (disagreement), the presence of tension (the presence of tension), or the emergence of other difficulties between two or more parties. In addition, according to Fahmi, Irham (2016; 162) conflict is a different perception in seeing a situation and condition which is then applied in the form of actions so that it has caused conflict with certain parties.

Based on the understanding of some of the experts above, it can be concluded that work conflict is a conflict between individuals, between groups and between organizations caused by a mismatch of conditions experienced by employees due to communication barriers, differences in objectives, status, attitudes, judgments or different views between one another.

Indicators in competency that are used as operational variables are described as follows:

- Error in Communication



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- Difference in Objectives
- Differences in Assessment or Perception
- Interdependence of Work Activities
- Errors In Affection

B. Teacher Performance

According to the Law of the Republic of Indonesia No. 14 of 2005 concerning teachers and lecturers: "The teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education, basic education and secondary education".

According to Mangkunegara, AP (2013: 67) "performance is the result of quality and quantity of work achieved by an employee in carrying out his duties according to the responsibilities given to him".

Performance is a picture of the level of achievement of the implementation of a program of activities or policies in realizing the goals, objectives, vision, and mission of the organization as outlined through the strategic planning of an organization, in Rusdiana's book (2015; 193)

Indicators in competency that are used as operational variables are described as follows:

- Work quality
- creativity
- Communication skills
- Have a Plan
- Initiative

3. Research Method

Basically the research method is a scientific way to get data with specific purposes and uses. The research method used in this study is a quantitative method, which is a method that seeks to find and obtain in-depth information from the amount of information. Included in the quantitative methods are experimental and survey research methods.

The quantitative method is called the traditional method, because this method has been used long enough so that it has been transmitted as a method for research. This method is also called the discovery method, because with this method can be found and developed a variety of new science and technology. This method is called quantitative method because the research data in the form of numbers and analysis using statistics (Sugiono 2017: 7)

Meanwhile, according to Arikunto (2010: 20) so that research can be truly quality, the data that must be collected must be complete, namely primary data and secondary data.

The location of the study was conducted at the Sinar Harapan Education Foundation, Beringin District, Deli Serdang Regency. Precisely on Jalan Pantai Labu Gang Bali which is engaged in education. The time of the study was conducted in March 2018 to July 2018, and the trial was in August 2018.

In this study there are two variables namely Work Conflict (independent variable) and Teacher Performance (dependent variable).

Data analysis techniques used include: 1. Description of respondent data, 2. Classical Assumptions Test includes normality test, linearity test and heteroscedasticity test, 3. Hypothesis test. Hypothesis testing to determine whether there is a relationship between the independent variables and the dependent variable.

4. Results And Discussion

A. Simple Linear Regression Test Results

Simple linear regression test is a method of approach for modeling the relationship between one dependent variable and one independent variable. The analysis technique used in this study is regression analysis used to test the independent variables on the dependent variable. Simple linear regression is used for only one independent variable and one dependent variable. The purpose of applying this model is to predict or predict the value of the dependent variable obtained by the independent variable in Duwi Priyatno's book (2013).

Table 1
Simple Linear Regression Test Results
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	
	B	Std. Error	Beta	
1	(Constant)	14.379	2.397	
	Konflik Kerja	.566	.071	.811

a. Dependent Variable: Kinerja Guru

Based on table 1 it can be seen that the simple linear regression equation in the form of $Y = a + bX + e$ becomes $Y = 14,379 + 0.566 + 0.071$. The constant value (a) of 14,379 means that if there is a work conflict (X) then the consistent value of teacher performance (Y) is 14,379. Regression coefficient (b) of 0.566 means that if there is an increase of 1% in work conflict (X) it will be followed by an increase in teacher performance (Y) of 0.566%. From this simple linear regression equation can be interpreted as follows:

The work conflict variable (X) has a coefficient marked positive on the teacher performance variable (Y). This shows that what if the handling of work conflict management (X) is done effectively and efficiently at the Sinar Harapan Education Foundation Kec. Banyan regency. Deli Serdang can affect teacher performance (Y).

B. T Test Results (Partial Test)

The t test (partial test) is used to see the significance of the independent variable influencing the dependent variable which is done partially or individually. In detail, the results of tcount are explained in the following table:



Table 2
T Test Results (Partial Test)

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	14.379	2.397		5.998	.000
Konflik Kerja	.566	.071	.811	7.963	.000

a. Dependent Variable: Kinerja Guru

From table 2 the results of the tcount is for the work conflict variable of 7.963 with a table value of 1.692 with a significant level value of 0.000 <0.05 then HO is rejected and Ha is accepted, which means that work conflict (X) has significant and significant effect on teacher performance (Y) . Thus the higher the cause of work conflict is known, the more influential the performance of junior high school teachers at the Sinar Harapan Education Foundation.

C. Test Results for Coefficient of Determination (R²) and Correlation Coefficient (R)

The coefficient of determination (R²) and the correlation coefficient (R) explain how much influence the independent variable has on the dependent variable on junior high school teachers at the Sinar Harapan Education Foundation. The coefficient of determination and correlation coefficient is zero or one.

The following is presented the output of the Determination Coefficient Test (R²) and the correlation coefficient (R) summary model with the help of the SPSS (statistical for windows realease) program which can be seen in Table 3:

Table 3.
Determination Coefficient Test Results (R²) and Correlation Coefficient (R)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.811 ^a	.658	.647	1.62920

a. Predictors: (Constant), Konflik Kerja

From table 3 it is known that the coefficient of determination (R Square) of 0.658 (the value of 0.658 is the square of the correlation coefficient or R of 0.811 x 0.811 = 0.658). The magnitude of the coefficient of determination (R Square) of 0.658 is equal to 65.8%. This figure implies that work conflicts significantly influence the performance of junior high school teachers at the Sinar Harapan Education Foundation by 65.8%. While the rest (100% - 65.8% = 34.2%) is influenced by other variables outside this study, such as incentives / certification, motivation and ability.

5. Conclusion

- 1) There is a significant influence between work conflict and teacher performance which reaches 65.8%, while the rest (100% -65.8% = 34.2%) 34.2% is influenced by other variables outside this study.
- 2) Work conflict at Sinar Harapan Education Foundation in Beringin District Deli Serdang Regency cannot be avoided but can be minimized so that conflict does not lead to disunity, hostility and even causes an educational institution to suffer losses.
- 3) Differences of opinion and goals that often occur greatly affect the performance of Sinar Harapan junior high school teachers, in this case BP and the Principal as management provide a solution by calling parties who are experiencing conflict and providing solutions that do not harm both parties.

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