

The Effect of Conflict Management, Work Environment and School Climate on Teacher Job Satisfaction at Madrasah Aliyah, Hulu Sungai Tengah District



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ABSTRACT: This study aims to analyze the direct and indirect relationship between conflict management, work environment, school climate to teacher job satisfaction in Madrasah Aliyah Hulu Sungai Tengah Regency. This research is a correlational research with a quantitative approach. The study population was 263 Madrasah Aliyah teachers. The sample technique used was proportional random sampling of 159 people. Analysis of research data using descriptive statistics with path analysis. Data collection was carried out using instruments consisting of conflict management (15 items), work environment (20 items), school climate (20 items) and job satisfaction (25 items). Test the validity and reliability of the data using Alpha Cronbach. The research data were analyzed using path analysis to see direct and indirect relationships between variables, by first conducting normality tests, homoscedasticity tests, multicollinearity tests and correlation tests. The results showed that there is a relationship between: (1) conflict management with teacher job satisfaction, (2) conflict management with the work environment, (3) conflict management with school climate, (4) work environment with teacher job satisfaction, (5) school climate and teacher job satisfaction, (6) indirect relationship of conflict management through the work environment with teacher job satisfaction, (7) indirect relationship of conflict management through school climate with teacher job satisfaction

KEYWORDS: Conflict management, work environment, school climate, job satisfaction

I. INTRODUCTION

Education is man's effort to expand his knowledge to shape values, attitudes, and behavior. As a business that not only produces great benefits, education is also part of some basic human needs that are often felt not in accordance with expectations. It is proven that there are still many formal education graduates who have not been able to meet the criteria for new job demand as a reflection of the mastery of knowledge obtained from educational institutions. Conditions like this are a picture of the low quality of our education. According to Mulyasa (2019: 23), the role and function of teacher performance most importantly have the same meaning as education providers, namely every teacher must be able to control feelings, want to develop the quality of students, have a realistic attitude, be honest, transparent and sensitive to progress, especially in the field of teaching. To realize it all, teachers must be equipped with a wealth of insights, skills in applying various teaching models, understanding various teaching concepts and approaches, and having curriculum competence and teaching methods.

In improving the quality of education quality must pay attention to the components of education. If education is seen as a system, the components or factors that affect the quality of education include inputs or students, learning environment, educational process and educational output. In the educational process, there are teacher teaching activities, student participation in learning, administrative management systems, and principal leadership mechanisms are things that need to be optimized so that the quality of education can be improved (Rafudin, 2017: 2).

In an effort to improve the quality of national education, the government through the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia continues to strive to make various changes and updates to the professional education system, namely with the efforts that have been made. and made related to teacher factors, especially regarding job satisfaction. to teachers (Bethany, 2016: 228). In this case, Syaiful Bahri Djamarah (2016: 12) explained that good teacher job satisfaction can be seen from the way teachers teach, where high teacher job satisfaction will affect the high quality of student output. Therefore, these efforts need to be supported by various schools to increase teacher job satisfaction.

The factors that affect teacher job satisfaction that will be examined by researchers in this thesis are conflict management. Conflict as a situation in which there is a purpose; cognition, or emotions that are not in line with each other, in individuals that then give rise to conflict or antagonistic interactions (Marquis and Huston, 2010).

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The next factor that affects job satisfaction for teachers is the work environment. The work environment can be interpreted as the scope or area in developing competencies and knowledge, as well as insights possessed to help the implementation of work activities that lead to increased teacher job satisfaction. According to Nitisemitro (Nuraini, 2013: 97) the work environment is everything that is around employees and can affect them in carrying out the tasks assigned to them, for example with fans, air conditioners, adequate lighting, and so on. The work environment is the environment where employees do their daily work. (Mardiana, 2005:15). A conducive work environment provides a sense of security and allows employees to work optimally. Therefore, a good work environment participates in helping to achieve the expected school goals in accordance with the vision and mission that has been formed. In other words, the more fulfilled the needs of teachers in carrying out learning activities, the higher the desire of teachers to increase job satisfaction, especially in carrying out their duties and obligations in educational institutions (Ahmadiyahanto, Ahmad Suriansyah, 2022; Dina Rika Yandini, Ahmad Suriansyah, 2022; Hidayati, Risna, Ahmad Suriansyah, 2022; Novita Fitriani, Ahmad Suriansyah, 2022; Syarifuddin A, Suriansyah, A, 2022). This is due to a comfortable work environment, as well as the fulfillment of decent standards of needs, both physical and non-physical work environments, so that the work environment will always provide comfort for teachers in carrying out their duties.

The next factor that affects teacher job satisfaction is the school climate. Teachers must try to develop themselves and be given opportunities to improve the quality and satisfaction of their professional work, and need to know how the work climate in their teaching place to be more adaptive because each school has a different climate. It is also necessary to pay attention to the level of security and disturbance around the school so that teachers feel calm in teaching. Therefore, the working climate in schools needs to be made conducive to support this goal. This is also in accordance with the opinion of Martinis Yamin (2006: 110) who states that a climate that is not conducive will have a negative impact on the learning process inschools.

II. METHODOLOGY

This research includes a quantitative approach. This study aims to describe and analyze the direct and indirect relationship between variables: conflict management, work environment and school climate on teacher job satisfaction in Madrasah Aliyah Hulu Sungai Tengah Regency. The population of this study was all teachers of Madrasah Aliyah Hulu Sungai Tengah Regency which amounted to 263 people. The sampling technique uses proportional random sampling technique, with a total sample of 159 people.

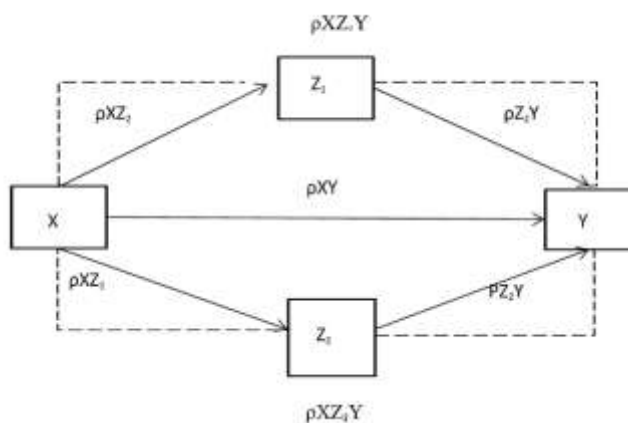
Data collection was carried out using questionnaires consisting of conflict management variables (relationship conflicts, task conflicts, process conflicts), work environment (physical work environment and non-physical work environment), school climate (relationships, personal growth and development) and work. satisfaction (psychological, physical, social, financial aspects).

The data were arranged using the Likert scale which has been tested for validity and reliability using correlation. The collected data were analyzed using path analysis to see direct and indirect relationships between variables, by first conducting normality tests, homoscedasticity tests, multicollinearity tests and correlation tests.

Data analysis used path analysis to answer seven research hypotheses, namely: H1: there is a direct influence between conflict management and job satisfaction; H2: there is a direct influence between conflict management and the work environment; H3: there is a direct influence of conflict management on the school climate; H4: there is a direct influence between the work environment and job satisfaction; H5: there is a direct influence between school climate and job satisfaction; H6: There is an indirect effect of conflict management through the work environment on teacher job satisfaction; and H7: there is an indirect influence of conflict management through school climate on teacher job satisfaction.

III. RESULTS AND DISCUSSION

Based on the results of data analysis and using path analysis, direct and indirect relationship coefficients were found. as illustrated below:



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Table 1. Summary of Hypothesis Testing Decisions H_1 H_2 H_3 H_4 H_5

Hypothesis		p	Decision
H_1	There is a significant positive relationship between conflict management and job satisfaction	0,203	Accepted
H_2	There is a significant positive relationship between conflict management and the work environment	0,201	Accepted
H_3	There is a significant positive relationship between conflict management and school climate	0,111	Accepted
H_4	There is a significant positive relationship between the work environment and job satisfaction	0,946	Accepted
H_5	There is a significant positive relationship between school climate and job satisfaction	1,034	Accepted

Table 2. Summary of Hypothesis Testing Decisions H_6 and H_7

Hypothesis			
		Immediately	Not Immediate
H_6	There is an indirect positive relationship between conflict management through the work environment and teacher job satisfaction	0.203	0.064
H_7	There is an indirect positive relationship between conflict management through school climate and teacher job satisfaction	0.203	0.044

Table 1 is a summary of decisions H_1 , H_2 , H_3 , H_4 , and H_5 with a significance value criterion of less than 0.05, then the hypothesis is accepted.

Table 2 is a summary of the decision to test hypotheses H_6 and H_7 for indirect relationships between variables.

Based on the results of the analysis in Tables 1 and 2 above, in this study managed to find relationships between variables that can be explained as follows.

A. Direct Relationship of Conflict Management with Teacher Job Satisfaction

The results of the path analysis showed a Beta value of 0.203 with a significance value of 0.094, which means that conflict management has a significant effect on teacher job satisfaction in Madrasah Aliyah Hulu Sungai Tengah Regency.

The results of this study are in line with Sifiati's research (2022) which states that conflict management is steps taken by actors or third parties in directing disputes to certain outcomes which can be in the form of conflict resolution and produce calm, positive, creative, consensus, or aggressive things and produce job satisfaction for teachers or employees in the institution's organization. Be berapahasil penelitiyang sejalandengan hasil penelitianini seperti penelitian Hamid, P. A., Suriansyah, A., & Ngadimun, N. (2019), Halimah, Hernina, Ahmad Suriansyah, and Agus Rifani Syaifuddin, Rahmawati, Eryn, Karyono Ibnu Ahmad, and Ahmad Suriansyah. (2019), Hamidah, Siti, Rizky Kursiah, and Safa Muzdalifah. (2022), Suriansyah, A. (2018), Misnawati, Teti, Juhriyansyah Dalle, and Ahmad Suriansyah. (2020), Maulida, Husna, Ahmad Suriansyah, and N. Ngadimun. (2019), Sari, Adny Novita, and Ahmad Suriansyah (2019), and Sahara, Betya, and Ahmad Suriansyah (2020).

B. Direct Relationship of Conflict Management to Work Environment

The results of the path analysis showed a Beta value of 0.201 with a significance value of 0.063, which means that conflict management has a significant effect on the work environment of teachers in Madrasah Aliyah Hulu Sungai Tengah Regency.

The results of this study are in line with Rusydiati's (2017) research which states that conflict management yang telah ini j a l a n k a n, t e l a h m e m b e r i k a n e f e k y a n g p o s i t i f d a l a m b e r k e r j a. T h e w o r k e n v i r o n m e n t i s a l s o c a l l e d a b a n b y b e b e r a p a s p e k, s e p e r t i p e k e r j a n i t u s e n s e l f, p e n y e l i a (s o u p e r v i s i), t e m a n s e k e r j a, p r o m o s i, s e r t a u p a h a t a u g a j i . . . P e r a n c o n f l i c t m a n a g e m e n t d a l a m m e n i n g a t k a n w o r k e n v i r o n m e n t i n M a d r a s a h A l i y a h H u l u S u n g a i T e n g a h D i s t r i c t t e r l i h a t d a r i p e r a n k e p e m i m p i n a n d a l a m s u a t u o r g a n i s a s i. D a l a m h a l i n i h e a d o f m a d r a s a h d a p a t m e m b e r i k a n k e s e m p a t a n k e p a d a t e a c h e r t o m e e l e s a g o l d f i s h a l a h s e c a r a t o g e t h e r, m e m b e r i k a n p e n g a r a h a n a g a r t e a c h e r d a p a t m e m p r i o r i t a s k a n p e l a k s a n a n t u g a s d a r i p a d a t a k e c a r e o f a n l a i n d a n m e n y e l e s a f i s h p e k e r j a n y a t e p a t w a k t u, m e n e n t u k a n p e m e c a h a n m a s a l a h a t a s p e r m a s a l a h a n y a n g d i h a d a p i, s e r t a m a m p u m e m b e r i k a n c o n t o h a t a u m e m o n s t r a s i k a n t u g a s y a n g h a r u s d i k e r j a k a n n y a. B e b e r a p a h a s i l p e n e l i t i a n y a n g s e j a l a n d e n g a n h a s i l p e n e l i t i a n i n i s e p e r t i p e n e l i t i a n K u s r i n i, L i l i s, A h m a d S u r i a n s y a h, a n d M u h a m m a d S a l e h. (2 0 1 8), H a s a n a h, R a h m a t u l, a n d A h m a d S u r i a n s y a h. (2 0 1 9), S u r i a n s y a h, A h m a d. (2 0 2 0), S u l a x o n o, L a x n i R e z i t a, a n d A h m a d S u r i a n s y a h. (2 0 2 0), A g u s t i n, Y e s s i, A h m a d S u r i a n s y a h, a n d S u t a r t o H a d i. (2 0 2 2), H a l i m a h, H e r n i n a, A h m a d S u r i a n s y a h, a n d A g u s R i f a n i S y a i f u d d i n, R a h m a w a t i, E r y n, K a r y o n o I b n u A h m a d, a n d A h m a d S u r i a n s y a h. (2 0 1 9), H a m i d a h, S i t i, R i z k y K u r s i a h, a n d S a f a M u z d a l i f a h. (2 0 2 2).

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C. Direct Relationship of Conflict Management to School Climate

The results of the *path analysis* showed a *Beta* value of 0.111 with a significance value of 0.077, which means that conflict management has a significant effect on the school climate in Madrasah Aliyah Hulu Sungai Tengah Regency.

The results of this study are in line with Silfiati's research (20, 22) which states that conflict management is a *k a n m e m p e n g a r u h i* school climate because conflict management is *u p a k a n p r e d i k t o r* school climate and has a *i k o r e l a s i m o d e r a t d e n g a n k i n e r j a a* teacher. B e b e r a p a h a s i l p e n e l i t i a n y a n g s e j a l a n d e n g a n h a s i l p e n e l i t i a n i n i s e p e r t i p e n e l i t i a n Suriansyah, A. (2020), Misnawati, T. Juhriyansyah Dalle, and Ahmad Suriansyah. (2020), Hamid, P. A., Suriansyah, A., & Ngadimun, N. (2019), Rahmawati, Eryn, Karyono Ibnu Ahmad, and Ahmad Suriansyah. (2019), Halimah, Hernina, Ahmad Suriansyah, and Agus Rifani Syaifuddin, Hamidah, Siti, Rizky Kursiah, and Safa Muzdalifah. (2022).

D. Direct Relationship of Work Environment with Job Satisfaction

The results of the path analysis showed a *Beta* value of 0.946 with a significance value of 0.058, which means that the work environment directly has a significant effect on job satisfaction in Madrasah Aliyah Hulu Sungai Tengah Regency.

This is in line with research conducted by Novita (2020) which concluded that the work environment is everything that is around workers and can affect them in carrying out the tasks charged. This is related to the work environment system in Madrasah Aliyah Hulu Sungai Tengah Regency will experience positive changes for teacher job satisfaction, because of the increasing abilities and skills in employees with the development of the work environment that occurs. This research is in line with the research of Kusriani, Lilis, Ahmad Suriansyah, and Muhammad Saleh. (2018), Hasanah, Rahmatul, and Ahmad Suriansyah. (2019), Suriansyah, Ahmad. (2020), Sulaxono, Laxni Rezita, and Ahmad Suriansyah. (2020), Misnawati, Teti, Juhriyansyah Dalle, and Ahmad Suriansyah. (2020), Suriansyah, Ahmad, and Aslamiah Aslamiah. (2019), Sahara, Betya, and Ahmad Suriansyah. (2020), Harahap, Maya Elizah, and Ahmad Suriansyah. (2019), Sari, Adny Novita, and Ahmad Suriansyah(2019).

E. Direct Relationship of School Climate with Job Satisfaction

The results of the path analysis showed a *Beta* value of 1.034 with a significance value of 0.058, which means that the school climate directly has a significant effect on teacher job satisfaction in Madrasah Aliyah Hulu Sungai Tengah Regency.

This finding is in accordance with Birhasani's research (202: 2) which concluded that the school climate is the atmosphere or quality of the school to help each individual feel personally valuable, dignified and important so that it can help create a feeling of belonging to everything around the school environment. The school climate is related to job satisfaction. D e n g a n d e m i n c r e a s i n g l y d a p a t i n p a h a m i j i k a s c h o o l c l i m a t e r e n d a h , t h e n a k a n m e n g h a s i l k a n s a t i s f a c t i o n w o r k y a n g r e n d a h anyway, although memiliki k e m a m p u a n y a n g b a i k d a n t e r s e h e p e f r e e . D e m i t h e m o r e j k a s c h o o l c l i m a t e t i g i v e , a n d b e i n g a b l e t o u s e a k a n k e m a m p u a n g i v e n w i l l r e s u l t i n h i g h j o b s a t i s f a c t i o n a s w e l l . T h i s i s i n l i n e w i t h t h e r e s e a r c h o f M i s n a w a t i , T . J u h r i y a n s y a h D a l l e , a n d A h m a d S u r i a n s y a h . (2 0 2 0) , S u r i a n s y a h , A . (2 0 2 0) , M i s n a w a t i , T e t i , J u h r i y a n s y a h D a l l e , a n d A h m a d S u r i a n s y a h . (2 0 2 0) , S u r i a n s y a h , A . a n d A s l a m i a h (2 0 1 9) , a u l i d a , H u s n a , A h m a d S u r i a n s y a h , a n d N . N g a d i m u n . (2 0 1 9) , S a r i , A d n y N o v i t a , a n d A h m a d S u r i a n s y a h (2 0 1 9) , S a h a r a , B e t y a , a n d A h m a d S u r i a n s y a h (2 0 2 0) , H a r a h a p , M a y a E l i z a h , a n d A h m a d S u r i a n s y a h (2 0 1 9) .

F. The Indirect Relationship of Conflict Management through the Work Environment to Job Satisfaction

The indirect relationship of conflict management through the work environment to teacher job satisfaction in Madrasah Aliyah Hulu Sungai Tengah Regency is $0.319 \times 0.201 = 0.064$. The results of this study strengthen Sari's (2019) research which concluded that conflict management through the work environment affects job satisfaction. If conflict management and work environment are good, it will improve the quality of job satisfaction in teachers and will affect their work and productivity in the school environment. This is in accordance with research conducted by Hamid, P. A., Suriansyah, A., & Ngadimun, N. (2019), Halimah, Hernina, Ahmad Suriansyah, and Agus Rifani Syaifuddin (2019), Rahmawati, Eryn, Karyono Ibnu Ahmad, and Ahmad Suriansyah. (2019), Hamidah, Siti, Rizky Kursiah, and Safa Muzdalifah. (2022), Agustin, Yessi, Ahmad Suriansyah, and Sutarto Hadi. (2022), Suriansyah, Ahmad. (2020), Kusriani, Lilis, Ahmad Suriansyah, and Muhammad Saleh. (2018), Syarifuddin, A., and A. Suriansyah. (2022), Sahara, Betya, and Ahmad Suriansyah. (2020).

G. The Indirect Relationship of Conflict Management through School Climate to Job Satisfaction

The indirect relationship of conflict management through school climate to job satisfaction was $0.399 \times 0.111 = 0.044$. Silfiati's previous findings (20, 22) also concluded: Job satisfaction of teachers h a r u s n y a d i l a n d a s i k e p u a s a n y a n g k u a t t o m e n g a m a l k a n i l m u n y a . S c h o o l c l i m a t e s a n g a t d i p e r l u k a n d e m i m e w u j u d k a n k i n e r j a y a n g k u a t t e r h a d a p p e n c a p a i a n t u j u a n p e m b e l a j a r a n . k i n e r j a y a n g p r o d u k a n t h r o u g h k e p u a s a n h i g h a c h i e v e m e n t w o r k s e e n f r o m t h e a t t i t u d e o f b e i n g a b l e t o t a k e r i s k s k e r j a , m e n g h e n d a k i a d a n y a u m p a n b a l i k d a r i h a s i l k e r j a n y a , m e m i k i r k a n c a r a y a n g m o r e b a i k t o m e n g e r j a k a n s e s u a t u d a n m e n g u t a m a k a n k e t e p a t a n d a n k e c e p a t a n k e r j a . D e n g a n s c h o o l c l i m a t e y a n g t i n g g i , p a r a g u r u a k a n t e r d o r o n g f o r b e k e r j a s e m a x i m a l m u n g k i n d a l a m m e l a k s a n a k a n t u g a s n y a . S e o r a n g t e a c h e r h a r u s m a

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mpu meng e develop a n self with school climate y a ng s e imb a ng d a lam p encap a ian kinerja y a ng guru yang profesiona l. This is in accordance with research conducted by Hamid, P. A., Suriansyah, A., & Ngadimun, N. (2019), Halimah, Hernina, Ahmad Suriansyah, and Agus Rifani Syaifuddin (2019), Rahmawati, Eryn, Karyono Ibn Ahmad, and Ahmad Suriansyah. (2019), Hamidah, Siti, Rizky Kursiah, and Safa Muzdalifah. (2022), Misnawati, T. Juhriyansyah Dalle, and Ahmad Suriansyah. (2020), Suriansyah, A. (2020), Harahap, Maya Elizah, and Ahmad Suriansyah. (2019), Maulida, Husna, Ahmad Suriansyah, and N. Ngadimun. (2019), Sari, Adny Novita, and Ahmad Suriansyah(2019).

CONCLUSION

There is a direct relationship between conflict management, work environment and school climate to teacher job satisfaction. In addition to the direct relationship, there is also an indirect relationship between conflict management, work environment and school climate on teacher job satisfaction in Madrasah Aliyah Hulu Sungai Tengah Regency.

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