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# The Influence of Conflict Management, Work Climate, and Job Satisfaction on Performance of Private Junior High School Principals

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## Abstract

The purpose of this study was to know the influence of conflict management, work climate and job satisfaction on performance of Private Junior High School Principals in Padang City. This study used quantitative type with path analysis. The population of this study was 54 Private Junior High School Principals in Padang City while the sample was determined by using total sampling where the entire population was used as a sample. Data were collected by using questionnaire and analyzed by using SPSS. The results of analysis showed that: 1) conflict management (x1) directly influenced job satisfaction of Private Junior High School Principals (x3) of 0.774, 2) conflict management (x1) directly influenced performance of Private Junior High School Principals (y) of 0.669, 3) work climate (x2) directly influenced job satisfaction of Private Junior High School Principals (x3) of 0.750, 4) work climate (x2) directly influenced performance of Private Junior High School Principals (y) of 0.591, 5) job satisfaction (x3) directly influenced performance of (y) of 0.665, 6) conflict management (x1) indirectly influenced performance of Private Junior High School Principals (y) through job satisfaction (x3) of 0.515, 7) work climate (x1) indirectly influenced performance of Private Junior High School Principals (y) through job satisfaction (x3) of 0.499. It can be concluded that performance of Private Junior High School Principals in Padang City was influenced by conflict management, work climate, and job satisfaction.

## Keywords

conflict management, work climate, job satisfaction, performance

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## 1. Introduction

The school as an educational institution has groups of people who individually or in groups collaborate to achieve educational goals. This group of people consists of the principal, teachers, educational staff, and students (Suparman et al., 2020). The principal is responsible for determining the progress of education (Sebastian et al., 2016). If the school is led by a competent and professional principal, the school will progress (Stein,

2016). Conversely, if the school is led by leaders who are not qualified and professional, the school will lose in the increasingly fierce competition in this global era.

The principal takes full responsibility for the management and progress of the school. The principal quality in carrying out tasks can be seen in the development of schools in realizing national education goals.

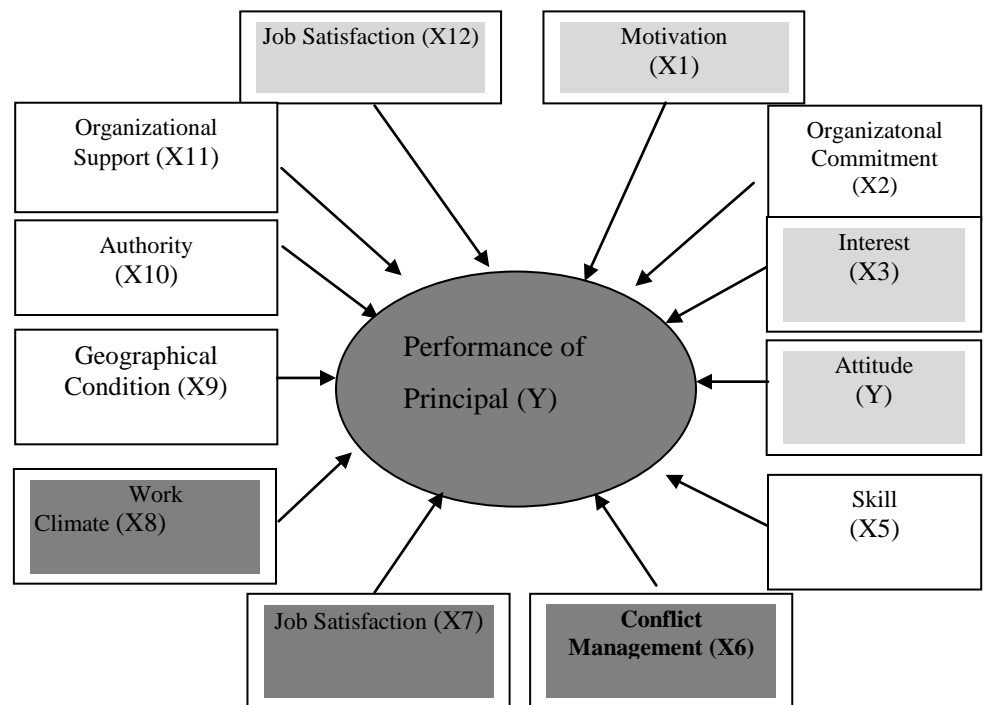
Principal requires various competencies such as managerial competencies (Mustamin & Yasin, 2012), technical competencies (Wenceslao et al., 2018), and social competencies (Ozmen & Muratoglu, 2010). The competencies of the principal are: first, the principal has administrative leadership that can plan, organize, coordinate, implement, and oversee school activities (Peters-Hawkins et al., 2018). Second, the principal pays attention to school resources, teachers, students, and parents (Barret & Breyer, 2014). Third, the principal can diagnose educational problems, guide teachers, develop curriculum, evaluate and improve teacher teaching abilities. Fourth, the principal becomes a symbol that demonstrates and communicates desires and goals to subordinates (Susilo, 2018). The principal must be able to make clear relationships with subordinates regarding things that will be performed and achieved. Fifth, the principal builds school culture as a commitment (Tobin, 2014).

The cause of the decline in the quality of education in Indonesia is the unprofessional principal as a manager (Adnan et al., 2020). Based on this report, the performance of principal shows that the management of madrasahs is not professional (Aji Sofanudin et al., 2016), so that madrasah are seen by the community as second-class schools (Kusaeri, 2018) from various aspects such as graduate prospects, completeness of educational facilities, learning effectiveness, school physical appearance (Sulistiyorini, 2015), teacher and student performance, institutional management, and collaboration with various institutions and stakeholders.

The performance of the principal is inseparable from the factors that influence it. Conflict management is one of the factors that influence performance (Mehrad, 2015). The performance of an individual is influenced by the level of conflict, both conflicts within oneself, between individuals, and between group members. The performance will be maximized if conflicts are managed or resolved optimally (Hossain et al., 2018). Furthermore, individual performance is influenced by job satisfaction which is the feeling of the individual towards the job. This is reflected in the assessment of the effect of work to satisfy needs. Satisfaction is related to the atmosphere of the workplace, coworkers, and promotion of position. This expectation is rarely realized because in general, private junior high schools have inadequate physical and student conditions. The low work motivation of the principal causes low performance. National examination results in 2019 showed that the average value of private junior high schools was 35.43% at the national level which was lower than public junior high schools of 38.68% in Padang City (Indonesia, 2016).

Based on the explanation above, the researcher considers the need for studies on the influence of conflict management, work climate and job satisfaction as independent variables on the performance of private junior high school principals in Padang City as a dependent variable. Thus, the results of the study will be useful to develop and improve the performance of private junior high school principals in Padang City, in addition to an input for principals to improve performance using conflict management, work climate, and job satisfaction.

Problems encountered in several Private Junior High Schools in Padang City are (1) the principal has not been maximized to create 1) annual school plans, 2) cost and income budget plans, 3) lack of cooperation between teachers and members, 4) school climate not yet conducive, especially between civil servant teachers and teachers from the foundation, 5) the cooperation relationship between the principal and the foundation management has not been maximized, 6) coaching of staffing management has not been performed well. Thus, the problem formulation is "Is there an influence of conflict management, work climate, and job satisfaction on the performance of private junior high school principals in Padang City?"



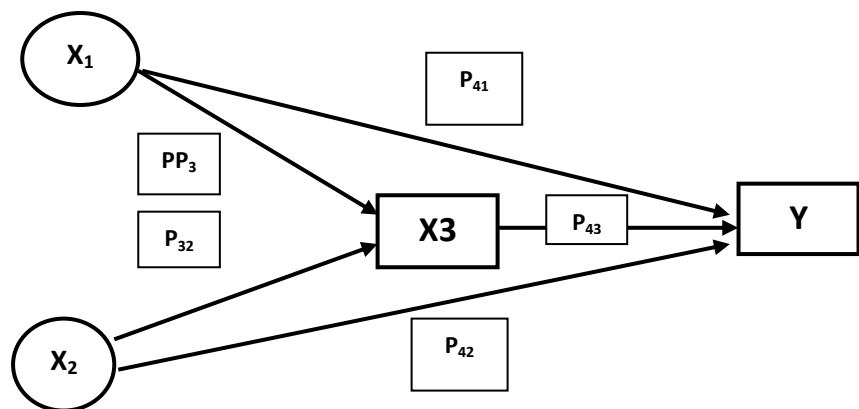
**Figure 1.** Performance of Principals

Izci stated that many factors influence the performance of principals both internal and external (Izci, 2016). The internal factors are: (1) motivation; (2) organizational commitment; (3) interest; (4) attitude; (5) skill; (6) conflict management, and (7)

perception. On the other hand, the external factors are (1) work climate; (2) geographical conditions; (3) authority, and (4) organizational support. The relationship between these factors can be seen in the figure above.

### 1.1 Method

This study used a descriptive quantitative type with causal method and path analysis. The variables studied were: 1). conflict management ( $x_1$ ), 2) work climate ( $x_2$ ), 3). job satisfaction ( $x_3$ ), and 4). performance ( $y$ ). The concentration of influence between these variables can be described as follows:



**Figure 2.** Theoretical Model of Study (Relationship between Variables)

### 1.2 Population and Sample

The population of this study was 33 Private Junior High School Principals in Padang City as the sampling frame. This study used total sampling because the number of Private Junior High School Principals in Padang City was only 33 people. Sampling technique is used when all members of the population are also the samples.

## 2. Analysis of Instrument

### 2.1 Validity Test

This test aims to determine the validity and feasibility of a data collection tool (questionnaire) for each item of performance of principal, teacher professionalism, school climate, and quality of education. Validity test is carried out by using the Product Moment and Karl Pearson correlation formula, with the following formula:

$$r_{calculated} = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{n \sum X^2 - (\sum X)^2\} \{n \sum Y^2 - (\sum Y)^2\}}}$$

## 2.2 Reliability Test

This test functions to determine the reliability of the instrument. Idris (2004: 7) stated that the reliability of an instrument depends on the r-alpha value. This study used Cronbach Alpha with the following formula :

$$r_{tt} = \left[ \frac{k}{(k-1)} \right] \left[ \frac{\Sigma \sigma b^2}{\sigma^2 t} \right]$$

Classification of reliability score is as follows :

**Table 1.** Classification of Reliability Score

Score	Description
90% - 100%	Very High
80% - 89%	High
70%- 79%	Fair
60% - 69%	Low
0% - 59%	Very Low

Source: (Priyono, 2016)

## 2.3 Path Analysis

To prove the hypothesis, the collected data were processed by using parametric analysis with SPSS. This study used path analysis to explain the direct and indirect effects of exogenous variables on endogenous variables. To determine the path coefficient ( $P_{Yxi}$ ) or influence of the independent variable on the dependent variable, the formula is :

$$P_{x_4 x_i} = b_{yx_i} \sqrt{\frac{\sum_{h=1}^n x_4^2 i h}{\sum_{h=1}^n x_4^2 h}} ; i = 1, 2, \dots, k$$

While the influence of other variables can be determined by the following formula:

$$P_{ye} = \sqrt{1 - R^2_{x_4 x_1 x_2 x_3}}$$

Where:

$R^2_{Yx_1, \dots, x_k}$  = the coefficient of total determination of all independent variables on the dependent variable.

### 3. Result

#### 3.1 Performance of Private Junior High School Principals in Padang City (Y)

Performance of private junior high school principals in Padang City had a mean of 140.79, standard deviation of 15.18, median of 142, mode of 157. Frequency distribution in six interval classes had a maximum score of 170 and a minimum score of 115, so the range was 55.

**Table 2.** Frequency distribution of performance of principal

Class	Interval Class	Absolute Frequency	Relative Frequency (%)	Cumulative Frequency (%)
1	115 – 123	8	15.15	15.15
2	124 – 132	11	21.21	36.36
3	133 – 141	6	9.09	45.45
4	142 – 150	12	24.24	69.70
5	151 – 159	10	21.21	90.91
6	160 - 168	7	9.09	100.00
<b>Total</b>		<b>54</b>	<b>100.00</b>	

From 33 respondents, the highest number of scores was in the interval class of 142-150 (24.24%), followed by the interval class of 151-159 (21.21%), the interval class of 124-132 (21.21%), the interval class of 115-123 (15.15%), and the lowest number of scores was in the interval class of 133-141 (9.09%) and the interval class of 160-168 (9.09%). Meanwhile, the mean was in the 4th class (15.18).

The score distribution of performance of private junior high school principals in Padang City can be seen in the following histogram.

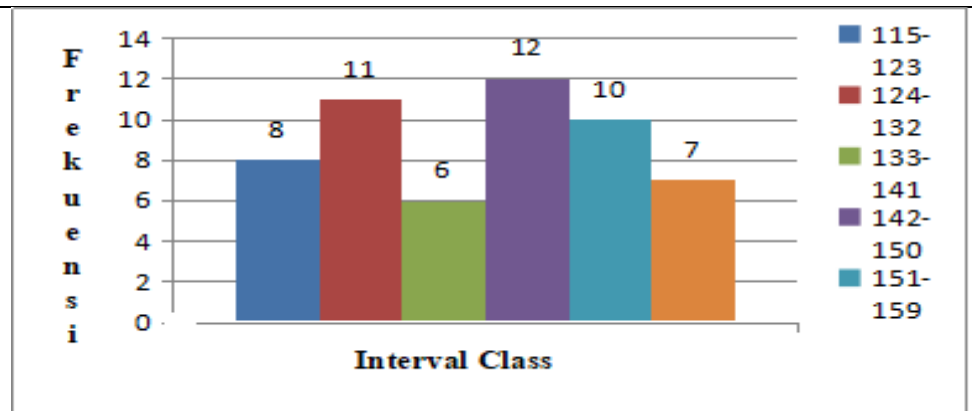


Figure 3 Histogram of Performance of Principal.

### 3.2 Conflict management ( $X_1$ )

Conflict management variable had a mean of 15.42, standard deviation of 8.18, median of 15, and mode of 15. Frequency distribution in six interval classes had a maximum score of 35 and a minimum score of 5, so the range was 30. Frequency distribution of conflict management variable can be seen in the following table.

Table 3. Frequency distribution of conflict management variable ( $x_1$ )

Class	Interval Class	Absolute Frequency	Relative Frequency (%)	Cumulative Frequency (%)
1	5 – 9	13	30.30	30.30
2	10 – 14	10	18.18	48.48
3	15 – 19	11	24.24	72.73
4	20 – 24	7	9.09	81.82
5	25 – 29	5	6.06	87.88
6	30 – 34	8	12.12	100.00
<b>Total</b>		<b>54</b>	<b>100.00</b>	

From 33 respondents, the highest number of scores was in the interval class of 5-9 (30.30%), followed by the interval class of 15-19 (24.24%), the interval class of 10-14 (18.18%), the interval class of 30-34 (12.12%), the interval class of 20-24 (9.09%) and the lowest number of scores was in the interval class of 25-29 (6.06%). Meanwhile, the mean was in the 3rd class (15.42).

The score distribution of conflict management variable of private junior high school principals in Padang City can be seen in the following histogram.

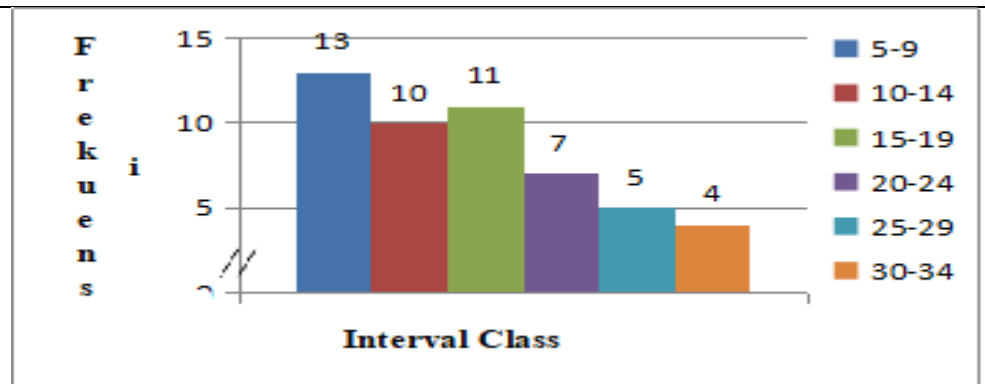


Figure 4. Histogram of Conflict Management Variable ( $x_1$ )

### 3.3 Work climate (X<sub>2</sub>)

Work climate variable had a mean of 123.24, standard deviation of 8.74, median of 126, and mode of 135. Frequency distribution in six interval classes had a maximum score of 135 and a minimum score of 108, so the range was 27.

Table 4. Frequency Distribution of Work Climate Variable (X<sub>2</sub>)

Class	Interval Class	Absolute Frequency	Relative Frequency (%)	Cumulative Frequency (%)
1	108 – 112	8	15.15	15.15
2	113 – 117	10	18.18	33.33
3	118 – 122	7	12.12	45.45
4	123 – 127	10	18.18	63.64
5	128 – 132	9	18.18	81.82
6	133 – 137	10	18.18	100.00
<b>Total</b>		<b>54</b>	<b>100.00</b>	

From 33 respondents, the highest number of scores was in the interval class of 123-127 (18.18%), followed with the same percentage by the interval class of 128-132 (18.18%), the interval class of 133-137 (18.18%), the interval class of 113-117 (18.18%), the interval class of 108-112 (15.15%) and the lowest number of scores was in the interval class of 118-122 (6.06%). Meanwhile, the mean was in the 4th class (123.24).

The score distribution of work climate variable of private junior high school principals in Padang City can be seen in the following histogram



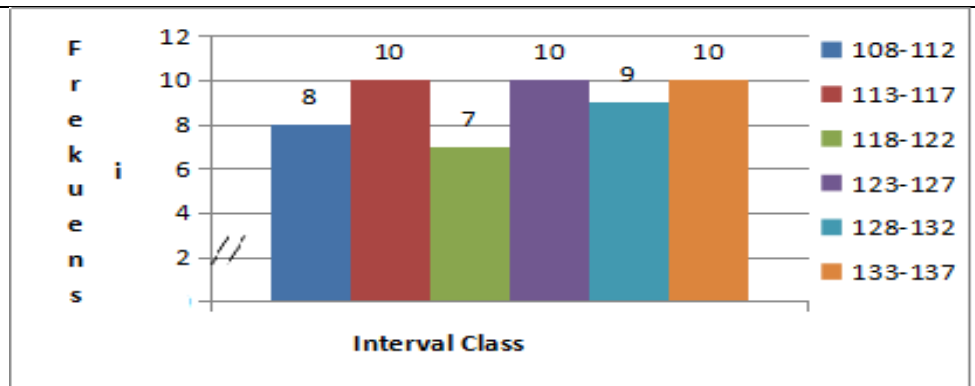


Figure 5. Histogram of Work Climate variable (X<sub>2</sub>)

### 3.4 Job Satisfaction (X<sub>3</sub>)

Job satisfaction variable had a mean of 142.85, standard deviation of 19.76, median of 148, and mode of 142. Frequency distribution in six interval classes had a maximum score of 173 and a minimum score of 88, so the range was 85 .

Table 5. Frequency Distribution of Job Satisfaction Variable (X<sub>3</sub>)

Class	Interval Class	Absolute Frequency	Relative Frequency (%)	Cumulative Frequency (%)
1	88 – 102	5	6.06	6.06
2	103 – 117	7	9.09	15.15
3	118 – 132	4	3.03	18.18
4	133 – 147	13	27.27	45.45
5	148 – 162	19	48.48	93.94
6	163 – 177	6	6.06	100.00
<b>Jumlah</b>		<b>54</b>	<b>100.00</b>	

From 33 respondents, the highest number of scores was in the interval class of 148-162 (48.48%), followed by the interval class of 133-147 (27.27%), the interval class of 103-117 (9.09%), the interval class of 88-102 (6.06%) which had the same score as the interval class of 163-177 (6.06%) and the lowest number of scores was in the interval class of 118-132 (3.03%). Meanwhile, the mean was in the 4th class (142.85). The score distribution of job satisfaction variable of private junior high school principals in Padang City can be seen in the following histogram.

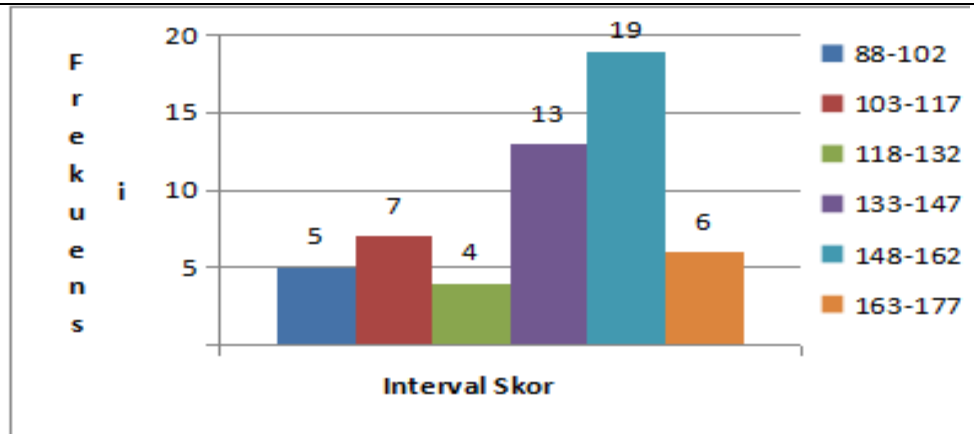


Figure 6. Histogram of Job Satisfaction ( $X_3$ )

#### 4. Discussion

##### 4.1 The Influence of Conflict Management ( $X_1$ ) on Job Satisfaction ( $X_3$ ).

The first hypothesis stated that conflict management ( $X_1$ ) directly influences job satisfaction ( $X_3$ ).

$$\text{Statistical hypothesis : } H_0 : p_{31} = 0$$

$$H_1 : p_{31} > 0$$

Based on the results of calculation, the path coefficient or  $p_{31} = 0.774$  which is higher than 0.05, so the path coefficient was significant. It can be concluded that conflict management positively and significantly influenced job satisfaction. Thus, the first hypothesis stated that conflict management ( $X_1$ ) directly influences job satisfaction ( $X_3$ ) is accepted. The significance of path coefficient of conflict management ( $X_1$ ) on job satisfaction ( $X_3$ ) was tested by using T test or it can be called theory trimming. Path coefficient is significant if  $t_{\text{calculated}} > t_{\text{table}}$ . Based on the results of calculation,  $t_{\text{calculated}} = 4.560$ ,  $t_{\text{table}} = 2.845$  on  $dk = 20$  and  $\alpha = 0.01$ , so  $t_{\text{calculated}} > t_{\text{table}}$  or  $4.560 > 2.845$ . So it can be concluded that conflict management ( $X_1$ ) significantly influenced job satisfaction ( $X_3$ ).

This is in line with a study by Mehrad that conflict management had an impact on productivity (Mehrad, 2015). Sudarnice stated that innovation in work can be realized if there is a good organization in the school (Sudarnice, 2020). Thus, it can be stated that conflict management had the influence on the job satisfaction of private junior high school principals in Padang City.

##### 4.2 The influence of conflict management ( $X_1$ ) on performance (Y).

The second hypothesis stated that conflict management ( $X_1$ ) directly influences performance (Y).

$$\text{Statistical hypothesis : } H_0 : p_{41} = 0$$

$$H_1 : p_{41} > 0$$

Based on the results of calculation, the path coefficient or  $p_{41} = 0.669$  which is higher than 0.05, so the path coefficient was significant. It can be concluded that conflict management positively and significantly influenced performance. Thus, the second hypothesis stated that conflict management (X1) directly influences performance (Y) is accepted. The significance of path coefficient of conflict management (X1) on performance (Y) was tested by using T test or it can be called theory trimming. Path coefficient is significant if  $t_{\text{calculated}} > t_{\text{table}}$ . Based on the results of calculation,  $t_{\text{calculated}} = 6.179$ ,  $t_{\text{table}} = 2.845$  on  $dk = 20$  and  $\alpha = 0.05$ , so  $t_{\text{calculated}} > t_{\text{table}}$  or  $6.179 > 2.845$ . So it can be concluded that conflict management (X1) significantly influenced performance (Y).

Thus, it can be stated that conflict management had the influence on the performance of private junior high school principals in Padang City.

#### 4.3 The Influence of Work Climate (X<sub>2</sub>) on Job Satisfaction (X<sub>3</sub>).

The third hypothesis stated that work climate (X<sub>2</sub>) directly influences job satisfaction (X<sub>3</sub>).

$$\text{Statistical hypothesis : } H_0 : p_{32} = 0$$

$$H_1 : p_{32} > 0$$

Based on the results of calculation, the path coefficient or  $p_{32} = 0.750$  which is higher than 0.05, so the path coefficient was significant. It can be concluded that work climate positively and significantly influenced job satisfaction. Thus, the third hypothesis stated that work climate (X<sub>2</sub>) directly influences job satisfaction (X<sub>3</sub>) is accepted. The significance of path coefficient of work climate (X<sub>1</sub>) on job satisfaction (X<sub>3</sub>) was tested by using T test or it can be called theory trimming. Path coefficient is significant if  $t_{\text{calculated}} > t_{\text{table}}$ . Based on the results of calculation,  $t_{\text{calculated}} = 4.903$ ,  $t_{\text{table}} = 2.898$  on  $dk = 17$  and  $\alpha = 0.05$ , so  $t_{\text{calculated}} > t_{\text{table}}$  or  $4.903 > 2.898$ . So it can be concluded that work climate (X<sub>2</sub>) significantly influenced job satisfaction (X<sub>3</sub>).

A study by Naiyananont and Smuthranond in a company on work climate and its influence on staff satisfaction (Naiyananont & Smuthranond, 2017) showed results that were not much different from the findings of this study, but Naiyananont and Smuthranond conducted the study in a company. Thus, it can be stated that work climate had the influence on the satisfaction of private junior high school principals in Padang City.

#### 4.4 The influence of work climate (X<sub>2</sub>) on performance (Y).

The fourth hypothesis stated that work climate (X<sub>2</sub>) directly influences performance (Y).

$$\text{Statistical hypothesis : } H_0 : p_{42} = 0$$

$$H_1 : p_{42} > 0$$

Based on the results of calculation, the path coefficient or  $p_{42} = 0.591$  which is higher than 0.05, so the path coefficient was significant. It can be concluded that work climate positively and significantly influenced performance. Thus, the fourth hypothesis stated that conflict work climate (X2) directly influences performance (Y) is accepted. The significance of path coefficient of work climate (X2) on performance (Y) was tested by using T test or it can be called theory trimming. Path coefficient is significant if  $t_{\text{calculated}} > t_{\text{table}}$ . Based on the results of calculation,  $t_{\text{calculated}} = 7.597$ ,  $t_{\text{table}} = 2.921$  on  $dk = 16$  and  $\alpha = 0.05$ , so  $t_{\text{calculated}} > t_{\text{table}}$  or  $7.597 > 2.921$ . So it can be concluded that work climate (X2) significantly influenced performance (Y).

This is in line with a study by Suryati et al that the work climate and environment have an influence on work outcomes (Suryati et al., 2020). Thus, it can be stated that work climate had the influence on the performance of private junior high school principals in Padang City.

#### 4.5 The Influence of Job satisfaction (X<sub>3</sub>) on Performance (Y).

The fifth hypothesis stated that job satisfaction (X<sub>3</sub>) directly influences performance (Y).

$$\text{Statistical hypothesis : } H_0 : p_{43} = 0$$

$$H_1 : p_{43} > 0$$

Based on the results of calculation, the path coefficient or  $p_{43} = 0.665$  which is higher than 0.05, so the path coefficient was significant. It can be concluded that job satisfaction positively and significantly influenced performance. Thus, the fifth hypothesis stated that job satisfaction (X3) directly influences performance (Y) is accepted. The significance of path coefficient of job satisfaction (X3) on performance (Y) was tested by using T test or it can be called theory trimming. Path coefficient is significant if  $t_{\text{calculated}} > t_{\text{table}}$ . Based on the results of calculation,  $t_{\text{calculated}} = 6.621$ ,  $t_{\text{table}} = 3.012$  on  $dk = 13$  and  $\alpha = 0.01$ , so  $t_{\text{calculated}} > t_{\text{table}}$  or  $6.621 > 3.012$ . So it can be concluded that job satisfaction (X3) significantly influenced performance (Y).

This is in line with a study by Marofah and Schulze that job satisfaction influenced performance (Maforah & Schulze, 2012). Koutouzis and Malliara stated that performance of teachers can be improved through job satisfaction from principal (Koutouzis & Malliara, 2017). Thus, it can be stated that job satisfaction had the influence on the performance of private junior high school principals in Padang City.

#### 5. Conclusion

Based on results and discussion, it can be concluded that: *First*, conflict management directly influenced job satisfaction of 0.774. This means that the better the conflict management of Private Junior High School Principals in Padang City, the better job satisfaction. *Second*, conflict management directly influenced performance of Private Junior High School Principals in Padang City of 0.669. This means that the better the

conflict management of Private Junior High School Principals in Padang City, the better the performance. *Third*, work climate directly influenced job satisfaction of 0.750. This means that the better the work climate of Private Junior High School Principals in Padang City, the better the job satisfaction. *Fourth*, job satisfaction directly influenced performance of Private Junior High School Principals in Padang City of 0.667. This means that the better the job satisfaction of Private Junior High School Principals in Padang City, the better the performance. *Fifth*, work climate directly influenced performance of Private Junior High School Principals in Padang City of 0.591. This means that the better the work climate of Private Junior High School Principals in Padang City, the better the performance.

Performance of Private Junior High School Principals in Padang City was influenced by conflict management, work climate, dan job satisfaction. Therefore, to improve the performance of Private Junior High School Principals in Padang City, conflict management, work climate, and job satisfaction must be included in the strategic planning of Human Resource Development for the Private Junior High School Principals in Padang City. However, other variables need to be considered in further studies on performance.

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