

The Correlation between Conflict and Teacher Performance at SMK N Lembah Gumanti

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Abstract - Education plays an important role in the process of improving the quality of knowledge. In the educational process of teacher education factor that is teacher plays an important role in carrying out function in education implementation. In this case the teacher is expected to be willing and able to carry out the duties and responsibilities that have been put forward to the best of it. Performance can be interpreted as the appearance or workings of teachers in carrying out their duties so that the success and purpose of school can be achieved well. Performance of teachers in question is the performance or ability of teachers depicted in how to educate, teach, and guide students based on the responsibility, discipline, and professional teachers in the learning process. Many factors affect the high level of teacher performance in school, such as education level, work experience, equipment or supporting facilities, leadership and motivation of the person's own work. Conflict is one of the factors that allegedly can affect teacher performance in school. Where conflict is a conflict or dispute between two or more that often occurs either in private life or within groups or organizations. Conflict is an event that cannot be avoided in the life of the organization, even the conflict is always present in every cooperative relationship between individuals or groups of organizations. If the optimal level of conflict level is very functional (useful) then the performance of teachers or organizations will be maximized.

Keywords - Conflict, Teacher Performance.

I. INTRODUCTION

Education plays an important role in the process of improving the quality of knowledge. In the educational process of teacher education factor that is teacher plays an important role in carrying out function in education implementation. Teachers as subjects who play a role in the world of education carry out tasks and roles that are very broad and heavy. Teachers not only carry out the tasks of school but also social work in the environment which they live.

In this case the teacher is expected to be willing and be able to carry out the tasks and responsibilities. So that it can create high teacher performance and student learning success in school and the goals of the school can be achieved properly. Wibowo (2007: 2) states that "Performance is often interpreted as performance, work results, or work performance, where, performance is the result of work as a description of work that has been done in the organization". Ruky (2002: 15) also said that: "performance is a record of

the results obtained from certain job functions or certain activities during a certain period of time".

Performance can be interpreted as the appearance or way of working of teachers in carrying out their duties so that success and school goals can be achieved properly. The teacher's performance in question is the teacher's performance or ability which is illustrated in the way of educating, teaching, and guiding students based on the teacher's responsibilities, discipline, and professional in the learning process. Ruky (2002: 41) said that high and low employee performance can be seen from honesty, obedience, discipline, initiative, creative, adaptation, commitment, motivation (willingness), and polite manner.

Based on the description above it can be concluded that, the success of schools in achieving their goals depends on how teachers carry out or carry out their duties at school, which is reflected in the performance produced by teachers. The low discipline and responsibility of a teacher shows that the teacher's performance has not been maximized. Therefore, teachers need to improve their performance so the aim of school can be achieved well and can increase school productivity.

Many factors affect the level of performance of teachers in schools, including the level of education, work experience, equipment or supporting facilities, leadership and work motivation of the people themselves. Conflict is one of the factors that is suspected to affect the performance of teachers in schools. Where, conflict is a conflict or dispute between two or more that often occurs both in personal life and in groups or organizations. Conflicts that occur in schools can be seen from the bad relationship between teachers and teachers, teachers and principals, and teachers with other school environments. The traditional view regards all bad conflicts. Conflict is seen negatively, and is synonymous with the terms violence, destruction and irrationality in order to strengthen its negative connotation. Conflict has a detrimental nature and must be avoided. This traditional view considers conflict as a dysfunctional result of poor communication, lack of openness, and trust between people and managers' failure to respond to it.

Conflicts that occur in schools can have a positive impact and can also have a negative impact on teacher performance; this depends on how the teacher or individual in the school / organization responds. Anoragasai d that (2001: 141) "conflict can have a positive or negative impact on organizational performance, this depends on the way of conflict management".

Based on the background of the problem above, it can be identified the relationship between conflict and teacher performance, which often results in poor communication between teachers and principals, frequent differences of opinion between teachers and principals, lack of teacher initiative in carrying out tasks. All the problems above if left unchecked this will affect the work done by teachers is not good, lack of initiative in achieving the goals set so that the results achieved are not satisfactory and not in accordance with the plans set before.

II. PURPOSE

The general objective to be achieved in this discussion is to describe the relationship of conflict with teacher performance. And the specific goal is to describe the source of conflict, conflict resolution and the relationship of conflict to performance.

III. DISCUSSION

1. Performance

Performance can be interpreted to mean the results of one's work in doing something work. According to the Ministry of National Education (2000: 570) argues that; performance is achieved, work ability and potential are shown. Furthermore Fatah and Wahyudi (2005: 68) suggest that performance is an ability in carrying out tasks or jobs in accordance with attitudes, knowledge, and skills and work motivation. Along with that Wahjosumidjo (2002: 22) defines performance or performance is a qualitative or quantitative contribution that is measured in order to achieve the goals of a work unit group. Based on the expert opinion above, it can be concluded that performance is the ability between the achievements of a person in carrying out their duties and responsibilities.

Performance is a general description of the abilities, achievements and work results achieved by someone at work, therefore it is important to know one's performance by his superiors to see the extent to which the person can work in earnest and use all his abilities to achieve the expected goals. When associated with teachers as educators and instructors, the task of teachers as educators and instructors is very much in need of good performance in implementing them. Because the teacher's task as an educator is emphasized on higher moral messages that can be lived and implemented for a long time, while the teacher's task in teaching means that the teacher provides teaching to develop science and technology. . B. Averred, Geoffrey Morris and Ian Wilson (2004: 143) assert, that "we believe that all organizations, including educational ones, should be actively managed against goals;

in other words, not only should there be a clear sense of direction in which the organization is being steered but also markers whereby we can assess progress. So the teacher's performance both in educating and teaching is very important and is needed to measure or assess a person's ability the teacher in work, so that one day a decision can be made to reward outstanding personnel or vice versa to provide more intensive guidance to personnel who fail to carry out their duties.

Many factors affect a person's performance in carrying out their duties. Timpe (1993: 228) explains that there are two factors that affect performance, namely: internal factors and external factors. Internal factors include attitudes, interests, intelligence and motivation. While external factors are infrastructure, incentives and salaries, work atmosphere and work environment.

Performance can be seen or measured from several criteria in Muhlisin (2009) which states that: there are four performance criteria, namely (1) individual characteristics (2) processes (3) results and (4) combinations of individual characteristics, processes and results. Based on the opinion above that to know the high and low performance can be seen from several characteristics. Sutrisno (2010: 176) says that performance can also be influenced by "effectiveness and efficiency, orientation, responsibility, discipline and incentives".

According to N.A. Ametembun (Djamarah 1994: 44) teachers are all people who are authorized and responsible for the education of their students, both individually and classically, both at school and outside school. This means that a teacher is always required to have a better performance in carrying out their duties at school, so it is expected that the implementation of the learning process is in accordance with the developments and changes that exist. Teachers who have good professional skills will be able to carry out their duties well, so that the work / performance will also be good.)

2. Conflict

Sopian (2008: 57) conflict is a dynamic process and its existence is more related to the perceptions of people who experience and feel it. Warriors (2010: 5) conflict is one of the essence of human life and development that has diverse characteristics. Conflict is a process of conflict expressed between two or more parties that are interdependent about the object of conflict, using behavioral patterns and conflict interactions that produce conflict outcomes. Rivai (2004) conflict is a discrepancy between two or more members or groups in an organization / company. Conflict is an event or

event where the people involved in the obstacles feel disadvantaged and some feel disadvantaged.

Conflict is an event that can not be avoided in organizational life, even conflict is always present in every cooperative relationship between individuals or groups in the organization. To some extent conflict can be positive or beneficial for the organization. But conflicts can also have a negative or detrimental effect on the organization, this conflict is called dysfunctional conflict.

Conflict is an event that involves human behavior in the organization. Then the actions while working in groups and the organization as a whole have an influence on the development of the organization. Conflict can be seen, studied in terms of relationships between individuals or groups involved. In organizational activities, a variety of conflicts involving individuals and groups have been reached in this case Said (1998) suggests that conflicts can arise from various sources of conflict originating from certain sources resulting in a type of conflict.

Sources of conflict (1) within oneself, which are called personal conflicts (2) between one individual and another individual called interpersonal conflict (3) between one group and another group, this conflict is called inter-group conflict (4)) between individuals and groups, this conflict is called group individual conflict (5) between one group and the organization, with the type of conflict the group group conflict (6) between one formal organization with other formal organizations in the same organization, this conflict is called structural conflict (7) between one organization and another, this conflict is called inter-organization conflict.

Regarding the implementation of activities in educational organizations Said (1998: 155) emphasizes that "the types of conflicts that are often encountered in educational administrators are: personal conflicts, interpersonal conflicts, inter-group conflicts, and structural conflicts". Along with Anoraga's opinion, Wahyudi (2005: 33) also suggests that in school settings, conflicts that often arise conflicts of personal relationships. Forms of conflict (1) approach to approach conflict (2) conflict avoidance to avoid (3) conflict approaches to avoid.

Conflict strategy is a process that determines the purpose of a person involved in a conflict and patterns of conflict interaction that is used to achieve the expected conflict output (Wirawan 2010: 146). Implementation of conflict strategies is expected to make conflict and resolution an effort to dynamize and optimize the achievement of organizational goals. However conflicts occur in

organizations, both on a bear scale and on a small scale. Thus it means that the size of the conflict faced must be managed properly in order to become the potential for organizational effectiveness.

The several factors that cause conflict according to Wirawan in his book conflict and conflict management (2010), emotions, anger, stress, humor. The cause of conflict in an organization cannot be avoided. In other words, conflicts are always present and cannot be implemented. Conflicts occur because of conditions that precede, conditions that are the source of conflict. The emergence of various kinds of conflicts is the dynamics and development of the organization. Therefore leaders (principals) need to understand several causes or sources that can cause conflict. The cause of conflict according to Anoraga (1995: 138) is differences of opinion, misunderstanding, one or both parties feel disadvantaged, feelings are too sensitive, conflicts caused by external factors.

3. Relationship between Performance and Conflict

School organization in achieving its goals is inseparable from differences of opinion, differences in interests or differences in creativity so that it can affect the effectiveness of the organization. Conflict is an event that cannot be avoided in the life of an organization, even conflict is always present in every cooperative relationship between individuals or groups of organizations. Conflicts can have a positive or negative effect on organizational performance depending on the nature of the conflict and the management)

IV. METHODOLOGY

In this paper there are a number of cases found in schools. The writer made observations, observations and interviews at SMK N Lembah Gumanti. The object here is all school residents. The initial step taken is to conduct a survey by looking at the phenomenon that shows that there are conflicts which are: 1) The existence of some teachers who are confused in carrying out their duties 2) There are some teachers who do not want to accept advice from other teachers in carrying out the task or the teacher feels offended if the mistakes are justified by other teachers so that there are differences 3) There are some teachers who do not want to listen and also do not follow the directions given by the principal regarding the implementation of the tasks and responsibilities that lead to differences in opinion between the teacher and the principal differences of opinion between the teacher and Administration Staff. This is obtained from observing the behavior and attitudes displayed by teachers, principals, and administration.

After conducting interviews, some teachers carry out their tasks forcefully for fear of being scolded by the principal, from this attitude illustrated the teacher's performance both in the teaching and learning process and non-academic assignments are not good. To obtain data keapsahan, in accordance with the opinion Suryana (2011: 10) conducted by: (1) the credibility test is carried out by continuous observation, and discuss with colleagues. (2) Transparency test is carried out by looking at the similarity factor as the likelihood of a different situation with an adequate level of transferability. (3) dependency test, carried out by checking data that have been patterned mainly on data from in-depth interviews and compared with existing documents have in common. (4) Conformability test, conducted by discussing the findings of research with others who are not involved and not interested in research with the aim that the results obtained are more objective.)

V. RESEARCH RESULT

Based on data processing the teacher's performance is in the unfavorable category with the acquisition of 58% of the ideal score. While the teacher's performance is in the unfavorable category with the acquisition of an ideal score of 57.28% of the ideal score. From the score obtained this illustrates that the coefficient between conflict and teacher performance is affected by conflict.

Conflict is a conflict that cannot be avoided in an organization. Based on the results of research conducted to teachers at the Gumanti Lembah State Vocational School is not good. This is seen from differences of opinion, competition, different perceptions, misunderstandings, and differences in objectives. With a minimum score of 36 and a maximum score of 127 and an ideal score of 180, where in this category the conflict can not have a positive impact on organizational performance, because the level of conflict that occurs leads to the optimal level.

In line with the data processing in the conflict above, the teacher performance variable shows that the teacher's performance is in the unfavorable category (58% of the ideal score). This score is obtained by comparing the mean score (Mean) with the maximum score multiplied by 100%.Based on the results of hypothesis testing conducted at Lembah Gumanti State Vocational School shows that there is no meaningful relationship between conflict and teacher performance by obtaining $r \text{ count} = -0.298 < r \text{ table} = 0.345$ at 99% confidence level.

Conflict can affect performance because conflict is an energy that can direct organizational members. Conflicts that

become strengths are functional conflicts, meaning conflicts that are beneficial to the organization and conflicts that can provide improvements or improvements to teacher performance. However, if the conflict in the form of attitudes and actions hinder the process of achieving goals, this conflict is a dysfunctional conflict that can have a negative impact on teacher performance. Likewise, the conflict that occurred at the SMK Negeri Lembah antianti conflict that occurred very influential on teacher performance. Thus the results of research that can be stated regarding the relationship of conflict with the performance of teachers in the Gumanti Valley State Vocational School

VI. CONCLUSIONS AND SUGGESTIONS

1. Conclusions

One aspect that affects teacher performance is conflict. Performance will weaken and an employee's morale will decrease when their work environment is uncomfortable because of conflict. Starting from the explanation above and analysis of data that has been put forward as a whole about the relationship of conflict with the performance of teachers in SMK N Lembah Gumanti is not too prominent but in this case the conflict affects the teacher. Specifically, the conclusions from this observation are as follows: (1) the conflict that occurred at SMK N Lembah Gumanti because teachers thought the school principal only ordered without thinking about the busyness of other teachers. (2) Teachers who do not comply with the instructions of school principals will disobey and work irregularly. (3) Teachers who are in conflict paralyze and blame each other. (4) Conflicting teachers will have low performance.

2. Suggestions

After describing the explanation of the conflict, the performance and relationship of the conflict with the teacher's performance, it is expected that the principal as the leader in order to resolve the conflict by identifying the

causes conflict, and how to minimize conflict. Checking the truth of conflict, teacher performance and productivity is very important to improve the quality of education, therefore it needs attention to the teacher.

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