

Analysis of the Effect of Training and Conflict on the Performance of Elementary School Teachers in Global Prima Schools

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Abstract— In the problem of improving the quality of education, teacher performance is the key to improving the field of education. In the process of education in schools, teachers have a double task, namely as teachers and educators. As an elementary school teacher, the teacher is in charge of pouring several learning materials to students, while as an educator, the teacher is in charge of guiding and fostering students to become moral human beings who are capable, active, creative, and independent. This study aims to analyze the effect of training and conflicts on teacher performance. This research approach is a quantitative research method, conducted at the SD Global Prima School, in March 2022. The population to be used in this study is 34 people, a sample determination technique, namely saturated sampling. Data collection techniques use interviews and questionnaires. To measure reliability with the Cronbach Alpha statistical test > 0.70 . Data analysis using multiple regression analysis models ($Y = a + b_1X_1 + b_2X_2 + b_3X_3 + e$), coefficient of determination (R^2), F test (simultaneous testing), and t-test (partial testing). The results of the study had the effect of training on the performance of elementary school teachers, from the results of the partial test (t-test) where the calculation value $> t$ -table ($4.288 > 1.30$) and the significance value of $0.007 < 0.05$. There is an influence of conflict on the performance of elementary school teachers, partial test results (Test-t) where the calculated value is $> t$ -table ($2.309 > 1.30$) and the significance value is $0.025 < 0.05$. The result of the Adjusted R square value of 0.728 means that 72.8% of the variation in the dependent variables of elementary school teacher performance in Sekolah Global Prima which can be explained by the variation in independent variables of training and conflict of the remaining 27.2% ($100\% - 72.8\%$) is explained by other variables that were not studied in this study, such as compensation, leadership style, motivation, and others. In conclusion, based on the results of the research and discussion that has been described in the previous chapter, conclusions can be drawn. That the variables of training and conflict, partially and simultaneously tested, influence the performance of elementary school teachers in Sekolah Global Prima.

Keywords— Training, Conflict, Performance, Teacher

I. INTRODUCTION

In the development of the world of education today, the performance of teachers must be improved in line with the tasks they carry out and the demands of the times (1). Law of the Republic of Indonesia Number 14 of 2005 concerning teachers and lecturers, explains that teachers are professional educators and the main task of educating, teaching, guiding, directing, and training, media by evaluating students in early childhood education, formal education pathways, basic education, and secondary education so that teachers who are increasingly qualified are increasingly contributing to the self-development of their students (2). High ability to manage to learn in teachers will greatly allow the management of learning activities that are increasingly effective and efficient (3).

In the problem of improving the quality of education, teacher performance is the key to improving the field of education. The teacher is one of the human elements in the educational process. In the process of education in schools, teachers have a double task, namely as teachers and educators. As an elementary school teacher, the teacher is in charge of pouring several learning materials to students, while as an educator, the teacher is in charge of guiding and fostering students to become moral human beings who are capable, active, creative, and independent. Performance is a result of work in quality and quantity that has been achieved by a person in carrying out tasks by the responsibilities that have been given to him (4).

Factors that can affect the performance of teachers are training, conflicts, leadership styles, and others. The training factor is useful for improving skills or abilities that can be linked to improving teacher performance (5). For performance to improve, it is necessary to be given opportunities and opportunities in developing all its potential, for example, having an educational improvement, being included in seminars, workshops, MGMP, and other education and training. Through these activities, it is hoped that teacher performance will improve with the better implementation of teaching and learning activities, including the ability to utilize information technology for learning purposes (6). Training is a process that includes a series of actions (efforts) that are carried out deliberately in the form of assisting the workforce carried out by coaching professionals in units of time aimed at improving the workability of participants in certain fields of work to increase effectiveness and productivity in an organization (7).

Conflicts can occur in all places with a wide variety of circumstances and at different levels of complexity. The result of the conflict is unable to carry out learning activities as is usually (8). Within the school, it is also undeniable that between teachers there can be conflicts, both related to positions, division of teaching hours, and other additional tasks. Conflicts that occur between teachers in schools, if not handled properly, will result in obstacles for teachers to work together in completing the tasks and work given so that the teacher's performance decreases (9). Based on the background description above, the author is interested in conducting research under the title "Analysis of the Effect of Training and Conflict on the Performance of Elementary School Teachers at Global Prima Schools".

II. LITERATURE REVIEW

One of the factors that affect performance is education and training. Education and training is a process of teaching certain knowledge and skills and attitudes so that employees are more skilled and able to carry out their responsibilities better, according to standards. Good education and training will improve employee performance so that it has an impact on improving performance (10); (11); (12). Training (training) is a process of improving the job skills of elementary school teachers to help achieve company goals (13). Work conflicts that occur within the company generally occur due to incompatibility between two or more members or groups (in an organization/company) who have to divide limited resources or work activities and or because they have differences in status, goals, values, or perceptions. Work conflicts among employees can cause positive things, but if they cannot be managed properly, they will have a bad impact (14). Performance is the result of work and work behavior that has been achieved in solving tasks and responsibilities assigned in a certain period. Performance is influencing how much a person contributes to the organization including the quantity of output, the quality of output, the length of the output, attendance at work, and the cooperative attitude and level of achievement of a person in an organization that can increase productivity (15).

III. RESEARCH METHODS

This research approach is a quantitative research method, conducted at the SD Global Prima School, in March 2022. The population to be used in this study is 34 people, a sample determination technique, namely saturated sampling. Data collection techniques use interviews and questionnaires. To measure reliability with the Cronbach Alpha statistical test > 0.70 .

TABLE I. VARIABLE INSTRUMENT RELIABILITY TEST RESULTS

Variable	<i>Cronbach's Alpha</i>	<i>No of Items</i>	Information
Variabel Conflict (X)	0.788	10	Reliable
Variabel Performance (Y)	0.802	10	Reliable
Variabel Training (Z)	0.842	10	Reliable

Source: Research Results, 2022 (Data processed)

Based on Table 1, the reliability value of each instrument from conflict, performance, and training variables is greater than 0.70 and it can be concluded that all variables are reliable. Data analysis using multiple regression analysis models ($Y = a + b_1X_1 + b_2X_2 + b_3X_3 + e$), coefficient of determination (R^2), F test (simultaneous testing), and t-test (partial testing).

IV. RESULTS AND DISCUSSION

TABLE II. DESCRIPTIVE STATISTICAL ANALYSIS

Descriptive Statistics

Conflict	34	14.00	43.00	28,67	8.04
Training	34	14.00	39.00	25.95	7.88

Source: Research Results, 2022 (Data processed)

From Table 2. can be seen the results of descriptive statistic analysis for the variables Conflict (X), Training (Z), and Performance (Y). In Table IV.1, it is known that the Conflict (X) variable with a sample of 34 respondents had an average of 28.67 minimum values of 14.00, and a maximum of 43.00 with a standard deviation of 8.04. The Training Variable (Z), with a sample of 34 respondents had an average of 25.95, a minimum value of 14.00, and a maximum of 39.00 with a standard deviation of 7.88. The Performance Variable (Y) with a sample of 34 respondents had an average of 29.63, a minimum value of 15.00, and a maximum of 48.00 with a standard deviation of 8.22.

Hypothesis testing used in the study is to use multiple linear regression analysis. The regression model used is as follows:

TABLE III. MULTIPLE LINEAR ANALYSIS

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.177	2.025		2.205	.019
Konflik	.443	.085	.427	4.227	.004
	.427	.109	.322	3.209	.013

Source: Research Results, 2022 (Data processed)

The meaning of the multiple linear regression equation above is:

1. A constant of 3,177 states that if training and conflict are not there or are constant, the performance of elementary school teachers at The Global Prima School is 3,177 units.
2. The training regression coefficient is 0.443 and has a positive value, this states that every increase in Training 1 unit will improve the performance of elementary school teachers at Sekolah Global Prima.
3. Conflict regression coefficient of 0.427 and positive value, this states that every increase in Conflict 1 unit will cause an increase in the performance of elementary school teachers in Global Prima Schools.

The coefficient of determination is intended to find out how much the model is capable of explaining bound variables.

TABLE IV. COEFFICIENT OF DETERMINATION TEST

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.708 ^a	.728	.728	5.22267

Source: Research Results, 2022 (Data processed)

The results of the Coefficient of Determination Test obtained an Adjusted R square value of 0.728 this means that 72.8% of the variations in the dependent variables Performance of elementary school teachers at Global Prima Schools can be explained by the variations in independent variables Training and Conflict the remaining 27.2% (100%-72.8%) explained by other variables that were not studied in this study, such as compensation, leadership style, motivation and others.

The F test is used to show whether all independent variables entered in the model have a joint influence on the dependent variables.

TABLE V. SIMULTANEOUS TEST (F-TEST)

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	2783,056	2	1222.122	62.550	.008 ^b
Residual	1104,122	34	16.0451		
	3887,178	34			

Source: Research Results, 2022 (Data processed)

The fable value is obtained from:

$df_1 = k - 1 = 3 - 1 = 2$, where k is: the number of dependent and independent variables

$df_2 = n - k = 34 - 3 = 31$, where n is: the number of samples can be seen from the 31st row, the 2nd column. The fable according to table F is 3.30.

From table 5. it can be seen that the calculated F value is 62.550 with a probability of 0.008, because the probability is smaller than 0.05, then the regression model can be used to predict the teacher's Performance. This can also be seen from the Fhitung (62,550) > Ftabel (3.30), then H3 is accepted which means that the training and conflict variables affect the performance of elementary school teachers at The Global Prima School. T-test testing is used to show how far one independent variable affects a dependent variable.

TABLE VI. PARTIAL TEST (T-TEST)

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	4.045	2.044		2.211	.017
Conflict	.367	.084	.378	4.288	.007
Training	.302	.056	.366	2.309	.025

Source: Research Results, 2022 (Data processed)

The value of t is determined to be significant 5% and the degree is free: $df = n - k$ (df = number of samples and k = number of overall variables) i.e. $df = 34 - 3 = 31$. The calculation tests carried out are:

The two-way test then the t-table used is $t_{5\% \text{ or } 0.05 (31)} = 1.30$. From the results of the t-test above, it can be concluded that for the Conflict variable, $t \text{ count } (4,288) > t\text{-table } (1.30)$ and probability values $(0.007) < 0.05$ then H_1 is accepted means that there is an influence of Training on the Performance of Elementary School teachers at Global Prima Schools. Then for the Conflict variable, a calculation $(2,309)$ is obtained $> t\text{-table } (1.30)$ and a probability value $(0.025) < 0.05$, then H_2 is accepted means that there is an influence of Conflict on the Performance of Elementary Teachers at Global Prima Schools.

The Effect of Training on Elementary School Teacher Performance

The results of the research conducted by researchers prove that there is an influence of training on the performance of elementary school teachers at The Global Prima School. In line with the first hypothesis (H_1). This can be seen from the results of the partial test (t-test) where the calculated value of the $> t\text{-table } (4.288 > 1.30)$ and the significance value of $0.007 < 0.05$. So that the results of the study rejected H_0 and accepted H_a .

Training is one of the important components in the development of human resources (HR) in an institution (12). Training activities for teachers are an integral part of management in the field of energy in schools and are an effort to develop teacher knowledge and skills so that in turn it is hoped that teachers can gain a competitive advantage and can provide the best service (13); (11). The results of this study are supported by Novitasari research (2012), which states that there is an influence on the dream of the principal, work environment, education, and training both partially and simultaneously (16). Supported by Zeke's research (2021), which states the results of the t-test to determine the magnitude of the significance of training to improve teacher performance. The t-test in table 7 above shows that $t\text{-count} = 6.788 > t\text{-table} = 2.026$ with a significance level of 5% thus there is a significant influence between training and performance of teachers of SMP Negeri Somba Opu District, Gowa Regency (17).

According to the author's assumption, the training carried out by the school consistently every year, will improve the skills and abilities of elementary school teachers at The Global Prima School. Training for teachers is very urgent, Abilities are generated from knowledge and skills. Knowledge is influenced by education, experience, training, and also interests. Skills are influenced by talent and personality, as well as by Education, Experience, Training, and interests. In line with that, Bradley in Zeke (2021), stated "Developing School: Making Inset Effective School," expressing the importance of Training for teachers, so that they can teach new things to their students, and schools can face any changes with full confidence. Thus, after going through the training process, teachers can increase the effectiveness of learning, increase student learning achievement, and cause teachers to have a stronger desire to accept various innovations (17).

The Effect of Conflict on Elementary School Teacher Performance

The results of the research conducted by the researcher prove that there is an influence of Conflict on the Performance of Elementary School teachers at the Global Prima School. In line with the first hypothesis (H_2). This can be seen from the results of the partial test (t-test) where the calculated value of $> t\text{-table } (2,309 > 1.30)$ and the significance value of $0.025 < 0.05$ so the research results rejected H_0 accepting H_a .

Conflict is a mismatch between two or more members or groups (in an organization/company) who must divide limited resources or work activities and or because they have differences in status, goals, values or perceptions." can occur due to the absence of trust between workers and one another. The results of this study are in line with Julvia's research (2016), the results of the partial test turned out to be a positive and significant influence between work conflict and employee performance because it had a Sig value of $0.000 > 0.05$. From the test results, it was found that the significant value had a positive effect, namely 1.199 and a Sig value of 0.000 (18). The results of Lokbere's research (2017), showed that the results of the t-test of the significant value of $p\text{-value} = 0.257 > 0.05$, it can be concluded that H_a was rejected and received H_0 or Conflict (X_1) did not have a significant effect on Employee Performance (Y). However, from the results of the simultaneous test conflict and responsibility simultaneously affects employee performance at PT Bank Papua (19).

The main trigger for Conflict is differences, from which differences then continue to be quarrels or disputes. No matter how small the Conflict is, it cannot be taken lightly nor should it be addressed excessively. We can manage our attitudes in dealing with Conflict by knowing and understanding the root of the problem (20). Because if the Conflict is allowed, it will cause disputes that will have an impact on the development of the organization, and even the parties involved will be threatened (21); (22).

V. CONCLUSION

Based on the results of the research and discussion that has been described in the previous chapter, conclusions can be drawn. That the training and conflict variables, tested partially and simultaneously, influence the performance of elementary school teachers in Sekolah Global Prima.

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