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## THE EFFECT OF TEACHING CHARACTERISTICS, WORK ENVIRONMENT, AND CONFLICT BEHAVIOR ON TEACHER PERFORMANCE

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**ABSTRACT :** *This study aims to determine the effect of Teacher Teaching Characteristics, work environment, and conflict behavior on teacher performance in junior high school of Pohuwato district. The research method used is a quantitative method. The data collection technique is applied by distributing questionnaires. The data analysis technique employs path analysis. The results of this study indicate that (1) Teacher teaching characteristics have a positive and significant direct effect on teacher performance. (3) Conflict behavior has a direct negative and significant effect on teacher performance. (4) Teacher teaching characteristics have a direct negative and significant effect on conflict behavior. (5) The working environment has a direct negative and significant effect on conflict behavior.*

**Keywords:** *Teaching Characteristics, Work Environment, Conflict Behavior, Performance*

### I. INTRODUCTION

The teacher plays a major role in shaping the personality and behavior of students. The role of the teacher is very important in its position as a motivator of learning to students as a nation's generation. Therefore, it requires the performance of a teacher who is qualified and responsible for an educational institution. A job can be done with good results if an employee is in good condition and a good work environment situation so that employees are able to produce optimal performance in accordance with the tasks at work. However, the facts found in the field of teacher performance is still not in accordance with its expectation. This can be seen from: a) there are teachers who are less capable to plan the learning process, b) there are teachers who are less capable to carry out the learning process, c) there are teachers who are less capable to evaluate teaching and learning activities, d) there are teachers who are less capable to provide follow-up from the evaluation of learning. The several problems and shortcomings that can reduce the performance of the teacher, it is necessary to be addressed immediately because with high performance can improve student achievement so that it can meet the school's goals in improving the quality of education. Teachers as educators have a very important and strategic role in achieving development goals in the field of education. Teachers as social beings also need other needs to be able to work well. Internal factors are factors within the teacher itself, including the teacher teaching character while external factors are a good work environment, conflict behavior implemented by the principal. Teacher teaching characteristic in any educational unit, ideally a teacher is subject to obey the rules in his/her school, both in obeying the rules and in working to teach students. It will be better if all teachers unite positive characters in school, that is characters formed from the internalization and implementation of commitment values to togetherness and loyalty. However, commitment to teacher loyalty can be realized after schools are willing to provide support and encouragement for the improvement of their performance.

The work environment can create a binding relationship between the people in it. The work environment in an organization has an important meaning for individuals who work in it because the environment will affect individual satisfaction at work. To create a conducive work environment, at least two things are needed, namely the teacher itself and the good relationship between the teacher and parents and the surrounding community. The work environment is divided into two, namely physical and non-physical

environments. Sedarmayanti (2011: 26) explains that the physical environment is all physical forms that are around the place of work that can affect teachers both directly and indirectly.

Conflict behavior as a determinant of teacher performance in schools because it is a situation of conflict or dissent between teachers and principals, and teachers with teachers (Toulson and Smith, 2004: 457). Basically every action taken by the principal influences the teacher's performance in a number of ways, such as rules, policies, and school procedures, especially problems related to communication style, ways used to motivate, techniques and disciplinary actions, interactions between management and teacher groups, interaction between teacher groups, attention to problems that teachers have from time to time, and the need of teacher satisfaction and welfare. Meanwhile, teacher behavior especially teacher communication plays an important part in influencing performance. The way teachers communicating determines the level of success or failure of relationships between teachers. Conflicts and differences of opinion based on the teacher's normal style of life or organizing something can increase the teacher's positive performance or can also reduce it to negative.

## II. RESEARCH METHODOLOGY

The research is conducted in junior high schools in Pohuwato District. Analysis of the data used is path analysis. Based on the obtained data from the Office of Education, the number of teachers in Pohuwato District High Schools is 372 teachers. The number of samples is 79 teachers.

## III. RESEARCH RESULT

### A. Description of Research Variables

The descriptive results of the teacher teaching characteristics are as follows:

**Table 1: Teacher teaching characteristics**

Answer	Frequency	Actual Score	Percentage (%)	Ideal Score	Statement Percentage
STS	35	35	2.22	5 x 79 x 20 = 7.900	80.87%
TS	80	160	5.06		
RR	191	573	12.09		
S	749	2,996	47.41		
SS	525	2,625	33.23		
<b>Total</b>	1,580	6,389	100.00		

Source: Processed data SPSS 21, 2019

Based on table 1, it can be seen that the teachers teaching characteristics variable has a score of 80.87%, which lies in good criteria.

The descriptive results of the work environment are as follows:

**Table 2: Work environment**

Answer	Frequency	Actual Score	Percentage (%)	Ideal Score	Statement Percentage
STS	37	37	2.34	5 x 79 x 20 = 7.900	80.85%
TS	94	188	5.95		
RR	294	882	18.61		
S	560	2,240	35.44		
SS	595	2,975	37.66		
<b>Total</b>	1,580	6,322	100.00		

Source: Processed data SPSS 21, 2019

Based on table 2, it can be seen that the work environment variable has a score of 80.85%, which lies in good criteria.

The descriptive results of conflict behavior are as follows:

**Table 3: Conflict behavior**

Answer	Frequency	Actual Score	Percentage (%)	Ideal Score	Statement Percentage
STS	25	25	1.58	5 x 79 x 20 = 7.900	77,37%
TS	54	108	3.42		
RR	257	771	16.27		
S	712	2,848	45.06		
SS	532	2,660	33.67		
<b>Total</b>	1,580	6,412	100.00		

Source: Processed data SPSS 21, 2019

Based on table 3, it can be seen that the conflict behavior variable has a score of 77.37%, which lies in fairly good criteria.

Descriptive results of teacher performance are as follows:

**Table 4: Teacher performance**

Answer	Frequency	Actual Score	Percentage (%)	Ideal Score	Statement Percentage
STS	28	28	1.77	5 x 79 x 21 = 8.295	81.48%
TS	69	138	4.37		
RR	214	642	13.54		
S	789	3,156	49.94		
SS	559	2,795	35.38		
<b>Total</b>	1,659	6,759	105.00		

Source: Processed data SPSS 21, 2019

Based on table 4, it can be seen that the teacher performance variable lies in good criteria with a score of 81.48%.

### B. Path Analysis Results

The analysis results are shown in Table 5 as follows:

**Table 5: Direct Effects**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	22.752	8.583		2.651	.010
1 Teacher Characteristic	.749	.076	.705	9.863	.000
Work Environment	.128	.055	.157	2.323	.023
Conflict Behavior	-.106	.051	-.131	-2.055	.043

Source: Processed data SPSS 21, 2019

Based on the number in the Standardized Coefficients column, the structural equation of path analysis is:

$$\hat{Y} = 0.705X_1 + 0.157X_2 - 0.131X_3 + \varepsilon$$

The analysis results are shown in Table 6 as follows:

**Table 6: Indirect Effects**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	143.385	9.838		14.575	.000
1 Teacher Characteristic	-.576	.156	-.437	-3.688	.000
Work Environment	-.240	.120	-.237	-1.998	.049

Source: Processed data SPSS 21, 2019

Based on the number in the Standardized Coefficients column, the structural equation of path analysis is:

$$\hat{Y} = -0.437X_1 - 0.237X_2 + \varepsilon$$

### C. Path Analysis Testing

In path analysis, the correlation coefficient (r) is needed in the calculation of path analysis. The following results of the correlation analysis (r) testing with the assist of SPSS 21:

**Table 7: Correlation Coefficients**

No	Variable Correlation	Correlation Value		Standardized Coefficient
		r <sub>count</sub>	Sig	
1	Y atas X <sub>1</sub>	0.884	0.000	0.705
2	Y atas X <sub>2</sub>	0.682	0.000	0.157
3	Y atas X <sub>3</sub>	-0.629	0.000	-0.131
4	X <sub>3</sub> atas X <sub>1</sub>	-0.591	0.000	-0.437
5	X <sub>3</sub> atas X <sub>2</sub>	-0.520	0.000	-0.237

Source: Processed data SPSS 21, 2019

Based on the analysis results of the correlation coefficient in table 7, it can be seen the correlation between the independent variables with the dependent variable and with the mediating variable. Thus, it can be described that the determination of the total X<sub>1</sub>, X<sub>2</sub>, and X<sub>3</sub>, to Y as follows:

$$R^2_{y(x_1,x_2,x_3)} = (0,705+0,157+(-0,131)) \begin{bmatrix} 0,884 \\ 0,682 \\ -0,629 \end{bmatrix}$$

$$R^2_{y(x_1,x_2,x_3)} = (0,623+0,107+0,082)$$

$$R^2_{y(x_1,x_2,x_3)} = 0,812 \text{ (Multiple Determination)}$$

$$P_{y\varepsilon} = 1 - 0,812 = 0,182 \text{ (Effect of other variables)}$$

While for the translation of the results in the first equation are described as follows:

$$R^2_{y(x_1,x_2,x_3)} = ((-0,437)+(-0,237)) \begin{bmatrix} -0,591 \\ -0,520 \end{bmatrix}$$

$$R^2_{y(x_1,x_2,x_3)} = (0,258+0,123)$$

$$R^2_{y(x_1,x_2,x_3)} = 0,381 \text{ (Multiple Determination)}$$

$$P_{y\varepsilon} = 1 - 0,381 = 0,619 \text{ (Effect of other variables)}$$

**D. Hypothesis Test**

Partial testing is done by a t-test. The test results are described in the following table:

**Table 4.13: Partial Testing Results**

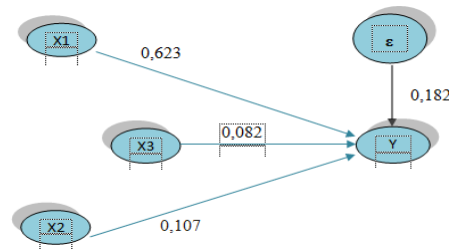
Model	t-count	Sig	t-table	The Effect
X <sub>1</sub> ->Y	9.863	0.000***	1,992	0.623
X <sub>2</sub> ->Y	2.323	0.023**	1,992	0.107
X <sub>3</sub> ->Y	-2.055	0.043**	1,992	0.082
X <sub>1</sub> -> X <sub>3</sub>	-3.688	0.000***	1,992	0.258
X <sub>2</sub> -> X <sub>3</sub>	-1.998	0.049**	1,992	0.123

<sup>ns</sup> not significant  
 \*. Significant at the 0.1 level (2-tailed)  
 \*\*. Significant at the 0.05 level (2-tailed)  
 \*\*\*. Significant at the 0.01 level (2-tailed)

Source: Processed data SPSS 21, 2019

Based on the above table, partial test results will be obtained by comparing t-count with t-table. The results of the analysis on this matter began with the determination of t-table. The value of the t-table depends on the amount of df (degree of freedom) and the level of significance used. By using a significance level of 5% and a df value of n-k-1 = 79-3-1 = 75, the t-table value of 1.992 is obtained. A description of the partial test result can be presented as follows:

The first construct description is presented as follows:

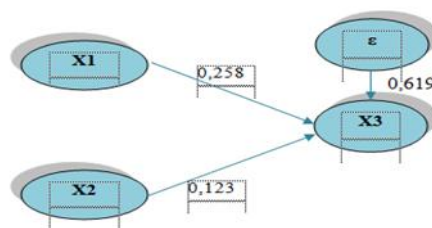


**Image 1: Effect structure of X1, X2, and X3 on Y**

Based on the analysis, the t<sub>count</sub> for the teacher teaching characteristics variable is 9.863. Compared with the t<sub>table</sub> value of 1.992. Then the t<sub>count</sub> obtained is far higher than the value of t<sub>table</sub>. Hence, the teachers teaching characteristics have a positive and significant direct effect on teacher performance with a determinant value of 0.623 or 62.30%.

Based on the analysis, the value of the t<sub>count</sub> for the work environment variable is 2,323. Compared with the t<sub>table</sub> value of 1.992. Then the t<sub>count</sub> obtained is higher than the t<sub>table</sub> value. So that the work environment has a direct positive and significant effect on teacher performance with a determinant value of 0.107 or 10.70%. Based on the analysis obtained the t-count for the conflict behavior variable is -2,055. Compared with the t-table value of 1.992. Then the t<sub>count</sub> obtained is far higher than the value of the t<sub>table</sub>. So that conflict behavior has a direct negative and significant effect on teacher performance with a determinant value of 0.082 or 8,20%.

The description of the second construct is presented as follows:



**Image 2: Structure of Influence of X1 and X2 on X3**

Based on the analysis obtained the  $t_{\text{count}}$  for the teacher teaching characteristics variable is -3,688. Compared with the  $t_{\text{table}}$  value of 1.992. Then the  $t_{\text{count}}$  obtained is far higher than the value of the  $t_{\text{table}}$ . So that the teachers teaching characteristics have a direct negative and significant effect on conflict behavior with a determinant value of 0.258 or 25.80%.

Based on the analysis obtained  $t_{\text{count}}$  for the work environment variable is -1.998. Compared with the  $t_{\text{table}}$  value of 1.992. Then the  $t_{\text{count}}$  obtained is higher than the  $t_{\text{table}}$  value so that the work environment has a direct negative and significant effect on conflict behavior with a determinant value of 0.123 or 12.30%.

#### IV. DISCUSSION

The regression test results showed that the  $t_{\text{count}}$  for the teacher teaching characteristics variable is 9.863. Compared with the  $t_{\text{table}}$  value of 1.992. Then the  $t_{\text{count}}$  obtained is far higher than the value of  $t_{\text{table}}$ . The significance value of the teacher teaching characteristics is lower than the probability value of 0.05, or the value (0,000 < 0.05), then  $H_{a1}$  states that the teacher teaching characteristics influence the teacher's performance is accepted. Thus, it can be said that the teachers teaching characteristics have a direct positive and significant effect on teacher performance with a determinant value of 0.623 or 62.30%. Positive and significant results indicate that the better the teaching characteristics of the teacher, the more optimal the teacher's performance in learning activities.

The results above support the opinion of Abror (1995) that a good teacher and possess character will tend to be able to improve their performance. Teacher characteristics can be seen from mastering teaching materials, managing learning, managing classes, using media/resources, mastering educational foundation, managing teaching and learning interactions, assessing students for teaching purposes, getting know the functions and extension programs, getting know and organizing school administration, understanding principles in interpreting the results of educational research for teaching purposes. If all aspects are carried out then things that can increase work results. Descriptive analysis results show that the teaching characteristics variable of teachers has a score of 80.87% which lies in good criteria. This shows that teachers tend to have teaching methods that are in accordance with the provisions. The existence of these good teaching characteristics requires the attention of the teacher to improve their interaction with students because there tends to be less close to students.

This result is in accordance with Yunus (2009), the teacher as a professional educator has a good image in the community if he/she can show that they are role models for the people around them. The community will see the character or attitude and actions of the teacher every day, whether it is worth emulating or not. A teacher must have a good character or attitude. Then, that attitude can be emulated by the public in general, and specifically by their students.

The results of the analysis of the study showed the value of  $t_{\text{count}}$  for the work environment variable is 2.323. Compared with the  $t_{\text{table}}$  value of 1.992. Then the  $t_{\text{count}}$  obtained is higher than the  $t_{\text{table}}$  value. The significance value of the work environment is lower than the probability value of 0.05, or the value (0.023 < 0.05), then  $H_{a2}$  states that the work environment has an effect on teacher performance is accepted. Hence, it can be said that the work environment has a direct positive and significant effect on teacher performance with a determinant value of 0.107 or 10.70%. Positive and significant results indicate that the more conducive work environment will improve the performance of teachers as educators in schools. These results are consistent with the opinion of Kadir (2013), explaining that the work environment (school culture) greatly influences the achievement and behavior of students from the school. The work environment is the soul and strength of the school that allows schools to grow and adapt to various existing environments.

Descriptive analysis results show that the work environment variable has a score of 80.85% which lies in good criteria. This shows that schools tend to have conducive working conditions that can be a stimulus for teachers to improve their work to be better. The existence of a fairly good work environment is a sign that there are some aspects that must be addressed, especially regarding the social environment of the school to be a good milestone in relations between school residents.

The results regarding the influence of the work environment on teacher performance are in line with the statement of Putranto (2012: 11) that all organizations have a culture that depends on their strengths. Culture can

have a significant influence on the attitudes and behavior of organization members. People begin to learn to depend and put their hopes in culture. Culture is considered able to provide stability and guarantee for them because they can understand the things that are happening in their society and know how to respond.

Hypothesis test results show that the  $t_{\text{count}}$  for the conflict behavior variable is -2.055. Compared with the  $t_{\text{table}}$  value of 1.992. Then the  $t_{\text{count}}$  obtained is far higher than the value of the  $t_{\text{table}}$ . The significance value of conflict behavior is lower than the probability value of 0.05, or the value (0.043 < 0.05), then  $H_{a3}$  states that conflict behavior influences teacher performance is accepted. Henceforth, it can be said that conflict behavior has a direct negative and significant effect on teacher performance with a determinant value of 0.082 or at 8.20%. The results of the negative coefficient indicate that the better the teacher's behavior not to conflict, it will improve the work of the teacher in carrying out the tasks and responsibilities assigned for them. Thus, the teachers are required to continue to improve their work through the competencies fertilization through being active in various activities of competency development such as seminars, education, and training. Also, wider teacher knowledge by reading various references to the development of skills and knowledge.

The results of this study are in line with the findings of Slameto (2013: 89) that teachers play a major role in shaping the personality and behavior of students. The role of the teacher is very important in position as a learning motivator to students as a nation's generation. Therefore, it is demanded the performance of a teacher who is qualified and responsible for an educational institution. Work within a school organization requires collaboration between the principal (leader) and his subordinates.

Descriptive analysis results show that the conflict behavior variable has a score of 77.37%, which lies in quite good criteria. This shows that teachers tend not to have conflict behavior and always try to maintain ways of communication and various things that can cause conflict for teachers and schools while the results of the hypothesis test show that conflict behavior has a direct positive and significant effect on teacher performance. Positive coefficient results indicate that the better the teacher's behavior not to conflict will increase the work of teachers in carrying out the duties and responsibilities assigned to the teacher. Meanwhile, the variable of teacher performance lies in good criteria with a score of 81.48%. This shows that the teacher as an educator is able to carry out their duties in terms of planning learning, implementation, and evaluation. The good performance of the teacher will support the good learning process and the achievement of school goals will be more easily implemented.

Hence, to increase the influence of conflict on teacher performance, conflict management needs to be done. This is as said by Wirawan, (2010: 6) conflict management is a series of actions and reactions between actors and outsiders in a conflict, conflict management includes a process-oriented approach that leads to forms of communication (including behavior) of the perpetrators as well as outside parties and how they affect the interests and interpretations of outsiders (outside the conflict) as a third party, the needs is accurate information about this conflict situation because effective communication between actors can occur if there is trust in third parties.

The fourth hypothesis test shows that the  $t_{\text{count}}$  for the teacher teaching characteristics variable is -3,688. Compared with the  $t_{\text{table}}$  value of 1.992. Then the  $t_{\text{count}}$  obtained is far higher than the value of the  $t_{\text{table}}$ . The significance value of the teacher teaching characteristics is lower than the probability value of 0.05, or the value (0,000 < 0.05), then  $H_{a4}$  states that the teacher teaching characteristics influence the conflict behavior is accepted. Thus, it can be said that the teachers teaching characteristics have a direct negative and significant effect on conflict behavior with a determinant value of 0.258 or 25.80%. The negative coefficient results show that the better the characteristics of the teacher in teaching in the classroom will increase positive things to reduce conflict behavior.

The findings are in accordance with the opinion of Wahjosumijo (2014) that conducive conflict behavior is characterized by an atmosphere of togetherness, mutual cooperation, and mutual cooperation between members of the organization so that the organization is free from an atmosphere of mutual suspicion and mutual hostility. Whatever the climate is intended to develop, climate should be certainly true. Therefore, leadership can grow in a climate or atmosphere of trust.

These results are consistent with the opinion of Mulyasa (2007: 49) that conflict behavior is an atmosphere created in an organization or institution by members of the organization by way of relationships among members with mutual respect, trust and honor to increase the enthusiasm and creativity of the teacher's work so that organizational goals can be achieved optimally. Effective leaders always have a plan, results-oriented, always adopt new visions that are challenging but reachable, communicating those visions to all members.

The analysis results of the research data show that the  $t_{\text{count}}$  for the work environment variable is -1.998. Compared with the  $t_{\text{table}}$  value of 1.992. Then the  $t_{\text{count}}$  obtained is higher than the  $t_{\text{table}}$  value. The significance value of the work environment is lower than the probability value of 0.05, or the value (0.049 < 0.05), then  $H_{a5}$  states that the work environment influences conflict behavior is accepted. Thus, it can be said that the work environment has a direct negative and significant effect on conflict behavior with a determinant value of 0.123



or 12.30%. The results of negative coefficients indicate that conflict behavior will decrease or will not even occur because of a conducive work environment.

These results are consistent with the opinion of Thoha (2012: 122) the work environment illustrates that the school as an organization which has a culture that grows because it is created and developed by individuals who work in a school organization and accepted as values that must be maintained and passed down for each new member, the values are guidelines for each member as long as they are in the organization's environment and can be considered as features that can distinguish it from other schools

## V. CONCLUSION

Teacher teaching characteristics have a positive and significant direct effect on teacher performance. The work environment has a direct and positive and significant effect on teacher performance. Conflict behavior has a direct negative and significant effect on teacher performance. Teacher teaching characteristics have a direct negative and significant effect on conflict behavior. The work environment has a direct negative and significant effect on conflict behavior.

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