Role Conflict, Training, And Participative Leadership On Teachers’ Performance: Lesson From Junior High School In Mojokerto Of Indonesia

Imam Bukhori, Elfia Nora, I Nyoman Suputra,

Abstract—This Study Aims To Examine The Relationship Between Role Conflict, Training, Participative Leadership Styles Toward Teachers’ Performance. This Research Applied A Quantitative Method Using Regression Analysis. The Population Was About 55 Teachers, While The Sample Was About 42 Respondents. This Study Was Conducted In The Junior High School (SMPN) 2 Mojosari In Mojokerto Of East Java. The Findings Showed That Role Conflict Of Teachers Is Categorized As Sufficient, While The Training Result Was Categorized As High, Which Means That The Training Was Successful For Teachers. In Addition, Participative Leadership Is Categorized As High. It Implies That The School Principal Strongly Applies Participative Leadership. From The Analysis, It Is Known That Role Conflict Did Not Affect Teachers’ Performance Whilst Training Results Positively Affect Teachers’ Performance. Lastly, The Participative Leadership Style Has A Positive Impact On The Teachers’ Performance In SMPN 2 Mojosari In Mojokerto Of East Java.

Keywords—Participative Leadership, Role Conflict, Training, Teachers’ Performance

1 INTRODUCTION

The performance involves both quality and quantity achieved by an individual in carrying out their duties in accordance with the given responsibilities (Kurniawan et al., 2018). In the educational context, teacher performance can be measured by competency criteria that must be possessed. Several competencies should be owned by a teacher, namely pedagogical, personal, social, and professional competence (Piwowar et al., 2013; Mustafa, 2013; Hakim, 2015). When a teacher experiences conflict, it will affect the teacher’s performance. According to Burney and Widener (2007), the strategic performance measurement system is associated with role ambiguity and role conflict. In addition, the results of the study showed that the more relevant information was received by employees, the less unclear role and role conflict. Kreitner and Kinicki (2001) added that when individuals feel conflicting demands from people around them, these individuals are experiencing conflicting roles.

On the other hand, training can also support the performance of teachers in schools. Appiah (2010); Sultana et al., (2012) mentioned that there is a positive relationship between training and employee performance. Training produces benefits for employees as well as organizations in influencing employee performance through the development of knowledge, skills, abilities, competencies, and behavior. The principal’s leadership style also provides the performance of teachers in schools. Bredeson (2000) remarked that the principal is a person who has the power and influence in determining teaching and learning activities in the school. The sustainability in the school is arranged in such a way through the leadership of a school principal. One style of leadership that is sometimes applied by a leader is the participative leadership style. Madisa and Suariah (2019) explained that the participative leadership style to improve teacher competency. With a participative leadership style, two-way communication is formed based on mutual trust. The determinant factors of teachers’ performance have invited the attention to researches in many countries (Hasbay & Altindag, 2018; Ahmed et al., 2014; Eyal & Roth, 2011). Hasbay and Altindag (2018) focused on several factors both internal and external such as wages and the environment. In addition, Eyal and Roth (2011) examined the principal’s leadership and teacher attitude. Meanwhile, in Pakistan, Ahmed et al. (2014) conducted a study on the causality between relationship, task, and role conflict toward teachers’ performance. However, little attention on factors such as role conflict, training and leadership style particularly in Indonesia. Therefore, the purpose of this study aimed to describe role conflict, training, participative leadership style and performance of Mojosari Junior School Teachers in Mojokerto Regency. Furthermore, it is intended to analyse that relationship between role conflict, training, and participative leadership and teachers’ performance in SMPN 2 Mojosari in Mojokerto Of East Java.

2. Method

This paper applied a quantitative study using the regression analysis method. This study examined several variables including role conflict, training, Participative leadership style as the independent variable and Teachers’ performance as dependent variable. This study was conducted in the Junior High School (SMP) 2 Mojosari in Mojokerto Of East Java. The population of this study was about 55 teachers, while the sample was 42 teachers. The sampling technique used is simple random sampling. The data were collected using questionnaires, documentation, and observation. The instrument of the questionnaire follows a Likert scale. Furthermore, the data were analysed following several stages, namely the validity, reliability, classic assumption test consisting of multicollinearity, normality, and heteroscedasticity.
analysis, as well as descriptive analysis and multiple linear regression analysis test using the SPSS program.

3 Result and Discussion

Based on the descriptive statistical analysis, it can be seen that the conflict in the role of the teachers of SMPN 2 Mojosari in Mojokerto Regency is included in the sufficient category with a grand mean value of 2.65 and it was obtained on the interval scale in the range of 2.61 - 4.20. It implies that the role conflict between teachers is categorized as average that they feel that sometimes there is a conflict of roles, sometimes not. According to the observations of researchers, this could be due to the long working period of teachers, namely many who have been teachers over ten years in this junior high school. They are accustomed to doing various types of work, although sometimes it is not as they expect or not according to their educational background. However, sometimes they also feel the work they are sometimes doing burdensome them when there is uncertainty in the matter ordered, especially experienced by workers who have a working period not too long between 2-5 years. The results of the training teachers are included in the high category with a grand mean value of 4.05 obtained on an interval scale in the range from 3.41 - 4.20. This shows that the results of the training of the teachers are in the high category, meaning that the training is beneficial for their self-development for example, training on electronic learning media will try to make books or electronic modules or e-books. The results of the training are measured using indicators from Mangkunegara (2005) the extent to which the material delivered can be mastered and understood by the trainees, and whether there is an increase in the knowledge, attitudes, behavior of the participants after the training. In addition, Participative leadership style of school principals is included in the high category with a grand value of 3.99. This shows that the headmaster applies a participative leadership style. This can be seen, from the researchers will conduct community service and research at this school, when our principal gives a proposal, the principal asks the teacher who is given the responsibility to explore the proposal, then discusses the steps that must be carried out relating to activities with the teacher. Lastly, the teachers’ performance is included in the high category with a grand mean value of 4.06. The classic assumption test conducted using the normality test, the multicollinearity test and the heteroscedasticity test was stated fulfilled the criteria. The results of multiple linear regression analysis can be proven, H0 is accepted and H1 is rejected. It can be concluded that performance cannot be significantly affected by role conflict. From the analysis, it is shown that 0.283 < 1.724 or sig t value (0.778)> α = 0.05, meaning that role conflict has a positive and not significant effect on performance. The performance can be significantly affected by training results. Performance will also experience a significant increase. On the other hand, the training has a positive and significant effect on performance, with value of 3.879 > 1.724 or sig t-value (0.000) <α = 0.05. Participative leadership style has a positive and significant influence on performance. With the value of 2.570 > 1.724 or sig t-value (0.014) < α = 0.05. In more detail the result of test including role conflict (X1), training (X2), Participative leadership style (X3) and teachers’ performance (Y) can be seen in Table 1.

### Table 1

<table>
<thead>
<tr>
<th>Independent Variable</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>6.296</td>
<td>0.647</td>
<td>0.522</td>
<td></td>
</tr>
<tr>
<td>X1</td>
<td>0.063</td>
<td>0.027</td>
<td>0.283</td>
<td>0.778</td>
</tr>
<tr>
<td>X2</td>
<td>1.679</td>
<td>0.530</td>
<td>3.879</td>
<td>0.000</td>
</tr>
<tr>
<td>X3</td>
<td>0.753</td>
<td>0.375</td>
<td>2.570</td>
<td>0.014</td>
</tr>
<tr>
<td>Dependent Var R :</td>
<td>0.844</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R² :</td>
<td>0.712</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adjusted R² :</td>
<td>0.689</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F count :</td>
<td>31.279</td>
<td>F-table : 3.195</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sig. F :</td>
<td>0.000</td>
<td>t-table : 2.012</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Influence of Role Conflict on Teachers’ Performance

Based on the results of multiple linear regression analysis, it can be proven that H0 is accepted, and H1 is rejected. Therefore, it can be concluded that performance cannot be significantly influenced by role conflict. This finding is in line with previous study by Saranani (2015) which mentioned that role conflict has a positive but insignificant to performance. However, this is in contrast with a study by Patria and Rusli (2016) which showed that role conflict has a negative influence on performance which means that if the role conflict experienced by employees increases the performance will decrease. The effect of positive and insignificant role conflict on performance is due to the fact that the teachers’ working tenure is relatively long, the average is over 10 years. Thus, teachers feel accustomed to working with different skills and knowledge demands on at the same time. Thus, the role conflict does not affect its performance.

The Effect of Training on the Teachers’ Performance

Based on the previous test, it is known that H0 is rejected and H2 is accepted. Therefore, it can be drawn that performance can be significantly influenced by training results. This study agrees with prior study by El Afi (2017) which mentioned that professional development training leads to several improvements such as planning, teaching method, teaching tools and classroom management. In addition, Cimati (2016) mentioned that job training is the whole activity to give, obtain, improve, and develop work competence, productivity, discipline, attitude, and work ethic at particular skill and expertise levels according with levels and qualifications for position and occupation. The results of this study are also in line with the opinions of teachers who say that training materials can always be used to innovate learning in the classrooms they develop.
The Effect of Participative Leadership Style on the Teachers' Performance

Based on the results of linear regression analysis, it is known that H0 is rejected and H3 is accepted, then it can be concluded that performance can be significantly influenced by the participative leadership style. This result is in accordance with Siagian (1999) which says that the quality of leadership contained in an organization plays a very dominant role in the success of the organization in carrying out its various activities, especially seen in the performance of its employees. This can be seen from the participative leadership style applied by the school principal, so the teachers feel included in giving ideas or suggestions related to school activities so that there is a responsibility to show excellent performance.

4 Conclusion

Based on the findings, it can be concluded that the conflict role is included in the sufficient category while training is in the high category. In addition, the participative leadership of the headmaster is categorized in the high category. The statistical results showed that there was no negative and significant influence between role conflict and teacher performance. Moreover, training positively affects teachers’ performance. Lastly, there is a positive and significant influence between participative leadership style teachers’ performance. From these findings, it can be suggested that for school, training is beneficial for teacher development, especially in adding insight into the teaching and learning process in the classroom. It is better to be given a more varied training, for example which contains more elements of technology.

REFERENCES