The Influence of Personality, Conflict and Trust on Commitment of Duties of Principal Public Elementary Schools in DKI Jakarta Province

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ABSTRACT
The purpose of this study was to determine the effect of personality, conflict and trust on the task commitments of principals in State Primary Schools in DKI Jakarta Province. That is a quantitative study conducted in DKI Jakarta Province. This study uses a survey method with path analysis applied in hypothesis testing. That was done for 317 principals as respondents who were randomly selected. The results of this study are: (1). There is a positive direct effect of personality on task commitment and (2). There is a direct negative effect of conflict on task commitment. (3) There is a positive direct effect trust on task commitment.
Keywords: *personality, conflict, trust, task commitment*

1. INTRODUCTION

Library is the symbol of academic life in education institution. It is used as a facility to broaden the insight and knowledge among school communities. In the study [1], library is stated to play a critical role as a learning source predicted to bring an effect on the students' achievement. Key, in the book about the crisis of school libraries in Canada argued that a good library management can bring a learning impact for a lifetime for both students and teachers. Hence, the existence of school library is not simply about the storage of lesson books but it must be capable of being the references for the life values for the students. This issue has then become an essential part for the strategic planning of Ministry of Education and Culture in the period of 2015 – 2019; one of which was the education paradigm. To trigger Indonesia to have the regional competitiveness, the government attempted to build the characters of students through the culture of school ecosystem manifested in Gerakan Literasi Sekolah or GLS (the School Literacy Movement). In essence, GLS obliges each of student to read the local reading books and folklores that contain the local wisdom before the learning process begins [2].

Minister of Education and Culture of the Republic of Indonesia Muhadjir Effendy said, a school principal was not allowed to teach. Position as headmaster must be filled by people who have managerial abilities. Position promotion-degradation systems are applied to improve the quality and competence of individual teachers. The principal functions as the manager, if the school principal is good it should not be quickly replaced. Likewise, if the performance is poor, it will be reduced to become a teacher again [1]. To prove someone is qualified or not at work, especially the principal, task commitment is required at work. Commitment to task is an energy within oneself that encourages someone to be diligent and tenacious in doing his task despite experiencing various obstacles in completing the task for which he is responsible because the individual has committed himself to

the task of his own volition [2]. To carry out all its functions requires a commitment to the duties of high school principals. Task commitment is an internal motivation that encourages people to be diligent and tenacious in doing tasks, despite experiencing various obstacles, specifically an academic task [3].

Furthermore, Renzulli quoted by Brad S. Trinkle and Marco Lam task commitment is a subtle form of motivation. If motivation is usually defined as a general energy process that is a trigger factor for an organism, the energy responsibility is displayed on specific tasks. Task commitment is the third component of the three-ring talent conception. Renzulli uses an expression of commitment to describe one's perseverance, endurance, hard work and specific practices to take action in one's area of interest. In this case, certain specific tasks are academic tasks that are the responsibility of the principal.[2]

The principal's subjective value about the abilities, attitudes, and nature of the teacher is very important for the proper selection and promotion of talented individuals. Quite often the principal is asked to nominate the most talented teacher. Therefore, Renzulli believes that the combination of the three groups of characteristics that interact with each other, namely above average ability, creativity, and task commitment, is more appropriate to illustrate the main dimensions of human potential for creative productivity [4]. The principal is a critical factor in the success of improving school quality and overall school success. Many field studies conclude that effective leadership from a school principal has a positive and very significant relationship to improving the quality of education at the school [5]. The principal's position as a learning leader is very important, especially in making learning innovations. However, while on the other hand, the performance of existing principals has not been more focused on learning leadership. Factors that influence the task commitment of a school principal include personality, communication, conflict, trust, job satisfaction and work motivation of the principal.

All of that can be minimized by increasing trust among employees, teachers and school residents. Because trust is an

important outcome in an organization both profit and non-profit, besides trust is the capital in forming the work commitment of the principal this is in line with the opinion of the porter A situation where when trust can affect significant task commitments, because some employees have goaled the same is the achievement of the vision and mission of the institution where they work. Proving that trust is the basic capital and even an indicator of the principal's task commitment [6]. When the principal can win the confidence of his subordinates, a sense of pocketing everything arises to the leader. Which all can affect the level of job satisfaction of employees at work and job satisfaction of the principal himself. When job satisfaction has emerged, there will be encouragement from within the employee to work extra or more, namely motivation at work. motivation is an encouragement from within the principal to carry out all his duties in school sincerely and with full awareness that what he is doing is an obligation and worship towards his Lord. This is interesting to do in-depth research on the Principal of State Primary Schools in DKI Jakarta Province.

2. LITERATURE REVIEW

2.1. Task Commitment

The concept of employee commitment to the organization is also called work commitment, which gets the attention of managers and organizational behavior, which develops from the initial study of employee loyalty that is expected to exist in every employee. Work commitment or organizational commitment is a condition that is felt by employees that can lead to strong positive behavior towards the work organization they have. Steers and Porter suggest a form of commitment that appears not only to be passive in loyalty, but also involves an active relationship with the work organization that has the goal of making every effort for the success of the work organization concerned. Commitment to the task according to Rezzuli is a subtle form of motivation. Commitment to the task is an internal motivation that encourages people to be diligent and tenacious to do the task, despite experiencing various obstacles. Furthermore, Renzulli, quoted by Brad S. Trinkle and Marco Lam, defines the commitment of the task as follows, task commitment is the third component of the three-ring conception of giftedness. Renzulli uses the expression task commitment to describe the perseverance, endurance, hard work, and dedicated practice of a person to carry out actions in one's area of interest [2][4]. From the description above, it can be synthesized that the task commitment is one's psychological ties in the form of a very strong desire to remain an employee in an organization that is marked by its willingness to mobilize all power and efforts for the benefit of the organization with indicators, identify problems, determine choices and determine standards.

2.2. Personality

Personality is one of the competencies that must be possessed by every school principal and is a part of the Principal Competency Test (UKKS) conducted by the government. The elements of the principal's personal competence include the ability of the principal to have noble morals, develop a culture and tradition of noble morals and set a noble moral example for the community in the school, have integrity as a leader, have a strong desire to develop themselves as the principal, be open in carrying out basic tasks and functions, controlling themselves in dealing with problems at work as a school principal and having talents and interests in positions as educational leaders. Personality is the characteristic that inherent in every individual. Individual's behavior can be understood through the personality. Robbins states that a person's personality can be seen from how a person reacts and interacts with someone, personality created from heredity, environment and situation [7]. Furthermore, Allport defines personality as follows, defined personality as the dynamic organization within the individual of those psychophysical systems that determine his unique adjustments to his environment [8]. Ricky W. Griffin and Gregory Moorhead define personality as follows, personality is the relatively stable set of psychological attributes that distinguish one person from another [9]. Personality is a series of relatively stable psychological attributes that distinguish one person from another. There is a long debate among psychologists often expressed as nature versus care is the level at which personality attributes are inherited from parents or shaped by the environment. Robert P. Vecchio defines personality as follows, personality can be defined as the relatively enduring individual traits and dispositions that form a pattern distinguishing one person from all others [10]. Gordon Allport quoted by Stephen P. Robbins and Timothy A. Judge defines personality as follows, personality is the dynamic organization within the individual of those psychophysical systems that determine his unique adjustment to his environment [11]. From the description above, it can be synthesized that personality is a pattern of open, closed behavior and integrity of someone who is dynamic and integrated which is manifested in ways of thinking, feeling and acting in a unique and stable manner that characterizes one's response to situations that include personality factors namely sincerity, friendliness, openness experience, extraversion and neuroticism.

2.3. Conflict

Principal's managerial competence is proven in managing conflicts that occur. Pondy quoted by Nailah Job defines conflict as follows: A conflict has been defined in terms of opposing interests, disagreements or differences and the basic can be anything from interpersonal issues to work-based resources, decisions or delegations [12]. Conflict is a matter of perception, the existence of behavior that hinders or frustrates the interests of other parties both personal and group in an organization. The same thing was underlined by J.A. Wall Jr. and R. Robert Callister. They define conflict as a process in which one party perceives that its interests are

being opposed or negatively affected by another party [13]. John W. Newstrom defines conflict as follows, conflict is an interpersonal process that arises from disagreements over the goals to attain, the methods to be used to accomplish those goals, or even the tone of voice used as people express their positions [14]. Ricky W. Griffin and Gregory Moorhead define conflict as follows, conflict is a process resulting in the perceptions of two parties that they are working in opposition to each other in ways that produce feelings of discomfort and or animosity [9]. Schemerhorn et.al defines conflict as follows, conflict occurs when parties disagree over substantive issues or when emotional antagonisms create friction between them [15]. Based on the description above, it can be synthesized that conflict is a conflict that occurs within a group or organization that starts when one party perceives that the other party opposes or impedes its interests with indicators: disagreement; there is disagreement regarding the ultimate goal, and there is competition between individuals.

2.4. Trust

Trust becomes an important aspect of a commitment or promise. Commitment can only be realized if one day it is meaningful. Confidence or trust is an important factor that can overcome the critical and difficulties between business partners besides it is also an important asset in developing long-term relationships. Furthermore, Pwel defines trust as follows: trust can be defined as a remarkably efficient lubricant to economics exchange that reduces complex realities far more quickly and economically than prediction, authority, or bargaining [16]. Jennifer M. George and Gareth Jones stated, trust is the willingness of one person or group to have faith or confidence in the goodwill of another person, even though this puts them at risk (because the other might act in a deceitful way [17]. Jerald Greenberg defines trust as follows, trust is a person's degree of confidence in the word and actions of another [18]. Trust is the title someone trusts in other words and actions. The difference between a relationship based on a transactional contract and a relationship based on a relational contract is the degree of trust between one another. Trust is a person's level of confidence in the words and actions of others.

3. RESEARCH METHODOLOGY

This study uses a quantitative approach, survey methods and path analysis techniques. The variables in the path analysis consist of exogenous and endogenous variables. The population in this study was the Principal of the Elementary School in Jakarta Province, the sample in the study was a portion of the population. The sampling technique used is Random Sampling, which is a simple random sampling method. The target population reached by the Principal of Public Elementary Schools in Jakarta Province totaling 1,537 Principals Counting the number of samples using the Slovin formula, Obtained the number of samples = 317 Principals, while for trial instruments were 30 Principals Using proportional techniques in determining the following sample distribution of samples. The principal who made the

population in this study was the principal of a public elementary school in the province of DKI Jakarta, using proportional techniques in distributing instruments.

4. RESULT AND DISCUSSION

The data used in compiling the regression model must meet the assumption that the data comes from normally distributed populations. The normality assumption basically states that in a regression model it must be normally distributed. The assumption test in this study was carried out by testing the normality of data from the six-error estimation of the research regression to be analyzed. The normality test uses the SPSS program to find out whether the Y Over X regression is normal or not, the results of which can be seen in the Kolmogorov Smirnov column (Sig.).

Table 1 Test Results for Regression Estimation Errors

	Kolmogorov-Smirnov(a)			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Y Atas X1	,031	317	,200(*)	,995	317	,486
Y Atas X3	,032	317	,200(*)	,997	317	,837
Y Atas X4	,042	317	,200(*)	,996	317	,560
X4 Atas X1	,040	317	,200(*)	,994	317	,218
X4 Atas X2	,042	317	,200(*)	,995	317	,446
X4 Atas X3	,028	317	,200(*)	,993	317	,175

Table 1. shows that the probability value (Sig.) all estimated regression errors are at 0,200. The probability value is greater than the significant level (α) 0,05 then all of the estimated error in the regression data are normally distributed. The structural equation formed in the first substructure model consists of 3 path coefficients of the variables X_1 to Y, X_3 to Y, and X_4 to Y in the form of: $Y = p_{y1}X_1 + p_{y3}X_3 + p_{y4}X_4 + p_y\varepsilon_1$. With big $(R_{y.134})^2 = 0,0996$ so that $p_y\varepsilon_1 = 0,949$. So, the structural equation forms in the first sub-structure model: $Y = 0,144X_1 - 0,177X_3 + 0,157X_4 + 0,949$. A description of the path coefficient estimation is explained in table 2 and visualized through the following figure 1:

Table 2 SPSS model results

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	114,359	11,695		9,778	,000
	Personality (X1)	,107	,040	,144	2,648	,009
	Conflict (X3)	-,166	,051	-,177	-3,251	,001
	Trust (X4)	,150	,052	,157	2,863	,005

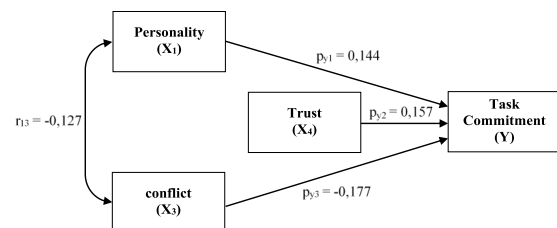The first structural model estimation results are then shown in the following figure:

Figure 1 Structural Model Empirical Path Diagram

4.1. Positive Direct Effect of Personality (X1) to task commitment (Y)

The findings show that personality has a direct positive effect on task commitment. This is indicated from the results of the path coefficient of 0.144. Personality has 5 dimensions, namely friendliness, openness to experience, extraversion and neuroticism. Based on the average value of grain scores, hospitality has the largest average value of 4.09. Hospitality is a personality trait that is very influential on the commitment of school principals. A school principal who always shows friendly attitude in providing services to teachers, then the commitment of the tasks performed at school increases. A person's personality has a role in forming the commitment of the principal's duties at work [19]. At this time the school needs a leader who intends to truly make continuous improvements with the aim of maintaining the quality of Education, this can be done starting from the principal's self by being friendly to all elements of the school, willing to share experiences with fellow teachers and be open to his subordinates. In addition, a school principal must be able to set a good example or as a role model such as dealing with problems the principal is expected to be calm.

4.2. Negative Direct Effect of conflict (X3) to task commitment (Y)

The findings show that conflict has a direct negative effect on task commitment. This is indicated from the results of the path coefficient of -0.177. When conflicts occur in an organization, employee commitment to work will tend to stagnate or even decrease [20]. Increased conflict will result in decreased commitment to the task. In this study proves the role of conflict is very large on the task force, based on field observation this can be caused by several factors including the effect of regrouping by the DKI Jakarta provincial government on several schools into 1 school. Based on the calculation of the results of the questionnaire answers showed the biggest indicator is the existence of disagreements with an average of 4.1132. This has become one of the causes of conflict including the existence of rules for determining the principal of regrouping results based on the smallest school serial number. This is not ideal because there is no new selection of post-regrouping school principals, and this is one of the causes of conflict, among others by other school principals who are not re-appointed and ultimately become teachers. Syndrome after a leader becomes a subordinate takes a long time to fix it. From the teacher's point of view, many teachers have to adjust to the new principal's leadership style, because every leader has a different style of leadership. Conflict is basically a difference of opinion between a teacher and his coworkers [21]. Even with school principals, this often happens, this does not need to be feared but must be managed well by the school principal and even supervisors as guidance. The thing that can be done when a conflict occurs is to identify the problems that cause the conflict, then do it to find the best solution for all parties. These problems can have a major impact, especially the commitment of the principals

to their duties. This should be noted by the leaders in leading the organization they lead. A leader must be able to manage conflicts that occur so as not to result in decreased performance and organizational commitment. To realize an effective school, the component that is considered important is the existence of a school principal who is not only a personification figure of the school, but also understands the purpose of Education, has a vision of the future, and is able to actualize all the potential that exists into a power that is in harmony to achieve the goals of Education.

4.3. Positive Direct Effect of trust (X4) to task commitment (Y)

The findings show that trust has a direct positive effect on task commitment. This is indicated from the results of the path coefficient of 0.157. Trust is important in an organization both profit and non-profit because trust is one of the determinants of one's commitment to the task at hand. One situation where trust may be low, even if task commitment is high, is when team members have different goals and objectives for joint activities. In general, however, commitment and trust have been seen as constructions related to trust that affect task commitment.[6] Based on the calculation of the results of the questionnaire answers showed the biggest indicator is confidence in the behavior of authorities in building relationships, with an average of 4.26. Based on the results of research conducted by W. Poerter and S. Lilly prove that trust is the basic capital and even an indicator of the commitment of a school principal to his work. About a decade ago school leadership was still not an important issue in various school reform agendas. However, changes that have been made to change the leadership of schools, especially school principals, have become the main priority in recent times related to school reform.

5. CONCLUSION

In this study, unexpected results were found, namely the path coefficient of conflict to task commitment had a large, even negative result compared to personality and trust variables. After conducting more in-depth research with the addition of information that researchers get, it turns out that the increase in the coefficient of conflict path is greater due to the policy of regrouping issued by researchers since 2014. In addition, the constellation model that researchers do is considered to have represented internal and external respondents i.e. From the principal's personality, his confidence in front of his subordinates and the conflicts in the school environment.

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