

# The Influence of Principal's Communication and Conflict Management towards the Work Discipline of Teachers at SMA PGRI Tanjungsiang Subang

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**Abstract**—Nowadays the teacher's work discipline research has been reviewed by a number of researchers. The previous studies were only focusing on discussion of the influence of teacher's work discipline. In contrast to the previous studies, researcher in this study assume that one of the factors lead to teacher's indiscipline is communication and conflict management of the principal. This study aims to determine the influence of communication and conflict management of the principal toward teachers' work discipline. The research used survey method. The research hypothesis test used the SPSS (Statistical Product and Service Solutions) program 21.0 For Windows. The study sample consisted of 15 teachers taken from the entire population using the *jenuh* sampling method. The results of the study concluded that: (1) there is a positive influence of the principal's communication on the teacher's work discipline at 9.6%, (2) there is a positive influence of the principal's conflict management on the teacher's work discipline of 7.8%, (3) there is an insignificant positive influence of communication and conflict management of the principal toward the teacher's work discipline by 10%. Based on the study, it is concluded that the principal's communication and conflict management can improve teacher's work discipline.

**Keywords**—communication; conflict management; teacher's work discipline

## I. INTRODUCTION

An extraordinary organization is an organization that has succeeded in making discipline as a culture of an organization. The organization has disciplined people, namely human resources who are competent and appropriate in their fields; thought discipline, namely human resources in the organization who think, solve problems and determine appropriate actions for the interests of the organization; and work discipline, namely human resources in the organization who have an attitude of being willing and aware of carrying out their duties, as well as taking care of the organization with all its objectives. Through a disciplined culture, these people produce extraordinary performance [1]. The above opinion explains that each organization has its own culture, but not all organizations have a disciplined culture that is an energy source of that organization to produce outstanding performance. Discipline is very good for the creativity process, and that creativity can

only happen with good discipline [2]. The description above explains that an organization often only demands high work discipline for employees, regardless of the factors that influence it. Whereas there are fundamental factors that support work discipline such as internal factors (self-discipline) and external factors (command discipline) that must be considered by managers in building a culture of discipline within the organization.

The results of a preliminary study on teaching discipline related to the total percentage of attendance (TPA) of teachers in learning over the last three years based on the data of SMA PGRI Tanjungsiang to find out the description of the teacher's work discipline is known as follows:

TABLE I. DATA OF TEACHER ATTENDANCE IN SCHOOL

School Year		
2014/2015	2015/2016	2016/2017
TPA	TPA	TPA
78%	83%	85%

Source: Data from SMA PGRI Tanjungsiang

The data in table 1 can also be used as an indicator that teachers have not shown high discipline regarding their attendance at school in a timely manner, entering and leaving class in carrying out teaching assignments, consistent with a predetermined schedule and using time influenceively in learning activities. Lack of teachers' discipline is also indicated by the presence of teachers who are not present on school activities such as religious holidays and other school activities. This shows that their attendance at school is not timely, and carrying out some duties is only to fulfill their obligations as teachers. The results of this preliminary study also show that there are still teachers who do not comply with school requirements regarding the use of teacher uniforms that are not good for students. According to Hasibuan, among the factors that influence work discipline there is a harmonious relationship between the leader and his subordinates. A leader should create a harmonious social relationship to bind the harmony of all employees [3]. Human relationships will be created if the environment and a comfortable working atmosphere are realized. So that good discipline in an organization will be realized. In carrying out the duties, the

principal, as an administrator, needs to communicate so that he will be able to guide the organization in order to achieve a goal and its function [4]. Ardiansyah further says that communication has a positive and significant influence on employee's performance [5]. The same thing was stated by Joski in his journal which said that communication had an influence on the teacher's performance with the percentage of 12.3% [6].

Interpersonal communication at school has a good relationship with school's success. This relationship can be understood from Robbins who states that among managers who are effective both in terms of quantity and quality of their performance and satisfaction and commitment of employees. Here it appears that communication has the greatest role in school's success [7]. This statement explains that a school organization which is consisting of a number of people, which has interdependence, need coordination, and that coordination requires an effective interpersonal communication in improving their performance.

Schools can be viewed as a family whose harmony can be created if there is no conflict between its members. However, conflict is an unavoidable thing in life even as long as human life is always confronted with conflicts. The presence of conflict in an organization often creates tension. However, conflict is needed for the progress and development of the organization. Conflict on school organizations can be a turning point when the management is good and can even become an instrument of change in the organization, but also on the contrary can reduce the performance of the teacher when the management is not done optimally. This is as stated by Robbins that conflict is a power to make good and positive changes. The modern view of conflict explains that conflict can provide benefits to improve organizational performance. Conflict is a natural and unavoidable thing. Therefore, a conflict needs to be managed as well as possible so that it can provide benefits and improvements for a better direction in an organization. Actually, if the conflict can be managed properly, the conflict can provide innovation and change, give energy to the people who act, provide protection in all things in an organization and a very important element in the analysis of the organizational system [7].

From those much indicators that affect a teacher's performance is discipline. Discipline is a reflection of the attitude and behavior of a teacher conducted in the corridor of school's rules. Discipline in the organization is the most important thing because it will be the backbone of an organization to achieve its goals. Discipline is also a condition where the teacher / employee can obey the rules that have been established in an organization. Discipline, in relation to work, is an attitude and behavior that shows employee's compliance with organizational rules [8].

The phenomenon that occurs in SMA PGRI Tanjungsiang in Subang is that there are indications that the teacher's work discipline is still low which indicates that there are still some teachers who were not present at school on time. This could be caused by their discomfort with the atmosphere in school, the difference in treatment, and the absence of a reward and punishment system in enforcing work discipline at schools.

This condition may occur because of the lack of effective interpersonal communication between the principle and teachers and the presence of interpersonal conflicts.

## II. THEORETICAL BASIS

### A. Communication

According to Zhou, communication is the process of exchanging ideas and information between individuals, or in short, communication is the delivery of information between someone and others [9]. In line with this opinion, according to Well and Prensky, "communication is the delivery of messages from the source through the media to the recipient" [10]. Furthermore, Robbin said that communication is a process and state of delivering information from someone to others. The communication is not just delivered but also the information provider is expected to understand why communication is done [7].

The above opinion is affirmed by Shukla in the definition put forward, that communication is the transfer of information from the sender that can be understood by the receiver [7]. Thus, based on this definition, communication is not just a transfer or delivery of messages from one person to another, more than that, communication is a meaning development process based on the rules of knowledge so that the information conveyed can be understood by the recipient. This was confirmed by Klyukanov that communication is a process of building a general meaning based on the rules of knowledge [11]. Referring to the above definitions, it can be synthesized that communication is the process of exchanging ideas and information between individuals based on rules of knowledge so that the information conveyed can be understood by the recipient of information.

In connection with communication, De Vito gave an explanation of the characteristics of communication. De Vito stated that communication characteristics include five characteristics, namely: (1) openness, (2) empathy, (3) support, (4) positiveness, (5) equality. De Vito formulated several characteristics of interpersonal communication, namely as follows: (1) spontaneity, occurring casually with the main media being face to face; (2) does not have a goal that is determined in advance; (3) happened accidentally among participants whose identities are less clear; (4) resulting in intentional or unintentional impacts; (5) often reciprocating; (6) requires a relationship of at least two people with a free and varied relationship, there is influence; (7) must produce results; and (8) using meaningful symbols [12].

### B. Conflict Management

An organization is a group of people who interact with each other by carrying out their respective tasks and functions to achieve a goal [13]. Various conflicts often occur in organization. The conflict can be minimized but cannot be avoided. The conflict can be divided into several parts, namely conflict between individual and another, individual with groups and between certain groups with other groups. Conflict will have a negative impact when it is not handled properly and can harm the interests of the organization, but there are also

conflicts that have a positive and beneficial impact when the conflict is well controlled. An organization can run well when conflicts arise can be resolved properly.

Conflict have not always been reacted to be negative, because conflicts that can be resolved properly will generate profits and have positive values and benefits for those who take part or for an organization. Conflict can be used as a reflection and example in managing the organization for members of the organization. This is as stated by Robbins that conflict is the power to change into positive things in an organization [7].

Bieber and Horowitz explained that a person's personal character greatly influences the conflict management style. Furthermore, Bieber and Horowitz also said that gender factors and ethnocentric attitudes were very influential in the settlement process and the end of the conflict. Those characteristics are such as the habit of not solving problems unilaterally, warm relationships and openness of opinion. Conflict management is called constructive if in the middle of a settlement a harmonious relationship conflict can always be maintained [14].

### C. Work Discipline

An organization will succeed in achieving its goals if it has a good organizational management system, strategies and of course the role of human resources as very basic resources. Human resources by many people are considered as a valuable asset for organizations that must be paid attention, guarded, fostered and then utilized appropriately for the benefit of the organization. Therefore, a procedure is needed that can make human resources within the organization aware and willing to carry out their duties in accordance with applicable regulations.

According to De Cenzo, Robbins, and Verhulst, discipline refers to a condition in the organization where employees behave in accordance with the rules and standards of behavior established by the organization [8]. Meanwhile, Lucas stated that discipline is a standard of behavior and performance of employees in an organization and sanctions that can be used for violations committed [15].

Luthans suggested that work discipline could arise because of: 1) Self-discipline. A person who feels that he has become part of the organization will consciously implement the rules set by the organization, and 2) Command discipline. Every leader in the organization certainly wants the first type of discipline, namely discipline that arises from personal awareness. But then in reality, discipline is also influenced by the existence of some kind of compulsion from the outside [2].

### III. RESEARCH METHODOLOGY

This type of research is educational research which uses a quantitative approach. Research variables consist of 1 (one) dependent variable namely teacher work discipline (Y) and 2 (two) independent variables which include: principal's communication ( $X_1$ ), principal conflict management ( $X_2$ ). Samples were taken from the entire population of 15 teachers with using *jenuh* sampling methods, namely the sampling method used to determine a sample of the entire population.

This is often used when the amount of pollution is less than 30 people [16].

The research method uses survey methods. The study uses primary data obtained through direct research on the object under study by giving questionnaires to teachers while testing the hypothesis of the study using SPSS program (Statistical Product and Service Solutions) 21.0 for Windows. The questionnaire instrument for each variable along with its indicators can be seen in the following table 2:

TABLE II. RESEARCH INSTRUMENT

Variable	Indicator
<i>Principal's Communication</i> ( $X_1$ )	Openness
	Empathy
	Supportiveness
	Positiveness
	Equality
<i>Principal's Conflict Management</i> ( $X_2$ )	Behavior
	Personal relationship
	Organizational Structure
<i>Teacher Work Discipline</i> (Y)	Using time regularly
	Arriving on time
	Good work quality
	Follow the procedur
	Attending school activities
	Polite appearance

### IV. RESULT AND DISCUSSION

#### A. Influence of Principal's Communication on Teacher's Work Discipline

There is an insignificant influence between the principal's communication with the teacher's work discipline through regression analysis. The principal's communication variables only affected 9.6% of the teacher's work discipline. This means that 90.4% is again influenced by other variables. This can be seen in the following table 3:

TABLE III. THE INFLUENCE OF COMMUNICATION OF THE PRINCIPAL WITH TEACHER'S WORK DISCIPLINE

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.309 <sup>a</sup>	.096	.026	4.17822

<sup>a</sup>. Predictors: (Constant), *the principal's communication*

Source: The results of processing SPSS version 21.0

Eventhough the principal's communication variable was only 9.6%, but there was a positive correlation of 0.262 between the principal's communication variables and the teacher's work discipline. This means that the better the headmaster's communication, the better the teacher's work discipline will be. Based on the results of the study, the highest average indicator value by respondents is an indicator of similarity. Teachers of SMA PGRI Tanjungsang Subang stated that the principals' sportsmanship is one of the important factors that drive teacher's work discipline [5]. This research seems similar to what was said by Ardiansyah who said that

communication has a positive and significant influence on work discipline. This is also stated by Kuncorowati that communication has a very significant influence on work discipline at a percentage of 76.6% [17]. So that principals need to communicate with teachers and school staff regularly to improve their work discipline [18]. Communication is also important for schools specially to establish relationships with teachers and school staff [19].

### B. Influence of Principal's Conflict Management on Teacher's Work Discipline

Here are the results of SPSS calculations (Statistical Product and Service Solutions) 21.0 for Windows the influence of principal conflict management on teacher work discipline:

TABLE IV. THE INFLUENCE OF PRINCIPAL CONFLICT MANAGEMENT ON TEACHER WORK DISCIPLINE

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.279 <sup>a</sup>	.078	.007	4.21857

<sup>a</sup> Predictors: (Constant), *Conflict\_Management\_KS*  
Source: The results of processing SPSS version 21.0

The data above shows that the principal's conflict management has a positive influence on the teacher's work discipline of 7.8%. In line with what was said by Rozalina that conflict management influences employee's performance [20]. From the results of simple regression analysis, it can be seen that the simple regression coefficient increases by 0.170 indicating that the teacher's work discipline increases with each principal conflict management. So it can be concluded that the conflict management of the principal has a positive influence on the teacher's work discipline. So that conflict management plays an important role in improving teacher work discipline and conflict management is one of the important characters that must be owned by school principals and conflict will not occur if relationships within the organization remain harmonious [21]. So that one of the characters that must be owned by the leader is to overcome the conflicts that occur [22].

The principal as a leader must be well trained to stimulate and handle proactive and ideal conflicts, because this is the main driver of social change in the organization, in this case especially schools as educational institutions [23]. Makaye added that the principal as a leader must be able to ensure that the resources that the school receives must be taken into responsibility by taking account of fairness and transparency in order to avoid conflict [24]. Furthermore, Wirawan said that a leader in this case especially the principal uses at least 25% of his time to manage conflicts that occur [25].

### C. Influence of Principal's Communication and Conflict Management on Teacher's Work Discipline

The existence of the influence of communication and conflict management of the principal on the teacher's work discipline can be seen from the coefficient of determination of variables  $X_1$ ,  $X_2$  to  $Y$  which is presented below:

TABLE V. THE INFLUENCE OF COMMUNICATION AND CONFLICT MANAGEMENT OF THE PRINCIPAL ON THE TEACHER'S WORK DISCIPLINE

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.315 <sup>a</sup>	.100	-.050	4.33850

<sup>a</sup> Predictors: (Constant), *Conflict Management KS*, *the principal's communication*  
Source: The results of processing SPSS version 21.0

From the calculation result, it can be found that the coefficient for the variables mentioned is 10%. This shows that the communication and conflict management of the principal affected by 10% of the teachers' work discipline in SMA PGRI Tanjungsang Subang. But in the t-test it was found that the significance value of both the independent variables  $X_1$  and  $X_2$  (principal's communication and conflict management) was 0.815. The interpretation is  $0.815 > 0.05$  (sig.) and it can be said that the communication and conflict management of the principal does not influence the teacher's work discipline. This identifies the existence of other variables that have a major influence on the discipline of teacher work, including organizational commitment and leadership of the principal. Sari said that organizational commitment can affect work discipline, so that a working commitment to the organization can be done by to improve discipline. This can be done through training efforts, workshops and discussions with schools [26,27]. Furthermore, Amaliah said that teacher work discipline is influenced by the principal's leadership by 52% [28].

## V. CONCLUSION

Based on the results of the study, conclusions can be drawn, namely: (1) there is an insignificant influence between the principal's communication with the teacher's work discipline through regression analysis of 9.6%, (2) conflict management has a positive influence but it is not significant enough on teachers' work discipline 7.8%, (3) collectively the principal's communication and conflict management have a positive influence of 10% on the teacher's work discipline.

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