

## EFFECT OF COMMUNICATION AND CONFLICT ON TEACHERS' WORKING COMMITMENT IN STATE JUNIOR HIGH SCHOOL AREA OF MUNA REGENCY SOUTHEAST SULAWESI

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### Abstract

**Abstract:** *The purpose of this study is to determine the direct effect of communication and conflict on work commitment. The intermediate endogenous variable are communication and conflict, the endogenous variable is work commitment. This research is a quantitative research with survey method at State Junior High School Area of Regency of Muna Southeast Sulawesi. The observational population is the teacher of the State Junior High School Area of Muna Regency Southeast Sulawesi with a total of 393 people using survey method with path analysis used in hypothesis testing. Determination of the sample by using simple random technique was chosen using Slovin formula so that the number of samples to 80 respondents. The results of this study conclude that: (1) there is a positive direct effect of communication on work commitment, (2) that there is a direct negative effect of conflict on work commitment, (3) there is a direct negative effect of communication on conflict.*

**Keyword:** *communication, conflict and work commitment*

Education is a fundamental need in an effort to improve the quality of human resources (HR). Schools as formal educational institutions have an important and strategic role for improving the quality of National Education, because the school as a vehicle for teaching and learning process takes place. Therefore, teachers have a very decisive role in teaching and learning process to realize the quality of human resources. Teachers have a strong and lasting effect on the students. They directly influence how students learn, what they learn, how much they learn, and how they interact with each other and their environment. Teachers' existence is importance because the learning achievement of learners (as an important indicator of the quality of education) is determined by what is done by both and occurs in the school environment as well as in the classroom. To that end, teachers are required to always show the attitude in obeying the rules to uphold discipline and high work commitment.

Teachers who have a high commitment to the organization have emotional bonding or a strong bond between himself and the institution where they served. Strong bond are reflected in the form of striving to realize the goals of the organization in which they teach and help achieve the vision of the school's mission in which he carries the mandate. Another positive impact of the high commitment of teacher organizations is that they tend to favor the school policy so that it will facilitate the leadership run the program work. In line with this, the potential conflict between the leadership with teachers and among fellow teachers to be minimal so that the work atmosphere feels more comfortable and conducive to improving the effectiveness of teaching and learning situations in the classroom.

In general, the issue of teachers' work commitment becomes very important for Education Office of Muna Regency. This will affect the success of school and teaching and learning process. In relation to teachers' work commitment, Supervisor of State Junior High School (SMP Negeri) in Muna Regency stated: *"In performing their duties at school, there are still teachers who act only as teachers, renderers who have not performed the role of class manager. The process of teaching and learning activities has not varied yet; some are effective and some are lacking. This is shows in different*

*teaching-learning situations, not utilizing available teaching time, starting lessons on time and still having fewer harmony relationships among teachers, which sometimes leads to minor conflicts that have an impact on performance. "*

The above situation indicates weak management implementation, low human resources owned, organizational culture that has not been oriented to quality, low performance and weak organizational commitment. This can be caused by various factors that can affect work commitment in the organization, one of which is communication between the manager (superior) and subordinates. The effectiveness of communication has a close relationship with the success of an organization.

School environments can be viewed as harmonious families will be created if there is no conflict among school members. Nevertheless, conflict is something that cannot be avoided in life even throughout human life. The presence of conflicts within an organization often creates tension, but is still needed for the ups and downs of the organization including schools. New changes or innovations are particularly vulnerable to conflict, especially if not accompanied by an adequate understanding of developing ideas. In this case, conflict can be a powerful energy if managed well, can even be used as a tool to make changes, but can also decrease the commitment of teachers to teach performance if not controlled properly.

Conflict is not always harmful and has a negative impact, so as a part of school organization, teachers can work together and collaborate to overcome any conflicts that arise and make it as a new strength to achieve organizational goals. Work commitment will be good if supported by good communication, atmosphere and school climate that is comfortable, conducive and competitive. This situation encourages teachers to be more disciplined and perform well in teaching. Conversely, if the teacher's work commitment is low, teachers are often absent or late, this will have an impact on the work or performance of teachers who are declining.

Based on the background that has been described above, then the research problems in this study are: (1) whether the communication directly affect the work commitment? (2) Does the conflict directly affect work commitment? (3) Does communication have direct effect on conflict?

Furthermore, the purpose of this research is to know: (1) direct positive influence of communication to work commitment; (2) the direct negative impact of conflict on work commitment; (3) the direct negative effect of communication on the conflict.

Referring to the problems that occur due to the high level of teachers' work commitments that may be caused by the lack of harmonious relationship between teachers resulting in the occurrence of disharmony within the organization that impact on school performance as a whole so that the authors are interested to conduct research on the influence of communication and conflict on teacher work commitments in state junior High School Area of Muna Regency Southeast Sulawesi.

### **Working Commitment**

Commitment is an important aspect in the field of organizational behavioral review to evaluate the extent to which employees dedicate themselves to the organizations in which they work. As expressed by Gibson et al, (2012:182) "*commitment is a sense of identification, loyalty, and involvement expressed by an employee toward the organization or unit of the organization*".

This definition includes the notion that organizational commitment is an expression of feelings of identification, loyalty, and involvement expressed by employees towards organizations or organizational units in an effort to achieve organizational goals. This definition reflects the degree to which a person recognizes an organization and is bound to its purpose. This is an important work attitude because committed people are expected to demonstrate a willingness to work harder to achieve organizational goals and have a greater desire to remain within the organization.

Further, Stroh (2002:293) defines, "*organizational commitment is the relative strength of an individual's identification with and involvement in a particular organization*". Organizational

commitment is not just loyalty to the organization, but an ongoing process whereby organizers express their concern for the success and well-being of the organization that they are part of.

Meanwhile, Miroshnik (2013:33) defines, "*commitment is a social action – it refers to the binding of an individual to particular values in the pursuit of organizational objectives*". The above definition explains that the individual as an organization member identifies with the organization and is able to participate actively in accordance with the ethics and expectations of the organization that they experience a feeling of unity with the organization. Therefore, organizational commitment is needed because the conducive situation in the organization will materialize if employees and organizations have the same synergy in achieving goals and strive to achieve the targets set.

The same concept is presented by Luthans (2011:147) that, "*as an attitude, organizational commitment is most often defined as (1) a strong desire to remain a member of a particular organization; (2) a willingness to exert high levels of effort on behalf of the organization; and (3) a definite belief in, and acceptance of, the values and goals of the organization. In other words, this is an attitude reflecting employees' loyalty to their organization and is an ongoing process through which organizational participants express their concern for the organization and its continued success and well being.*

Previous research conducted by Marchalina and Ahmad (2017), proves that internal communication can affect the commitment of employees as a whole. Similarly, a research conducted by Awad and Alhasemi (2012) shows that internal communication significantly affects employees' commitment. Internal communication enables employees to gain trust from their organizations through effective internal communication, so that they will commit to their organizations to remain in the organization.

According to Greenberg (2011:231), "organizational commitment is the extent to which an individual identifies and is involved with his or her organization and / or is unwilling to leave it". His definition explains that organizational commitment is an important work attitude because it is expected to demonstrate the desire to work hard in achieving organizational goals and the desire to survive in the organization. Thus, organizational commitment is needed because conducive situations in the organization will be realized if employees and organizations have the same synergies in goal-orientation goals and strive to achieve targets that have been determined.

In line with Colquitt et al, Meyer and Allen as quoted by Luthans (2004:148), argued that organizational commitment can be identified into three dimensions of commitment. Meyer and Allen stated, "(1) Affective commitment. An individual's relationship to the organization: his or her emotional attachment to, identification with, and involvement in the organization. In other words, employees who reside in the organization because the employee wants to be in that organization; (2) Normative commitment. The obligation an individual feels to stay with the organization. This commitment demonstrates a sense of employee liability because organizational investment has been made in its personal development. Commitment is the contribution that employees give to the organization; (3) Continuance commitment. An individual's calculation that is in his or her best interest to stay with the organization based on the perceived costs of leaving the organization.

According to Kreitner and Kinicki (2007:166), "commitment is an agreement to do something for yourself, another individual, group or organization". Organizational commitment reflects the degree to which a person recognizes an organization and is tied to its goals. Thus, it is certain that a person who has a high commitment to the organization will demonstrate a high degree of loyalty to the organization, demonstrating best performance in performing organizational tasks and demonstrating compliance in carrying out all the rules set by the organization.

Some opinions above show that commitment is a psychological condition that can be developed through logical approaches based on factors influencing commitment, including teacher work commitment is something that can be developed.

Based on the above opinion, it can be synthesized work commitment is a person's psychological bond to maintain membership in an organization with indicators: affective commitment (affective commitment), continuance commitment, and normative commitment (normative commitment).

### Communication

Communication is often done to convey the message that we are communicating to others. Communication can be done orally and verbally which can be understood by both parties. The term communication in English *communication - communicare* means "sharing". The word is related to the word common, commune, and community which means an activity to bring together. The term communication itself comes from the Latin language *communicatio* which means "share". According to Wood (2011:12) defines "*communication is a systemic process in which people interact with and through symbols to create and interpret meanings.*" Then, Stroh et al (2002:174) points out, "*communication is the transmitting of information and understanding by one group member to another through the use of symbols.*" Communication is essentially a perceptual process. The sender must encode the meaning intended to create the message. The recipient then translates the message to gain perceived meaning. Effective communication depends on the sender and receiver sharing an understanding of the rules used to encode meaning into the message.

Griffin and Moorhead (2014:295) define, "*communication is the social process in which two or more parties exchange information and share meaning.*" In effective communication, meaning can be understood by the recipient, while efficient communication at a minimum cost. In the process, communication is one's effort to give understanding by way of message transfer. So it can be described that communication is the process of transferring messages from someone to other people, groups, organizations and companies.

According to Ivancevich et al (2008:432), "Communication is defined as the process of sending information and understanding by using verbal or nonverbal symbols. The same idea is expressed by Berko et al (2010:2) who state "Communication is a conscious or unconscious, intentional or unintentional processing which feelings and ideas are expressed as verbal and/or nonverbal messages, which are sent, received, and comprehended.

From the above definition of communication illustrates that communication is successful only if the communicator transmits that understanding to the recipient. Communication can be done using verbal symbols either orally or in writing. In addition communication can also be nonverbal where communication is delivered by someone will be given meaning by others. Nonverbal communication can be a facial expression, time, facial gestures, or touch

Hitt, Miller dan Colella (2011:330) state, "*communication involves the sharing of information between two or more people to achieve a common understanding about an object or situation. Successful communication occurs when the person receiving the message understands it in the way that the sender intended. Communication involves the sharing of information between two or more people to achieve a common understanding about an object or situation.*"

Robbin and Judge (2017:383) also describes the communication function within the organization by stating, "*communication serves five major functions within a group or organization: management, feedback, emotional sharing, persuasion, and information exchange*". Communication is recognized as a most effective message exchange process, in which communication actors can share information to achieve common interests. Communication provides information that individuals and groups need to make decisions by assessing alternative options.

Based on the definition of the concept that has been described can be synthesized communication is the process of delivering information between individuals to have the same understanding, with indicators: messages, media used, openness, the response and the achievement of goals.

## Conflict

Organizational conflict can occur between individual and individual, individual conflicts with groups or conflicts between specific groups and other groups. The term conflict is etymologically derived from the Latin, *confingere*, a con which has a shared meaning and *figere* which has a meaning of impact. There is a clash of individual desires, needs, opinions and desires involving two or more individuals. Conflict is a contradiction of cooperation where it is a struggle to maintain value or something that is considered valuable. Robbins and Judge (2017:446) define "*conflict, then, as a process that begins when one party perceives another party has or is about to negatively affect something the first party cares about.*" Conflict can occur due to objective misalignment in the organization, differences in interpretation of facts, disagreements caused by behavioral expectations, and so on.

According to Griffin and Moorhead (2014:404) defines, "conflict is a process resulting perception of two parties that they are working in opposition to each other in ways that produce feelings of discomfort and/or animosity." Barris further adds that the conflict is a process and not necessarily happens, but rather develops from time to time and refers to an earlier event. Each member of the organization makes it possible to engage in conflicts whether in the form of individuals, groups, and/or organizations. Therefore, the conflict may involve one person in opposition to another, one group in opposition to another group or one conflicting organization with other organizations.

Furthermore, Wagner and Hollenbeck (2010:227) argue, "conflict is a process of opposition and confrontation that can occur in organizations either between individuals or groups – occurs when parties are exercise power in the pursuit of valued goals or objectives and obstruct the progress of other parties." In other words, conflicts that occur within an organization involve managers as holders of power inhibit the progress of others because of differences of opinion. Hitt (2011:439) also states, "conflict is a process in which one party perceives that its interests are being opposed or negatively affected by another party."

Conflict is not always to be avoided because the consequences are not always negative. A variety of mild and well-controlled conflicts have positive consequences and benefit both those involved and the organization. The same thing is put forward by Wagner (2010:228), "conflict is often functional, having positive effects such as the following: (1) Conflict can lessen social tensions, helping to stabilize and integrate relationships,(2) Conflict let's opposing parties express rival claims and provides the opportunity to read just the allocation of valued resources, (3)Conflict helps maintain the level of stimulation or activation required to function innovatively, (4) Conflict supplies feedback about the state of interdependencies and power distributions in an organization's structure, (5) Conflict can help provide a sense of identity and purpose by clarifying differences and boundaries between individuals or groups."

Meanwhile, Robbins and Judge (2017:447) argue, "functional conflict supports the goals of the group and improves its performance and is, thus, a constructive form of conflict. A conflict that hinders group performance is a destructive or dysfunctional conflict." Functional Conflict supports group goals and improves their performance or is called constructive conflict. Conflict that hinders group performance is a destructive or dysfunctional conflict. Not all conflicts have a negative impact and are detrimental to the organization. A well-controlled conflict can benefit the organization, on the other hand if the conflict is not handled properly and escalating openly may harm the interests of the organization.

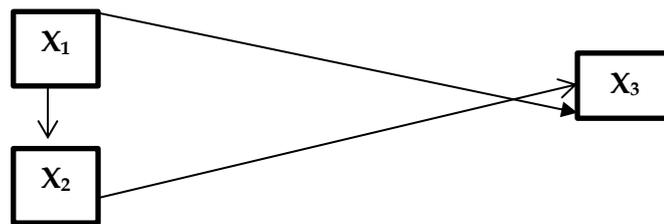
Further Schermerhorn (2002: 128) divides the two types of conflict that is (1) *functional conflict*, (2) *dysfunctional conflict*. Functional conflict, or called constructive conflict, has a positive and beneficial impact on individuals, groups, or organizations. On the positive side, conflicts can bring important problems to the surface so they can be overcome. This can help in making decisions to be

considered carefully and may be reconsidered to ensure that decisions are made as expected. This can increase the amount of information used for decision making. Dysfunctional conflict, or destructive conflict, is a conflict that occurs because each of the parties imposes their own wishes and contradicts both the desires of individuals, groups and organizations. These conflicts can trigger hostilities between individuals and between groups and as a whole can create a negative environment within the organization. If it happens continuously then destructive conflict can reduce work productivity and job satisfaction and contribute to absenteeism and absenteeism. Managers must be alert to destructive conflicts and quickly take action to prevent or at least minimize losses incurred.

From the various definitions above, it can be synthesized conflict is a contradiction that occurs because of differences in perception that arise in private, interpersonal and inter-group that can give negative impacts for the organization with indicators (1) conflict between individuals, (2) disputes in reaching goals, (3) mutual negating behavior, (4) contradicting norms and values, (5) opposition due to creativity or new ideas in achieving goals.

### METHOD

This research was conducted at State Junior High School Area of Regency of Muna Southeast Sulawesi. The research approach is done quantitatively by using path analysis. Path analysis technique is used to test the relationship between variables, which furthermore know the direct influence between the variables of communication and conflict as intermediate endogenous variable and one endogenous variable is work commitment. Hypothetical model of interaction between research variables as follows:



Picture 1.1 Path Analysis Model

Notes:

X1: *Communication (eksogenous)*

X2: *Conflict (intermediary of endogenous)*

X3: *Work Commitment (last endogenous)*

→ Direct Impact

This research was conducted to teachers State Junior High School Area of Regency of Muna Southeast Sulawesi Province with a population of 121 teachers spread in two districts, Katobu District and Loghia District. Meanwhile, the sample determination in this study was done randomly by using simple random sampling technique in which every teacher in Public Junior High School in Muna Regency gave the same opportunity to be selected to be a sample. Determination of the number of samples of teachers who became the object of research is determined by the Slovin formula, as follows:

$$n = \frac{N}{N \cdot e^2 + 1}$$

N = population

n = sample

e = fault tolerance 5% = 0.05

from the above formula obtained :

$$n = \frac{N}{N \cdot e^2 + 1} = \frac{121}{121 \cdot (0,05)^2 + 1}$$

$$n = \frac{121}{1,3025} = 92,8 \text{ rounded off } 93$$

Thus, the samples to be used in this study were 93 teachers with civil service status.

Data were collected by using a questionnaire instrument that has been tested for its validity and reliability. Questionnaire method is defined as a way of collecting data, where respondents answer questions that have been compiled before, using a tool in the form of a list of questions or questionnaires. The list of statements in the questionnaire was made based on the indicators that have been developed and the various concepts of the variables used in this study. Testing instrument validity of each variable using Pearson Product Moment correlation with significance level set at  $\alpha = 0,05$  and whereas degree of freedom is amount of sample minus 1 ( $n-1$ ). The Pearson Product Moment formula is as follows:

$$r_{xy} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{(n \sum X^2 - (\sum X)^2)(n \sum Y^2 - (\sum Y)^2)}}$$

Notes:

- $r_{xy}$  = correlation coefficient *Pearson Product Moment*
- $\sum X$  = Number of scores in distribution X
- $\sum Y$  = Number of scores Y
- $\sum XY$  = Number of scores X and Y
- $\sum X^2$  = Number of results in squared in the distribution of X
- $\sum Y^2$  = Number of results in squared in the distribution of Y
- $n$  = Number of samples (respondents)

While the coefficient of instrument reliability is calculated by using *Cronbach Alpha* formula. The Alpha Cronbach formula is as follows:

$$r_{11} = \left[ \frac{k}{k-1} \right] \left[ 1 - \frac{\sum \sigma_b^2}{\sigma_1^2} \right]$$

Notes:

- $r_{11}$  = Instrument reliability coefficient
- $k$  = Number of questions (number of instrument items)
- $\sum \sigma_b^2$  = The number of variance items
- $\sigma_1^2$  = Total variant

Based on the test results of the instrument, work commitment variable consists of 33 items of valid statement with reliability 0,913. Communication variables consist of 31 items of valid statement with reliability 0,939. Conflict variable consists of 32 items of valid statement with reliability 0,928. So it is concluded qualified to be used as a measure of research variables.

The data analysis technique used is descriptive. Descriptive data analysis can be used to describe the data condition of each variable, that is lowest score, highest score, median mean score, mode, standard deviation, variance, frequency distribution, and histogram. For that to be tested: 1) Normality test by using Liliefors Test; 2) Significance test and regression linearity by using F-Test. After that an inferential analysis (Hypothesis Test) is used to test the research hypothesis, through path analysis (Path Analysis). All hypothesis testing using  $\alpha = 0,05$ . This research is categorized as

quantitative research using statistical analysis. Therefore the statistical hypothesis formulated in three statistical hypotheses is as follows:

1. Testing statistical hypothesis of effect of communication to work commitment  
 $H_0 : \beta_{31} \leq 0$   
 $H_1 : \beta_{31} > 0$   
 $\beta_{31}$  = Coefficient of communication path to work commitment
2. Testing statistical hypothesis effect of conflict to work commitment  
 $H_0 : \beta_{32} \geq 0$   
 $H_1 : \beta_{32} < 0$   
 $\beta_{32}$  = Coefficient of conflict path to work commitment
3. Testing statistical hypothesis of effect of communication to conflict  
 $H_0 : \beta_{21} \geq 0$   
 $H_1 : \beta_{21} < 0$   
 $\beta_{21}$  = Coefficient of communication path to conflict

Notes:

$H_0$  = Null Hypothesis

$H_1$  = Alternative Hypothesis

$\beta_{21}$  = Coefficient of communication path to conflict.

$\beta_{31}$  = Coefficient of communication path to communication.

$\beta_{32}$  = Coefficient of conflict path to work commitment.

## DISCUSSION

The use of parametric statistics works with the assumption that the data of each research variable being analyzed form a normal distribution. The process of testing the requirements of the analysis in this study is a requirement that must be met for the use of technical regression included in the parametric statistical group can be applied for the purpose of hypothesis testing. Testing of analysis performed is Normality Test as well as Significance Test and Linearity Regression Coefficient.

### Normality Test

The requirement of normality test is done by using Liliefors test technique. The acceptance test criterion  $H_0$  which states that the normal distributed score is, if  $L_{count}$  is smaller than the  $L_{table}$ . From result of research can know that  $|F(Z_i) - S(Z_i)|$  maximum concluded with  $L_{count}$  for third error regression estimation smaller than  $L_{table}$  value, limit of acceptance of  $H_0$  contained in Liliefors table at  $\alpha = 0,05$

and  $n > 30$  is  $\frac{0,886}{\sqrt{n}}$

From the results of the calculation of normality test results obtained as follows:

**Tabel 1.** Test Result Normality Estimated Regression Error

Regression Estimated Error	n	$L_{count}$	$L_{table}$		Information
			$\alpha = 0,05$	$\alpha = 0,01$	
$X_3$ on $X_1$	93	0,0396	0,092	0,105	Normal
$X_3$ on $X_2$	93	0,0476	0,092	0,105	Normal
$X_2$ on $X_1$	93	0,0405	0,092	0,105	Normal

Based on  $L_{count}$  and  $L_{table}$  values above, it can be concluded that the pairs of all data, both the work commitment to the communication, the work commitment to the conflict, and the conflict over the communication come from the normally distributed samples.

**Test of Significance and Linearity of Regression**

Testing hypothesis research is conducted by using technique of regression analysis and correlation. Before using the regression equation in order to draw conclusions in hypothesis testing, the regression model obtained tested its significance and linearity by using F test in ANAVA table. The criterion of significance test and linearity of the regression model is determined as follows:

Significant regression:  $F_{count} \geq F_{table}$  on the regression line

Linear regression:  $F_{count} < F_{table}$  on matching tuna line

The overall test results of significance and linearity of regression influence between variables are summarized in the following table.

**Tabel 2. Result of Significance Test and Linearity Regression Test**

Regression	Equation	Regression Test		Linearity Test		Conclusion
		$F_{count}$	$F_{table}$ $\alpha = 0,01$	$F_{count}$	$F_{table}$ $\alpha = 0,05$	
$X_3$ on $X_1$	$\hat{X}_3 = 87,68 + 0,40X_1$	23,81 **	6,92	0,62 <sup>ns</sup>	1,65	Very significant regression/ Linear regression
$X_3$ on $X_2$	$\hat{X}_3 = 183,87 - 0,38X_2$	22,59 **	6,92	1,29 <sup>ns</sup>	1,64	Very significant regression / Linear regression
$X_2$ on $X_1$	$\hat{X}_2 = 170,48 - 0,32X_1$	10,04 **	6,92	0,98 <sup>ns</sup>	1,65	Very significant regression / Linear regression

Notes :

\*\* : Very significant

ns : Non significant (linear regression)

**Hypothesis Test**

From the results of the analysis on the previous section and the process of statistical calculations performed, can be summarized as follows:

**Table 3. Matrix of Simple Correlation Coefficient between Variabels**

Matrix	Correlation Coefficient		
	$X_1$	$X_2$	$X_3$
$X_1$	1,00	-0,315	0,455
$X_2$		1,00	-0,446
$X_3$			1,00

From table 4.9, it can be seen that the correlation between communication with conflict of -0.315. The correlation between communication with work commitment is 0.455. The correlation between conflict with work commitment is -0.446.

**H1 The Effect of Communication on Work Commitment**

Communication has a direct positive effect on work commitment.

$H_0 : \beta_{31} \leq 0$

$H_1 : \beta_{31} > 0$

$H_0$  is rejected, if  $t_{count} > t_{table}$ .

From the calculation of path analysis, the direct effect of communication on work commitment, the coefficient value of the path of 0.349 and the  $t_{count}$  of 3.78. The  $t_{table}$  value for  $\alpha = 0.01$  is 2.63. Therefore, the value of  $t_{count}$  is greater than  $t_{table}$  then  $H_0$  is rejected and  $H_1$  is accepted, so communication has positive direct effect on work commitment acceptable. Thus it can be concluded that work commitment is directly affected positively by communication. Increased communication leads to increased work commitment.

**Table 4. Effect of Path Coefficient  $X_1$  to  $X_3$**

Direct impact	Path Coefficient	$t_{count}$	$t_{table}$	
			$\alpha = 0,05$	$\alpha = 0,01$
$X_1$ on $X_3$	0,349	3,78 **	1,99	2,63

\*\* the path coefficient is very significant ( $3,78 > 2,63$  on  $\alpha = 0,01$ )

**H2 The Effect of Conflict on Work Commitment**

Conflict has a direct negative effect on work commitment.

$H_0 : \beta_{32} \geq 0$

$H_1 : \beta_{32} < 0$

$H_0$  is rejected, if  $-t_{count} < -t_{table}$ .

From the calculation of path analysis, the direct influence of conflict on work commitment, coefficient value of -0.336 and the value  $-t_{count}$  of -3.64. The values  $-t_{table}$  for  $\alpha = 0.01$  are -2.63. Since the value  $-t_{count}$  is smaller than the  $-t_{table}$  value then  $H_0$  is rejected and  $H_1$  is accepted, thus the conflict directly affects negatively the work commitment is acceptable. Based on the findings, it can be concluded that work commitment is directly affected negatively by the conflict. Increased conflict leads to a decrease in work commitments.

**Table 5. Effect of Path Coefficient  $X_2$  on  $X_3$**

Direct impact	Path Coefficient	$t_{count}$	$t_{table}$	
			$\alpha = 0,05$	$\alpha = 0,01$
$X_2$ to $X_3$	-0,336	-3,64 **	-1,99	-2,63

\*\* the path coefficient is very significant ( $-3,64 < -2,63$  on  $\alpha = 0,01$ )

**H3 The Effect of Communication on Conflict**

Communication has a negative direct impact on conflict.

$H_0 : \beta_{21} \geq 0$

$H_1 : \beta_{21} < 0$

$H_0$  is rejected, if  $-t_{count} < -t_{table}$ .

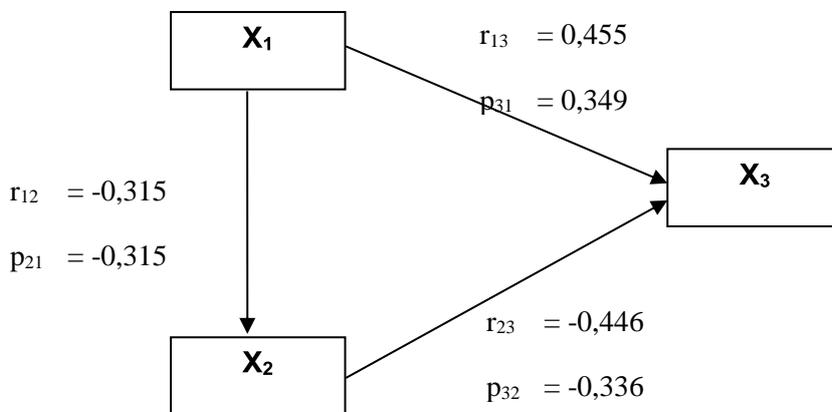
From the calculation of path analysis, direct impact of communication to conflict, coefficient value of path equal to -0,315 and value  $t_{\text{count}}$  equal to -3,17. The  $t_{\text{table}}$  values for  $\alpha = 0.01$  are -2.63. Since the value  $t_{\text{count}}$  is less than the  $t_{\text{table}}$  value then  $H_0$  is rejected and  $H_1$  is received, thus communication directly affects negatively to the conflict is acceptable. The results of the third hypothesis analysis provide findings that communications have a direct negative effect on the conflict. Thus it can be concluded that the conflict is directly affected negatively by communication. Increased communication leads to a decrease in conflict.

**Effect of Path Coefficient  $X_1$  on  $X_2$**

Direct impact	Path Coefficient	$t_{\text{count}}$	$t_{\text{table}}$	
			$\alpha = 0,05$	$\alpha = 0,01$
$X_1$ to $X_2$	-0,315	-3,17	-1,99	-2,63

\*\* the path coefficient is very significant ( $-3,17 < -2,63$  on  $\alpha = 0,01$ )

A summary of the path analysis model can be seen in Figure 2 as follows:



**Picture 4.7 Empirical Variable Models**

### DISCUSSION

The detailed discussion of the results of analysis and testing of research hypotheses are described as follows:

#### 1. The Influence of Communication on Work Commitment

The results of the first hypothesis test indicated that there is a direct positive influence of communication on work commitment with correlation coefficient value of 0.455 and coefficient value of 0.349.

This gives the meaning of communication a direct positive effect on work commitment. This means that good communication within the school environment can increase teachers' commitment to school organization. The results of this study are similar to the research conducted by Budi et al (2016) that communication gives influence to employee commitment. This can be interpreted if the communication has increased, it will have an impact on increasing employee commitment. On the contrary, if communication decreases, it will also impact on the decline in employee commitment. Similar research is also put forward by Semra et al (2012) which revealed that open communication directly affects work commitment positively. In other words, communication with democratic understanding, access to each in hierarchical level and positive tone increases employee's work commitment. In addition, the fact that work commitments linked to more than one organizational variable increase the importance of this issue. In this study, close relationships are observed between various types of commitments (such as organizational commitment or career commitment) and

organizational factors (such as performance, productivity and job satisfaction). In addition, organizational communication as mentioned earlier, may affect work commitment as an internal factor.

The result of this research is in line with Schermerhorn Jr., Hunt and Osborn (2002: 192), "organizations today are information rich. They are also increasingly "high-tech." Yet, we always need to remember that people still drive the system. And if people are to work together and mutual talents and energies to create high performance organizations, they must excel at interpersonal communication. The organization today is a rich information place. They are also increasingly "high-tech." But we always have to remember that people are still a walking system, and if people who work together and are committed to their talents and energies to create high organizational performance, they must excel in communication interpersonal."

Furthermore, Julia T. Wood (2011: 38), "a commitment to ethical communication also requires you to respect yourself and your ideas and feelings. Just as you must honor those of others, you must respect yourself and your own perspective. Commitment, then, is vital to relationships, other people, self, and communication. A commitment in the ethics of communication also requires respect for ideas and feelings that are in themselves. Just as respect for others in communicating it is important to respect yourself according to one's own perspective. Ultimately commitment is very important in influencing others, self as well as in communication.

Commitment is an attachment between an organization and an organization member and is not willing to leave it. Good communication within the organization will encourage members of the organization to increase its work commitment.

The findings of this study support the opinion that communication has a positive effect on work commitment. Discussion of the results of this study indicates that a smooth communication will produce good performance so that with a good performance teachers will have a high commitment. A smooth communication means that there is no obstacle or communication disturbance done by the principal with the teacher or called top down, then communication done by the teacher to the principal and teacher communication with the teacher.

Communication that occurs in teachers in the Regency of Muna is good enough. However, the communication needs to be improved so that the delivery of information about the learning process and school policy can be understood. Of course, it is not easy to make the communication easy to understand by the teacher, because in addition to using certain techniques also needs the skills of the principal as a leader in order to influence the teacher so willing to carry out orders and can be perceived benefits of the smooth communication. Therefore, communication within the school organization is expected to not only happen one direction (superiors to subordinates), but also must be done between teacher levels with teachers and teachers to the principal so that the vision, mission and school programs can be achieved to the maximum as expected.

Based on the results of the research, it is known there is a direct positive influence of communication to the work commitment of teachers in State Junior High School Area of Regency of Muna Southeast Sulawesi Province.

## **2. The Influence of Conflict on Work Commitment**

From the results of the second hypothesis test, it can be concluded that there is a direct negative influence of conflict on commitment work with the value of correlation coefficient of -0.446 and coefficient value of -0.336. This gives conflict meaning directly negative effect on work commitment. The results of this study are consistent with previous research by Senem and Ozgur (2014) who argued that work conflicts negatively affect organizational commitment.

Moreover, there are opinions of some experts among them Carsten dan Gelfand (2008:180), "it has been shown that the relationship conflict has negative effects and is responsible for outcomes such

as increased turnover, high rates of absenteeism, decreased satisfaction, low levels of perceived performance, poor objective performance, lack of creativity, and low commitment.” It has been shown that relationship conflict has negative and responsible effects for results such as increased turnover, high absenteeism, decreased satisfaction, low perceived performance levels, lack of objective performance, lack of creativity, and low commitment. McShane and Glinow (2010: 370), "ongoing conflict also increases stress and turnover while reducing organizational commitment and job satisfaction." Ongoing conflicts can also increase stress and temporary turnover can reduce organizational commitment and job satisfaction.

Furthermore, Mowday et al (1982: 32) said, "there are three spots that arise in relation to the role of work that affects commitment: the scope of work or challenge, role conflict and role ambiguity.”

Conflicts that occur in the field both related to personal problems and issues related to tasks and responsibilities in schools can be minimized. If these conflicts are allowed to continue, it is feared that they will have a devastating impact on the school environment and hinder teachers' commitment to completing their duties and responsibilities, which will encourage teachers to leave the school organization.

The findings of this study support the opinion that conflicts have a direct negative effect on work commitment. Every organization, including schools, demands its members to cooperate in harmony. Each group within the organization, in which there will be interaction with each other that has the tendency of conflict. The tendency for conflicts within an organization can be caused by a sudden change, among other things: new technological advances, fierce competition, cultural differences and value systems, as well as various individual personalities. Conflict is also closely related to human feelings, including feelings of neglect, disdain, disrespect, abandonment, and as well feelings of annoyance over overwork. These feelings can at times lead to anger that will affect a person in carrying out his activities directly, and can reduce his work commitment to the school organization indirectly by making many mistakes that are intentional or unintentional.

It is in line with statement expressed by the Muna Junior High School Supervisory Member that personal conflicts among teachers such as the use of unsightly or offensive social media that usually continues in the school environment or other problems such as the way teachers dress which is considered too excessive, the characters and the teacher's lack of socialization with other teacher colleagues or critics of school policy that some teachers may disagree with the criticism that leads to debate between teachers.

In this case, the principal must perform its functions as manager and supervisor in the school. The principal must present himself as a just person to all the hostile parties. It is feared if this is allowed to drag on will reduce understanding by school personnel so that will hinder the commitment of teachers in completing tasks and responsibilities. This will result in negative consequences for the teacher's commitment to the organization, increasing the intention to leave the organization. Therefore, the role of a principal as a manager is needed in resolving conflicts that occur in the school environment so that the conflict that happened did not become an obstacle for the progress of the school.

Based on the results of the research, it is known that there is a direct negative influence of conflict on the work commitment of teachers of State Junior High School Area of Regency of Muna South east Sulawesi Province.

### **3. The Influence of Communication on Conflict**

From the results of the third hypothesis testing can be concluded that there is a direct negative influence of communication to the conflict with the value of correlation coefficient of -0.315 and coefficient value of -0.315. This gives the communication meaning a direct negative effect on the conflict.

The results of this study are consistent with the opinions of some experts such as According to Robbins and Judge (2017: 450), a review of the research suggests that differing word connotations, jargon, insufficient exchange of information, and noise in the communication channel are all barriers to communication and potential antecedent conditions to conflict. Research has further demonstrated a surprising finding: the potential for conflict increases when either too little or too much communication takes place. Apparently, an increase in communication is functional up to a point, after which it is possible to over communicate, with a resultant increase in the potential for conflict.”

A research review indicates that differences in word connotations, jargon, sufficient information exchange and noise in communication channels can be a barrier to communication and have the potential to lead to conflict. Research has shown further surprising findings: the potential for conflict increases when too little or too much in communication. Apparently, the improvement of functional communications to some extent, even possible to excessive, can lead to increased potential for conflict. In addition, the results of this study are consistent with previous studies (Mehmet and Ali: 2004). There is a moderate negative effect between communication and organizational conflict. Impeded or broken communication is one of the perceptions and misunderstandings that can lead to conflict.

Furthermore Shapiro (2004: 83) added, “effective communication is essential to managing conflicts. However, when we find ourselves in conflict situations, communication often becomes complicated and troubling. Conflicts frequently arise when we think we know other people’s positions; without communicating effectively, we may not realize that our assumptions are incorrect. When we focus on our differences, communication often becomes difficult. is communication difficulty in turn contributes to conflict. Conflict further interferes with communication, and a vicious cycle of worsening communication and increasing conflict may begin. Develop powerful communication skills to help them effectively manage conflicts.”

Effective communication is essential for managing conflict. However, when we find ourselves in a conflict situation, communication is often complicated and troubling. Conflict often arises when we think we know the other person's position; without communicating effectively, so may not realize that our assumptions are not true. When we focus on differences, communication is may difficult. Communication difficulties in turn contribute to conflict. Conflict further disrupts communication, and vicious circles aggravate communication and begin to increase conflict. Developing strong communication skills can help them effectively manage conflict.

According to Forster (2005: 5), “leadership is primarily concerned with relationships – management is often concerned with tasks. Hence a manager dealing with conflict between two subordinates would tend to rely on positional power and procedural rules to resolve this. A leader would tend to use their personal power and authority, communication skills and an ability to appeal to the hearts and minds of their followers to resolve the conflict.”

Leadership especially with regard to relationship management is often related to tasks. Therefore managers in dealing with conflicts between two subordinates will tend to rely on positional strength and procedural rules to solve them. A leader will tend to use their personal power and authority, communication skills and ability to attract the hearts and minds of their followers to resolve conflicts.

The findings of this study support the opinion that communications have a direct negative effect on conflict. The communication process plays an important role in conflict resolution. But on the other hand, excessive and blocked communication can also trigger a conflict. Conflict that occurs in a person (teacher) can be caused by a non-fluent communication between a communicator (school principal) and the recipient of information either directly or indirectly.

Inadequate teacher communication in the Muna Regency was triggered by conflicts with both personal and teacher-related problems such as social media communication or teacher character or criticism or disagreement regarding school policy. This becomes even more complicated when

communication within the school organization environment is not well established. Teachers and principals as individuals have different characters and behaviors that are not the same as each other. Understanding of a message or information either from the principal or from colleagues is also not the same so that if there is criticism or suggestions submitted is not always acceptable.

Conflict occurs because on the one hand the people involved in school organizations have different characters, goals, visions, and styles. While, on the other side of the interdependence between one another becomes the character of every organization. So that a conflict can be as small as a form of disagreement or as big as war and in fact all humans must have a conflict, either with themselves or with others. If it continuous happens, then did not rule out will be a bigger conflict. Conflicts that occur can also be caused by too little or excessive in communication so that the information obtained becomes not as expected.

Based on the results of the research, it is known that there is a direct negative effect of communication on teachers' conflict in State Junior High School Area of Regency of Muna Southeast Sulawesi.

### CONCLUSION

Based on the results of analysis of research data and discussion that has been described the conclusion: (1) Communication has a direct positive effect on work commitment. That is, good and effective communication can improve the work commitment of teachers at State Junior High School Area of Regency of Muna Southeast Sulawesi; (2) Conflict has a direct negative effect on work commitment. It means, the decline in conflict led to increased work commitment of teachers at State Junior High School Area of Regency of Muna Southeast Sulawesi; (3) Communications have a direct negative effect on the conflict. That is, good and effective communication leads to a decrease in teacher conflicts of State Junior High School Area of Regency of Muna Southeast Sulawesi.

### SUGGESTION

Based on the above conclusions, the suggestions that need to be followed are: (1) for the Headmaster, in increasing the employees' work commitment is inseparable from the active role of the principal as a leader in the education environment. This means that the principal is expected to be a guide for increased employee work commitments. More intensive in involving teachers and employees in the work, giving the slightest appreciation of the work process teachers and employees in completing the work, instill confidence in subordinates that there is no work that cannot be solved properly. (2) Suggestions for Teachers and Employees Each teacher and employee have a strategic role in the educational environment so that high commitment is required in order to perform the task well. Teachers can build good communication to their co-workers, support each other in completing tasks, create a good work climate and fun by avoiding conflicts, responsible for the work carried out and trying to finish the job as well as possible. (3) Suggestions for Further Research, In order for this study to be generalized and refined in relation to similar research on communication, conflict and work commitment.

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