Can Organizational Conflict and Work Stress Improve Teacher Performance During Pandemic?

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Abstract: The COVID-19 pandemic changed teachers' habits in teaching, from offline to online methods, causing various problems resulting in organizational conflicts and work stress, which further affected teacher performance. This study aims to determine the level of organizational conflict, work stress, and teacher performance, as well as the influence of organizational conflict and work stress on teacher performance during the Covid-19 pandemic. The research method used is quantitative, with data collection techniques through questionnaires and interviews. Data analysis uses multiple linear regression. The results showed that: Most teachers experience organizational conflicts, work stress, and teacher performance at a moderate level. There is a positive influence of organizational conflict and work pressure on teacher performance, which means that organizational conflict and work stress improve teacher performance during the Covid-19 pandemic. The results of this study are helpful in the field of school management, which shows the importance of professionalism, communication, and good cooperation to resolve organizational conflicts and work pressures, so that teacher performance improves.
Keywords: organizational conflict, teacher performance, work stress

INTRODUCTION

Education is necessary to build a better human civilization. The role of teachers in education is very strategic, namely as a learning agent to improve the quality of education. Therefore, teachers are required to have good competence. If the competence of teachers is good, then it is expected that the performance of teachers in learning is also good to produce quality education.

Teacher performance is a teacher's ability to carry out learning tasks in school and is responsible for learners under his guidance by improving the learning achievement of learners. Therefore, teacher performance can be interpreted as a condition that shows the teacher's ability to carry out their duties in school (Supardi, 2013). Teacher performance is significant in realizing educational goals and determining the quality of higher education (Mangkunegara & Puspitasari, 2015; Pamungkas, 2015; Prabu & Puspitasari, 2015). Teacher performance is influenced by several factors, namely personality, discipline, well-being, professional development, teaching, and communication skills (Nasrum, 2019).

Communication is the human activity of relating to one another in everyday life. There is no human being who is not involved in communication, nor is the teacher. If communication is a transaction process that seeks to bring individual differences together

to find common meaning, then in that process, there must be conflict. Therefore, there is no organization without a conflict situation (Ekawarna, 2018).

Conflict is defined as any kind of conflicting interaction between two or more parties (Avivar-Caceres et al., 2021). Conflict often leads to opposition between the two sides, seeing each other as obstruction or interfering with the achievement of each other's goals. Conflict will cause tension, confrontation, fights, and frustration if it cannot be resolved (Rusdiana, 2016). But conflict doesn't always connote badly, but it can be a source of positive experiences. This is intended so that conflict can be a means of learning in managing a group or organization (Kurniawati et al., 2018).

Conflict and work stress are two things that go hand in hand in organizational behavior which have a positive or negative influence (Amanda et al., 2017). Stress is a person's physical and mental response to changes in their environment that are perceived to be disturbing and threatening (Sasmita et al., 2019). The existence of mental disorders caused by stress, if not appropriately managed by the school or teachers, will negatively impact teacher performance.

Organizational conflict and work stress can be the main problems that occur in school organizations, and if not appropriately addressed, it will have a bad effect on teacher performance. Some of the studies that have been done related to organizational conflict and work stress, and performance are: 1) Research conducted on the weaving crafts community in East Nusa Tenggara shows that conflicts of role and work stress negatively affect the performance of weaving craftsmen (Riana et al., 2021), 2) Research conducted on family employees at private bank reporte that ther negative influences of dual role conflict and work stress on work performance (Muis et al., 2021), 3) Research conducted on employees of this company shows that there is a negative and significant influence on employee performance (Putu & Jana, 2018), and 4) Data is collected from merchant ship sailors at Yangshan Port, Shanghai, China. The results showed that work stress negatively affects the performance of sailors, while job satisfaction has a positive effect on the performance of sailors (An et al., 2020).

The literature results above show that previous research using conflict, stress, and performance variables was conducted in areas outside the school organization. At the same time, research on the influence of organizational conflict and work stress on teacher performance has not been done, especially in pandemic conditions covid-19. In the current covid-19 pandemic, the implementation of learning activities in schools is different from normal conditions. Previously, the offline learning process was carried out when the pandemic was conducted online. The learning tools prepared must be presented online for the learning process, assignment, and administrative activities.

Therefore, it is not easy to change habits. Science information and technology (IT) skills are required to do online learning. However, not all teachers have the skills to do online learning. Therefore, teachers must learn IT to carry out their work.

The study was conducted in areas far from urban or remote areas, namely in Melak District, West Kutai Regency, East Kalimantan Province, Indonesia. Problems that arise in the implementation of online learning include: not all students have computers or smartphones and poor internet networks. Whatever the case may be, the principal and teacher must find a solution to keep the learning process going.

Problems that arise in the implementation of online learning can change the behavior and soul of teachers in the form of conflict and work stress. This can further develop into organizational conflicts and work pressures that can affect teacher performance. Organizational conflict and work stress, if not appropriately managed, can have a devastating impact on the organization, namely decreased teacher performance. For this reason, research is needed to be conducted on the level of organizational conflict and work stress and its effect on the performance of teachers during the covid-19 pandemic. Teacher performance is the key to educational success in a school.

This study aims to know the level of organizational conflict, work stress, experienced by teachers, and the performance achieved by teachers, as well as the influence of organizational conflict and work stress on teacher performance during the covid-19 pandemic.

METHODS

This research used quantitative approach. The subject of the study was a public elementary school teacher in an area far from urban and remote areas, namely in Melak District, West Kutai Regency, East Kalimantan Province, Indonesia. This research variable consisted of two free variables and one bound variable. There were organizational conflicts (x_1) and work stress (x_2) as free variables. The teacher's performance as a variable is bound (y). The constellation of relationships between research variables is depicted in Figure 1.
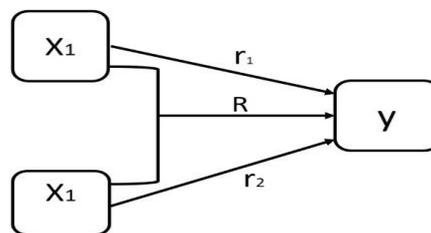

Figure 1. Constellation Model of Relationships between Variables

where x_1 is organizational conflict, x_2 is work stress, y is teacher performance, r_1 is correlation of x_1 and y, r_2 is correlation of x_2 and y and R is correlation of x_1 and x_2 simultaneously to y.

The data collection techniques used were questionnaires and interviews. Interviews in this study aimed to get more accurate information on answers that had been given to respondents through questionnaires. The teachers interviewed were randomly selected.

Research instruments in the form of questionnaires were compiled from 3 variables: organizational conflict, work stress, and teacher performance. Indicators were used as references to organize instruments in the form of positive and negative statements. Measurement of respondents' answer values using the Likert scale consisting of 5 alternative answers. Weight and answer criteria on the Likert scale.

Before being used for research, questionnaires were tested for validity and reliability. The validity test used the product-moment correlation technique at a significant rate of 5% , N = 30, obtained r table = .361. The questionnaire item is declared

valid if r value > r table. Items of instruments with r value < .361 are declared invalid, so they were not used to retrieve research data.

Reliability tests were used to determine whether an instrument created could be used multiple times to measure the same object and with the same data. Question items on instruments that have been declared valid were tested their reliability level with the Cronbach's Alpha method using the SPSS. If the values Crobach's Alpa > .361, then the questionnaire is declared reliable, and vice versa. Reliability test results of the instrument are displayed in Table 1.

Table 1. Reliability Test Results

Variable	Value *Cronbach's Alpha*	Reliability
Organizational Conflict	0.885	reliable
Work Stress	0.944	reliable
Teacher Performance	0.892	reliable

RESULT AND DISCUSSION
Result

Prerequisite Test

Kolmogorov-Smirnov normality test at the level of 5%. Variables are said to be of normal distribution, if the value is sig. > .05. The test results showed that the variables of organizational conflict, work stress, and teacher performance were distributed normally as shown in Table 2.

Tabel 2.   Normality Test Results

Variable	Sig.	Conclusion
Organization conflict	.481	Normally distributed
Work stress	.462	Normal distributed
Teacher Performance	.704	Normal distributed

The linearity test is measured at a significant rate of 5%. Two variables are said to have a linear relationship if the value is sig. > .05. Linearity test results show that the variables of organizational conflict with teacher performance and work stress to teacher performance form a linear relationship. The value of significance between these variables is presented in Table 3.

Table 3. Linearity Test Results

Variable	Sig.	Information
Organization Conflicts With Teacher Performance	.152	Linear
Work Stress on Teacher Performance	.468	Linear

Multicollinearity testing is seen from the tolerance value or VIF. If the tolerance value > .01 and the VIF value contained in the numbers 1-10, then it is stated that there is no multicollinearity. Results show that there is no relationship between free variables, as shown in Table 4.

Table 4. Multicollinearity test results

Variable	Tolerance	VIF	Conclusion
Konflik Organization	.966	1.035	There is no multicollineritas.
Work Stress	.966	1.035	There is no multicollineritas.

The heteroscedasticity test is performed at a level of 5%. If the value is sig. > .05 means that heteroskedasticity does not occur. The results of the heteroscedasticity test in Table 9 showed no heteroscedasticity problem in the regression model.

Table 5. Heteroscedasticity test results

Variable	Sig.	Conclusion
Conflict Organization	.924	It didn't happen Heteroskedasticity
Work Stress	.859	It didn't happen heteroskedasticity

Descriptive Data

Table 6. Descriptive Data

Statistik	Konflik Organisasi	Stres Kerja	Kinerja Guru
Mean	102,62	97,41	125,67
Median	103,50	97	125,50
Mode	96	92	116
Std.Deviation	10,932	14,602	10,509
Range	53	69	50
Minimum	69	62	99
Maximum	122	131	149

Categorization based on average scores and standard deviations obtained data that: most teachers (70.69%) experienced organizational conflicts at a moderate level, most teachers (74.14%) experienced work stress at a moderate level, and most teachers (81.03%) had performance at a moderate level.

Multiple Linear Regression Test

The results of the multiple regression test between organizational conflict (x_1) and work stress (x_2) to teacher performance (y) are shown in Table 7.

Table 7. Multiple Regression Test

Type	b	t	Sig.
Constant	72.136	5.460	.000*
Organizational Conflict (x_1)	.299	2.604	.012*
Work Stress (x_2)	.234	2.723	.009*

*= significant at 5% significance levels
a. Dependent variable: Teacher Performance
R= .490 R^2= .240
Sig. = .001 (significant)

Interview Results

Interviews are conducted to supplement quantitative data obtained through the questionnaire method. The interview results provide an overview of the conditions experienced by teachers related to online learning during the pandemic. Here is a summary of the interview results shown in Table 8.

Table 8. Interview Results

No	Indicators	Interview Results
1	Dissent	Disagreements often occur about school programs, teaching, and the achievement of materials in the curriculum.
2	Debate	Debates often occur. The source of the problem is the achievement of materials that are not in accordance with the RPP. All debates develop positively to get a solution together. Another problem is a weak internet network because certain areas are not affected by the internet network.
3	Troubleshooting or solutions	The existing problems are discussed together during school meetings and in teacher working group forums to obtain solutions.
4	Difficulties of online learning	Initially found it difficult because online learning is a new method. Difficulties can be overcome after the Regional Education Office holds online learning training. In addition, colleagues who have expertise in it help other teachers in need.

No	Indicators	Interview Results
		The teacher comes to their house for students who do not have a smartphone.
5	Difficulties in the field of information technology (IT)	Difficulties in the IT field can be overcome with the help of colleagues who have expertise in the IT field and training held by the Regional Education Directorate.
6	Work max	During the Covid-19 Pandemic, teachers' work remains enthusiastic, helping each other and motivating colleagues.
7	Time management ability	Teachers can manage time in the implementation of online learning, so that the learning process can run as planned.
8	Online learning communication	Communication with students and older adults as students' learning leaders is going well. Students who have smartphones communicate through the WhatsApp application. If students do not have smartphones, communication using direct visits to the student's home.
9	Creativity in applying learning methods	Creative teachers carry out online learning following existing conditions.
10	Can the teacher do the job well?	During the pandemic, teachers continue to work with the right, every problem is solved together. Each other's scarves help.

Discussion

Teacher performance is the ability of a teacher in carrying out learning tasks in school and is responsible for students who are guided. Therefore, teacher performance can be interpreted as a condition that shows the ability of a teacher in carrying out his duties in school (Hartinah et al., 2020). Good performance is a step toward achieving organizational goals. Therefore, performance is also a decisive means to attain organizational goals, so it needs to be pursued to improve its performance.

In an organization, including schools, conflict is inevitable because within the group or organization, there are always differences of views or opinions between members. Conflict can make an organization become steady and develop, but it can also make the organization become collapse (Hege et al., 2019; Sugawara et al., 2017). This conflict always exists as long as each side is still searching for the truth, so a mutually beneficial settlement is needed from both sides.

While work stress is defined as a condition in which tension occurs that results in changes in physical condition, thoughts, and emotions. If the stress that arises is not immediately overcome, it will decrease a person's ability to interact well with the surrounding environment. (Nasrum, 2019).

The prerequisite test showed that all variables are normally distributed (Table 2). There is a linear relationship between free variables and bound variables (Table 3),

there is no multicollinearity between free variables (Table 4), and heteroskedasticity does not occur (Table 5). This means that the data is eligible for multiple regression tests.

The results of multiple regression tests in Table 7 showed that organizational conflict and work stress simultaneously had a positive effect on teacher performance. The results of this study reinforce the results of research conducted by Sinambela (2016). That is, there is a positive and significant influence between work stress and work conflict on employee performance. This means that the higher the work stress and work conflict of the employee, the higher the employee's performance.

Based on the interview results, it is said that to achieve good performance, one must always be passionate about carrying out tasks and motivating each other between fellow teachers, students, and parents. Every problem is solved well through deliberation.

The determination coefficient is 0.240, which means that organizational conflicts and work stress determine 24.0% of the teacher's performance performance performance. 76.0% is determined by other factors. The regression equation models formed are: $y = 72.136 + 0.299x_1 + 0.234x_2$, where y is teacher performance, x_1 is organizational conflict and x_2 is work stress. A positive sign on the correlation coefficient value of +0.490 indicates a positive influence, which means that organizational conflict or work stress leads to an improvement in teacher performance.

If the influence of the variable is partially reviewed, the regression coefficient for the organizational conflict variable 0.299 is positive and significant. Likewise, the working voltage variable indicates that the regression coefficient value of 0.234 is positive and significant. These data show that organizational conflict and work stress partly positively affect teacher performance.

During the Covid-19 pandemic, teachers experienced organizational conflicts caused by drastic changes in learning methods from offline to online. Online learning is identical to the use of technology, namely the use of online communication applications. Not all teachers have adequate competence in using technology for online learning. Differences in IT competence between teachers lead to conflicts. This issue is discussed in a working meeting to find a solution. Differences of opinion in determining the causes and solutions of problems also lead to organizational conflicts. However, because the learning process must continue, the organizational conflicts motivate teachers to learn online learning technology.

Schools, as education organizers, face several problems in the implementation of online learning, including the applicable curriculum is not appropriate, online learning resources are not yet available, and not all teachers and students have unstable computer and internet devices. This issue must be addressed immediately. The principal, together with teachers and education personnel, held a meeting to find a solution. Each individual certainly has different opinions and points of view in solving problems, so arguments and debates are inevitable. Differences of opinion between teachers and principals lead to conflicts within the organization.

The results of this study subvert the view that conflict is a bad thing, something negative, detrimental, and should be avoided. Conflict is anonymized by the terms violence, destruction, and irrationality. The study results really showed something positive, with conflict causing teacher performance to improve. The results of this study are supported by previous studies that report a positive relationship between conflicts that

occur and performance, which is important there is support from organizations to overcome conflicts that arise. (Hardin et al., 2019; Suryani, 2018; G. Wu et al., 2018). Another source said that conflict can create a spirit of teamwork and cooperation that is able to improve organizational innovation so that it can lead to improved performance. (John-Eke & Akintokunbo, 2020).

Teachers must be able to work professionally in accordance with their respective duties. Conflict can motivate a group or organization to innovate or change, thus encouraging improved performance. The school management has arranged everything based on the ability of their respective teachers. Differences of opinion or debate sometimes exist, but there is always good communication and interaction to make the atmosphere conducive. Differences in determining the solution of organizational problems can be adequately solved. Conflict is not always a bad connotation, but it can be a source of positive experiences that can be a means of learning in the organization's management (Chaudhry, 2012).

The same goes for work stress. Stress does not always adversely affect teacher performance, whereas work stress is a response to interactions in individuals in the work environment. Stress is not always an adverse phenomenon because, in fact, although stress is usually discussed in a negative context, stress is an important thing and a process that a person may need to go through to achieve their goals (Danish et al., 2019; Suryani, 2018).

Based on the results of interviews with several teachers, the work stress experienced by teachers during the pandemic was caused by teacher limitations in the use of digital technology, unstable networks, lack of student interest in taking online lessons, and low absorption of student learning materials. As a teacher, you want the learning process to run effectively, but this hope is difficult to achieve through online learning. Teachers realize that teaching is the main task of a teacher.

Work stress is also caused by the emergence of obstacles in the implementation of online learning. Differences of opinion with colleagues, and differences of views in solving problems can lead to conflict. Conflicts that occur can cause work stress (Danish et al., 2019; Suryani, 2018).

If managed properly, work stress experienced by teachers will have a positive impact and can support teacher performance improvements. This study showed that work stress that occurs has a positive effect, categorized as eustress, which is the result of a healthy, positive, and constructive response to stress (Rusdiana, 2016).

Based descriptive data (Table 6), the organizational conflicts and work stress experienced by teachers in that medium category. However, teachers are aware of the conditions at hand, so they can cope and motivate them at work. Communication between teachers and principals as leaders is maintained so that existing problems can be solved. Although during the Covid-19 pandemic, high motivation and commitment are important behaviors in the organization to maintain performance (Hardin et al., 2019; Hartinah et al., 2020; Wolor et al., 2019).

Organizational conflicts and work stress need to be well managed and controlled by various relevant parties. This is very important because it will determine the work climate and atmosphere in the teaching and learning process. A good work climate and conducive atmosphere making teachers motivated and enthusiastic in carrying out their duties and this will significantly support the improvement of performance (Farid et al.,

2015; Imanni & Witjaksono, 2014; Nayak & Sahoo, 2015).

Teachers with controlled levels of organizational conflict and stress will have the drive to achieve the target quantity and quality of performance in schools. Teachers who have the spirit and drive to achieve maximum performance show higher work results. Conversely, if the teacher has organizational conflicts and experiences uncontrolled stress, it will negatively impact and can even reduce his performance (Danish et al., 2019).

The results of this study prove that although organizational conflicts and work stress experienced by teachers are in medium category, it still improves performance. Good performance conditions occur when teachers as employees have high professionalism and commitment in carrying out tasks, as well as good cooperation between leaders and organizational members in overcoming organizational conflicts and work stress (Albort-morant et al., 2020; Havermans et al., 2018; X. Wu & Wong, 2020).

CONCLUSION

Most teachers experience organizational conflicts, work stress, and teacher performance at a moderate level. The results showed a positive influence of organizational conflict and work pressure on teacher performance during the Covid-19 pandemic, which means that organizational conflicts and work stress improve teacher performance. Professionalism, communication, and good cooperation between teachers and principals are one way to overcome the adverse effects of organizational conflicts and work stress, so that teacher performance continues to improve.

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