

THE EFFECT OF ORGANIZATIONAL CONFLICT AND ORGANIZATIONAL CULTURE ON TEACHER PERFORMANCE AT PUBLIC ELEMENTARY SCHOOL NO. 035, TALANG UBI SUBDISTRICT, PALI REGENCY

^{*1}Sukirman, ²Fitri Oviyanti, ³Rohmadi, ⁴Zainal Berlian

^{*1,2,3,4}Universitas Islam Negeri Raden Fatah Palembang

Email: ^{*1}sukirmankalam@gmail.com, ²fitrioviyanti_uin@radenfatah.ac.id, ³rohmedi_uin@radenfatah.ac.id, ⁴zainalberlian68@radenfatah.ac.id

Abstract

This study aims to analyze the effect of organizational conflict and organizational culture on teacher performance at SD Negeri No. 035 Talang Ubi District, PALI Regency, both partially and simultaneously, as well as to identify the most dominant variable. This study employs a quantitative approach with a verificative research design. The population consists of all 32 teachers, and the sampling technique used is total sampling. Data were collected through questionnaires that had been tested for validity and reliability. Data analysis was conducted using multiple linear regression with the assistance of SPSS. The results show that partially, organizational conflict has a significant effect on teacher performance with a significance value of 0.013, and organizational culture also has a significant effect with a significance value of 0.043. Simultaneously, organizational conflict and organizational culture have a significant effect on teacher performance with a significance value of 0.002. The coefficient of determination (R^2) of 0.358 indicates that 35.8% of teacher performance is influenced by these two variables, while the remaining percentage is influenced by other factors outside this study. Organizational conflict is the most dominant variable affecting teacher performance. Based on the findings, it can be concluded that effective management of organizational conflict and the strengthening of a positive organizational culture are essential in improving teacher performance. Therefore, schools are expected to create a conducive working environment through constructive conflict management and the development of an organizational culture that supports teacher professionalism.

Keywords: Organizational Conflict, Organizational Culture, Teacher Performance.

Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh konflik organisasi dan budaya organisasi terhadap kinerja guru di SD Negeri No. 035 Kecamatan Talang Ubi Kabupaten PALI, baik secara parsial maupun simultan, serta mengidentifikasi variabel yang paling dominan. Penelitian ini menggunakan pendekatan kuantitatif dengan jenis penelitian verifikatif. Populasi dalam penelitian ini adalah seluruh guru yang berjumlah 32 orang, dengan teknik sampling menggunakan total sampling. Data dikumpulkan melalui kuesioner yang telah diuji validitas dan reliabilitasnya. Analisis data dilakukan menggunakan regresi linear berganda dengan bantuan program SPSS. Hasil penelitian menunjukkan bahwa secara parsial konflik organisasi berpengaruh signifikan terhadap kinerja guru dengan nilai signifikansi 0,013, dan budaya organisasi juga berpengaruh

signifikan dengan nilai signifikansi 0,043. Secara simultan, konflik organisasi dan budaya organisasi berpengaruh signifikan terhadap kinerja guru dengan nilai signifikansi 0,002. Nilai koefisien determinasi (R^2) sebesar 0,358 menunjukkan bahwa sebesar 35,8% kinerja guru dipengaruhi oleh kedua variabel tersebut, sedangkan sisanya dipengaruhi oleh faktor lain di luar penelitian. Konflik organisasi merupakan variabel yang paling dominan dalam memengaruhi kinerja guru. Berdasarkan hasil penelitian, dapat disimpulkan bahwa pengelolaan konflik organisasi yang efektif serta penguatan budaya organisasi yang positif sangat penting dalam meningkatkan kinerja guru. Oleh karena itu, pihak sekolah diharapkan mampu menciptakan lingkungan kerja yang kondusif melalui pengelolaan konflik yang konstruktif dan pengembangan budaya organisasi yang mendukung profesionalisme guru.

Kata Kunci : Konflik Organisasi, Budaya Organisasi, Kinerja Guru.

INTRODUCTION

Education plays a strategic role in improving the quality of human resources and serves as the cornerstone of a nation's development. Through education, individuals are shaped not only in terms of knowledge but also in terms of attitudes, skills, and character (Afandi, 2021). In the context of national development, education serves as a means to create a generation that is outstanding, competitive, and capable of adapting to the changing times (Widyaningrum, 2020). Therefore, the quality of education is a key indicator for measuring a country's progress.

At the elementary school level, education holds a very important position because it is the initial stage in shaping students' character and foundational skills. During this phase, students are introduced to fundamental life values, critical thinking skills, and social competencies that will serve as a foundation for their subsequent educational levels (Munawir, Fitrianti, & Anisa, 2022). Educational success at this stage will significantly determine success in subsequent educational levels. Therefore, the quality of learning in elementary school must be a top priority, particularly regarding teacher performance as the primary implementers of the educational process.

Teacher performance is one of the key factors in determining the success of the learning process. High-performing teachers will be able to design, implement, and evaluate learning effectively and efficiently (Adhari, 2021). This performance reflects a teacher's professional competence in carrying out their duties, which include lesson planning, instructional delivery, and the assessment of student learning outcomes (Setiono & Sustiyatik, 2020). With optimal performance, educational goals can be achieved to the fullest extent. Furthermore, teacher performance also reflects the level of professionalism in carrying out educational duties. Teachers do not merely serve as conveyors of subject matter but also as facilitators, motivators, and mentors for students (Widyaningrum, 2020). Therefore, improving teacher performance must be a priority in efforts to enhance the overall quality of education.

However, teacher performance is influenced not only by internal factors such as ability, motivation, and competence but also by external factors stemming from the

organizational environment. A conducive work environment fosters improved performance, whereas a less supportive one can hinder teacher performance (Afandi, 2021). Organizational factors such as leadership, communication, work culture, and interpersonal relationships play a crucial role in shaping teacher performance. One influential organizational factor is organizational conflict. Conflict is an inevitable phenomenon within any organization, including in school settings. Conflict can arise due to differences in interests, perceptions, values, or resource constraints (Hidayatullah & Prasetyo, 2024). In the school context, conflict can occur among teachers, among educational staff, or between teachers and school administrators.

Organizational conflict that is not managed properly can lead to various negative consequences, such as decreased work motivation, disrupted communication, and reduced work productivity (Dewi, Fahrudin, & Makki, 2025). Conflict can also create a disharmonious work environment, thereby affecting the quality of education provided to students. In the long term, prolonged conflict can damage working relationships and reduce the organization's overall performance. On the other hand, organizational conflict does not always have negative consequences. Conflict managed constructively can actually have positive effects on the organization, such as fostering new ideas, improving the quality of decision-making, and strengthening work relationships (Robbins & Judge, 2017). Thus, proper conflict management is key to maximizing the benefits of conflict for the organization, including in enhancing teacher performance.

In addition to organizational conflict, another equally important factor is organizational culture. Organizational culture is a system of values, norms, and beliefs held by organizational members that serves as a guide for their actions and behavior (Syaril & Ningrum, 2021). Organizational culture is shaped by habits that develop within the organization and becomes the identity that distinguishes one organization from another (Tobing, 2024). A strong organizational culture can create a harmonious work environment, enhance cooperation, and strengthen members' commitment to shared goals (Oktarina & Handayani, 2022). In a school setting, a positive organizational culture can foster a collaborative, mutually supportive work atmosphere focused on improving the quality of learning. Conversely, a weak or unsupportive organizational culture can lead to low levels of cooperation among teachers, poor communication, and a lack of innovation in the learning process. These conditions will result in low teacher performance and ultimately affect the quality of education provided (Setiyaningsih & Nurhidayati, 2025). Therefore, strengthening organizational culture is a key strategy for improving teacher performance.

Based on the results of initial observations at SD Negeri No. 035 Talang Ubi, organizational conflicts among teachers and a work culture that tends to be less collaborative were identified. These conditions indicate that the organizational environment does not yet fully support improvements in teacher performance. If left unaddressed, this could lead to a decline in the quality of learning and hinder the achievement of educational goals. This phenomenon highlights a gap between the ideal

conditions and the actual conditions on the ground. Ideally, schools are expected to have a harmonious work environment and a strong organizational culture; however, in reality, various organizational issues still exist that affect teacher performance. This serves as a crucial basis for conducting further research. Therefore, this study is essential to empirically analyze the influence of organizational conflict and organizational culture on teacher performance. By understanding the relationship between these variables, it is hoped that a clear picture of the factors influencing teacher performance can be obtained, and appropriate recommendations can be provided to improve the quality of education in elementary schools.

METHOD

This study employed a quantitative approach using a verificative research design aimed at empirically testing the relationships among variables. The study was conducted at State Elementary School No. 035 in Talang Ubi Subdistrict, PALI Regency. The population in this study consisted of all 32 teachers; therefore, total sampling was used, as the entire population served as the study sample (Sugiyono, 2019; Arikunto, 2020). Data were collected via a questionnaire designed based on indicators of organizational conflict, organizational culture, and teacher performance. The research instrument used a Likert scale with five response options to measure respondents' perceptions. Before use, the instrument was tested for validity and reliability to ensure that the measurement tool used was accurate and consistent in measuring the research variables (Ghozali, 2021). Data analysis was performed using multiple linear regression with the assistance of the SPSS program. The analysis stages included tests of classical assumptions—comprising tests for normality, multicollinearity, and heteroscedasticity—as well as hypothesis testing via the t-test (partial), F-test (simultaneous), and the coefficient of determination (R^2) to determine the magnitude of the independent variables' influence on the dependent variable (Ghozali, 2021). In addition, the results of the regression analysis were used to determine the direction and strength of the relationship between organizational conflict and organizational culture on teacher performance. The results were interpreted by comparing the significance values with the significance level ($\alpha = 0.05$), thereby determining whether the research hypotheses were statistically accepted or rejected (Sugiyono, 2019). Thus, the research results are expected to provide an objective picture of the influence of the variables under study.

RESULTS AND DISCUSSION

Based on the results of data analysis using multiple linear regression, it was found that organizational conflict and organizational culture have an effect on teacher performance at Public Elementary School No. 035 in Talang Ubi Subdistrict, PALI Regency. Partially, the organizational conflict variable showed a calculated t-value of 2.634 with a significance level of 0.013 ($p < 0.05$), indicating that organizational conflict has a positive and significant effect on teacher performance. This suggests that the better organizational

conflict is managed, the more likely teacher performance is to improve. Conversely, poorly managed conflict can reduce teacher performance.

The organizational culture variable also showed a significant influence on teacher performance with a t-value of 2.120 and a significance level of 0.043 ($p < 0.05$). This finding indicates that a strong and positive organizational culture can drive improvements in teacher performance by fostering a conducive, collaborative work environment characterized by a strong commitment to organizational goals. Simultaneously, organizational conflict and organizational culture had a significant effect on teacher performance, with a calculated F-value of 8.089 and a significance level of 0.002 ($p < 0.05$). This means that both variables collectively contribute to explaining the variation in teacher performance. The coefficient of determination (R^2) value of 0.358 indicates that 35.8% of the variation in teacher performance can be explained by organizational conflict and organizational culture, while the remaining 64.2% is influenced by other variables not examined in this study, such as leadership, work motivation, and the work environment.

The research results show that organizational conflict has a significant effect on teacher performance. These findings demonstrate that conflict is a phenomenon that cannot be separated from organizational life, including in the school environment. Conflict that is not managed properly can cause tension, reduce work morale, and hinder communication among teachers. However, when managed constructively, conflict can actually serve as a means to improve work quality through the exchange of ideas, problem-solving, and better decision-making (Hidayatullah & Prasetyo, 2024; Robbins & Judge, 2017). Thus, organizational conflict does not always have a negative impact; rather, its effects depend heavily on how the school manages such conflicts.

Furthermore, organizational culture has also been shown to significantly influence teacher performance. This indicates that the values, norms, and practices that develop within a school organization play a crucial role in shaping teachers' work behavior. A strong organizational culture fosters cooperation, effective communication, and a commitment to duties and responsibilities (Syaril & Ningrum, 2021). Conversely, a weak organizational culture will hinder collaboration and dampen teachers' work morale. These findings align with previous research indicating that organizational culture has a positive effect on teacher performance (Oktarina & Handayani, 2022).

Simultaneously, organizational conflict and organizational culture have a significant influence on teacher performance. This suggests that teacher performance is the result of the interaction of various interrelated organizational factors. An organizational environment capable of effectively managing conflict and supported by a positive organizational culture will foster a harmonious, conducive, and productive work atmosphere (Dewi, Fahrudin, & Makki, 2025). Thus, improving teacher performance cannot be achieved in isolation but requires a comprehensive approach addressing various organizational factors.

Based on the research findings, organizational conflict is the most dominant variable influencing teacher performance. This indicates that the dynamics of conflict within the school environment have a greater influence than organizational culture. Therefore, school administrators need to pay special attention to conflict management by fostering open communication, resolving issues through consensus-building, and implementing fair and transparent policies. Effective conflict management can reduce the negative impacts of conflict while maximizing its positive effects on teacher performance (Ghozali, 2021).

Furthermore, a coefficient of determination of 35.8% indicates that there are other factors influencing teacher performance beyond organizational conflict and organizational culture. These factors may include the principal's leadership, work motivation, teacher competence, and the work environment. This indicates that teacher performance is a complex variable influenced by various interrelated aspects (Afandi, 2021). Therefore, a holistic approach is needed to improve teacher performance by managing these various factors in an integrated manner.

Furthermore, the results of this study also have practical implications for school management, particularly in efforts to improve teacher performance sustainably. Schools need to develop effective conflict management strategies, such as training in interpersonal communication, conflict mediation, and the formation of cohesive work teams. Additionally, organizational culture can be strengthened by instilling values of cooperation, discipline, and professionalism that are consistently applied in daily activities (Syaril & Ningrum, 2021). With these steps, it is hoped that teacher performance can improve optimally and have a positive impact on the quality of education.

Furthermore, the findings of this study also reinforce the theory that functional organizational conflict can make a positive contribution to both individual and organizational performance. Conflict that is managed appropriately can enhance work dynamics, enrich perspectives in problem-solving, and foster innovation in the learning process (Robbins & Judge, 2017). Therefore, schools do not need to avoid conflict entirely but should manage it wisely to ensure it has a constructive impact.

Furthermore, a strong organizational culture also serves as a social control mechanism capable of guiding teachers' behavior without relying entirely on formal rules. The values embedded in the organizational culture will foster positive work habits, such as discipline, responsibility, and teamwork (Oktarina & Handayani, 2022). Thus, organizational culture can serve as a reinforcing factor that indirectly enhances teacher performance in the long term.

Finally, the findings of this study offer both theoretical and practical contributions to the field of educational management, particularly regarding the influence of organizational factors on teacher performance. Theoretically, this study supports the concept that individual performance is influenced by complex and interrelated organizational factors. Practically, this study can serve as a reference for schools in designing appropriate

policies and strategies to improve teacher performance through conflict management and the continuous strengthening of organizational culture (Dewi, Fahrudin, & Makki, 2025).

CONCLUSION

Based on the research findings, it can be concluded that organizational conflict has a significant impact on teacher performance at Public Elementary School No. 035 in Talang Ubi Subdistrict, PALI Regency. This indicates that conflicts occurring within the school environment do not always have a negative impact; rather, they can have a positive effect if managed properly. Effective conflict management can improve communication, cooperation, and the quality of decision-making, which ultimately leads to improved teacher performance. Additionally, organizational culture has also been shown to have a significant impact on teacher performance. A strong and positive organizational culture can create a conducive work environment, increase commitment, and encourage teachers to work professionally and responsibly. Conversely, a weak organizational culture can hinder cooperation and dampen morale, thereby leading to a decline in teacher performance. Simultaneously, both organizational conflict and organizational culture have a significant influence on teacher performance. This indicates that teacher performance is not determined by a single factor but is the result of the interaction of various interrelated organizational factors. Therefore, efforts to improve teacher performance must be comprehensive, taking into account various organizational aspects in an integrated manner. Based on the analysis results, organizational conflict is the most dominant variable influencing teacher performance. This finding confirms that conflict management is a crucial aspect in improving teacher performance. Thus, schools are expected to manage conflicts constructively and strengthen organizational culture to create a harmonious, productive work environment that supports improvements in the quality of education.

REFERENCES

- Adhari, I. Z. (2021). *Optimalisasi kinerja pegawai menggunakan pendekatan knowledge management & motivasi kerja*. Pasuruan: Qiara Media.
- Afandi, P. (2021). *Manajemen sumber daya manusia: Teori, konsep dan indikator*. Pekanbaru: Zanafra Publishing.
- Arikunto, S. (2020). *Prosedur penelitian: Suatu pendekatan praktik*. Jakarta: Rineka Cipta.
- Dewi, N., Fahrudin, & Makki. (2025). Pengaruh manajemen konflik dan budaya sekolah terhadap kinerja guru. *Jurnal Pendidikan dan Manajemen*, 10(2), 123–135.
- Ghozali, I. (2021). *Aplikasi analisis multivariate dengan program IBM SPSS*. Semarang: Badan Penerbit Universitas Diponegoro.
- Handoko, T. H. (2019). *Manajemen personalia dan sumber daya manusia*. Yogyakarta: BPFE.

- Hidayatullah, & Prasetyo. (2024). Pengaruh konflik organisasi terhadap kinerja guru. *Jurnal Manajemen Pendidikan*, 9(1), 45–56.
- Kreitner, R., & Kinicki, A. (2018). *Organizational behavior* (11th ed.). New York: McGraw-Hill.
- Mangkunegara, A. A. P. (2020). *Manajemen sumber daya manusia perusahaan*. Bandung: Remaja Rosdakarya.
- Mathis, R. L., & Jackson, J. H. (2017). *Human resource management* (14th ed.). Boston: Cengage Learning.
- Munawir, M., Fitrianti, E., & Anisa, R. (2022). Peran pendidikan dasar dalam pembentukan karakter siswa. *Jurnal Pendidikan Dasar*, 7(1), 12–20.
- Nawawi, H. (2019). *Manajemen sumber daya manusia untuk bisnis yang kompetitif*. Yogyakarta: Gadjah Mada University Press.
- Oktarina, R., & Handayani, T. (2022). Pengaruh budaya organisasi terhadap kinerja guru. *Jurnal Ilmu Pendidikan*, 8(2), 78–89.
- Priansa, D. J. (2018). *Perencanaan dan pengembangan SDM*. Bandung: Alfabeta.
- Rivai, V., & Sagala, E. J. (2019). *Manajemen sumber daya manusia untuk perusahaan*. Jakarta: Rajagrafindo Persada.
- Robbins, S. P., & Judge, T. A. (2017). *Organizational behavior* (17th ed.). Pearson Education.
- Sedarmayanti. (2017). *Manajemen sumber daya manusia: Reformasi birokrasi dan manajemen pegawai negeri sipil*. Bandung: Refika Aditama.
- Setiono, B., & Sustiyatik. (2020). Penilaian kinerja dalam organisasi pendidikan. *Jurnal Manajemen Pendidikan*, 5(2), 67–75.
- Setiyaningsih, & Nurhidayati. (2025). Budaya organisasi dan kinerja tenaga pendidik. *Jurnal Pendidikan Modern*, 11(1), 34–42.
- Siagian, S. P. (2018). *Manajemen sumber daya manusia*. Jakarta: Bumi Aksara.
- Sugiyono. (2019). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Bandung: Alfabeta.
- Sutrisno, E. (2019). *Manajemen sumber daya manusia*. Jakarta: Kencana.
- Syaril, & Ningrum, D. (2021). Budaya organisasi dalam meningkatkan kinerja guru. *Jurnal Administrasi Pendidikan*, 6(1), 55–64.
- Tobing, R. (2024). Dinamika budaya organisasi dalam lembaga pendidikan. *Jurnal Manajemen Pendidikan Indonesia*, 10(1), 22–30.
- Widyaningrum. (2020). Evaluasi kinerja dalam organisasi pendidikan. *Jurnal Pendidikan*, 15(2), 90–100.