

# The Influence of Reward and Punishment-based Conflict Resolution on The Performance and Loyalty of Elementary School Teachers

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## Abstract

This research was conducted because of the problems of teacher loyalty and performance in elementary schools. This research aims to describe the effect of implementing reward punishment-based Conflict Resolution on the performance and loyalty of elementary school teachers. The research design uses a posttest only control group design. The research population of elementary school teachers was 401 participants. The sample consisted of 120 students who were divided into two experimental classes and two control classes using group random sampling techniques. Data analysis was carried out using ANOVA. The research results show the results of teacher performance and loyalty between those who follow reward and punishment-based conflict resolution policies and those who follow conventional policies with an  $F_{cal}$  value of  $22.284 > F_{tab}$  (3.93). It can be concluded that there are differences in results between the group of teachers who took part in reward and punishment-based conflict resolution treatment and the teachers who took part in the conventional-based conflict resolution group.

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## INTRODUCTION

Based on Law of the Republic of Indonesia no 20 of 2003 concerning the National Education System Article 1 as follows: Education is a conscious and conscious effort planned to create a learning atmosphere and process learning so that students actively develop his potential to have religious spiritual power, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state.

Educators are the spearhead of future education improvements (Dewantara, 2021). Education now faces many things, starting from less than professional teacher performance and a lack of service values that a teacher should have which is less than optimal. This is indicated by some social speculation that teachers are looking at quantity rather than improving their quality in becoming a teacher.

For this reason, a teacher must have the characteristics: (1) accept and obey norms and human values, (2) carry out the task of educating freely, courageously and happily, (3) be aware of the values related to his actions, (4) respect people. others, (5) being wise and careful, and (6) being devoted to God Almighty (Lubis & Widjiantoro, 2021).

Teachers must have skills before thinking about themselves, such as awards, honorarium and allowances. Teachers must also be able to accommodate all these skills so that they are equivalent to the rights desired by a teacher (Markhaban & haya, 2023). The competencies that a teacher must have are pedagogic competence, personal competence, social competence and professional competence.

Teachers who have these competencies must be able to produce students to improve themselves according to their expertise through fun and high-quality learning and implementing learning that involves the 4Cs, namely Critical Thinking, Communication, Collaboration and Creativity and Innovation (Maharaja, 2022).

Learning When implementing the 4Cs it will make it easier for students to think at a higher level because the classification in elementary schools already applies all of that. This means that high level thinking or what is called high order level skills (hots) has been applied in classes, especially in high classes in elementary schools.

Apart from seeing that learning must be of high quality, there are many things that need to be evaluated in improving 4C learning, one of which is the lack of teaching staff in the current era who think more about honor than service. This means that the value of loyalty that an educator must have has begun to be thought about, which causes a low work ethic, resulting in the performance of educators in the world of education being less than good.

Improving education at all levels of education is a necessity if seen from the framework of preparing Indonesia's human resources so that graduates are able to compete and overcome life's problems in the future. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and skills. needed by himself, society, nation and state (Susanto, 2020).

Teachers as educators are required to assume responsibility and consequences for their main tasks, such as in the teaching and learning process, having cognitive strategies that can foster the ability to organize, manage and teach lessons to students creatively. All of this can be achieved if supported by high work motivation from teachers. Teachers' work motivation will make them work with a high level of satisfaction and loyalty. The form of teaching optimization carried out by teachers illustrates the teacher's loyalty in carrying out his duties as well as possible according to professional teaching standards.

Stephen (Gunardi et al., 2016) comes from the word "loyal" which means loyalty. So work loyalty is "a form of loyalty that is manifested by high consistency in work. This means that a teacher must have loyalty to the company or institution where the teacher works. The concept of loyalty is very important to improve because it is related to the performance of a teacher. Teachers who have high loyalty will find it easier to improve their performance and profession, because the 4 competencies that follow will be guaranteed.

Teacher performance and loyalty are influenced by rewards. Rewards are rewards, prizes, rewards or imbalances that aim to make someone become more active in their efforts to improve or increase the performance that has been achieved (Daheri et al., 2023). Providing rewards aims

to attract people who have competence or qualifications to join the institution, retain teachers to keep coming to work, and motivate teachers to have high performance. According to Ratna Wilis Dahar, there are 4 types of rewards, namely social rewards, activity rewards, symbolic rewards and rewards have 4 indicators, namely salary and bonuses, welfare, career development and psychological and social rewards.

Apart from rewards, teacher professionalism is also influenced by punishment. The purpose of punishment is to make teachers aware that work penalties apply to all teachers in accordance with the regulations in force in educational institutions. According to Gibson, giving punishment must look at several aspects, namely timing, intensity, scheduling, clarity of reasons, impersonal nature Gibson (dalam, Daheri et al., 2023).

Teacher loyalty is a driving force or driving force that arouses and directs teacher behavior in an action or job. According to Samsudin (dalam Lubis & Widjiantoro, 2021), Loyalty is the process of influencing or encouraging someone or a work group from outside so that they want to carry out something that Samsudin has determined. From the opinion above, it can be concluded that Loyalty can be seen from daily attitudes and behavior in carrying out duties and responsibilities by trying to obey, carry out and carry out duties and responsibilities with enthusiasm.

Teacher loyalty is a condition within a person that encourages the desire to carry out activities optimally to achieve an organizational goal. The purpose of providing loyalty is as an incentive for teachers to work optimally and provide the best performance for the organization. Teacher loyalty is very important because it will greatly influence improving the quality of teacher performance. Human resource problems in an organization are also inseparable from the overall work environment around these human resources (Lubis & Widjiantoro, 2021).

Organizations need to strive for a pleasant work environment, because a good work environment will have a positive effect on the comfort of an organization's human resources. A satisfactory work environment for teachers can improve performance, whereas an inadequate work environment can reduce teacher performance and ultimately reduce teacher loyalty. Teachers who feel comfortable with their work environment are expected to be more loyal in carrying out their duties and responsibilities at the school concerned. Increasing employee loyalty is also influenced by a positive work environment. The work environment in a company is important for management to pay attention to. A good work environment will have the effect of establishing good cooperation between co-workers, so that they can complete the assigned work optimally and will ultimately create a conducive work environment in a company or organization. A pleasant work environment is not the only factor that makes teachers beta in carrying it out

Work that involves many people, especially professional teachers, will be more susceptible to conflict with each other, although this will not happen continuously. Indonesian society as a whole is praised for its skill in accommodating and accom-modating people of different religions, ethnicities, customs and races with full toler-ance and mutual respect. The conflicts in Poso, Aceh and Papua are just a few ex-amples of the security problems facing Indonesia. Parties with interests make every effort to turn horizontal conflicts into conflicts based on ethnic, religious, racial or cultural differences. Even in Bali, which is known as the "Island of the Gods", con-flicts between religions can occur.

Bali has long represented the beauty of Indonesia which is famous to the outside world. Bali is considered the Island of the Gods because it has many beautiful beach, including Kuta

Beach, Pandawa Beach, Sanur Beach, Nusa Dua, etc. Bali's ap-peal is strong enough to attract visitors from all over the world. Bali wouldn't be as popular without them. On the one hand, tourists represent a possible source of in-come. However, other groups consider it a cultural disaster because they are worried that it will spread values that conflict with their beliefs. This perspective leads to false assumptions, which in turn inspire religiously motivated anarchist actions.

Different types of interpersonal conflict in the workplace, each stemming from different underlying interests, have been explored in the literature mentioned above. Focusing on efficient and effective dispute resolution methods is critical to the success of any business. Several studies and scientific methods such as Islamic boarding school administration have also explained the growth trend of Islamic boarding schools. However, in this study, researchers preferred conflict resolution for elementary school teachers who were criticized for being reckless based on reward and punishment. Accordingly, constructive conflict resolution addresses the dynamic causes of conflict either via litigation or via indigenous conflict resolution mechanisms with objective of restoring sustainable peace and social solidarity, which in turn creates fertile condition of building a culture of peace in post-conflict resolution (Gena & Jarra, 2023).

Elementary school age is classified as a developing individual, ages at this stage have characteristics that show many differences. It is not uncommon for friction to lead to conflict. fighting over objects, not being respected, not accepting opinions, are some of the causes of conflict in schools, including in elementary schools. So conflicts like this need to be resolved so that there is no friction between teachers and each other (Hidayah et al., 2019).

Based on the results of observations made by researchers, the occurrence of teacher conflicts in Gerokgak District is often characterized by differences in treatment strata in the institutions because each institution has different treatment, especially in matters of honor. Moreover, the teachers are also diverse, some are honorary and some are civil servants.

Seeing the problems raised regarding performance and loyalty, the researcher wants changes after implementing conflict resolution on a teacher's performance and loyalty. This is also supported by previous research conducted by (Pingge, 2022). There are three things that are the main discussion of this article, namely 1) conflict and human life, 2) views on conflict resolution education, 3) conflict resolution education in the school curriculum. Written study based on experience while teaching the Conflict Management course at the PGSD STKIP Weetebula Study Program and also a search of related literature studies. Humans will always be close to conflict, both as triggers of conflict and as victims of conflict. Apart from that, conflict is not always bad, with conflict humans can create peace and also avoid conflict. Conflict is a material for human reflection, that humans need different patterns of understanding, communication and interaction. We cannot impose our own will. Currently, Indonesian education with the Merdeka Belajar program has become a ticket for conflict resolution education in schools to receive special attention. Freedom to learn can design a curriculum that includes conflict resolution education or peace education in it. So that the quality of the graduates is a generation that brings peace, not conflict. Therefore, teachers or teaching staff need to understand the position of conflict resolution education in schools.

Apart from that, research conducted by (Sa'odah et al., 2021) The results of the study show that several conflicts that occur among elementary school students are an indicator that they do not have good or constructive conflict resolution skills. Conflict resolution skills in elementary

school students can be facilitated by educators and can also be done through peers. Several research study results show that the application of the conflict resolution learning model is significantly effective in increasing students' knowledge and attitudes towards conflict resolution, and there is a constructive increase in conflict resolution skills.

Research conducted by (Susiyanti et al., 2021) The research results based on descriptive analysis show that (1) The average Civics learning outcomes in the experimental class is 87.71 and the control class is 77.50, meaning that there is an increase in students' Civics learning outcomes after participating in contextual problem-based conflict learning. resolution learning model at SD Inpres Mallengkeri 2 Makassar City. (2) The results of the infer-ential analysis show that there is an influence of the contextual problem-based con-flict resolution learning model on students' Civics learning outcomes at SD Inpres Mallengkeri 2, Makassar City. This is based on the t test table (Independent Sample T-test) so that a sig value is obtained.  $0.000 < 0.005$ .

Apart from that, research conducted by (Zhang et al., 2023) The research was conducted in kin-dergartens with a sample of 402 which explains the existence of teacher professional-ism when carried out with professional policies. Teachers have an important role in classroom management so that teacher welfare must be implemented as fairly as possible to increase a teacher's competence in teaching.

Based on previous research that has been explained, various aspects can improve a teacher's performance and loyalty. This can be characterized by work that is done voluntarily and is more enjoyable. Performance in general can be influenced by good policies within educational institutions, especially in setting employee salaries.

## METHOD

This research is a quasi-experimental research. The design of this research is experi-mental research. This research uses three variables consisting of one independent variable and one dependent variable. The independent variable in this research is the reward and punishment based Conflict Resolution learning model (A) as the treat-ment variable, the dependent variable is loyalty and performance (Y). Dantes (Wapa, 2020) This design is often used as a whole group such as a class, so randomization is not possible.

Population is the totality of all possible values, both the results of calculations and measurements, both quantitative and qualitative, not certain characteristics regarding a complete and clear set of objects (Wapa et al., 2023). The population in this study were all elementary school teachers in the with a total of 401 teachers. The sample was determined using a random sampling tech-nique. This technique is used as a sampling technique because the individuals in the population have been distributed into classes so that it is not possible to randomize individuals or form new classes in the population. The research sample consisted of 120 teachers who were obtained by carrying out an equality test on each of them.

The teacher loyalty and performance instrument grid was created by the re-searchers themselves by referring to the grand theory of loyalty and performance attitudes. Before this instrument is used, content validity and reliability tests are first carried out. To determine the validity of the content, an expert judgment is carried out. The instruments that have been assessed are then tested in the field. The purpose of instrument testing is to determine the validity and reliability of the instrument. The instruments in this research can be seen in the following table :

Table 1. Instrumen Loyalty and performance attitudes

No	Variable	Indicator
1	Teacher Performance	Competence Pedagogy Competence Personality Competence Professional Competence Social
2	Teacher Loyalty	willingness to cooperate means a willingness to sacrifice oneself willingness carry out self-supervision willingness to emphasize one's own interests

The validity test on the loyalty and performance variables has a score of 1-5, with a total of 20 questionnaires and a sample size of 50. The calculation results using the Microsoft Excel program at a significance level of 5% were 2 questionnaires declared invalid and 18 declared valid with a reliability of 0.678. However, to make assess-ment easier, the statement items used in this research consisted of 20 questions

The data has been collected and analyzed using prerequisite tests and hypothesis testing using ANOVA. Thus, the data in this study are grouped into (1) Loyalty for teacher performance with reward and punishment-based conflict resolution (2) Loy-alty for teacher performance with conventional-based conflict resolution.

## RESULTS AND DISCUSSION

### Results

The object of this research is the difference in teacher loyalty and performance due to treatment between the application of reward and punishment-based and conven-tional conflict resolution models. Calculation of central size (mean), data spread size (standard deviation)

Tabel 2. Score calculation results

Statistics	A1	A2
Mean	87,00	77,69
Standard deviation	7,86	6,60
Variance	61,84	43,55
Maximum Score	100,00	89,00
Minimum score	68,00	65,00
Reach/Range	32,00	24,00

The average Loyalty score for teacher performance with reward and punishment-based conflict resolution (A1) is 87.00, which is in the very high category. The aver-age teacher loyalty performance with conventional-based conflict resolution (A2) was 77.68, including the high category. The results of the normality test for data dis-tribution were tested using the Kolmogorov-Smirnov technique with the help of SPSS 19.00 for Windows and had a significance figure greater than 0.05. So the entire data distribution according to the learning model is normally distributed. The homogeneity test of learning outcomes produced a significance figure of 0.403, the average loyalty of teacher performance with reward and punishment-based conflict resolution was 0.235.

The results of the ANOVA analysis research with the help of SPSS 19.00 for win-dows showed that testing the first hypothesis, the null hypothesis was rejected and the alternative hypothesis was accepted (analysis results: significance value of "model" (A) = 39.508) (Sign <

0.050)). This means that there is a significant difference in the results of teacher performance loyalty with reward and punishment-based conflict resolution which is higher compared to teachers who follow teacher performance loyalty with conventional-based conflict resolution.

Treating teacher performance loyalty with reward and punishment-based conflict resolution will make teachers increasingly optimize their loyalty to the institution where the teacher works. The research results showed that the average score of teachers who took part in the Teacher Performance Loyalty treatment with reward and punishment-based conflict resolution was 87.00, higher than the score resulting from conventional-based conflict resolution treatment, namely 77.69. The results of the ANOVA test show that the calculated F value is  $22.284 > F$  table, namely 3.93, which shows that there is a significant difference between teachers who take part in reward and punishment-based conflict resolution treatment and traditional conflict resolution.

### **Discussion**

Based on the results of the research presentation, it is also supported by previous research conducted by (Manik & Siahaan, 2021) The research results show that managerial skills partially influence teacher performance and work motivation. Partially giving awards also influences teacher performance and work motivation. Other results from the path analysis test found that motivation can indirectly influence the relationship between managerial skills and teacher performance as well as giving rewards to teacher performance. These results provide an illustration that the existence of good managerial skills of school principals and providing appropriate rewards can increase teacher motivation so that it also has an impact on maximum work results.

Performance and loyalty will be formed when they are given their rights as stated by (Suwardi et al., 2015) A teacher must have ten basic abilities so that he can be said to be professional. These basic abilities are: (1) mastering learning materials, (2) managing teaching and learning programs, (3) managing classes, (4) using media/resources, (5) mastering the basics of education, (6) managing teaching and learning interactions, (7) assessing student achievement for teaching purposes, (8) getting to know the functions and programs of guidance and counseling services, (9) getting to know and administering school administration, and (10) understanding the principles and interpreting the results of educational research for teaching purposes.

The conventional leadership model places more emphasis on the teacher's role as a provider of information to students (teacher centered) or places more emphasis on a teacher's obligations so that his or her rights are not considered. Teacher performance must be able to improve its quality through teacher performance through training, workshops and self-improvement through socializing well in the community. Teachers must be able to improve pedagogic, professional, social and personality competencies. Improving competency certainly requires appropriate treatment from a leader, one of which is by implementing rewards and punishments so that deficiencies can be addressed properly in accordance with the school's wishes.

### **CONCLUSION**

This research is a quasi-experimental research (quasi experiment) with a posttest only control group design. The population in this research is elementary school in Bali. The data collected in this research are the results of teacher loyalty and performance questionnaires. In this research, performance and loyalty results are defined as the teacher's ability to mutually improve

four skill competencies such as pedagogical, professional, social and personality as well as compliance with loyalty to the place of work. The results of teacher performance and loyalty are measured using a loyalty and performance questionnaire prepared based on the grand theory created by researchers. The questionnaire developed in this research is a questionnaire consisting of 30 positive statement items. This instrument uses a Likert Scale which consists of five response options. The data analysis design used is descriptive analysis and ANOVA analysis. Before carrying out a hypothesis test, the analysis requirements are first tested, namely the normality test and homogeneity test. Based on the results of the research and discussion that have been described in this research, conclusions have been obtained. The following are the conclusions obtained from the research results : here were differences in results between the group of teachers who took part in the reward and punishment-based conflict resolution treatment and the teachers who took part in the conventional-based conflict resolution group.

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