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THE EFFECT OF COMMUNICATION AND DYSFUNCTIONAL CONFLICT ON TEACHER JOB SATISFACTION OF JUNIOR HIGH SCHOOL TEACHERS IN WANEA DISTRICT MANADO

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ABSTRACT

The objective of this research is to obtain information concerning to the effect of communication and dysfunctional conflict toward job satisfaction of the teachers in Junior High School in Wanea District Manado. The research was conducted by using survey method with path analysis in testing hypothesis. In this research, 106 from 208 teacher of schools selected random sampling. The research was focused on three aspect; communication and dysfunctional conflict toward teachers job satisfaction. The data were collected with questionnaire and analyzed with path analysis. Result on the analysis it is concluded that (1) there the positive direct effect of communication toward job satisfaction, (2) there is negative direct effect of dysfunctional conflict toward job satisfaction and (3) there is negative direct effect of communication toward dysfunctional conflict.

INTRODUCTION

The school is a customer satisfaction-oriented service organization. One of the strategies that need to be done by schools is to prioritize satisfaction with students, teachers, school employees and various parties related to the school. Schools certainly pay attention to services, especially for teachers in order to create satisfaction at work because it will have an impact on their performance in school.

Teachers are actors who are directly related to students in school. Therefore, the teacher must have satisfaction in working. Teacher job satisfaction should get the attention of various parties concerned because this factor is closely related to the achievement of goals and the smooth running of learning activities. Teacher satisfaction at work is indicated by the completion of teacher duties and obligations in a timely manner. Satisfaction at work also shows enthusiasm, diligence, persistence and high creativity at work.

The level of job satisfaction of teachers of Junior High School in Wanea District is in the low category. This was revealed from the results of the researcher interview with the Supervisory Coordinator. Some indicators of teacher dissatisfaction include: but there are still teachers who do discipline such as arriving late, there are still teachers who have not prepared teaching materials properly, there are teachers who have not been able to complete teacher administration properly, such as in making Learning Implementation Plans (RPP), syllabus, and others.

It cannot be denied that teacher job satisfaction is caused by weak intrinsic motivation from the teacher himself. Intrinsic factor plays an important role in motivating individuals to teach. Totok Amin Soefijanto from Education and Knowledge Management Specialist, ACDP Indonesia stated that in the last 10 years, teacher absence was still high. It is recorded that around 23.2 percent of teachers are lazy to teach their students.

The problem of laziness also occurs in PNS teachers at Junior High School in Wanea District. Of course this is one of the responsibilities of the principal towards teachers. The principal has an obligation to supervise teachers. Supervision activities are expected to be a solution in solving teacher problems. However, in reality, referring to the results of the principal competency test conducted by the Directorate General of Quality Assurance for Educators and Education Personnel (PMPTK), as many as 70 percent of the 250 thousand school principals in Indonesia are recorded as having managerial and supervisory weaknesses. Weak supervision from the principal will certainly lead to weak intrinsic motivation for teachers to work optimally.

In addition, another factor that influences job satisfaction is dysfunctional conflict. The Education Office per August 2015 issued a new teacher retribution policy with the positive aim of providing room for refreshment. However, the positive aim of the Education Office to provide a refresher room for teachers through teacher retribution has created problems. The Supervisory Coordinator also conveyed that the response of teachers to government policies regarding teacher retribution, some were pro and some were contra. There are teachers who are happy to accept the policy, but there are also teachers who are not happy to accept the policy.

Lack of communication between teachers and school principals and co-workers also triggers low job satisfaction. Good communication will lead to feelings of pleasure and comfort at work. This will certainly affect the achievement of school organizational goals. If communication is well established, teachers will

no longer be able to tell negative things about their working conditions. But in fact, from the observations of researchers who are still often found in schools, teachers tell negative things about their working conditions, both regarding their superiors, colleagues and students.

Job satisfaction is defined by Jason A. Colquitt et al (2009: 105) as follows, "*job satisfaction is defined as a pleasurable emotional state resulting from the appraisal of one's job or job experiences*". Job satisfaction is defined as a pleasant emotional state that results from appraising one's job or work experience.

According to John R. Schermerhorn, et. al.(2011: 72) that Job satisfaction is the extent to which a person feels positive or negative about a job. A similar opinion is expressed by Stephen P. Robbins and Timothy A. Judge (2011: 113) which states that job satisfaction is a positive feeling about work as a result of evaluating a job. character.

Jennifer M. George and Gareth R. Jones (2012: 71) argue that job satisfaction is a collection of feelings and beliefs that a person has about their current job.

John A. Wagner III and John R. Hollenbeck (2010: 106) argue that job satisfaction is a pleasant feeling that results from the perception that one's job fulfills or allows the fulfillment of one's important work values.

Meanwhile, job satisfaction as stated by Rue and Byars (2010: 71) states that job satisfaction refers to the general attitude of an employee towards work. This attitude comes from employees' perceptions of work, perception is a cognitive process (giving meaning) that a person uses to interpret and understand the individual's point of view in seeing the same thing in different ways. This opinion emphasizes that job satisfaction is closely related to the organization.

The same thing was expressed by Luthans (2008: 141) who stated that job satisfaction is the result of employee perceptions of how well their work provides things that are considered equally important. This indicates that the result of employees' perceptions of how well their work is.

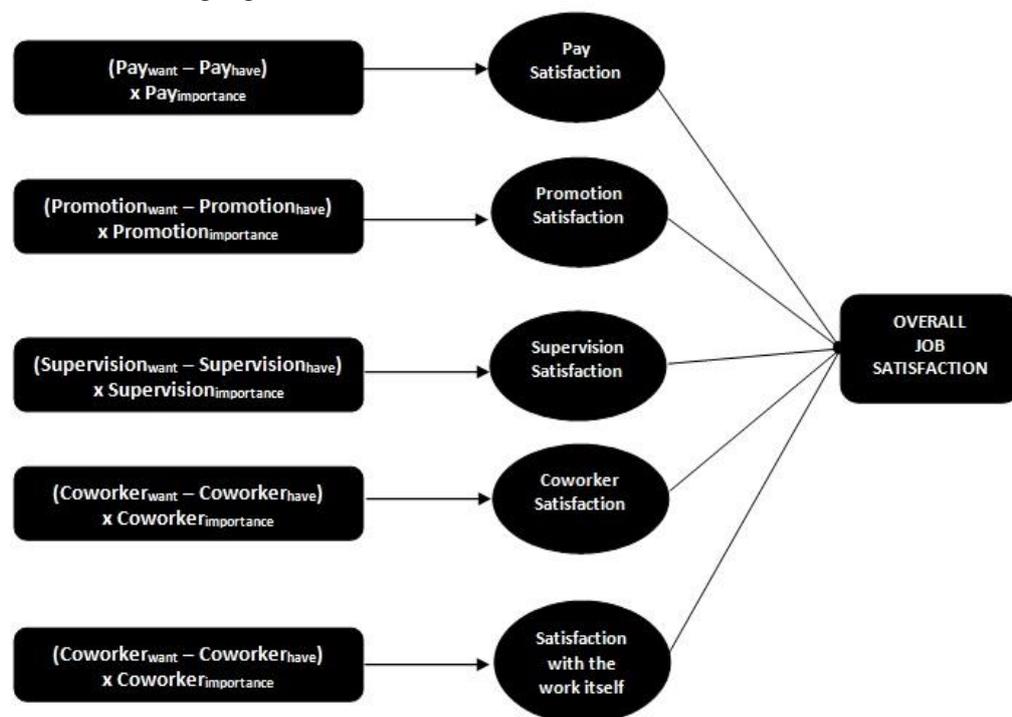
The definition of job satisfaction is also discussed by Griffin Moorhead (2007: 70) that job satisfaction is the extent to which a person is grateful or fulfilled by his work or job satisfaction reflecting the extent to which people find satisfaction in their work. This reveals that one must be grateful for the results of the work achieved in the organization.

Gibson, Ivancevich and Donnelly (2009: 106) also stated that job satisfaction is a person's attitude towards their job. This results from their perceptions of their work and the level of conformity between individuals and organizations. A number of factors have been linked to job satisfaction. Some of the important factors are:

- (1) Rewards are the amount of payment received and the level of conformity between the payment and the work performed.
- (2) The job itself is the extent to which the job is considered attractive, provides opportunities for learning, and provides responsibility.
- (3) Opportunities for promotion are the availability of opportunities to advance.

- (4) Supervision, (technical competence and interpersonal skills of direct superiors
- (5) Colleagues means the extent to which co-workers are friendly, competent, and provide support.

In line with the above statement, Colquitt outlines indicators of job satisfaction in the following figure:



Source: *Organizational Behavior New York.*

Figure 1. Perceptions of Job Satisfaction Theory

Based on the above concepts, it can be synthesized that job satisfaction is a pleasant emotional state or someone's positive feeling which then becomes a collection of feelings and beliefs about a job with indicators:

- (1) Feelings of rewards.
- (2) Feelings about the job itself
- (3) Feelings about opportunities for promotion.
- (4) Feelings of supervision, and (5) Feelings of colleagues.

According to John R. Schermerhorn, (2011: 256) Communication is the process of sending and receiving symbols with inherent meanings.

The definition of communication as a process of sending and receiving symbols with an inherent meaning is that in communication there are stages that are passed, there are senders and receivers, and something is sent in the form of symbols that are understood.

AB Shani and Dawn Chandler (2009: 175) define communication as the transfer of information from one person to another. Thus, a communication episode requires the transfer of information from one person (sender) to another (receiver) by some selected method (channel). Next is the opinion of James L. Gibson, et.al (2006: 427) explaining that communication is a means of sending

information and understanding, using verbal or nonverbal symbols. Furthermore, this opinion explains that there are two important things in defining communication. *The first* is that communication is considered as an attempt by a person (to share the information they have) regardless of how the information is conveyed, and this involves individuals or groups. *Both* communications are considered not to occur when no common understanding has been reached from the information that has been conveyed.

Jennifer M. George and Gareth R. Jones (2012: 403) Communication is the sharing of information between two or more individuals or groups to achieve mutual understanding.

The existence of understanding between the giver and recipient of the message is a very important point in communication because everyone has different ways of digesting any information received. Therefore, to avoid misunderstandings between one another, the delivery of information in communication must be accompanied by a harmonious understanding of the information conveyed.

Alexander Haslamp (2004: 80) argues that communication is the process of sharing information in a series of interpretations that allow information to be meaningful and useful.

Communication in this opinion is described as a process in which information is conveyed and understood between two or more people. This opinion also emphasizes understanding as an important thing in communication, because the delivery of the meaning intended by the sender of the message is the essence of effective communication.

Some of the opinions above have emphasized that communication is not just conveying a message. However, in this case, a good understanding is needed so that the two communicating parties have the same perception in interpreting the meaning contained in the message conveyed. Therefore, the other most important thing in communication is how understanding in interpreting messages can be achieved, both by the sender and recipient of the message.

An understanding can be reached if the sender and receiver of the message can convey and receive the message effectively.

Based on the above concepts, it can be synthesized that communication is the process of sending and receiving symbols (verbal / nonverbal) or transferring information from one person to another using several selected methods (channels) to achieve common understanding, with indicators:

- (1) The existence of information,
- (2) Sending information, receiving information,
- (3) The channels or media used,
- (4) Achieving understanding.

In general, Stephen P. Robbins and Timothy A. Judge (2011: 488) define conflict as a process that begins when one party feels that the other party has influenced negatively, or will immediately affect negatively, something that is of concern to the first party.

Based on their function, Robbins and Judge divide conflict into two types, namely: *functional conflict* and *dysfunctional conflict*. It is revealed that

functional conflict is a conflict that supports the achievement of group goals and improves group performance. Meanwhile, dysfunctional conflict is conflict that hinders the achievement of group goals. The criterion that distinguishes whether a conflict is functional or dysfunctional is the impact of the conflict on group performance, not on individual performance. If the conflict can improve group performance, even though it is not satisfactory for individuals, then the conflict is said to be functional. Conversely, if the conflict only satisfies the individual, but reduces the performance of the group, then the conflict is dysfunctional. Meanwhile, the concept of dysfunctional conflict according to John R. Schermerhorn et.al (2011: 234) is dysfunctional conflict or destructive conflict is a work to harm individuals or teams.

Based on the above concepts, it can be synthesized that dysfunctional conflict is a conflict that has a destructive and destructive impact that can hinder or hinder the achievement of individual or team goals that will harm the group or organization causing a decrease in organizational effectiveness and productivity, with indicators: (1) detrimental groups, (2) conflicts between groups, (3) controversy in achieving organizational goals, and (4) damaging the organization.

Communication is very important in groups or organizations where members show satisfaction and dissatisfaction about their work. Stephen P. Robbins and Timothy A. Judge (2011: 377) states that communication in groups is a fundamental mechanism by which members show their satisfaction and frustration.

The above opinion explains that communication in groups is essential and fundamental. Through communication in groups, members can show feelings of liking, pleasure, and satisfaction. It is also through communication in groups that members can show dislike, displeasure, and frustration. In other words, through communication, someone's satisfaction can be seen. Therefore, according to the expert opinion above, communication is thought to have an effect on job satisfaction.

Research on several workers on job satisfaction suggests that their work is largely determined by the communication component that manifests in the varied demands of the nature of the job across different professions. This opinion explains that job satisfaction is largely determined by the communication component.

Effective communication tends to encourage better performance and job satisfaction. People understand their jobs better and feel more involved in the organization. In some cases they even voluntarily give up part of their rights as long as there is stability in the organization because they see that sacrifices are necessary. The positive response from employees supports the basic proposition of organizational behavior that open communication is generally better than limited communication.

The opinion above explains that effective communication tends to lead to better performance and job satisfaction, because they feel involved in the organization, and open communication is better than limited or closed communication.

The factors that affect job satisfaction are opportunities for advancement, job security, salary, company and management, intrinsic and job factors, working conditions, social aspects of work, communication, and facilities. Communication factors affect job satisfaction, namely smooth communication between employees and leaders is widely used to like their positions. In this case, the leadership's willingness to listen, understand and acknowledge the opinions or achievements of their employees plays a major role in creating job satisfaction.

Based on the description of the theory above, it can be concluded that communication has a positive effect on job satisfaction.

Schermerhorn, *et. al.* (2011: 234) Destructive conflict or dysfunctional conflict of this type can reduce performance and job satisfaction. This opinion explains that the presence of conflict-destructive or dysfunctional conflict in an organization can reduce one's performance. Conflict-destructive or dysfunctional conflict in an organization can also reduce job satisfaction.

Some organizational researchers argue that dysfunctional conflicts should be eliminated and functional conflicts supported. But this is not what most organizations actually do. In practice, most managers strive to eliminate all types of conflict, both functional and dysfunctional conflicts. The purpose of the above opinion that dysfunctional conflicts must be eliminated and functional conflicts must be supported is that they must be good at managing conflicts that occur in the organization. In practice, some managers try to eliminate all types of conflict, both functional conflicts and dysfunctional conflicts, in order to produce better performance and job satisfaction in the organization can be achieved.

Dysfunctional conflict can reduce group effectiveness. Among the more undesirable consequences are stunted communication, decreased group cohesiveness, and the subordination of group goals to the primacy of contention between members. All forms of conflict (even functional types) appear to reduce group member satisfaction and reduce trust.

According to the above opinion, effectiveness in the group can be reduced or decreased due to dysfunctional conflict. Dysfunctional conflict can hinder communication and group cohesiveness. All forms of conflict - even functional types - appear to reduce group member satisfaction and reduce trust.

Conflicts can arise at any time with different causes and effects. As stated by McShane and Glinow (2010: 329) states that conflict can potentially reduce the level of team cohesiveness, information provision, decision making, and employee welfare (increasing stress and reducing job satisfaction).

The purpose of team cohesiveness from the above opinion is the force that encourages group members to remain in the group and prevents them from leaving the group. With the existence of conflict, it can potentially reduce the strength of group members' motivation to stay in the group, providing information, making decisions, and making employee welfare can increase stress and reduce job satisfaction.

Fields (2001: 50) argues conflict has a direct impact on job tension and satisfaction. It was explained that conflict has a direct effect on job satisfaction, if in an organization there are many conflicts, it will cause a lot of tension and work dissatisfaction will occur.

Barki and Hartwick (2001: 195) argue that conflict is an adverse factor, which has a negative impact on employee performance and job satisfaction. Based on the description of the theory above, it can be concluded that dysfunctional conflict has a negative effect on job satisfaction.

Communication is the process of delivering a reciprocal message, which reflects the relationship between two or more parties for a specific purpose. According to Stephen P. Robbins and Timothy A. Judge (2011: 494) states the potential for conflict increases when too little or too much communication occurs. As it turns out, the increase in the communication function will come to a point, after which it becomes possible to over-communicate, with an increase in the potential for conflict. These statements indicate that too little or too much communication can increase the potential for conflict. According to T. Soemarman, communication needed for conflict resolution is *communication skills*. With the various *communication skills* needed, good communication can play a maximum role or *cooperation* in the process of creating peace. Soemarman's opinion above explains that communication skills are needed to resolve conflicts in accordance with the conflict that occurs, so that good communication can play a maximum role or better for cooperation or *cooperation* in the process of creating peace and reducing conflict. John A. Wagner III and John R. Hollenbeck (2010: 230) Attitudes and perceptions of negative group members can cause a decrease in communication between conflicting groups.

Based on the above opinion, negative attitudes and perceptions of group members can be caused by poor communication between group members. So that it causes a decrease in communication between conflicting groups that can lead to conflict. The theory above can be concluded that communication has a negative effect on dysfunctional conflict.

RESEARCH METHODOLOGY

In general, this study aims to determine the effect of communication and dysfunctional conflict on job satisfaction. Teachers at Junior High School in Wanea District, while the specific objectives are:

1. To determine the positive direct effect of communication on job satisfaction at Junior High School in Wanea District

2. To find out the negative direct effect of dysfunctional conflict on job satisfaction of teachers at Junior High School in Wanea District

3. This is to determine the negative direct effect of communication on dysfunctional conflicts in Junior High School in Wanea District

This research was conducted at Junior High School in Wanea District. The research was conducted from February to June 2019. This study used a quantitative approach, with a survey method. The data collection process was carried out using a questionnaire as a research instrument. The variables studied were of two types, namely exogenous variables and endogenous variables. In this study, the exogenous variables are communication, the intermediate endogenous variable is dysfunctional conflict, and the final endogenous variable is job satisfaction. The research constellation is known through the hypothetical model image of the influence between the research variables as follows:

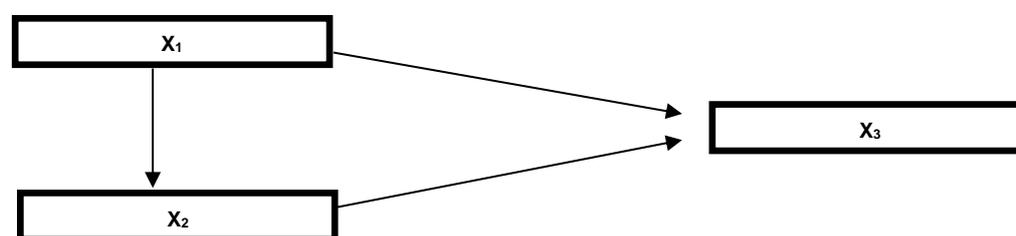


Figure 2. Hypothetical Model of Influence Between Variables

Information:

X₁: Communication

X₂: Dysfunctional Conflict

X₃: Job Satisfaction

RESULTS AND DISCUSSION

The data description in this section describes the research data such as mean, minimum, maximum, standard deviation, median, mode. The data description presentation starts with variable X₃ (Job Satisfaction) as the variable *endogenous* final, variable X₁ (Communication) as an *exogenous* variable and variable X₂ (Dysfunctional Conflict) as a variable *endogenous* an intermediate. The descriptions of each variable are presented respectively starting from the variables X₃, X₁, and X₂.

Job satisfaction

Job Satisfaction Instruments used in the study obtained 30 valid statements on a scale of 1–5, in order to obtain a theoretical score between 30 and 150 and an empirical score range of 98 to 136, so that the score range is 38. The calculation results show that the Job Satisfaction data has an average (*mean*) value of 118.24 with a standard deviation value of 7.67 where the variance value is 58.85, the median value is 118.00 and the mode value is 119.00. Data grouping is shown in the table

Table 1: Frequency Distribution of Job Satisfaction Scores

No	Interval	Limit		Frekwensi		
	I class Interval	On Bawah	Under Atas	Absolut	Kom	Relatif
1	98 - 102	97.5	102.5	3	3	2.83%
2	103-107	102.5	107.5	4	7	3.77%
3	108-112	107.5	112.5	17	24	16.04%
4	113-117	112.5	117.5	25	49	23.58%
5	118-122	117.5	122.5	27	76	25.47%
6	123-127	122.5	127.5	17	93	16.04%
7	128-132	127.5	132.5	11	104	10.38%
8	133-137	132.5	137.5	2	106	1.89%
				106		100%

Based on table1 above, the data is continued with making a histogram which requires two axes in making the histogram, the vertical axis is used as the absolute frequency axis and the horizontal axis as the axis of the Job Satisfaction score. . In this case on the horizontal axis written the class boundaries of the interval ranging from 97.5 to 137.5. These prices are obtained by subtracting the 0.5 number from the smallest data and adding the 0.5 number for each class boundary to the highest limit. Histogram graph of job satisfaction data distribution is as shown in the following image.



Figure 3.Histogram of Job Satisfaction Data

Communicationcommunication

The instrument used in the study obtained 32 valid statements on a scale of 1-5, so that the theoretical score was between 32 and 160, and the empirical score range was between 101 and 146, so that the score range was 45. The results of data computation were obtained on average. amounting to 120.67; standard deviation of 9,59; variance of 91.96; median of 121.00; and mode of 123.00.

Table 2. Distribution of Communication Frequency

No	Ke Interval Inte class	Limit		Frekwensi		
		a On	Under	Absolut	Kom	Relatif
1	101 - 106	100.5	106.5	9	9	2.83%
2	107-112	106.5	112.5	12	21	3.77%
3	113-118	112.5	118.5	22	43	16.04%
4	119-124	118.5	124.5	28	71	23.58%
5	125-130	124.5	130.5	17	88	25.47%
6	131-136	130.5	136.5	13	101	16.04%
7	137-142	136.5	142.5	4	105	10.38%
8	143-148	142.5	148.5	1	106	1.89%
				106		100%

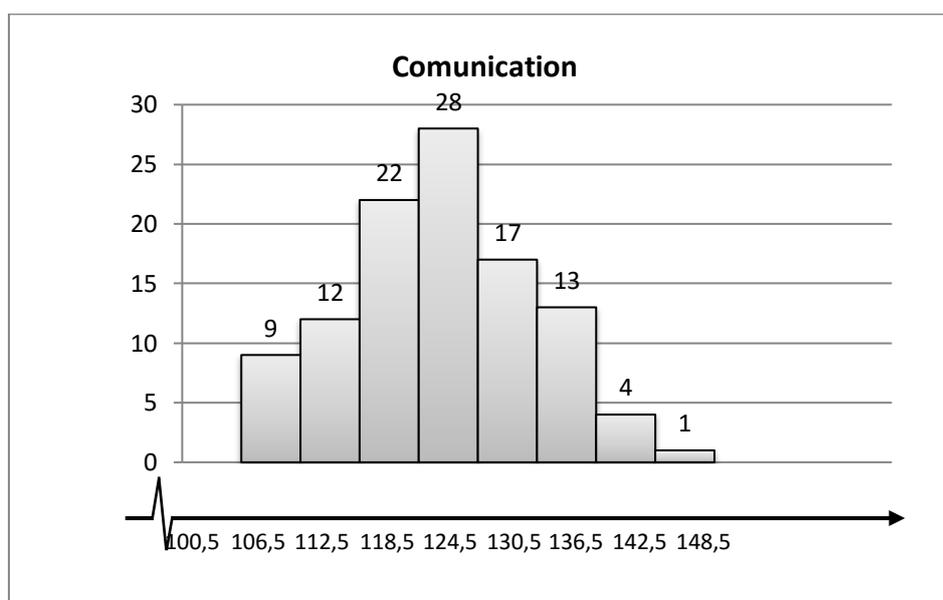


Figure 4. Histogram of Communication Data

Dysfunctional Conflict Dysfunctional Conflict

Instruments used in the study obtained 32 valid statements on a scale of 1–5, so that a theoretical score was obtained between 32 and 160, and the empirical score range was between 97 to 150 so that the score range was 53. The results of the data calculation were obtained on average - an average of 122.90; standard deviation of 12.28; variance of 150.87; median of 123.00; and mode of 125.00.

Table 3. Dysfunctional Conflict Data

No	Interval In class	Limit as		Frekwensi		
		On h	Under s	Absolut	Kom	Relatif
1	97 - 103	96.5	103.5	5	5	4.72%
2	104-110	103.5	110.5	14	19	13.21%
3	111-117	110.5	117.5	16	35	15.09%
4	118-124	117.5	124.5	21	56	19.81%
5	125-131	124.5	131.5	23	79	21.70%
6	132-138	131.5	138.5	14	93	13.21%
7	139-145	138.5	145.5	9	102	8.49%
8	146-152	145.5	152.5	4	106	3.77%
				106		100%

Based on table 3 above, the data is continued with the making of a histogram which requires two axes in making the histogram where the vertical axis is used as the absolute frequency axis, and the horizontal axis as the Dysfunctional Conflict score axis. In this case on the horizontal axis written the class boundaries of the interval, starting from 96.5 to 152.5. These prices are obtained by subtracting the 0.5 number from the smallest data and adding the 0.5 number for each class boundary to the highest limit. The histogram graph of the Dysfunctional Conflict data distribution is as shown in the following figure.

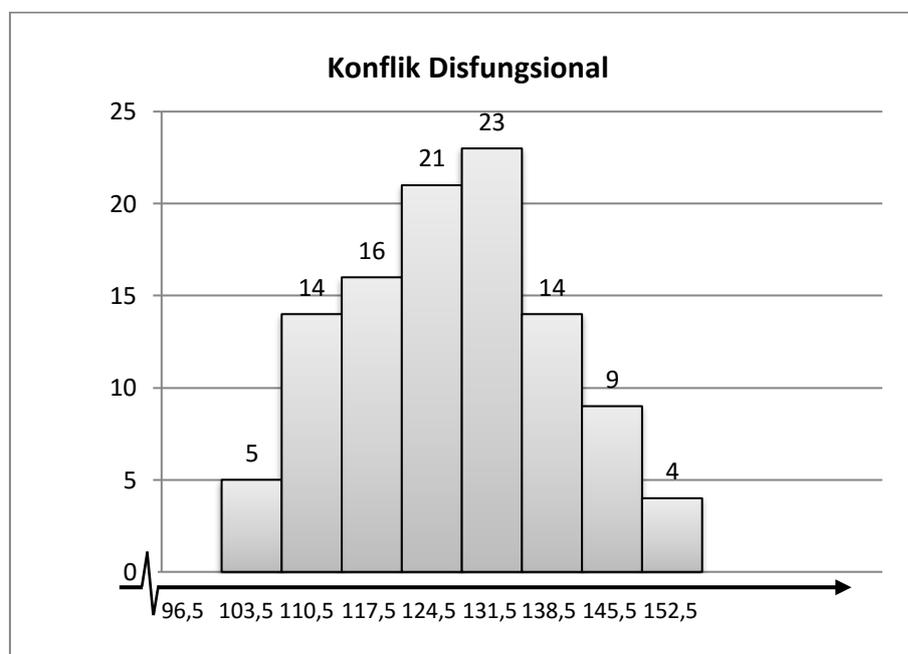


Figure 5. Histogram of Dysfunctional Conflict Data

Hypothesis Testing

From the results of the analysis in the previous section and the calculation process carried out in attachment 6, it can be summarized as follows.

Table 4. Simple Correlation Coefficient Matrix between variables

Matrix	Correlation		
	X ₁	X ₂	X ₃
X ₁	1.000	-0.361	0.386
X ₂		1,000	-0,355
X ₃			1,000

From **table 4.** it can be seen that the correlation between Communication with Dysfunctional Conflict is -0.361 the correlation between Communication and Job Satisfaction amounting to 0.386, the correlation between dysfunctional conflict and job satisfaction amounting to -0.355.

First Hypothesis

Communication has a positive direct effect on Job Satisfaction.

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

$H_1 : \beta_{31} < 0$

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

From the calculation of path analysis, the direct effect of Communication on Job Satisfaction, the path coefficient value is 0.296 and the tcoefficient value is t_{count} 3.14. The tcoefficient value t_{table} for $\alpha = 0.01$ is 2.62. Therefore the value of the coefficient t_i is greater than t_{table} then so H_0 is rejected and H_1 accepted that that communication directly affects job satisfaction acceptable.

The results of the analysis of the first hypothesis provide findings that communication has a positive direct effect on Job Satisfaction. Thus it can be concluded that Job Satisfaction influenced directly positively by communication. Good communication will lead to increased job satisfaction.

Table 5. Path Coefficient Influence X₁ on X₃

Direct influence	Path coefficient	t _{count}	t _{table}	
			$\alpha = 0.05$	$\alpha = 0.01$
X ₁ against X ₃	0.296	3.14 **	1.98	2.62

** Path coefficient very significant ($3.14 > 2.62$ at $\alpha = 0.01$)

Second Hypothesis

Dysfunctional Conflict has a negative direct effect on Job Satisfaction .

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

$H_1 : \beta_{32} > 0$

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

From the results of path analysis calculations, the direct effect of dysfunctional conflict on job satisfaction, the path coefficient value is -0.248 and the tcoefficient value is $t_{count} -2.63$. The t-coefficient value t_{table} for $\alpha = 0.01$ is -2.62. Because the tcoefficient value t_{count} is smaller than the tcoefficient value t_{table} , H_0 is rejected and H_1 is accepted, thus dysfunctional conflict has a direct effect on Job Satisfaction acceptable.

The results of the second hypothesis analysis result in the finding that dysfunctional conflict has a negative direct effect on job satisfaction. Based on the findings, it can be concluded that Job Satisfaction affected directly negatively by Dysfunctional Conflict. An increase in dysfunctional conflict will be followed by a decrease in job satisfaction.

Table 6. Path Coefficient of Effect X_2 to X_3

Direct Effect of	Path Coefficient	t_{count}	t_{table}	
			$\alpha = 0.05$	$\alpha = 0.01$
X_2 to X_3	-0.248	-2.63 **	-1.98	-2.62

Third Hypothesis

Communication has a negative direct effect on dysfunctional conflict.

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

$H_1 : \beta_{21} > 0$

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

From the calculation of path analysis, direct influence on Conflict Dysfunctional Communications, path coefficient value of -0.361 and coefficient t of -3.95. The tcoefficient value t_{table} for $\alpha = 0.01$ is -2.62. Because the tcoefficient value t_{count} is smaller than the t_{table} , thus H_0 is rejected and H_1 is accepted, namely that communication has a direct effect on dysfunctional conflict can be accepted.

The results of the analysis of the third hypothesis provide findings that communication has a negative direct effect on dysfunctional conflict. Thus it can be concluded that Dysfunctional Conflict is directly negatively influenced by communication. Good communication will result in a decrease in Dysfunctional Conflict.

Table 7. Path Coefficient of Effect X_1 on X_2

Direct Effect of	Path Coefficient	t_{count}	t_{table}	
			$\alpha = 0.05$	$\alpha = 0.01$
X_1 against X_2	-0.361	-3.95 **	-1.98	-2.62

CONCLUSION

Based on the results of the research and discussion previously stated, the following conclusions can be made:

First: Communication has a positive direct effect on job satisfaction. That is, the suitability of communication results in an increase in job satisfaction of teachers at Junior High School in Wanea District.

Second: Dysfunctional conflict has a negative direct effect on job satisfaction. This means that a decrease in dysfunctional conflict results in an increase in job satisfaction of teachers at Junior High School in Wanea District.

Third: Communication has a negative direct effect on dysfunctional conflict. This means that the suitability of communication has resulted in a decrease in dysfunctional conflict at Junior High School in Wanea District

IMPLICATION

Efforts to improve communication

Efforts that need to be made to improve communication in order to have an impact on increasing job satisfaction are to improve: (1) information, namely by finding accurate sources of information before forwarding messages to others, (2) sending information and receiving information, namely by using good grammar in communication, (3) the channels or media used, namely by creating communication groups through mobile communication media applications such as BBM and *Whatapp groups*, (4) achieving understanding, namely by always confirming any information or news obtained.

Efforts to reduce dysfunctional conflicts

Efforts that need to be made to reduce dysfunctional conflicts so that they have an impact on increasing job satisfaction can be done by reducing:

- (1) things that are detrimental to schools,
- (2) disagreements between teachers,
- (3) controversy at schools and
- (4) damaging school organization, namely by (a) increasing intimacy through *gatherings* or tours between school principals, teachers, and school employees; (b) adding school communication media such as Line groups and so on.

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