

**THE EFFECT OF CONFLICT CONTROL, SCHOOL CULTURE,  
AND WORK MOTIVATION ON TEACHER PERFORMANCE  
AT MADRASAH IBTIDAIYAH ACEH**

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**Abstract:** *The purpose of this study is to analyze the influence of conflict control, school culture, and work motivation on teacher performance in MI throughout Aceh. The method used is quantitative. Respondents consisted of 60 MI teachers in Aceh, randomly assigned. Data collection with questionnaires and multiple regression analysis techniques. The findings of the partial test showed that the three independent variables had a non-significant positive influence on the bound variables, with the t-count value  $X1 = 0.362 > 0.05$ , the t-count value  $X2 = -0.584 > 0.05$ , and the t-count value  $X3 = 0.404 > 0.05$ . However, in the ANOVA test, it was found that the value of F-count = 6,840 > the value of F-table = 2,775, meaning that the three independent variables had a positive influence on the bound variables. The contribution of the free variable was 26.8%. Therefore, it can be concluded that the performance of MI teachers in Aceh is not significantly influenced by the variables of conflict control, school culture, and work motivation. However, there are other variables that affect teacher performance that were not observed in this study.*

**Keywords:** *Aceh, Conflict Control, Madrasah Ibtidaiyah, School Culture, Teacher Performance, and Work Motivation*

## INTRODUCTION

Education has a very important role in nation building because the quality of teaching provided by teachers is a key factor in improving student learning outcomes. Therefore, teacher performance is very important in this case. Performance at madrasah ibtidaiyah is influenced by various factors, both internal and external. In this research, the factors observed are conflict control strategies, school culture, and work motivation.

Research on teacher performance has become a very relevant topic in the field of education management, as teachers are the main actors in improving the quality of learning. In the context of Madrasah Ibtidaiyah, especially in areas like Aceh that have their own cultural and educational characteristics, it is important to understand the factors that affect teacher performance as a whole. Three factors that have received attention in various contemporary studies are conflict control, school culture, and work motivation.

Conflicts in the school environment, if not handled appropriately, can have a negative impact on teacher performance, interpersonal relationships, and the learning process. Recent studies show that the managerial ability of principals to constructively resolve internal conflicts contributes to a positive work climate and increased teacher productivity.<sup>12</sup>

School culture is a key element in shaping work ethic, collective values, and behavioral norms that support teacher performance. Deal & Peterson emphasizes that a positive culture in schools encourages collaboration, innovation, and a high sense of belonging among teachers.<sup>3</sup> In the context of Madrasah Ibtidaiyah, Islamic values, local customs, and a family approach are the main cornerstones for the formation of a distinctive school culture. This culture has the potential to increase teachers' commitment and responsibility to their professional duties.<sup>4</sup>

Work motivation plays a role as a driving force for teachers' behavior in carrying out the tasks of teaching, educating, and developing competencies. Herzberg and Maslow's theories are still the main references in explaining the internal and external impulses that affect teacher motivation. Recent research highlights the importance of professional recognition, career development opportunities, and spiritual support in the context of madrasah education as factors that strongly determine teacher motivation.<sup>5</sup>

Teacher performance is not only measured from cognitive and affective aspects in learning, but also includes participation in school development, learning innovation, and

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<sup>1</sup> Nurlaili Nurlaili, "Can Organizational Conflict and Work Stress Improve Teacher Performance During Pandemic?," *Aksara: Jurnal Ilmu Pendidikan Nonformal* 8, no. 3 (2022): 2275, <https://doi.org/10.37905/aksara.8.3.2275-2288.2022>.

<sup>2</sup> Rahayu Larasati and Setya Raharja, "Conflict Management in Improving Schools Effectiveness," in *3rd International Conference on Learning Innovation and Quality Education (ICLIQE 2019) Conflict*, vol. 397 (Atlantis Press SARL, 2020), 191–97, <https://doi.org/10.2991/assehr.k.200129.025>.

<sup>3</sup> Terrence E. Deal and Kent D. Peterson, *Shaping School Culture: The Heart of Leadership* (Jossey-Bass Inc Pub, 1999).

<sup>4</sup> Sumadi Sumadi and Meti Fatimah, "Madrasah Head Supervision In Improving The Teaching Quality of Pendidikan a Teachers In Madrasah Ibtidaiyah Negeri 1 Boyolali," *Didaktika: Jurnal Kependidikan* 13, no. 3 (2024): 3323–30, <https://jurnaldidaktika.org/contents/article/view/659>.

<sup>5</sup> Machdum Bachtiar, Isak Iskandar, and Anis Fauzi, "Exploring the Impact of Educational Administration Knowledge and Work Motivation on the Leadership Effectiveness of Madrasah Heads," *AL-ISHLAH: Jurnal Pendidikan* 16, no. 2 (2024): 2838–50, <https://doi.org/10.35445/alishlah.v16i2.4629>.

contribution to the formation of student character. In Aceh, the performance of madrasah teachers is influenced by socio-cultural complexity and the existence of strong Islamic sharia values. Therefore, the influence of a combination of conflict control, school culture, and work motivation is important to understand contextually.

Teachers as managers in their classrooms are the determinants of the quality of education.<sup>6</sup> If conflicts that arise are not managed properly, it can interfere with the learning process, while a positive school culture and high motivation can increase the effectiveness of teaching.<sup>7</sup> Therefore, this study aims to analyze the influence of these three factors on teacher performance at Madrasah Ibtidaiyah Aceh.

Conflicts between teachers, between students, and in school management are challenges that often arise in the context of education. Effective conflict management can help create a conducive work environment, so teachers can concentrate on their tasks without being distracted by unnecessary disputes.<sup>8</sup> A study shows that well-managed conflicts can increase teachers' job satisfaction and create a more harmonious learning environment for students.<sup>9</sup> Therefore, it is important to understand how conflict control strategies implemented in madrasahs can affect teacher performance.

In addition to conflict management, school culture also plays a big role in determining teacher performance. A positive school culture, which includes the values of togetherness, trust, and professionalism, can encourage teachers to work better and increase their involvement in the learning process.<sup>10</sup> On the other hand, a school culture that is not supportive can lower teachers' morale and hinder the achievement of educational goals. Previous studies have

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<sup>6</sup> Rita Sari, "Motivasi Berprestasi, Kepuasan Kerja Dan Manajerial Kepala Sekolah Serta Dampaknya Terhadap Kinerja Guru," *Journal of Education, Humaniora and Social Sciences (JEHSS)* 1, no. 1 (October 18, 2018): 16, <https://doi.org/10.34007/jehss.v1i1.3>.

<sup>7</sup> Shabnam Shahab et al., "The Influence of Emotional Intelligence on Effective Teaching and Classroom Management: A Comparative Study of Pakistan And," *The Critical Review of Social Sciences Studies* 3, no. 1 (2025): 1033, <https://doi.org/10.59075/j74rma84>.

<sup>8</sup> Nuraisyah Sitorus, Candra Wijaya, and Fatkhur Rohman, "The Influence of Communication Skills and Conflict Management Skills of School Principals on Teacher Performance in Public Elementary Schools," *EDUTECH: Journal of Education and Technology* 8, no. 2 (2024): 505, <https://doi.org/1029062/edu.v8i2.1051>.

<sup>9</sup> Fortunat Mugwaze and Clive Smith, "Rethinking the Role of the Principal in the Strategic Management of Human Capital in Public Secondary Schools in Zimbabwe," *SAGE Open* 14, no. 3 (2024): 1, <https://doi.org/10.1177/21582440241254604>.

<sup>10</sup> José Matias Alves, Mireia Tintoré, and Lídia Jesus Pecegueiro Serra, "Leadership, Learning, Well-Being, and Justice in Educational Organizations," *Frontier in Education* 10 (2025), <https://doi.org/10.3389/educ.2025.1577472>.

revealed that a supportive school environment can increase teacher commitment and have a positive impact on student learning outcomes.<sup>11</sup>

Teachers' work motivation is also a key factor in determining the effectiveness of their teaching. Teachers who have high motivation tend to be more creative and innovative in developing learning methods that are attractive to students.<sup>121314</sup> In contrast, teachers with low motivation often experience work fatigue which negatively impacts the quality of teaching.<sup>15</sup> Factors such as awards, professional development opportunities, and a supportive work environment can increase teachers' motivation.<sup>16</sup> It is hoped that with high motivation, teachers can create an inclusive and supportive learning environment that encourages innovation, collaboration, and continuous learning for students.<sup>17</sup>

Therefore, this study seeks to dig deeper into how work motivation affects teacher performance in madrasah ibtidaiyah. In Aceh, madrasah ibtidaiyah has unique characteristics that are influenced by local religious and cultural values. This makes research on the influence of conflict control, school culture, and work motivation on teacher performance even more relevant. However, there have not been many studies that specifically examine this phenomenon in the context of madrasah ibtidaiyah in Aceh, so this research is expected to fill this gap.

By considering the various factors that affect teacher performance, it is important for policymakers in the education field to understand how conflict management, school culture, and work motivation can be managed effectively. This study is expected to provide practical recommendations for madrasah heads and other stakeholders in improving the quality of

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<sup>11</sup> Ezra Courtenay Cowan, "Restorative Practices: Implementing an Alternative to Disproportionate Out-of-School Suspension and Expulsion Rates of Black Students: Qualitative Method Study" (2023), 74, [chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://open.clemson.edu/cgi/viewcontent.cgi?article=4575&context=all\\_dissertations](chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://open.clemson.edu/cgi/viewcontent.cgi?article=4575&context=all_dissertations).

<sup>12</sup> Cowan, "Restorative Practices: Implementing an Alternative to Disproportionate Out-of-School Suspension and Expulsion Rates of Black Students: Qualitative Method Study."

<sup>13</sup> Hanna Aarnio et al., "Pedagogical Infrastructures in Multidisciplinary Technology Education," *International Journal of Technology and Design Education*, no. 0123456789 (2024): 1, <https://doi.org/10.1007/s10798-024-09915-4>.

<sup>14</sup> A. A. Škugor and I. Novak Škaro, "Integrated Approach to Teaching Content and Achieving Outcomes of Sustainable Development in Lower Grades Ff Primary School," in *17th Annual International Conference of Education, Research and Innovation* (Seville, Spain, 2024), 1, <https://doi.org/10.21125/iceri.2024.0340>.

<sup>15</sup> Taufik Ismail, "Kepemimpinan, Kompensasi, Motivasi Kerja, Dan Kinerja Guru SD Negeri," *Jurnal Administrasi Pendidikan*, no. 1 (2017): 63, <https://www.neliti.com/publications/73727/kepemimpinan-kompensasi-motivasi-kerja-dan-kinerja-guru-sd-negeri>.

<sup>16</sup> Heni Fitriatna Sari, Ekawarna Ekawarna, and Urip Sulistiyo, "Pengaruh Stres Kerja, Motivasi Kerja Dan Kepuasan Kerja Terhadap Kinerja Guru," *Edukatif: Jurnal Ilmu Pendidikan* 4, no. 1 (2022): 1204, <https://doi.org/10.31004/edukatif.v4i1.2113>.

<sup>17</sup> Anns Mahboob and Ali Chaari, "Student Leadership in Medical School Research," *Frontier in Education*, 2024, 4, <https://doi.org/10.3389/feduc.2024.1462256>.

teaching through better strategies in managing conflicts, building a positive school culture, and increasing teachers' work motivation. Thus, it is hoped that the results of this study can contribute to the formulation of more effective education policies and help madrasas in creating a better learning environment for students and teaching staff.

Although there are many studies that have examined the influence of school culture, conflict, and motivation on teacher performance separately, there are few studies that integrate these three variables simultaneously in a single model of analysis, especially in the elementary madrasah environment in a culturally unique region such as Aceh. This research contributes to enriching scientific discourse by examining in an integrated manner the influence of conflict control, school culture, and work motivation on teacher performance in the context of Madrasah Ibtidaiyah in Aceh. Taking into account the dominant socio-cultural characteristics and religious values in Aceh, this study fills an important gap in the literature and opens up new space for the formulation of local culture-based policies in improving the quality of madrasah education.

## METHOD

The type of research is quantitative research.<sup>18</sup> Definitive research analyses research findings deductively to answer research problems.<sup>19</sup> This study explores the influence of three independent variables on one dependent variable. The independent variables in this research are conflict control, school culture, and work motivation, where the dependent variable is teacher performance.

The respondents were teachers at Madrasah Ibtidaiyah Aceh. The research respondents were 60 teachers who were selected using a simple random sampling technique.<sup>20</sup> The collection of research data was carried out by distributing questionnaires to all respondents.<sup>21</sup> Data analysis was carried out by testing the Two-Way ANOVA.<sup>22</sup> To analyze data assisted by the SPSS application.<sup>23</sup>

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<sup>18</sup> Burhan Bungin, *Penelitian Kuantitatif* (Jakarta: Kencana Media Predana Group, 2013), 56.

<sup>19</sup> Rita Sari, *Pengantar Penelitian Kuantitatif* (Yogyakarta: Deepublish, 2017), 11.

<sup>20</sup> Sugiyono, *Metode Penelitian Pendidikan (Kuantitatif, Kualitatif, Kombinasi, R&D Dan Penelitian Pendidikan)*, ed. Apri Nuryanto, 3rd ed. (Bandung: Alfabeta, 2023), 76.

<sup>21</sup> John Creswell, *Riset Pendidikan: Perencanaan, Pelaksanaan, Dan Evaluasi, Riset Kualitatif & Kuantitatif*, ed. Helly Prajitno Soetjipto and Sri Mulyantini Soetjipto, I (Yogyakarta: Pustaka Pelajar, 2015), 257.

<sup>22</sup> Sugiyono, *Metode Penelitian Pendidikan (Kuantitatif, Kualitatif, Kombinasi, R&D Dan Penelitian Pendidikan)*, 82; Agus Irianto, *Statistik: Konsep Dasar & Aplikasinya* (Jakarta: Kencana, 2008), 251.

<sup>23</sup> Duwi Priyatno, *SPSS 22 Pengolah Data Praktis* (Yogyakarta: Andi Offset, 2014), 180.

## DISCUSSION

Before testing the hypothesis, a classical assumption test is carried out, namely the normality test, homogeneity test, multicollinearity test, autocorrelation test, and linearity test. The results obtained can be described as follows. First, a normality test was carried out with the K-S test (kolmogorov-smirnov). Based on the normality test criteria, the results of Asymp.sig. (2-tailed)  $0.20 > 0.05$  means that the data in the regression model are normally distributed.

**Table 2. One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		60
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	2.23026400
Most Extreme Differences	Absolute	.096
	Positive	.096
	Negative	-.064
Test Statistic		.096
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Second, the homogeneity test of  $0.281 > 0.05$  can be concluded that the variance of the groups is the same. Thus, this regression model has homogeneous data.

**Table 3. Test of Homogeneity of Variance**

		Levene Statistic	df1	df2	Sig.
Y	Based on Mean	1.241	9	88	.281
	Based on Median	.915	9	88	.516
	Based on Median and with adjusted df	.915	9	61.494	.518
	Based on trimmed mean	1.103	9	88	.369

Third, multicollinearity test with VIF value. The VIF value was obtained for the variable  $X1 = 1.413 < 10$ , for the variable  $X2 = 1.365 < 10$ , and for the variable  $X3 = 1.604 < 10$ . So it can be said that all data in the regression model do not experience symptoms of multicollinearity.

**Table 4. Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error				Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	21.173	5.667		3.736	.000					
X1	-.056	.119	-.064	-.473	.638	.190	-.063	-.054	.708	1.413
X2	.429	.129	.446	3.338	.002	.502	.407	.382	.733	1.365
X3	.142	.127	.162	1.118	.268	.350	.148	.128	.623	1.604

a. Dependent Variable: Y

Fourth, the autocorrelation test obtained the Asymp value. Sig (2-tailed) is  $1.00 > 0.05$ , so no autocorrelation symptoms occur.

**Table 5. Runs Test**

	Unstandardized Residual
Test Value <sup>a</sup>	-.34480
Cases < Test Value	30
Cases >= Test Value	30
Total Cases	60
Number of Runs	31
Z	.000
Asymp. Sig. (2-tailed)	1.000

a. Median

Since all the classical assumption tests have been met, the hypothesis test is continued. Based on the partial test, the following results were obtained: the calculation value  $X_1 = 0.362 > 0.05$ , the calculation value  $X_2 = -0.584 > 0.05$ , and the calculation value  $X_3 = 0.404 > 0.05$ . From this data, it was concluded that  $X_1$  and  $X_3$  had an insignificant positive relationship with Y at a significance level of 5%. While  $X_2$  has an insignificant negative relationship to Y at a significance level of 5%. This means that these independent variables affect the dependent variables in the regression model but are not significant.

**Table 6. Paired Samples Test**

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Pair 1 X1 - Y	.16667	3.56141	.45978	-.75334	1.08668	.362	59	.718
Pair 2 X2 - Y	-.20000	2.65407	.34264	-.88562	.48562	-.584	59	.562
Pair 3 X3 - Y	.16667	3.19516	.41249	-.65873	.99206	.404	59	.688

$F_{count}$  value =  $6.840 > F_{table}$  value =  $2.775$ , it can be concluded that all variables (conflict control, school culture, and work motivation) have a simultaneous positive influence on teacher performance variables.

**Table 7. ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	107.529	3	35.843	6.840	.001 <sup>b</sup>
	Residual	293.471	56	5.241		
	Total	401.000	59			

a. Dependent Variable: Y

b. Predictors: (Constant), X3, X2, X1

Next is to measure the contribution of the influence of the independent variable to the bound variable. The value of  $R^2 = 0.268$  was obtained. This means that the independent variable

has a contribution to the bound variable of 26.8%. So, there are 73.2% of other variables that affect teacher performance in madrasah ibtidaiyah in Aceh.

**Table 8. Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
						F Change	df1	df2	
1	.518 <sup>a</sup>	.268	.229	2.28922	.268	6.840	3	56	.001

In line with the findings of the previous study which explained that the variables of motivation, organizational culture, and competence had an insignificant impact on the performance of elementary school teachers in Bengkalis District.<sup>24</sup> Similar to other studies that stated that the transformational leadership of the Principal and the school environment had an insignificant influence on the performance of teachers of MI Islamiyah Wareng Butuh Purworejo, Central Java.<sup>25</sup> Other research findings that support this research state that there is a positive and significant influence of work culture on teacher performance.<sup>26</sup> The findings of this study confirm that the influence of conflict control, school culture, and work motivation on teacher performance is contextual in nature, depending on school characteristics, leadership styles, and working conditions in each educational institution.

Thomas-Kilmann proposed that assessing a person's behavior in a conflict situation, that is, a situation where the interests of two people seem to be inconsistent.<sup>27</sup> Therefore, a good conflict control strategy can increase teachers' job satisfaction and create a more conducive environment for student learning.<sup>28</sup> Conflict management is an important aspect in the world of education because the school environment is often a place for interaction of various individuals with different backgrounds and interests.

<sup>24</sup> Rahmah Fitri, Zulher, and Supardi, "Analysis of the Influence of Motivation, Organization Culture, and Competence on Work Commitment and Performance of Elementary School Teachers in Bengkalis District," *Procuratio: Jurnal Ilmiah Wahana Pendidikan* 11, no. 3 (2023): 303, <https://edum.unwir.ac.id/index.php/edumjournal/article/view/182/137>.

<sup>25</sup> Icha Nurfasicha, Muarif Mahmud Suhada, and Faizin, "Pengaruh Kepemimpinan Transformasional Kepala Sekolah, Budaya Sekolah, Dan Lingkungan Sekolah Terhadap Kinerja Guru Di MI Islamiyah Wareng, Butuh, Purworejo, Jawa Tengah," *IBTIDA- Jurnal Kajian Pendidikan Dasar* 1, no. 1 (2021): 62, <https://doi.org/10.33507/ibtida.v1i1.194>.

<sup>26</sup> Sri Minarsih and Ipong Dekawati, "Kompetensi Pedagogik Dan Budaya Kerja Serta Pengaruhnya Terhadap Kinerja Guru," *Edum Journal* 7, no. 1 (2024): 71, <https://doi.org/10.31943/edumjournal.v7i1.182>.

<sup>27</sup> Kenneth W. Thomas and Ralph H. Kilmann, "Conflict Mode Instrument," *Profile and Interpretive Report* 1, no. 2 (2008): 2, <https://doi.org/10.1037/t02326-000>.

<sup>28</sup> Barrister Shayaan Wadood Esq, "The Effect of Educational Attainment on Individual Saving Behaviour: An Empirical Investigation," *Nordic Journal of English Studies* 3, no. 2 (2004): 63–72, <https://doi.org/10.35360/njes.169>.

Conflicts in schools often occur between teachers and principals, fellow teachers, or between teachers and students. If conflicts are not managed properly, they can have a negative impact on teachers' motivation and performance. In contrast, principals who are able to manage conflicts with a collaborative approach can build trust and increase teacher involvement in school activities. In this study, conflict control in Madrasah Ibtidaiyah Aceh has an important role in creating a harmonious work environment for teachers. Madrasah heads who have skills in resolving conflicts fairly and transparently can increase teachers' morale and prevent the negative impact of prolonged disputes.

Edgar Schein stated that organizational culture consists of three main layers, namely artifacts, values embraced, and basic assumptions.<sup>29</sup> As with the findings of the research of Icha Nurfasicha, et al, who emphasized the importance of school culture because it has a significant influence on the performance of MI Islamiyah Wareng Butuh Purworejo teachers, Central Java.<sup>30</sup> Madrasah that have a supportive and collaboration-oriented work culture tend to have a higher level of teacher involvement in teaching and self-development. On the other hand, a rigid culture and lack of support for innovation can lower teachers' morale and hinder their professional development. Therefore, building a positive school culture is one of the main strategies in improving the quality of education.

In the context of Madrasah Ibtidaiyah Aceh, school culture plays a central role in shaping teacher performance. Strong Islamic values in madrassas can be a supporting factor in building a harmonious and disciplined work environment. Madrasah heads need to ensure that the school culture developed is in line with Islamic principles that encourage hard work, responsibility, and honesty. With a supportive school culture, teachers will feel more valued and motivated to give their best in their teaching.

Herzberg explained that two factors affect work motivation, namely motivator factors and hygienic factors.<sup>31</sup> Motivator factors include the identification and fulfillment of needs, desires, and goals to be achieved to fulfill these desires. Meanwhile, hygienic factors include aspects such as company policies, working conditions, salaries, and relationships with

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<sup>29</sup> Edgar H. Schein, *Organizational Culture and Leadership* (New York: Wiley, 2004), 107.

<sup>30</sup> Nurfasicha, Suhada, and Faizin, "Pengaruh Kepemimpinan Transformasional Kepala Sekolah, Budaya Sekolah, Dan Lingkungan Sekolah Terhadap Kinerja Guru Di MI Islamiyah Wareng, Butuh, Purworejo, Jawa Tengah," 62.

<sup>31</sup> Tri Andjarwati, "Motivasi Dari Sudut Pandang Teori Hirarki Kebutuhan Maslow, Teori Dua Faktor Herzberg, Teori X Y Mc Gregor, Dan Teori Motivasi Prestasi Mc Clelland," *JMM: Jurnal Ilmu Ekonomi & Manajemen* 1, no. 1 (2015): 47, <https://doi.org/10.30996/jmm17.v2i01.422>.

colleagues. If hygienic factors are not met, then individuals will feel dissatisfied with their work, but fulfilling them does not necessarily increase work motivation.

Nursalim stated that there are six efforts that can be made in developing teachers, namely, by 1) reading books about education, 2) reading and writing scientific papers, 3) following actual news from the news media, 4) participating in training, 5) participating in KKG, 6) conducting Classroom Action Research (PTK), and 6) actively participating in professional organizations.<sup>32</sup> So teachers who feel valued and have a clear career path are more likely to perform better than those who don't get that support.

In this study, work motivation is a key factor in determining the performance of teachers at Madrasah Ibtidaiyah Aceh. Madrasah heads need to ensure that teachers get the opportunity to develop themselves through various training and professional development programs. In addition, giving awards and recognition for teachers' hard work can increase their enthusiasm in carrying out their duties. By increasing work motivation, teacher performance will be more optimal and have a positive impact on the quality of student learning in madrasah.

Conflict management styles that practice competition, collaboration, compromise, avoidance, and accommodation styles have succeeded in minimizing conflict in MTs Bumi Sholawat Lampung Tengah.<sup>33</sup> Based on the findings of this study, it can be concluded that the influence of conflict control, school culture, and work motivation on teacher performance in Madrasah Ibtidaiyah Aceh is positive but not significant when tested partially. That is, although these factors have a tendency to improve teacher performance, their influence is not strong enough to significantly affect individual teacher performance. This suggests that there may be other factors that are more dominant in determining the effectiveness of teachers' work, such as the incentive system, teacher welfare, principal leadership, or the workload assigned to them.

However, when tested simultaneously, the three independent variables (conflict control, school culture, and work motivation) together had a positive influence on teacher performance. This suggests that although each factor does not have a significant impact individually, when combined, they can contribute to creating a better work environment for teachers. In other words, good conflict management strategies, supportive school culture, and high work motivation can work synergistically in improving the quality of teacher teaching.

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<sup>32</sup> Nursalim Nursalim, "Profesionalisme Guru SD/MI," *Lentera Pendidikan : Jurnal Ilmu Tarbiyah Dan Keguruan* 20, no. 2 (2017): 250, <https://doi.org/10.24252/lp.2017v20n2i10>.

<sup>33</sup> Dewi Masitoh, "Praktik Manajemen Konflik Kepala Madrasah (Studi Di MTs Bumi Sholawat Lampung Tengah)," *Jurnal Asy-Syukriyyah* 23, no. 1 (2022): 93–102, <https://doi.org/10.36769/asy.v23i1.231>.

## CONCLUSION

The contribution of these three variables to teacher performance is only 26.8%, while the remaining 73.2% is influenced by other factors that have not been observed in this study. This shows that there are other variables that are more significant in determining teacher performance in Madrasah Ibtidaiyah Aceh. These factors can include the leadership of the head of the madrasah, the level of teacher welfare, the reward system, support from colleagues and the community, and the teaching methods used. Therefore, further research is needed to identify additional factors that contribute to improved teacher performance.

The results of this study indicate that teacher performance in Madrasah Ibtidaiyah Aceh is not directly influenced by conflict control, school culture, and work motivation, but the combination of these three factors still provides a positive influence simultaneously. Thus, the strategy to improve the quality of teaching in madrasahs must consider various other aspects that are more significant in determining teacher performance.

For future research, it is recommended to explore other variables that have the potential to be more influential, such as the principal's leadership style, incentive and reward system, teacher welfare, and the influence of the social environment on teacher professionalism. By exploring these factors, it is hoped that more effective strategies can be found in improving teacher performance and the quality of education in madrasahs as a whole.

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