The Influence of Conflict Management and Professional Ethics on Teacher Job Satisfaction at Muhammadiyah Schools in Bangkinang

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ABSTRACT

This study aims to analyze the influence of conflict management and professional ethics on teacher job satisfaction at Muhammadiyah Schools in Bangkinang. The research is motivated by the importance of fostering a harmonious and professional work environment to enhance teacher performance and commitment. A quantitative approach was employed, utilizing a survey method and multiple linear regression analysis. The findings reveal that both conflict management and professional ethics have a significant and positive impact on job satisfaction. The coefficient of determination (R^2) value of 0.569 indicates that 56.9% of the variation in job satisfaction is explained by these two variables. Both independently and jointly, they contribute substantially to building a productive and supportive teaching environment. These results affirm that effective conflict management strategies and the consistent application of professional ethics are critical factors in fostering job satisfaction. The integration of these elements enhances morale, reduces potential conflict, and strengthens relationships among educators, ultimately improving the quality of education.

Keywords: *Conflict Management; Professional Ethics; Job Satisfaction; Teachers.*

INTRODUCTION

Teacher job satisfaction is a critical factor in ensuring the effectiveness and quality of education within an institution. Satisfied educators are more likely to demonstrate high levels of motivation, performance, and loyalty, all of which contribute positively to student outcomes and institutional development. Leadership in educational settings should therefore view job satisfaction not as a secondary concern, but as a core organizational issue, as it is closely linked to teacher performance and institutional progress. As emphasized by (Sumarno et al., 2022). employee satisfaction is a condition that requires serious attention from school leaders because it strongly correlates with individual performance and overall productivity within the organization. Without adequate levels of job satisfaction, institutions may face challenges such as reduced engagement, absenteeism, and declining instructional quality..

In addition to conflict management, professional ethics also significantly impact job satisfaction. Professional ethics refer to the set of moral principles and standards that guide educators in fulfilling their responsibilities with integrity and fairness. These ethical values include honesty, respect, accountability, and commitment to students and colleagues. In Muhammadiyah educational institutions, professional ethics bear added significance as

educators are also expected to embody and apply Islamic values in their daily conduct. Upholding high ethical standards not only strengthens interpersonal relationships within the school but also fosters a positive organizational culture aligned with the school's vision.

Despite the recognized importance of these two factors, there remains limited empirical research examining how conflict management and professional ethics interact to influence teacher job satisfaction, particularly in the Muhammadiyah School system in Bangkinang. This research seeks to address that gap by analyzing the individual and combined effects of these variables, ultimately providing practical insights for school leadership and policy-makers aiming to enhance teacher well-being and institutional quality.

METHOD

This study employed a quantitative descriptive approach to examine the influence of conflict management and professional ethics on teacher job satisfaction at Muhammadiyah Schools in Bangkinang. The method was selected to allow objective measurement and analysis of the relationship between the independent variables (conflict management and professional ethics) and the dependent variable (job satisfaction). The research was conducted at Muhammadiyah Schools located in Bangkinang City, Kampar Regency, Riau Province. The study was carried out over a six-month period, from January to June 2025.

The population of this study included all teachers employed at Muhammadiyah elementary, junior high, and senior high schools in Bangkinang, totaling 169 individuals. A simple random sampling technique was applied, resulting in a sample size of 111 teachers, calculated using the Yamane formula with a 5% margin of error. Data were gathered using structured questionnaires designed to measure the three key variables: conflict management, professional ethics, and job satisfaction. The questionnaires employed a Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), and consisted of items validated through a pilot study prior to full deployment.

The validity of the instruments was assessed using Pearson Product-Moment Correlation, ensuring that each item accurately measured its intended construct. Reliability testing was conducted using Cronbach's Alpha, with values above 0.60 considered acceptable for internal consistency. To test the research hypotheses, the study utilized multiple linear regression analysis, allowing for the examination of both the individual and simultaneous effects of the independent variables on job satisfaction. Prior to regression analysis, classical assumption tests were conducted, including:

1. Normality Test

   This test assesses whether the data are normally distributed, which is a prerequisite for conducting regression analysis. It was performed using the Kolmogorov–Smirnov test in SPSS version 25. If the significance value exceeds 0.05, the data distribution is considered normal.

2. Multicollinearity Test

   This test evaluates whether there is high correlation among the independent variables. The analysis was based on the Variance Inflation Factor (VIF). A VIF value below 10 indicates the absence of multicollinearity.

3. Heteroscedasticity Test

   This test determines whether the variance of the residuals is constant across all levels of the independent variables. The test was conducted using a scatterplot analysis between standardized predicted values (ZPRED) and standardized residuals

(SRESID). A random scatter without a clear pattern suggests that heteroscedasticity is not present.

FINDINGS AND DISCUSSION

This research was conducted to analyze how conflict management and professional ethics influence job satisfaction among teachers at Muhammadiyah Schools in Bangkinang. The study involved 111 respondents selected through simple random sampling, representing elementary, junior high, and senior high school teachers. The research employed a quantitative approach using a structured questionnaire distributed to the participants, followed by statistical analysis using SPSS.

The variables measured in the study included conflict management, professional ethics, and job satisfaction. Conflict management referred to how well teachers perceive the school's ability to handle disputes constructively. Professional ethics focused on the extent to which teachers believe ethical principles such as honesty, responsibility, and fairness are upheld in their work environment. Job satisfaction was assessed through various indicators including salary, supervision, promotion opportunities, working conditions, and interpersonal relationships.

The results showed that both conflict management and professional ethics have a significant influence on job satisfaction, either partially or simultaneously. The statistical analysis indicated strong positive correlations between the independent variables and the dependent variable. Notably, professional ethics exhibited a stronger contribution to job satisfaction compared to conflict management, suggesting that ethical practices within the school environment are highly valued by the teachers and have a notable impact on their motivation and professional well-being.

Table 1. Descriptive Statistics all Varibael

Descriptive Statistiks					
	N	Minimum	Maximum	Mean	Std. Deviation
Manajemen Konflik	111	64.00	80.00	72.6216	3.63081
Etika Profesional	111	74.00	100.00	92.1892	6.17548
Kepuasan Kerja	111	133.00	175.00	168.7297	7.91999
Valid N (listwise)	111				

Source: SPSS Processed Data, 2025

Table 2. Multiple Linear Regression Analysis Results

Variable	B	Std. Error	Beta	t	Sig.
(Constant)	59.700	9.885		6.039	.000
Conflict Management (X1)	.491	.163	.225	3.006	.003
Professional Ethics (X2)	.796	.096	.621	8.292	.000

Source: SPSS Processed Data, 2025

Regression Equation: $Y = 59.700 + 0.491X^1 + 0.796X^2$

Table 3. F-Test (Simultaneous Test)

Source	Sum of Squares	df	Mean Square	F	Sig.
Regression	4122.521	2	2061.261	80.154	.000[b]
Residual	2777.371	108	25.716		
Total	6899.892	110			

Source: SPSS Processed Data, 2025

Table 4. Coefficient of Determination (R²)

R	R Square	Adjusted R²	Std. Error of Estimate
0.773	0.597	0.590	5.071

Source: SPSS Processed Data, 2025

The results of this study confirm that both conflict management and professional ethics contribute significantly to the job satisfaction of teachers. Professional ethics emerged as the most influential factor. This finding emphasizes the importance of ethical leadership, adherence to codes of conduct, and respectful professional relationships in the workplace. When teachers feel that ethical principles are upheld, they are more likely to be satisfied with their roles and stay committed to their institutions.

While conflict management had a slightly lesser impact than professional ethics, its role remains crucial. Schools are dynamic environments where misunderstandings or disagreements are inevitable. The ability to manage conflicts constructively can prevent tension, foster mutual respect, and enhance collaboration. Teachers who work in environments where conflicts are addressed fairly tend to have higher emotional well-being and productivity.

The combination of strong professional ethics and effective conflict management provides a stable foundation for building a supportive school climate. For Muhammadiyah Schools, these findings suggest that efforts to strengthen ethical practices and provide training in conflict resolution are essential. Not only do these practices improve job satisfaction, but they also contribute to better performance, reduced turnover, and higher overall educational quality.

CONCLUSION

Based on the results of the study, it can be concluded that conflict management and professional ethics significantly influence the job satisfaction of teachers at Muhammadiyah Schools in Bangkinang. The quantitative analysis reveals that both variables individually and jointly contribute to improving teachers' satisfaction levels. Conflict management has a positive and statistically significant effect, as indicated by a regression coefficient of 0.491 and a significance value of 0.003. This suggests that teachers working in schools with well-managed interpersonal dynamics are more likely to experience a harmonious work atmosphere and greater professional fulfillment.

Professional ethics was found to have an even stronger impact, with a regression coefficient of 0.796 and a significance value of 0.000, far exceeding the required threshold for statistical relevance. This finding indicates that the ethical behavior of educators—particularly

in demonstrating honesty, integrity, responsibility, and fairness—plays a vital role in shaping a work environment where teachers feel respected, valued, and motivated. In the context of Muhammadiyah schools, which integrate Islamic values into their institutional culture, professional ethics become a cornerstone of overall job satisfaction.

The joint effect of conflict management and professional ethics was also confirmed through simultaneous testing, where the F-value of 80.154 and an R^2 value of 0.597 demonstrate that approximately 59.7% of the variance in job satisfaction can be explained by these two factors. This means that when conflict is effectively resolved and ethical standards are consistently upheld, teachers are more likely to thrive in their professional roles. The remaining 40.3% of the variance is attributed to other factors such as leadership style, organizational support, incentive systems, and work-life balance.

In conclusion, the synergy between conflict management and professional ethics creates a work environment conducive to teacher satisfaction. For school administrators, these findings underscore the importance of fostering ethical behavior and developing conflict resolution mechanisms within their institutions. By investing in these areas, Muhammadiyah Schools can enhance teacher morale, retention, and productivity, ultimately improving educational outcomes for students. Future studies may explore additional variables to further enrich the understanding of what drives teacher satisfaction in Islamic educational contexts.

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