

## Conflict Management Style in Improving Teacher Performance in The Digitalization

By:

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### ABSTRACT

*This study aims to determine the effect of conflict management style, loyalty, job satisfaction, and internet use on teacher performance in Senior High School (SHS) and Madrasah Aliyah (MA) Banjarbaru City, South Kalimantan, Indonesia. This is necessary to improve teacher performance more optimally in the world of education in the era of digitalization. Optimal performance can maintain the good name and quality of the school or madrasah. Data was obtained from all teachers in Senior High School (SHS) and Madrasah Aliyah (MA) in Banjarbaru City, namely SMAN 1, SMAN 2, SMA PGRI 1, SMA Islam Qardhan Hasana, MAN, MA Misbahul Munir, dan MA Darul Ilmi. The sample used was 78 respondents. Data was collected using Google Forms media and data was processed using SPSS software. The results showed that teacher performance was influenced by conflict management style, loyalty, job satisfaction, and internet use by 83.6%, while the level of influence by 16.4% was due to other factors outside this model. Research that discusses conflict management styles, loyalty, job satisfaction, and internet use together on teacher performance is a new type of research that has never been done before.*

### Keywords:

*Conflict Management Style; Internet Use; Job Satisfaction; Loyalty; Teacher Performance*

### Introduction

Digitalization has become the biggest strength in a country that requires a quick response because it can create a survival strategy and accumulation strategy for all aspects, including in the world of education (Dewi, 2019; Ronzhina et al., 2021). Education is a process in building the basis of culture, community welfare, and the character of a nation that is limited by the development of values or vision, in achieving quality education (Sanaky, 2017). Quality education is an absolute requirement that must exist in improving the welfare of a country (Carter & Abawi, 2018).

Indonesia is one of the developing countries that considers education very important. Education in Indonesia aims to acquire certain skills as the main condition in getting a better job. This shows that community welfare will be directly proportional to the community's need for quality education (Ashshiddiqi et al., 2021). In the world of education, there are currently changes related to the quality and skills of teachers in line with the era of digitalization. One strategy that can be used in achieving quality education in Indonesia is to measure teacher performance (Phytanza & Burhaein, 2020; Sholeh, 2017). According to conducted by Sholeh (2017) and Stacey et al. (2020), there are five aspects used to measure teacher performance,

namely the manifestation of good personality inside and outside the school/madrasah, carrying out teaching and learning activities, using teachers' free time inside and outside the school/madrasah, developing the teacher profession, and communication skills with students. In addition, teacher performance can be influenced by several factors such as conflict management style (Rahim, 2002), loyalty (Onsardi, 2018), job satisfaction (Nugraha, 2019), and internet use (Pibriana & Ricoida, 2017).

Conflict management style is the first factor that can affect teacher performance. This is consistent with the research of Job et al. (2017), which explains that conflict management style has a significant effect on employee performance. A conflict is a situation when two or more parties are in a mutual disagreement (Huan & Yazdanifard, 2012). Without conflict, an organization will not develop for the better. A leader in an organization must understand and apply various techniques in conducting conflict management to form harmonious relationships with subordinates (Lu & Wang, 2017; A. Nasir, 2021). Inadequate communication among team members can also lead to fewer choices and poor decisions. Thus, leaders and subordinates must learn how to handle and manage conflict depending on the situation and the parties involved. There are five conflict management styles that can be used to resolve conflicts, namely Integrating, Obliging, Dominating, Avoiding, and Compromising (Iyiola & Rjoub, 2020; Jung & Yoon, 2018; Uterus, 2002). Meanwhile, the consequences of conflicts that are not immediately resolved properly will negatively affect success in an organization. In addition, it can also affect employee loyalty and job satisfaction.

Loyalty is the second factor that can affect teacher performance. Employee loyalty to an organization can be shown by obeying the rules with full awareness and responsibility (Salama et al., 2020). Employees with high loyalty, can sacrifice time to do tasks outside of the job description they have. In addition, employees who have high loyalty, will refuse to leave the organization, and do not complain when experiencing difficulties, and believe that everything will be fine (Citra & Fahmi, 2019; Siregar et al., 2022; Sopali et al., 2021). This is in line with previous research (Dhir et al., 2020; Hadrawi et al., 2022; Jayanti & Wati, 2019; Prentice et al., 2020; Ramaseshan et al., 2017; Suhardi et al., 2021), who explained that loyalty has a significant effect on employee performance. Meanwhile, the aspects used to measure employee loyalty are adapted from Onsardi's (2018) research, namely obeying regulations, ability to carry out duties, willingness to cooperate, sense of belonging, and employee work attitude.

Another factor that can affect teacher performance is job satisfaction. This is in line with previous research (Baluyos et al., 2019; Eliyana et al., 2019; Fairy et al., 2019; Hutagalung et al., 2020; Cape et al., 2020; Wolomasi et al., 2019; Wote & Patalatu, 2019), which explains that job satisfaction is closely related to trust, and positive feelings about job characteristics, so as to improve employee performance. In addition, there are five (5) aspects used to measure job satisfaction according to Nugraha's research (2019), namely challenging work, working conditions, salary or wages, job-personality, and co-workers.

The last factor that can affect teacher performance is internet use. Research that measures the use of the internet on teacher performance has never been done at this time, so it is an update and interesting point of view to discuss. Changes due to the era of digitalization and the Covid-19 pandemic that is currently sweeping the world have made employees, especially teachers, more easily stressed. The era of digitalization can have a positive and negative impact on human life. The positive impact is to provide a lot of convenience with the help of more sophisticated information technology. In addition, it can also have negative impact such as the emergence of conflicts in information technology (Anita et al., 2021; Gohdes, 2017; Huan & Yazdanifard, 2012; Kristan et al., 2020; Moule et al., 2016). Internet conflict is a new type of conflict caused by the use of employee information technology because of the ease of accessing it. So, you can make mistakes such as; Misrepresent information from the sender of the message. Information

becomes very difficult to explain in text, data may be lost during the delivery period, and employees or superiors must use email consciously to prevent misunderstandings when using the internet. As a result, conflict can affect employee performance and can increase employee absenteeism at work. Meanwhile, the aspects used to measure internet usage factors are interaction with the internet, sharing information on the internet, distraction or pleasure using the internet, communication using the internet, and information from the internet (Isaac et al., 2017; Pibriana &; Ricoida, 2017).

Specific information regarding the influence of conflict management, loyalty, job satisfaction, and internet usage on teacher performance in senior high schools (SMA) and madrasah aliyah (MA), these factors can have a significant impact on teacher performance. Conflict management can affect job satisfaction and performance. Job satisfaction and loyalty are also very important for performance. Internet use may affect job satisfaction and performance, but its specific influence on teacher performance in senior high schools and madrasah aliyah (MA) is unclear. Further research in the specific context of high school and madrasah aliyah (MA) teacher performance is needed to provide more accurate answers to the problems that researchers want to know.

In accordance with empirical experience as a researcher as well as working at the Banjarmasin Religious Training Center of the Ministry of Religious Affairs of the Republic of Indonesia, observing that the performance of teachers in South Kalimantan currently has not shown any real change for the better. Thus, this study aims to determine the influence of conflict management style, loyalty, job satisfaction, and internet use on teacher performance in Senior High School (SHS) and Madrasah Aliyah (MA) in Banjarbaru City, South Kalimantan, Indonesia which has never been done before.

This conflict management style factor was developed from previous research (Anita et al., 2021; Huan & Yazdanifard, 2012; Kristan et al., 2020), which has been readjusted to focus on education in the era of digitalization and the Covid-19 pandemic. In addition, research from Harahap (2015), Ayub et al. and Eriyanti et al. (2021), also proves that conflict management style has a significant effect on teacher performance.

According to Huan & Yazdanifard (2012), there are many conflict management styles such as passive-aggressive style, avoidance style, compromising style, collaborating style, forcing style, and accommodating style). However, in this study, only five conflict management styles were used, namely Integrating, Obliging, Dominating, Avoiding, and Compromising (Iyiola &; Rjoub, 2020; Jung & Yoon, 2018; Uterus, 2002). Thus, the first hypothesis is that conflict management style has a significant effect on teacher performance in Senior High School (SHS) and Madrasah Aliyah (MA) in Banjarbaru City, South Kalimantan, Indonesia.

This loyalty factor was developed from previous research (Suwardi et al., 2015; Weliyanto, 2020; Widayati et al., 2020), which proves that loyalty has a significant effect on teacher performance. The higher the loyalty possessed by a teacher, the easier it is to advance the achievement of his performance. Teacher loyalty is considered a very strategic aspect and deserves attention by the school/madrasah.

The dimensions used to measure employee loyalty are adapted from Onsardi's (2018) research, namely obeying regulations, ability to carry out tasks, willingness to cooperate, sense of belonging, and employee work attitude. Thus, the second hypothesis is that loyalty has a significant effect on teacher performance in Senior High School (SHS) and Madrasah Aliyah (MA) in Banjarbaru City, South Kalimantan, Indonesia.

This job satisfaction factor was developed from previous research (Hutagalung et al., 2020; Paidi, 2018; Widayati et al., 2020), which proves that job satisfaction has a significant effect on teacher performance in schools or madrasahs. Job satisfaction is a positive emotional state that results from an appraisal of a person's job and what they think about the job.

The dimensions used to measure job satisfaction in the adaptation of Nugraha's (2019) and Roberts & David (2019) research are challenging jobs, working conditions, salaries or wages, job-personality, and co-workers. Thus, the third hypothesis is that job satisfaction has a significant effect on teacher performance in Senior High School (SHS) and Madrasah Aliyah (MA) in Banjarbaru City, South Kalimantan, Indonesia.

In the era of digitalization, the use of technology can cause new conflicts (Gohdes, 2017; Moule et al., 2016). Internet conflict, is a new type of conflict caused by the use of information technology in general by people and organizations because of the ease of access to it. This is reinforced in the research of Huan & Yazdanifard (2012), namely the most common errors are due to internet conflicts or misinterpreting information from message senders. Differences in the level of education between the sender and receiver of a message can lead to incorrect interpretations. In addition, some information is very difficult to explain in the text, and data may be lost during the delivery period. In addition, research from (L. P. Harahap, 2020; M. Nasir, 2021; Solechan & Shinta, 2016), which discusses information technology conflicts will be used as a reference by researchers to measure the factors of internet use on teacher performance in schools or madrasahs.

The dimensions used to measure internet usage factors are interaction with the internet, sharing information via the internet, distraction/pleasure using the internet, communication using the internet, and obtaining information from the internet (Isaac et al., 2017; Pibriana & Ricoida, 2017). Thus, the fourth hypothesis is that the use of the internet has a significant effect on teacher performance in Senior High School (SHS) and Madrasah Aliyah (MA) in Banjarbaru City, South Kalimantan, Indonesia.

Research examining the effect of conflict management styles, loyalty, job satisfaction, and Internet use together on teacher performance has never been conducted. This new discovery becomes an insight, as well as a new point of view that will be presented in the research. Meanwhile, the fifth hypothesis is the influence of conflict management style, loyalty, job satisfaction, and internet use together on teacher performance in Senior High School (SHS) and Madrasah Aliyah (MA) in Banjarbaru City, South Kalimantan, Indonesia.

## Research Methods

### Population, Sample, and Data Collection

The type of approach used by researchers is explanatory research analysis. While the population in this study is the entire teacher of Senior High School (SHS) and Madrasah Aliyah (MA) in Banjarbaru City, South Kalimantan, Indonesia consisting of SHSN 1, SHSN 2, SHS PGRI 1, SHS Islam Qardhan Hasana, MAN, MA Misbahul Munir, and MA Darul Ilmi, totaling 350 people. The sample determination was calculated using the Slovin formula with a system error tolerance of 10% so that the results were obtained by 78 respondents. The study was conducted for two months (June to July 2023), using Google Forms as a medium for distributing questionnaires in a close-ended question.

### Data Analysis Techniques and Software

The method used in this study is a survey method with a quantitative approach. The research variables consist of four (4) independent variables, namely conflict management style (X1), loyalty (X2), job satisfaction (X3), and internet use (X4), and one (1) dependent variable, namely teacher performance (Y). Meanwhile, operational variables will be explained in Table 1 below:

Table 1. Operational Variables

No	Variabel	Research Dimension	Research Indicators
1	<b>Conflict Management Style (X1)</b> (Ayub et al., 2017; Iyiola & Rjoub, 2020; Jung & Yoon, 2018; Rahim, 2002)	Integrating  Obliging Dominating Avoiding Compromising	Can perform Integration when finding conflicts.  Willingness to help others. Domineering in everything. Always shy away if you find conflict. Can compromise with others to resolve conflicts.
2	<b>Loyalty (X2)</b> (Onsardi, 2018; Salama et al., 2020)	Obey the rules Ability in carrying out tasks.  Willingness to cooperate. A sense of belonging. Work attitude of employees.	Comply with applicable regulations. Able to carry out duties according to their responsibilities.  Have a desire to cooperate with others. Contribute to everything. How employees work to the organization.
3	<b>Job Satisfaction (X3)</b> (Nugraha, 2019; Roberts & David, 2019)	Challenging work. Working conditions. Salary or Wage. Kepribadian-Pekerjaan.  Co workers	Have a job that can challenge the guts. Have pleasant working conditions. Have an appropriate salary or wage. Memiliki pekerjaan yang sesuai dengan karakter diri.  Have reliable colleagues.
4	<b>Internet usage (X4)</b> (Isaac et al., 2017; Pibriana & Ricoida, 2017)	Interaction with the internet.  Sharing information on the internet. Diversion or pleasure of using the internet. Communication using the internet. Information and internet.	Teachers interact with students using the internet.  Teachers share important information over the internet. Teachers use the internet to seek pleasure.  Teachers communicate with students using the internet. Teachers search for information by utilizing the internet.
5	<b>Teacher Performance (Y)</b> (Sholeh, 2017; Stacey et al., 2020)	Embodiment of good personality inside and outside the school/madrasah. Carry out teaching and learning activities. Using the teacher's free time inside and outside the school/madrasah. Developing the teaching profession. Communication skills with students.	Always maintain a good attitude inside and outside the school/madrasah.  Always do teaching and learning activities with students. Teachers will make good use of free time with their students.  Improve self-ability by developing the teaching profession. Teachers must have proficiency in communicating with students.

*Source: Developed by Researchers, 2023*

The scale used refers to the five-point likert scale for Strongly Agreeing (SS) answers the weight is 5, and neutral answers are 3, and for Strongly Disagree (STS) answers the weight is 1. The sampling technique uses propotional random sampling with the lottery method (lottery system). The research data was processed with the help of SPSS (Statistical Program for Social Science) software version 27. SPSS software is used to process data using several tests such as; variable descriptive tests, validity and reliability tests, classical assumption tests (normality tests, multicollinearity tests, heteroscedasticity tests), correlation tests and multiple linear regression tests and hypothesis tests (t tests, f tests, coefficient of determination tests), which refer to research hypotheses.

## Research Results

### Description of Respondents

Based on the results of data processing, the characteristics of respondents in this study can be known in Table 2, which are as follows:

Table 2. Descriptive Statistical Results of Respondents

Category	Description	Sum	Percentage
Gender	Male	43	55%
	Famale	35	45%
Age	>25-30 years	11	14%
	>30-35 year	28	36%
	>35-40 year	27	35%
	>40 year	12	15%
Education Level	Diploma	8	10%
	S1	37	47%
	S2	27	35%
	S3	6	8%

Source: Results of Researcher Data Processing, 2023

Based on Table 2 explaining the results of descriptive statistics of respondents (characteristics of respondents), it is known that the most respondents are male, which is 43 people or 55%, while female respondents are as many as 35 people or 44%. Based on age, the respondents of this study showed that the frequency of respondents aged >30-35 years was 28 people or 36%, respondents aged >35-40 years there were 27 people or 35% and respondents over 40 years old were 12 respondents or 15%, and aged >25-30 years as many as 11 people or 14%. Thus, the majority of respondents in this study were aged >30-35 years. Based on the level of education owned by respondents, the number of respondents who had the last level of Bachelor or S1 education was 37 people or 47%, S2 education was 27 people or 35% and respondents who had a Diploma education level of 8 people or 10%, and S3 education as many as 6 people or 8%. Thus, the majority of respondents in this study had a Bachelor (S1) education.

### Correlation Test Results

Table 3. Correlation Test Results Between Relationships

No	Category	r-table	Correlation Value	Information
1	Conflict Management Style (X1) to Teacher Performance (Y)	0,2272	0,805	Significant
2	Loyalty (X2) to Teacher Performance (Y)	0,2272	0,620	Significant
3	Job Satisfaction (X3) on Teacher Performance (Y)	0,2272	0,514	Significant
4	Internet Use (X4) on Teacher Performance (Y)	0,2272	0,609	Significant

Source: SPSS Researchers' Processed Data, 2023

The correlation test in this study was used to measure the independent variable and the non-free variable, to find out how closely the relationship between the two. This study uses Pearson to test variable X against variable Y, which will be represented in Table 3 below. Based on Table 3, represents the results of the r-count value (pearson correlations) of all variable X



against variable Y which is more than the r-table ( $>0.2272$ ). Thus, the correlation test in this study has a relationship or significant between variable X and variable Y.

### Double Linier Regression Test

Multiple Linear Regression Analysis is used to analyze the effect of the four independent variables (X), namely conflict management style, loyalty, job satisfaction, and internet use, on one dependent variable (Y), namely teacher performance together, which is as follows.

Table 4. Regression Coefficient Test Results

	Model	Coefficients <sup>a</sup>		Standardized Coefficients Beta	t	sig
		B	Unstandardized Coefficients Std. Error			
1	(Constant)	-0,460	4,501		-0,102	0,919
	Conflict Management Style	0,459	0,100	0,294	4,590	0,000
	Loyalty	-0,709	0,121	-0,378	-5,836	0,000
	Job Satisfaction	0,923	0,210	0,441	4,404	0,000
	Internet Use	0,661	0,161	0,371	4,104	0,000
<b>a. Dependent Variable: Teacher performance</b>						

Source: SPSS Researchers' Processed Data, 2023

Based on Table 4 it can be concluded that the above equation shows the influence of each on the independent variable (X) on the dependent variable (Y). The results obtained from multiple regression tests are as follows:

$$Y = -0,460 + 0,459X_1 - 0,709X_2 + 0,923X_3 + 0,661X_4$$

Based on the test results, the regression coefficient can be described as follows: a) Based on the regression results in Table 4, a constant value of -0.460 is obtained, which means that if there are no independent variables in the study, namely conflict management style, loyalty, job satisfaction and internet use, then the consistent value of teacher performance is 13.995. b) Based on the regression results in Table 4, the conflict management style coefficient value is 0.459 and has a positive sign, which means that if the conflict management style is better, the better the quality of teacher performance in the school / madrasah. c) Based on the regression results in Table 4, the loyalty coefficient value is -0.709 and has a negative sign, which means that if employee loyalty decreases, the performance of teacher performance will also decrease or decrease.

### The Effect of Conflict Management Style on Teacher Performance

Based on the results of data processing, the t-count for the Conflict Management Style variable is 4.590 greater than the t-table which is 1.993 with a sig value of  $0.000 < 0.05$ . This represents that the conflict management style variable partially has a significant positive effect on the teacher performance variable (Y). The results also prove that conflict management style affects teacher performance in Senior High School (SHS) and Madrasah Aliyah (MA) in Banjarbaru City. A positive sign represents that the better the conflict management style, the better the quality of teacher performance in the school/madrasah. Conflict management style is a way or knowledge used by someone in solving problems in the organization, by identifying the most appropriate conflict style based on different situations. How teachers can solve problems in schools/madrasahs by integrating, obliging, dominating, avoiding, and compromising, so as to support smooth teaching and learning. Teachers are required to better understand the types and sources of conflicts that are being faced, as well as understand in overcoming conflicts. Conflicts that are not handled properly will have a negative impact on

students in schools / madrasahs, such as disturbing comfort in creating a conducive and pleasant classroom atmosphere for students so that they can support teacher performance in carrying out their work activities. These results support previous research from Harahap (2015), Ayub et al. (2017) and Eriyanti et al. (2021), which proves that conflict management style has a significant effect on teacher performance.

### **The Effect of Loyalty on Teacher Performance**

Based on the results of data processing, the t-count obtained for the Loyalty variable is -5.836 greater than the t-table which is 1.993 with a sig value of  $0.000 < 0.05$ . This represents that the loyalty variable partially has a significant negative effect on the teacher performance variable (Y). The results also prove that loyalty affects the performance of teachers in Senior High School (SHS) and Madrasah Aliyah (MA) in Banjarbaru City. Negative signs represent that if employee loyalty decreases, teacher performance will also be worse or worse. The higher the loyalty possessed by a person, the easier it is to advance his work achievements. Therefore, loyalty is really worthy of the organization's attention because it plays a strategic aspect. How teachers can perform their duties such as obeying the rules in schools / madrasahs, the ability to carry out tasks such as teaching and learning both inside and outside the school / madrasah, willingness to cooperate, a sense of belonging, and the teacher's work attitude to students, so as to support the smooth running of the teaching and learning process. These results support previous research (Dhir et al., 2020; Hadrawi et al., 2022; Jayanti & Wati, 2019; Prentice et al., 2020; Ramaseshan et al., 2017; Suhardi et al., 2021), which proves that loyalty has a significant effect on teacher performance.

### **The Effect of Job Satisfaction on Teacher Performance**

Based on the results of data processing, the t-count for the Job Satisfaction variable is 4.404 greater than the t-table which is 1.993 with a sig value of  $0.000 < 0.05$ . This represents that the job satisfaction variable partially has a significant positive effect on the teacher performance variable (Y). The results also prove that job satisfaction affects teacher performance in Senior High School (SHS) and Madrasah Aliyah (MA) in Banjarbaru City. A positive sign represents the higher the job satisfaction of teachers in schools/madrasahs, the better the performance of the teacher. Job satisfaction is a pleasant emotional state that results from an appraisal of a person's job and what they think about the job. In addition, job satisfaction is a collection of feelings and beliefs employees have about their current job. How teachers like to do challenging work in schools/madrasahs, satisfied with current working conditions, satisfied with the salaries or wages given, and the jobs they take are in accordance with their personalities, and have good colleagues, so as to improve their performance in schools/madrasahs. These results support previous research (Baluyos et al., 2019; Eliyana et al., 2019; Fairy et al., 2019; Hutagalung et al., 2020; Cape et al., 2020; Wolomasi et al., 2019; Wote & Patalatu, 2019), which proves that job satisfaction has a significant effect on teacher performance in schools/madrasahs.

### **The Effect of Internet Use on Teacher Performance**

Based on the results of data processing, the t-count for the Internet Usage variable is 4.104 greater than the t-table which is 1.993 with a sig value of  $0.000 < 0.05$ . This represents that the variable of partial internet use has a significant positive effect on the variable of teacher performance (Y). The results also prove that internet use affects teacher performance in Senior High School (SHS) and Madrasah Aliyah (MA) in Banjarbaru City. A positive sign represents



the higher the use of the internet in the school/madrasah, it is considered to facilitate teacher performance. In addition to the teacher ability factor, an important factor that needs to be considered to improve teacher performance is the development of teaching and learning strategies that are closely related to the availability of information technology, especially the internet and the completeness of teaching and learning activities, both static (such as pictures, models, and so on) or dynamic (such as real life around students). In learning strategy development activities, existing information technology (internet) must also be taken into account, as a good and effective strategy in increasing the insight, information and ability of teachers in expanding their scientific horizons to students. How teachers can interact with information technology in using the internet, sharing information via the internet, distraction / pleasure using the internet, communicating by utilizing the internet, and getting information from the internet. These results support research from Solechan & Shinta (2016), Isaac et al. (2017), Pibriana & Ricoida (2017), Harahap (2020) and Nasir (2021), which prove that internet use has a significant effect on teacher performance in schools/madrasahs.

## Discussion

In the results of data processing, an F-count value of 93.119 is obtained which means greater than the F-table value of 2.34 and a signification value of 0.000 is SHSller than 0.05. This indicates that simultaneously Conflict Management Style, Loyalty, Job Satisfaction, and Internet Use, have a positive and significant effect on Teacher Performance. The results also prove that conflict management style, loyalty, job satisfaction, and internet use, affect teacher performance in Senior High School (SHS) and Madrasah Aliyah (MA) in Banjarbaru City. A positive sign represents that the higher the conflict management style, loyalty, job satisfaction, and internet use in the school/madrasah, it is considered to improve teacher performance in the school/madrasah.

In addition, based on the results of research shows that teachers in Senior High School (SHS) and Madrasah Aliyah (MA) in Banjarbaru City have knowledge that can help them in solving problems in schools / madrasahs, by integrating, obliging, dominating, avoiding , and compromising (compromise), so as to support smooth teaching and learning processes. How teachers in Senior High School (SHS) and Madrasah Aliyah (MA) in Banjarbaru City can perform their duties such as obeying the rules in schools / madrasahs, ability to carry out tasks such as teaching and learning both inside and outside the school / madrasah, willingness to work together, sense of belonging, and teacher's work attitude to students, so as to support smooth teaching and learning processes. How teachers in Senior High School (SHS) and Madrasah Aliyah (MA) in Banjarbaru City like to do challenging work in schools/madrasahs, satisfied with current working conditions, satisfied with the salaries or wages given, and the jobs they take are in accordance with their personalities, and have good colleagues, so as to improve their performance in schools/madrasahs. Also, how teachers in Senior High School (SHS) and Madrasah Aliyah (MA) in Banjarbaru City can interact with information technology in using the internet, sharing information via the internet, distraction / pleasure using the internet, communicating by utilizing the internet, and getting information from the internet.

Based on the results of the study, it is explained that teacher performance is influenced by conflict management style, loyalty, job satisfaction, and internet use by 83.6%, while the influence of 16.4% is caused by other factors outside this model. Meanwhile, research that discusses conflict management styles, loyalty, job satisfaction, and internet use together on teacher performance is a new type of research that has never been done. This is a renewal as well as a new view for researchers based on previous research.

## Conclusion

Optimal teacher performance is very crucial in the world of education in the era of digitalization. Optimal performance can maintain the good name and quality of the school/madrasah, this can occur if the organization can pay attention to factors that can affect the performance itself, such as conflict management style, loyalty, job satisfaction, and internet use, which also have a very close relationship with the level of teacher performance in schools/madrasahs.

The results of this study explain that teacher performance is influenced by conflict management style, loyalty, job satisfaction and internet use by 83.6%, while the level of influence of 16.4% is caused by other factors outside this model. Meanwhile, research that discusses conflict management styles, loyalty, job satisfaction and internet use together on teacher performance is a new type of research that has never been done before. This is an innovation as well as a new perspective for researchers based on previous studies.

The results of the study have also answered the overall objectives and hypotheses of the study. Where the first hypothesis is, there is a significant influence on conflict management style on teacher performance; The second hypothesis is that there is a significant effect on loyalty to teacher performance; The third hypothesis is that there is a significant effect on job satisfaction on teacher performance; The fourth hypothesis is that there is a significant influence on internet use on teacher performance; The fifth hypothesis simultaneously shows that conflict management style, loyalty, job satisfaction, and internet use have a significant effect on teacher performance in high schools and madrasah aliyah (MA) in Banjarbaru City, South Kalimantan, Indonesia.

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