

Exploring the Effect of Interpersonal Communication, Conflict Management, Asta Brata Leadership Style, and Motivation on Job Satisfaction of Teachers

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ABSTRACT

This study aimed to disclose the potential impact of interpersonal communication, conflict management, *Asta Brata* leadership style, and work motivation on the teacher job in the junior high schools of Denpasar City, Indonesia. A quantitative survey method was used as the research design of this study. The data were obtained by conducting questionnaire distribution where the questionnaire as the research instrument covered the five variables. There were 234 junior high school teachers involved as the research sample from the total population 585 teachers. They were selected by using simple random sampling technique. Structural equation modeling (SEM) with partial least squares (PLS) technique was utilized to analyze the obtained data with the assistance of SMARTPLS software. The results of data analysis showed that interpersonal communication, conflict management, *Asta Brata* leadership style, and work motivation impact significantly positively on teacher job satisfaction. The study suggested that educational institutions should prioritize the development of open communication, effective leadership, conflict resolution, and employee motivation to promote teacher job satisfaction, which can lead to better student outcomes. School leaders should recognize the critical role of these factors and create strategies to improve them. Policymakers could use these findings to design effective programs and policies to enhance teacher job satisfaction.

Keywords: interpersonal communication, conflict management, *Asta Brata* leadership, motivation, job satisfaction

INTRODUCTION

The quality of education is inseparable with teachers' performance in conducting the teaching and learning process. It still becomes a great dealt in education field about the teachers' performance in improving the success of teaching and learning process (Kishen et al., 2020). A good teaching and learning process holds a critical significance towards the human resource produced in education field (Haruni & Mafwimbo, 2014). In a contradiction, an issue shows that a low teachers' performance affecting the educational quality where there are almost six million teachers are criticized by the society related to their teaching performance (Ahmadiansah, 2016; Tanjung et al., 2020). As one of educational stakeholders, teachers have a vital role in which their teaching performance determines how the students can achieve their educational goals and become compatible human resources (Harnanik, 2013). Therefore, as a sector intends to build the human resources' quality, this issue requires a great attention from all parties (Widayati et al., 2020).

A preliminary study related to low teacher performance is conducted through an interview participated by ten junior high school teachers in Denpasar, Bali. It reveals that the teachers' performance is affected by their job satisfaction. Teacher job satisfaction is an important aspect of organizational success including the education system itself (Anastasiou, 2020). Job satisfaction is perceived as a primary reason impacting the employees' work quality (Rizi et al., 2013). Employees tend to be more focused, creative, and committed to their work when they

are satisfied with their current job (Wolomasi et al., 2019; Wula et al., 2020). Wahyuningrat and Rusmawan (2022) argue that job satisfaction reflecting individual's attitude towards their work environment in which it depends on their confident level. It is added that employee job satisfaction is influenced by a wide range of factors. Among others, this study focuses on four factors (Jankelova & Joniakova, 2021; Thant & Chang, 2021). It indicates that teachers' low performance affected by job satisfaction is also influencing by many factors.

Interpersonal communication is a factor influencing teachers' job satisfaction which deals with the communication occurs between two or more people. Ofojebe and Akudo (2022) state that interpersonal communication plays a vital role in creating a sense of community and belongingness, as it allows individuals to interact and engage with others in a

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meaningful way. Interpersonal communication is also defined a critical skill for building and maintaining relationships, both personal and professional (Luky et al., 2021; Putranto et al., 2022). Interpersonal communication involves various components such as being receptive and transparent, showing empathy, offering encouragement, maintaining a positive outlook, finding common ground, being self-assured, and being prepared (Syarif et al., 2020). All of these factors contribute to the development of trust, supportive attitudes, and mutual understanding and respect in social interactions to minimize a conflict.

Conflict is a natural part of human interaction emerge in a condition where people have different opinion, goals, or needs (Obeidat et al., 2019). If conflicts are not addressed in a timely and constructive manner, they can escalate and lead to negative consequences. It can decrease productivity by causing distractions, reducing motivation, and increasing stress and tension. By learning how to manage conflicts constructively, individuals can improve their communication skills, build stronger relationships, and work towards common goals in a more productive and harmonious way (Huma, 2013). Conflict management is a critical skill as it strives to achieve organizational goals by improving performance in an organizational setting. It refers to the process of identifying, addressing, and resolving disagreements or disputes between individuals or groups in a constructive manner, helping individuals and organizations to navigate difficult situations and build stronger relationships (Chandolia & Anastasiou, 2020; Mukhtar et al., 2020). Effective conflict management is important because it helps individuals and groups to address conflicts in a way that minimizes negative consequences and allows them to work together more effectively. When conflicts are managed constructively, it can lead to increased employee engagement and improved job satisfaction (Asrar-ul-Haq et al., 2017; Mehrad, 2015).

Conflict management is also related to the leadership style occurs in an institution. Leadership is the ability to inspire, influence, and guide others toward a common goal or vision. It involves setting direction, making decisions, and motivating people to work together toward a desired outcome (Aunga & Masare, 2017; Shah et al., 2016). Several studies have discussed many different types of leadership models that can be adapted to manage the employees, such as; transactional leadership, transformational leadership, passive-avoidance leadership, and indigenous leadership model (Setiyowati & Razak, 2018). Indigenous leadership model is referred to a cultural leadership style as what has been commonly found in Indonesia where the leadership style is adapted or contained by the cultural values relevant to the characteristics of Indonesian people. Asta Brata is the indigenous leadership style which has been frequently noted as an effective cultural leadership style adapted in managing the employees in a certain institution (Puja &

Mahayasa, 2021). The term *Asta Brata* originates from the Sanskrit language and is composed of two words: 'Asta' which means 'eight' and 'Brata' which means 'behavior' or 'guidance'. Thus, the phrase 'Asta Brata' means 'eight behaviors' or 'eight guides' for a leader. *Asta Brata* refers to the eight natural elements that symbolize leadership characteristics: earth, sun, fire, ocean, sky, air, moon, and star (Andoko et al., 2022).

Asta Brata consists of eight leadership characteristics referring to the divine and nature's characteristics as the indigenous values believed by the local people (Floriana & Rostiana, 2018). Those are; 1) a leader acts as the sun which means that the leader intends to guide other employees to achieve the goals, 2) a leader has a wind character which means that the leader is close to other employees, 3) a leader acts as a moon who can please and motivate the other employees, 4) an assertive characteristic is required where the leader can act assertively to other employees (fire characteristic), 5) a leader tends to have generous and fair to other employees as the earth characteristic, 6) a leader is required to have a competence and knowledge in directing the other employees to achieve the ultimate goals (sky characteristic), 7) an open and flexible characteristic as an ocean is required for the leader allowing the other employees to give their suggestions and critiques for a better management, 8) a leader has a high confidence and a strong principal as a mentor of other employees (as a star). Those characteristics can be used to be a good leader who inspires and leads the others employees in facing changes and challenges.

A leadership style can create a positive working environment in which it can improve employees' motivation. It reveals that working motivation can contribute an indirect impact towards employees' job satisfaction. Motivation is highly perceived as a reason of an action conducted by individuals in which high motivation strengthens those individuals in achieving their working goals (Renaldo et al., 2021). Rinaldi et al (2021) state that motivation is an individual internal factor influencing teachers' performance since it is related to their job satisfaction as what has been found in the research (Kersiati et al., 2023). Working motivation refers to the factors that drive individuals to perform tasks, achieve goals, and fulfill their professional aspirations. It can vary from person to person and can be influenced by a range of internal and external factors, such as personal values, work environment, compensation, and professional growth opportunities (Hajjali et al., 2022; Sahito & Vaisanen, 2020; Wahyuni et al., 2014). Therefore, motivation is also perceived as a vital factor influencing teachers' job satisfaction as it drives employee performance, productivity, and job satisfaction, leading to better outcomes (Yusuf, 2021).

To the best of our knowledge, there have been various existing studies investigating how employee job satisfaction was predicted by interpersonal communication, conflict management, and motivation. Several studies have shown that

those factors positively affect employees' job satisfaction which indirectly influence their working performance (Anastasiou, 2020; Diasmoro, 2017; Ginting & Siagian, 2021; Husna, 2021). Pynatih et al., (2022) investigate Asta Brata leadership style on staffs' job satisfaction of the local finance organization. It shows that Asta Brata leadership style has a positive correlation on employees' job satisfaction. Those studies indicate that the factors; interpersonal communication, conflict management, Asta Brata leadership style, and motivation have a significant correlation on employees' job satisfaction. In case, those studies not discuss how those factors teachers' job satisfaction particularly in junior high schools in Denpasar since the recent problem occurs in education field related to teachers' satisfaction. Therefore, this study intends to investigate the effect of interpersonal communication, conflict management, Asta Brata leadership style, and motivation on the teachers' job satisfaction.

METHODOLOGY

This study was conducted in the form of a quantitative survey research design where the data were obtained by distributing a structured questionnaire. The questionnaires were distributed to junior high school teachers in Denpasar, Bali, Indonesia. The population was 585 junior high school teachers in which there were only 234 teachers involved as the research sample. Simple random sampling was the technique used to determine the research sample of this study. The collected data were analyzed by using Structural Equation Modeling (SEM) analysis with the assistance of SMARTPLS software. In this study, 10 hypotheses were formulated as follows.

- **Hypothesis 1.** Interpersonal communication has a significant direct influence on teacher work motivation.
- **Hypothesis 2.** Interpersonal communication has a significant direct influence on teacher job satisfaction.
- **Hypothesis 3.** Conflict management has a significant direct influence on teacher work motivation.
- **Hypothesis 4.** Conflict management has a significant direct influence on teacher job satisfaction.
- **Hypothesis 5.** Asta Brata leadership style has a significant direct influence on teacher work motivation.
- **Hypothesis 6.** Asta Brata leadership style has a significant direct influence on teacher job satisfaction.
- **Hypothesis 7.** Work motivation has a significant direct influence on teacher job satisfaction.
- **Hypothesis 8.** Interpersonal communication has a significant indirect impact on teacher job satisfaction through work motivation.

- **Hypothesis 9.** Conflict management has a significant indirect impact on teacher job satisfaction through work motivation.
- **Hypothesis 10.** Asta Brata leadership style has a significant indirect impact on teacher job satisfaction through work motivation

RESULTS

The present study investigated the effect of interpersonal communication, conflict management, Asta Brata leadership style, and working motivation on teacher job satisfaction at junior high schools in Denpasar, Bali, Indonesia as presented in the following description ahead

Reliability and Validity Test of Instrument

Table 1 shows that all instruments were valid viewed from the product-moment correlation coefficient (rxy-value) for each variable ranging from 0.388 to 0.878 with a significant level of less than 0.05, indicating a significant correlation between the variables. The result of the product-moment and significant level indicated that the instruments were consistent and stable for the measurements. Furthermore, the reliability of instruments was examined. The reliability of job satisfaction was 0.969, interpersonal communication was 0.947, conflict management was 0.960, Asta Brata leadership style was 0.967, and work motivation was 0.954. These results show that

Table 1: The reliability and validity tests of the instruments used in this study was presented

ANALYSIS	INSTRUMENTS				
	JS	IC	CM	ABLS	WM
Product Moment Correlation Coefficient (rxy-value)	.557 - .828	.388 - .790	.485 - .836	.418 - .828	.428 - .878
Significance Level	< .05	< .05	< .05	< .05	< .05
Instrument Reliability	.969	.947	.960	.967	.954

Note:

JS: Job Satisfaction
 IC: Interpersonal Communication
 CM: Conflict Management
 ABLS: Asta Brata Leadership Style
 WM: Work Motivation

Table 2: The results of the goodness of fit test

Variable	R2 Value	Description
Work Motivation	0.782	Strong
Job Satisfaction	0.951	Strong

the reliability of instruments was very high. In conclusion, the validity and reliability show that the instruments are appropriate to be used in this study to collect the needed data.

Structural Model Testing (Inner Model)

$$Q^2 = 1 - (1 - R_1^2)(1 - R_2^2) \dots (1 - R_p^2)$$

$$Q^2 = 1 - (1 - 0.782)(1 - 0.951)$$

$$Q^2 = 1 - (0.218)(0.049)$$

$$Q^2 = 1 - 0.011$$

$$Q^2 = 0.989$$

The goodness of fit is an important statistical measure used to assess how well a model fits the data. In the case Then, the goodness of fit test was done to examine the relationship among variables. It was done by examining the R2 value. The result of the goodness of fit test for two endogenous variables, namely work motivation and job satisfaction was presented in the following Table 2.

Table 2 shows that the R2 value for work motivation was 0.782 and job satisfaction was 0.951. These results were higher than 0.67 indicating a strong relationship between work motivation and job satisfaction with other variables in the model (interpersonal communication, conflict management, and the Asta Brata leadership style). Thus, it can be said that the model is robust viewed from the strong relationship among variables.

Furthermore, the predictive relevance of the model taken from the value of R2 was also evaluated through the Stone-Geysler Q square test (Q2). The calculation of Q2 was presented as follows:

Based on the result of the calculation, the Q2 value of 0.989 was indicative of high relevance, suggesting that the resulting model is highly feasible for prediction. Specifically, this value implied that 98.90% of the variation in job satisfaction could

be attributed to the variables of interpersonal communication, conflict management, Asta Brata leadership, and work motivation, whereas the remaining 1.10% was explained by other variables not included in the model. Based on the evaluation above, the Q2 value of 0.989 along with the strong goodness of fit demonstrated in the analysis indicates that the model is highly reliable and can be used to make accurate predictions about job satisfaction based on the variables included in the model. The results of data analysis using Structural Equation Modeling with Partial Least Squares (SEM-PLS) is presented in Figure 1.

Figure 1 represents a graphical representation of the structural model including the endogenous variables (work motivation and job satisfaction) and the exogenous variables (interpersonal communication, conflict management, and Asta Brata leadership style). It shows the direction of the relationship between variables whereas the numbers alongside the arrows represented the strength of the path coefficients that were used to determine the significance of the causal relationships between variables.

Hypotheses Testing for Direct Impact

After casual relationships between variables in the model were examined, direct impact of interpersonal communication, conflict management, Asta Brata leadership style, and work motivation on job satisfaction was examined as presented in the following Table 3.

Table 3 shows the direct impact of exogenous variable on endogenous variables including path coefficient, t-statistics, and p-values. The path coefficient (0.341) was positive, t-statistics (5.483) was higher than 1.96, and p-value (0.000) of interpersonal communication (X1) on work motivation (Y1) was less than 0.05. The result showed that interpersonal communication had significant direct impact on work motivation. Then, the path coefficient (0.087) was positive, t-statistics (2.534) was higher than 1.96, and p-value (0.012) of interpersonal communication (X1) on job satisfaction (Y1) was less than 0.05. The result showed

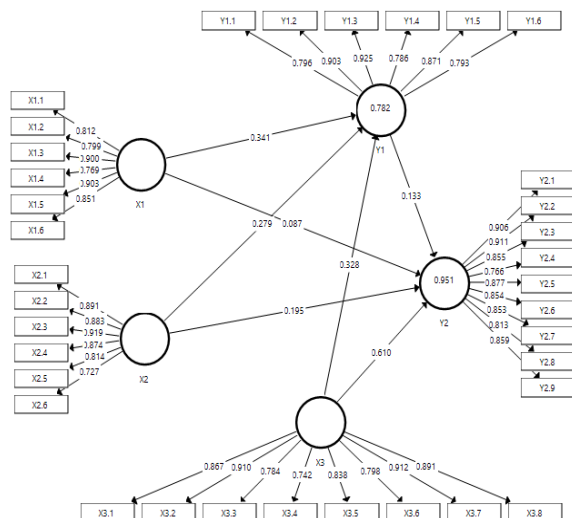


Table 3: The direct impact of the exogenous variable on endogenous variables in the model

Variable Relationships	Path Coefficient	T-Statistics	P-Values	Description
X1 -> Y1	0.341	5.483	0.000	Significant
X1 -> Y2	0.087	2.534	0.012	Significant
X2 -> Y1	0.279	3.283	0.001	Significant
X2 -> Y2	0.195	2.822	0.005	Significant
X3 -> Y1	0.328	4.522	0.000	Significant
X3 -> Y2	0.610	14.394	0.000	Significant
Y1 -> Y2	0.133	3.415	0.001	Significant

that interpersonal communication had significant direct impact on job satisfaction. Besides, the path coefficient (0.279) was positive, t-statistics (3.283) was higher than 1.96, and p-value (0.001) of conflict management (X2) on work motivation (Y1) was less than 0.05. The result showed that conflict management had significant direct impact on work motivation. Next, the path coefficient (0.195) was positive, and t-statistics (2.822) was higher than 1.96, and p-value (0.005) of conflict management (X2) on job satisfaction (Y2) was less than 0.05. The result showed that conflict management had significant direct impact on job satisfaction. In addition, the path coefficient (0.328) was positive, t-statistics (4.522) was higher than 1.96, and p-value (0.000) of Asta Brata leadership (X3) on work motivation (Y1) was less than 0.05. The result showed that Asta Brata leadership had significant direct impact on work motivation. Besides, the path coefficient (0.610) was positive, t-statistics (14.394) was higher than 1.96, and p-value (0.000) of Asta Brata leadership (X3) on job satisfaction (Y2) was less than 0.05. The result showed that Asta Brata leadership had significant direct impact on job satisfaction. Lastly, the path coefficient (0.133) was positive, t-statistics (3.415) was higher than 1.96, and p-value (0.001) of work motivation (Y1) on job satisfaction (Y2) was less than 0.05. The result showed that work motivation had significant direct impact on job satisfaction. Thus, exogenous variable gives significant positive impact on endogenous variables.

Hypotheses Testing for Indirect Impact

Furthermore, indirect impact was examined in which work motivation became the moderator variable between exogenous variables and endogenous variable as presented in Table 4.

Table 4: The indirect impact of exogenous variables on endogenous variables

Indirect Influence of Variables	Path Coefficient	T-Statistics	P-Values	Description
X1 -> Y1 -> Y2	0.045	2.864	0.004	Significant
X2 -> Y1 -> Y2	0.037	2.703	0.007	Significant
X3 -> Y1 -> Y2	0.044	2.527	0.012	Significant

Table 4 shows a positive path coefficient value. Besides, t-statistic value was higher than 1.96 with a probability value (p-value) which was less than 0.05. The results indicated that work motivation (Y1) mediated positively and significantly the impact of interpersonal communication (X1), conflict management (X2), and Asta Brata leadership style (X3) on job satisfaction (Y2).

DISCUSSION AND CONCLUSIONS

Job satisfaction is an essential factor influencing employee engagement (Asikin & Burhan, 2021; Bellani et al., 2018). When employees are satisfied with their jobs, they experience a sense of fulfillment and happiness in their works leading to development of employee engagement. This condition can lead to higher levels of productivity, efficiency, and ultimately, organizational success. Conversely, when employees are dissatisfied with their jobs, it can have adverse effects on their engagement and motivation levels, leading to reduced productivity and decreased organizational performance (Talukder et al., 2014). Therefore, it is crucial for organizations to prioritize employee’s job satisfaction to enhance their overall performance and profitability.

In order to maximize the job satisfaction, some factors also contribute to achieve it. In this study, interpersonal communication, conflict management, *Asta Brata* leadership style, and motivation became factors influencing job satisfaction. Specifically, the study found that interpersonal communication contributed significantly as well as positively on teachers’ job satisfaction. Interpersonal communication in the workplace plays a crucial role to foster trust and positive emotions among employees. It is because interpersonal communication promote interaction between speakers (Laksana & Fadhilah, 2021). Effective interpersonal communication among teachers, administrators, and other staff members creates a positive work environment in which they have positive attitude, empathy, and equality (Sazwani et al., 2020). This condition leads to an effective working environment to result better work performance. Poor communication, on the other hand, can lead to misunderstandings, conflicts, and dissatisfaction among employees. This finding is in line with a study conducted by Darmawati et al. (2020), Sirait (2016), and Roberto et al. (2022) in which interpersonal communication gives positive impact on teachers’ job satisfaction and performance. Therefore, creating an open and supportive communication culture can enhance teacher job satisfaction.

In addition, the present study also revealed that effective conflict management contributes significantly positively to teacher job satisfaction, both direct and indirect. Conflict management concern to leadership style in an institution dealing with the ability to inspire, influence, and guide others toward a common goal or vision. It indicates that direction, decisions making, and motivation are involved to make people working together toward a desired outcome (Aunga & Masare, 2017; Shah et al., 2016). In addition, conflict management aims to achieve optimal performance by maintaining functional conflict and minimizing adverse consequences. Conflict management is useful in attaining the goals fought for and maintaining good relations between the parties involved (Chenwi & Ngong, 2022). Effective conflict management

strategies can help resolve conflicts and create a positive work environment leading to good communication, time management, cooperation and organizational productivity (Omene, 2021). The finding of this study is in line with Doris et al. (2019) and Pragiwani et al. (2020) in which conflict management is significantly positively linked to the job satisfaction of employees. Thus, conflict management needed to be maintained and developed.

Besides, *Asta Brata* leadership style contributes significantly positively to teacher job satisfaction, both direct and indirect in the present study. *Asta Brata* leaders empower their team members and provide them with the autonomy to make decisions which fosters a sense of ownership and pride in their work due to eight leadership characteristics, namely 1) a leader intends to guide other employees to achieve the goals; 2) a leader is close to other employees; 3) a leader can please and motivate the other employees; 4) a leader can act assertively to other employees; 5) a leader is generous and fair to other employees; 6) a leader directs the other employees to achieve the ultimate goals; 7) a leader allows the other employees to give their suggestions and critiques for a better management; and 8) a leader has a high confidence and a strong principal as a mentor of other employees (Floriana & Rostiana, 2018). These characteristics emphasizes the importance of building relationships, fostering a positive work environment, and developing individual potential. The finding of this study is in line with a study done by Purwadi et al. (2013) and Pynatih et al. (2022) in which *Asta Brata* leadership style significantly impact on job satisfaction.

Finally, the study also found a significant positive impact of work motivation on teacher job satisfaction. Motivation becomes a reason of an action done by individuals in which high motivation strengthens them to achieve their working goals (Renaldo et al., 2021). In addition, Rinaldi et al (2021) add that motivation becomes an internal factor influencing teachers' performance. It boosts individual to have willingness in doing something. It drives individuals to perform tasks, achieve goals, and fulfill their professional aspirations (Hajiali et al., 2022; Sahito & Vaisanen, 2020). It is a vital factor influencing teachers' job satisfaction as it drives employee performance, productivity, and job satisfaction, leading to better outcomes (Yusuf, 2021). The result of the present study is in line with a study done by Kersiati et al. (2023) in which motivation influences job satisfaction. Therefore, work motivation positively contributes on job satisfaction.

In conclusion, effective interpersonal communication, *Asta Brata* leadership style, conflict management, and work motivation are all significant factors that contribute to teacher job satisfaction. By recognizing the importance of these factors and implementing strategies to improve them, educational institutions can create a positive work environment that enhances teacher job satisfaction and, by extension, improves student outcomes. The result of the study

provides empirical evidence of the significant positive impact of interpersonal communication, conflict management, *Asta Brata* leadership style, and motivation on job satisfaction in the Indonesian context. The positive effects of these variables on teacher job satisfaction highlight the importance of creating a work environment that promotes open communication, effective leadership, conflict management, and employee motivation. The results of the study implicate that by fostering an environment that values and prioritizes these factors, educational institutions can enhance teacher job satisfaction which leads to better student outcomes.

LIMITATIONS

The present study is limited to some points, namely (a) the sample of this study may not be representative of the entire population of teachers and, therefore, limit the generalizability of the finding; and (b) the study may be context-specific and, therefore, the results of this study may not be applicable to other settings and culture outside the Province of Bali, Indonesia.

RECOMMENDATIONS

Regarding the result of the study, it is essential for school leaders to recognize the role of these variables and to develop strategies to improve them to promote teacher job satisfaction. The study provides valuable insights for school administrators and policymakers in designing effective programs and policies to enhance teacher job satisfaction and, by extension, improve student success. The findings of the study contribute to the existing literature on organizational behavior, particularly in the areas of interpersonal communication, leadership, conflict management, motivation, and job satisfaction. By demonstrating the importance of these factors in enhancing teacher job satisfaction, the findings may theoretically add to the body of knowledge on the factors that contribute to teacher well-being in the workplace.

CONTRIBUTION/ORIGINALITY

The study provides empirical evidence of the significant positive impact of interpersonal communication, conflict management, *Asta Brata* leadership style, and work motivation on teacher job satisfaction in the Indonesian context. The results suggest that educational organizations should focus on developing school leaders who demonstrate *Asta Brata* leadership qualities, and provide training and support for conflict management and motivation to improve job satisfaction among employees.

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