

Effect of Knowledge, Commitment and Conflict Behavior on Work Satisfaction

(Study on the National Budget Compiler Team in Districts / Cities in East Java Province)

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Abstract

Modern organizations are currently divided into many departments or work units, this is due to the need to be able to divide up the work in order to be able to provide products and or services in accordance with what is needed by stakeholders. Although separate in various departments or work units, the organization must be able to coordinate all its activities. Therefore, continuous coordination is needed. One solution is to do a process approach. Processes in organizations are a set of tasks that are jointly and only jointly transformed from input to output (Garvin, 1998). Based on this understanding, the transformation from input to output within the organization requires interaction between individuals from each department and between departments. These interactions are likely to cause conflict between individuals in the organization. The conflict arises as a behavior or response from the individual as a result of disagreement or the potential for disagreement by other parties in achieving their needs or desires.

Keywords: Conflict, Work System, Organization, Job Satisfaction

1. Introduction

1.1. Background

In general, the first step taken by the leaders of the organization to understand its member conflicts is to understand the type of conflict, the impact of conflict causes on the type of conflict, understanding the tendency of conflict behavior and its impact on the satisfaction of individuals in the organization. On the other hand, the organizational work system in the workgroup (teamwork) consists of several departments or work units in the organization so that there will be a variety of individual interests in the work team. Therefore, besides the individual conflicts that affect individual satisfaction in the Work team, there are several other factors, namely knowledge of the tasks and responsibilities, commitment and individual power in the team.

The problem is how to manage conflict effectively and efficiently to have a positive impact on the satisfaction of individual members of the organization, which in the end will improve organizational performance. Management of these conflicts certainly begins with mapping the source, type, and behavior of conflict from the perspective of individual members of the organization. If the source, type and behavior of conflict cannot be managed properly, it certainly has a negative impact on the organization. The negative and positive impacts of the conflict on the organization will certainly have an impact on the level of satisfaction of the members of the organization.

Emerging phenomena related to conflict management in organizations are carried out with two models - namely problem solving model and bargaining dimension. On the problem solving dimension, each party pays attention to the interests of themselves and others. Therefore this dimension is suitable for use to manage conflict in organizational learning and effectiveness (double loop). In the dimension of training each party pays attention to the interests of himself or others. Therefore this dimension is suitable for use in tactical management (day to day conflict). Which dimensions are suitable for use in order to have a positive impact, diagnosis and stages need to be done intervention on affective and substantive conflicts at interpersonal, intra-group and inter group levels.

In general, the first step taken by the leaders of the organization to understand its member conflicts is to understand the type of conflict, the impact of the causes of conflict on the type of conflict, understanding the tendency of conflict behavior and its impact on the satisfaction of individuals in the organization. On the other hand, the work system of the organization in the work group (teamwork) - consists of several departments or work units in the organization so that there will be a variety of individual interests in the team. Therefore besides the individual conflicts that affect individual satisfaction in the Work team there are several other factors namely; knowledge of duties and responsibilities, commitment and individual power in the team. Individual satisfaction in organizations is influenced by knowledge including the level of education, work experience and good skills (David, 2001).

Besides that, it involves two aspects, namely the capacity of the individual and his ability to complete the work. Knowledge possessed by individuals will be used in the process of completing work. Therefore in the Team sometimes different interpretations of an object of work appear that can be caused due to the knowledge possessed by individuals (Robbins, 2003)

The interaction between knowledge and the environment between interpersonal and interpersonal within the organization will create conflicts between individuals. Differences in individual knowledge will influence the type and behavior of individuals in groups and organizations (Pendell, 1990). Furthermore, the knowledge possessed by individuals interacts in organizations that influence their job satisfaction.

Another dimension that influences individual job satisfaction in teams in organizations is individual commitment (Thompson, 1990). The individual commitment is responsibility, dedication, speed-response and ease of communication between individuals in the team in the employment settlement process (Robbins, 1996)

Another factor relates to management, one of which is individual power in the team. The management process in the team can run well if individuals know their power in the team, so they can build relationships between individuals in the team and know their work environment is related to the structure of their duties and authorities.

Individual satisfaction in teams is related to decision making related to the process of making design and monitoring the management process (David, 2001). Making a design plan is related to the use of process management methods and the number of products and cycle times. Problems in individual satisfaction include quantity and quality of design, rational considerations used to make decisions, strategies, policies, procedures, and methods for the optimization of results.

Individual satisfaction in the team is an important terminology in the preparation of organizational planning. This is also the case with the District / City Government Compiler Team for CAPED Regional Budget. The budgeting team consists of individuals originating from various departments or work units in the Regency / City Government

In general, the problem faced by the Compilation Team of CAPED / District / City Government Revenues and Expenditures in East Java is the paradigm shift in government management since the existence of regulations on performance-based finance has increasingly shortened bureaucratic transfers, technological innovation, the availability of information that is increasingly easy and fast, while facing the increasingly rapid cultural and social changes of society.

2. Theoretical Review

2.1. Satisfaction

Research by Samantha L. Durst and Victor S. DeSantis (1997) entitled *The Determinants of Job Satisfaction among Federal, State, and Local Government Employees*. In this study, the independent variables used are:

Personal characteristics (age)

External rewards (job security & promotion opportunities)

Internal rewards (skill maximization, pleasant workplace, experience gained, friendly coworkers & competent supervisor)

The results obtained from this study are:

1. Internal rewards have a positive effect on employee satisfaction at all three levels of government.
2. Job security on external rewards negatively affects Federal and State levels.
3. Age has a negative effect on the Federal level, and
4. The Intercept is negative for the State level

From the results of the study it was found that the dimensions of influence can reduce role ambiguity and increase job satisfaction and performance. Based on the description above, it appears that employee decisions are influenced by reward intervals, also influenced by internal rewards such as opportunities to maximize the skills possessed, conducive working environment, improving work experience and good working relationships with colleagues and the presence of leaders who have competence in carrying out their functions.

2.2. Commitment

The research of Paul Boselie, Martijn Hesselink Jaap Paauwe and Ton Van Der Wiele (January 2001) entitled: *Employee Perception on Commitment Oriented Work Systems: Effects on Trust and Perceived Job Security*. In this study, employee commitment to the HR system is represented by employee participation, payroll systems, training and development, information dissemination and supervisor support. While the dependent variable is feeling confident about management policies and job insecurity.

The results of this study indicate that employee participation, payroll systems, training and development, information dissemination and direct leadership support can increase trust and security towards work.

2.3. Power

The study of Afzal Rahim (2004) is titled *Leader Power, Follower's Conflict Management Strategies, and Propensity to Leave Job: A Cross-Cultural Study*. This study tested using structural equation models (SEM) on supervisor power (using the French and Raven model), strategies for managing conflict with supervisors (problem solving and bargaining), and the tendency to leave work. This study used respondents from the United States, Greece, North Korea and Bangladesh.

2.4. Research Result

1. Coercive power is negatively related to expert power in the United States
2. Reward power is positively related to expert power in all four countries and is associated with referent power in Greece and Bangladesh.
3. Legitimate power is positively related to expert power at all four countries but is positively associated with referent power only in the United States.
4. In all four countries, expert power is positively related to referent power, on the other hand, is positively related to problem solving and negatively related to bargaining.

5. Problem solving is positively related to the desire to leave work and bargaining and negatively related to it in United States and Greece, but not in South Korea and Bangladesh.
6. In general, all research results are the same for each cultural group (the United States with Greece and South Korea with Bangladesh).

Research by John D. Politis (2003) entitled; *The effect of Managerial Power and Relational Trust on the Skills and Traits of Knowledge Acquisition: Evidence from the United Arab Emirates*. The results of the study show that most, not all dimensions of managerial power allow the acquisition of employee knowledge. Furthermore, this study found that relational trust has a negative impact on the acquisition of knowledge.

Research conducted by M. Afzalur Rahim & Clement Psenicka (2002). *A Model of Emotional Intelligence and Conflict Management Strategies: A Study in Seven Countries*. In this study, researchers tried to understand the relationship between the five dimensions of emotional intelligence: self-awareness, self-regulation, motivation empathy, and social skills from supervisors to subordinates in coping strategies: problem solving and bargaining. This research was conducted on business program students in seven countries, namely Greece, Bangladesh, Hong Kong and Macau, South Africa and Portugal.

The results of the study show that self-awareness is positively related to empathy and social skills; empathy and social skills are positively related to motivation; and that all positively relates to problem solving strategy but is negatively related to bargaining strategy.

The fundamental aspect of collaborative work is that each individual is not identical in carrying out the same work each individual has different expectations, goals and work styles. They have differences in commitment to solving problems, and often have different views on each issue. This is what results in the appearance of conflict. It is easy to mention situations where many people agree if it is called conflict (for example: strikes, legal cases, war). But it is not easy to define conflict.

When trying to define conflict from a general point of view, there will be very many points of view. Pondy (1967) says that conflict is used in many literatures in various descriptions: the initial conditions of conflicting behavior (antecedent condition of conflictual behavior); affective states of individuals, cognitive states of individuals; and various other types of arriving behavior. Fink (1968) states that the large number of uses of the word conflict in various literatures show that conflict can be learned in many different conceptual frameworks. Furthermore in Fink's writings it appears that in terms of terminology and conceptual, studies of conflict sound confusing, Fink concludes that "... scientific knowledge about social conflicts has not yet been moved to a level of analytical precision superior to that of common sense" (p.430) This is supported by the fact that there are many uses of terms, which do not have a clear definition: *conflict, competition, tensions, dispute, opposition, antagonism, quarrel, disagreement, controversy, violence, conflict resolution, mode resolution*.

2.5. The General Model of Conflict

The figure below shows the general model of conflict. This model identifies the main components of conflict theory and to indicate the relationships between these components.

This model pays attention to two or more parties, both between individuals and between larger groups of systems. In this research, what is meant by a larger system can be in an institution or organization.

2.6. Conflict Classification

The conflict classification used in this paper refers to the classification according to Pondy. Pondy (1967) identified three conceptual models for dividing conflict in formal organizations, namely:

1. *Bargaining model*: conflicts between groups that compete in utilizing limited resources.
2. *Bureaucratic model*: conflict between superiors (leaders) and subordinates, or along the vertical dimension of the organizational hierarchy.

3. *System model*: conflicts between members in lateral relations in functional relationships, and in coordination issues.

The survey conducted by Fink shows that many different classifications are used in research on social conflict (Fink 1968). For example, he found eighteen classifications from Chase (1951), starting personal darts. quarrels, family. vs. family, and feudq between clans; passing through racial and religious `conblots; and culminates with culturalconpicts, cold war, and east versus west. He compared the classification with similar classifications but with fewer levels, one of which was compared with Dahrendorf (1959) who gave two dimensions of classification, namely social units (roles; groups; sectors; societies; and nations) on one side and social relations (equal vs. equal; super-ordinate vs. subordinate; whole vs. part) on the other side. The combination of each population and then groups them into six main types:*role conflict; competition (between equal groups or equal sectors); proportion struggle (between equal societies); class conjllet (between super and sub-ordinate); minority conflict and deviation (between apart and the whole); dan international conflic.*

Figure 1: the classifzcaton schemeforsocial conjlz.ct suggested

Social Units	Equal vs. equal	Superordinate vs. subordinate	Whole vs. Part
Roles	1 (family role vs. Occupational role)	2 (occupational role vs. Union role)	3 (social personality vs. Family role)
Groups	4 (boys vs. Girls in school class)	5 (father vs. Children)	6 (nuclear family vs. Extended family)
Sectors	7 (air force vs. Army)	8 (management vs. Union)	9 (department vs. University)
Societies	10 (protestants vs. Chatolics)	11 (free men vs. Slaves)	12 (state vs. Criminal gang)
Suprasocietal relation	13 (soviet bloc vs. Western bloc)	14 (soviet union vs. Hungary)	15 (Common market vs. UK)

Sources: Dahrendorf (1959). Showing the groupings identified by Fink Adaptedjrom Fink (1968)

Putnam & Poole (1987) examine conflict from a communicative perspective. Communication is one of the five components of a "connict situation" conflict situation, the other four - namely the attributes of actors (beliefs, skills, cognitive style), conflict issues, relationship variables (trust, power, dependence) and contextual factors (norms - organizational norm, history of conflict).

Thomas classifies conflict in two areas, namely the process model and structural model. The process model focuses on the consequences that arise from an event when the conflict arises. While structural models focus on the condition of the emergence of conflict behavior in a relationship. This model helps facilitate efforts to restructure various patterns of behavior. The same study was conducted by Patchen (1970), namely research on the formal model of bargaining, he identified four models namely:

1. Negotiation model, this model is used to predict how two parties reach an agreement, and in what case the agreement can occur.
2. Cognitive models, this model is used to explain how one party influences the other in cognitive elements, including subjective utilities and percieved probabilities.
3. Learning model, this model focuses on interaction as a learning process.
4. The reaction process model, this model describes an action that is a reaction from previous action from the other party, based on the characteristics of each party.

2.7. Science Discipline

The development of management science is supported by developments in other scientific disciplines such as sociology and psychology. As one of the management studies, conflict also developed with the support of scientific discipline. According to Easterbrook et al. (1993), Some of the disciplines that support the development of research on conflict are:

- a. Sociology. Conflict in sociology gives attention to how social provisions (socio / order) regulate and develop a conflict. Here there are fundamental differences in society "and socio / order. From an individual perspective, social orders are built from individual intervention in institutions to make rules, which in the end can provide protection for each individual to better rights and life. From a pluralist perspective, rule 505181 is built on the general interest of a social environment, to accommodate irregularities and complaints from conflicting groups.
- b. Social psychology. In social psychology, conflict is learned from cognitive aspects of social interaction, and usually emphasizes small group behavior, its application to organizational psychology is team-work within the organization, and how the influence of communication and coordination on a team. Research in these disciplines shows that conflict management can be used to reduce and stimulate conflict in order to stimulate innovation and to eliminate stagnation and resistance to change (Robbins, 1974).
- c. Cognitive science. Emphasizing the development of computational models of a process, system and principles that enable a behavior to work.
- d. Management science, especially those that focus on human resource management. In the world of work human resource management is used to improve the performance of companies or institutions. Because the company's performance is nothing but based on group performance, this study focuses on the group. A group consisting of individuals then interacts always in contact with aspects of human relations (sociology) and aspects of social behavior. Berdasarkan pembahasan diatas maka penelitian ini merupakan penelitian yang berfokus pada disiplin ilmu manajemen, khususnya manajemen sumberdaya manusia yang diwarnai oleh disiplin ilmu-ilmu lain khususnya ilmu sosiologi dan psikologi sosial.

3. Theoretical Paradigm

Discussion or research on conflict can be distinguished in several theoretical paradigms, namely:

Bargain theory, this paradigm seeks to create a descriptive model of the bargaining process, and emphasizes more on a commercial and political. An example, from this paradigm, is the result of a study conducted by Thomas (1976), in which he made a tool that illustrates how partisan flaps from a group accept choices in overcoming conflicts.

Game theory, this paradigm is defined as the theory of rational decision making in conflict situations (Rapoport, 1974). Participants play a role as a player and game theory that is used to test the strategies used by players in the process of achieving real results. Decision theory, this theory emphasizes the prescriptive approach in decision making, through alternative-alternative analysis of initial decisions. An interesting problem from this context is the attention to efforts to resolve the many conflicts of interest.

Group decision making is the study of how individual preferences can be combined normatively in making group decisions. Because this research focuses on groups, from the four theoretical paradigms above, it can be concluded that paradigm & group decision making is the most suitable paradigm for this research.

4. Causes of Conflict

In accordance with the previous discussion some things can lead to conflict. Collaros & Anderson (1969) found that group diversity in terms of skills and abilities had an impact on conflict, especially in the process of their interaction.

5. Research Result

1. Characteristics of Respondents Budget Compiler Team Member District / City

Respondents in the Regency / City Government Budgeting Team members in this study, 136 (scrams in thirty-six) respondents were obtained from 15 District / City Governments that were randomly selected. The implementation of questionnaires for employees (members of the Budget Team) in each District / City Government in East Java was carried out by direct distribution by researchers and fieldworkers by distributing questionnaires to members of the Budgeting Team who had been selected as respondents.

2. Characteristics of Respondents Based on Education.

The highest level of education of the respondents is 67 Masters (49.3%). Respondents graduated Bachelor (SI) or equivalent as many as 64 people (47.1%), while students who graduated from high school or equivalent as many as 5 people (3.6%).

3. Characteristics of Respondents Based on Experience.

The level of work experience of respondents in the District / City Government Budgeting Team was 24 respondents (17.6%) with at least 2 times experience. Experiencing 3 to 4 times as many as are 47 people (34.6%), while having experience as a member of the Budgeting Team, there are 5 to 6 times as many as 63 respondents (46.3%). Experienced between 7 to 8 times only 2 people are (1.45%).

4. Description of Research Variables

The description of the conditions of the research respondents can be seen in the results of the descriptive analysis to the frequency label. In summary the results of the descriptive analysis of each research variable are given in the tables below.

5. Descriptive Knowledge Variables

The knowledge of the members of the Regency / City Government budget team in East Java in this study was measured based on the participation of team members in participating in training to support budget preparation capabilities, work procedures skills must be matched between skills and work procedures, technical skills, education and experience.

Table 1: Percentage of Respondent Answers to Knowledge Variables

Score	Diktat (XII)	Work Procedure Skills (X12)	Compatibility of skills with procedures (X13)	Skills Technical (XI4)	Experinece (X15)	Level of Education (X16)
1	0,00	0,00	0,00	0,00	17,60	3,60
2	0,07	0,00	0,00	0,70	34,60	0,00
3	41,90	20,60	22,10	30,90	46,30	47,10
4	36,00	69,10	61,00	48,50	1,45	49,30
5	21,30	10,30	16,90	19,90	0,00	0,00
Total	100,0	100,0	100,0	100,0	100,0	100,0

Source: Results of Data Analysis (2005)

Based on table 1 above, the knowledge according to respondents based on indicators of knowledge variables is as follows:

1. Dictate Participation (XII) respondents who are suitable to support the ability in drafting the budget are perceived to disagree as much as 0.07%, less agree as much as 41.90%, agree as much as 36.00% and strongly agree as much as 21.30%.

2. Having work procedure skills (XI2) is perceived, disagree as many as 20.60%, agree as many as 69.10% and strongly agree as many as 10.3001%.
3. Conformity between the skills possessed by work procedures (XI3) is perceived as less agreeable as many as 22.10%, agreeing as many as 61.00% and strongly agree as many as 16.90%.
4. Having technical skills (X 4) perceived as disagree as many as 0.70%, less agree as many as 30.90%, agree as if 48.50% of strongly agree as 19.90%.
5. Experience (Xis) shows that on average the experience of team members is spread evenly starting from I to 2 times as many as 17.60%, experiences 3 to 4 times as many as 34,600 experiences 5 to 6 times as many as 46.30%, experience 7 up to 8 times as many as 1.45% and no one has more than 8 times experience.
6. The level of education (XI6) shows that 47.10% have an academic level of undergraduates from 49.3% having a postgraduate academic level while those with a high school level are only 3.60% This means that in general there is no too large difference in the level of education on team members.

6. Conclusions and Recommendations

The results of the study are entitled "The effect of knowledge, commitment, power, conflict type and conflict behavior on job satisfaction" which is the object of study in the Regency / City APBD Compilation Team in East Java, which is obtained as follows:

6.1. Conclusion

1. Knowledge of team members is positive and convincing about the job satisfaction of members of the Ad-Hoc Team. The most prominent indicator of knowledge is knowledge of technical skills that support the preparation of Regency / City RAPEDs from the Ad-Hoc Team concerned. This means that the better the technical skills possessed by each team member the higher the job satisfaction of the team members, because by having the necessary technical skills the results of teamwork will be good too.
2. The commitment of team members has a positive and convincing effect on the job satisfaction of members of the Ad-Hoc Team. The indicators that can be seen are willing to sacrifice time and use their thinking optimally to solve problems related to the smooth preparation of RAPEDs in their respective Districts / Cities. With the problem being solved, it means that it can facilitate and accelerate work, which can lead to job satisfaction. The power of team members has a negative and convincing effect. Against job satisfaction. This means that the more powerful someone is in the Ad-Hoc Team, the lower their job satisfaction. The indicator of prominent power is power - because expertise is more expert than other team members. Besides that the legitimacy and status of someone in the Ad-Hoc Team must also influence job satisfaction. The higher the level of legitimacy and status of a team member, the lower the job satisfaction. Type of conflict (affective and task) which is a negative and convincing effect on job satisfaction. The higher the affective conflict in the Ad-Hoc Team, the lowering the RAPBD, the lower the job satisfaction. A prominent indicator of affective conflict is personal clashes, tensions between team members, often feelings of freedom and feelings of mutual hurt. While the indicator of the assignment conflict that arises is the difference in how to complete the preparation of the RAftBD, differences in objectives, interests and objectives because team members come from different departments / functions.

Certain conflict behaviors have a negative effect and have an impact on job satisfaction. In this study it was found that confrontational conflict behavior had an effect on the low job satisfaction. A prominent indicator is the discussion during the process of preparing the budget. If this is done in a

confrontational manner, the work satisfaction of team members will not be achieved; on the contrary, team members' job satisfaction will increase if done with a compromise.

6.2. Suggestion

1. Job satisfaction is influenced by the knowledge of members of the RAPE team. In this case knowledge relating to technical skills that supports budgeting. Therefore, to improve job satisfaction due to the good work done by the RAPB team members, forming RAPE teams should be considered by people who already have technical skills in preparing RAPE. Because the Ad-Hoc Team originates from across departments / functions, the preparation of teams must pay attention to technical skills related to the goals and objectives of each department / function.
2. APB (originally RAPE) 'is the core of an area (Regency / City). Therefore the Ad-Hoc Team assigned to prepare the RAPE should. people who have a high commitment to the completion of their duties as stated that the commitment indicator includes someone who is willing to sacrifice time, energy and mind for the success of the team, the datum determines the members of the Ad-Hoc Team. This is an uneasy job for the leadership of each department, because if the RAPE is not carried out seriously then the following year the relevant Regency / Rota government will reap the consequences.

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