CONFLICT MANAGEMENT IN OVERCOMING TEACHER PROBLEMS IN EDUCATIONAL INSTITUTIONS

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Abstract: Conflict Management In Overcoming Teacher Problems In Educational Institutions
This paper aims to explain the problems of teachers and problem solving of any problems related to problems in the world of education, both related to technical matters, concepts, or planning. The methodology in this paper is using library research, while data collection is done by reviewing and exploring several books, journals, articles, and other sources of data and information deemed relevant to the study. The findings in this study are the occurrence of various problems faced by teachers. In general, the problems experienced by teachers can be divided into 2 major groups, namely internal problems (problems originating from the teacher concerned), and external problems (problems originating from outside the teacher). The solutions can be detailed as follows: 1) Increasing teacher professionalism; 2) Increasing teaching eligibility and teacher welfare and; 3) Provision of living allowances.

Keywords: Problematics, Teachers, Educational Institutions

Abstrak: Manajemen Konflik dalam Mengatasi Problematika Guru di Lembaga Pendidikan
Tulisan ini bertujuan memaparkan tentang problematika guru serta pemecahan masalah dari setiap persoalan yang berhubungan dengan permasalahan dalam dunia pendidikan, baik berkaitan dengan hal-hal yang bersifat teknis, konsep ataupun perencanaan. Metodologi dalam tulisan ini yaitu menggunakan metode kepustakaan (*Library Research*), adapun pengumpulan data dilakukan dengan menelaah serta mengeksplorasi beberapa buku, jurnal, artikel, serta sumber data dan informasi lainnya yang dianggap relevan dengan kajian. Temuan dalam kajian ini adalah terjadinya berbagai masalah yang dihadapi guru. Secara umum problem yang dialami oleh guru dapat dibagi menjadi 2 kelompok besar, yaitu problem internal (problem yang berasal dari diri guru yang bersangkutan), dan problem eksternal (problem yang berasal dari luar diri guru). Adapun beberapa solusi dapat diperinci sebagai berikut: 1) Peningkatan profesionalisme guru; 2) Peningkatan kelayakan mengajar dan Kesejahteraan guru; 3) Pemberian tunjangan layak hidup.

Kata Kunci: Problematika, Guru, Lembaga Pendidikan

INTRODUCTION

nto days society faces very complex problems. Globalization is increasingly widespread causing the development of technology and science very rapidly so that many changes occur in all fields. Including in the field of education, did not escape the impact of globalization. The world of education which is also changing is required and required to be able to contribute significantly in the form of the ability to improve the quality of results, educational services, and community service (Maunah, 2015).

One of the successes of education is determined by the teacher through his performance both at the institutional and instructional levels. The strategic role is as stated in Law Number 14 of 2015 concerning Teachers and Lecturers, namely teachers are located as professionals as well as learning agents. The teacher as a professional in question is someone who has academic qualifications, competencies, and educator certificates that are following the requirements for each type and a certain level of education (Sidiq, 2018).

Regard teacher professionalism is often associated with three important factors, including competence, certification, and professional allowances. Some of these factors are thought to affect the quality of education. Given that some research results do not support such a framework, three issues related to teacher certification arise, including improving student learning outcomes taught by post-certified teachers, the low quality of the learning process taught by post-certified teachers, and the behavior of less professional teachers.

Recognition of the teacher's position as a professional is evidenced by an educator certificate and given to teachers who have met the requirements. Then teachers who already have an educator certificate are entitled to income above the minimum living needs and social welfare guarantees. The income above the minimum living needs in question includes basic salary, allowances attached to salary, other income in the form of professional allowances, functional allowances, special allowances, and additional benefits related to their duties as teachers which are determined by the principle of reward based on achievement (Slameto, 2014).

The next problem that arises is the level of professionalism of post-certification teachers. The performance of post-certified teachers or after there is a guarantee of welfare that is better than before is often questioned. Are they better than before? How about compared to teachers who are not certified? The question is to raise, this is related to moral responsibility for the development of the next generation. The next problem arises from the curriculum side, what kind of teacher performance will have an impact on quality education. Seeing the weak side of the national education system in Indonesia, namely by changing the education curriculum frequently, will directly or indirectly have an impact on the teachers themselves. It is possible that curriculum changes can become a psychological burden for teachers and make teachers frustrated due to these changes. This is felt

by teachers who have minimal abilities, and this is not the case for professional teachers.

Research conducted by Sumaryati with the title conflict management in Muhammadiyah Educational Institutions in East Lampung Regency concluded that: the causes of conflict in Muhammadiyah Educational Institutions in East Lampung Regency, namely: differences in opinion, job dependence, differences in status and roles, miscommunication, division of tasks, late fees, differences in interests, financial management, student management, misunderstanding, being too sensitive, work responsibilities, and learning facilities used (Sumaryati, 2019).

Subsequent research was carried out by Ainur Rofiq with the title Conflict Management in Improving Discipline Teachers provide a plan that the principal's leadership conflict management at SMP Al Kautsar Tanjung Pinang by conducting socialization, coordination, and communication with subordinates. Meanwhile, conflict resolution uses compromise, negotiation, and communication between principals and educators. When the conflict still cannot be resolved, then the third party as a mediator plays an important role in conflict management (Rofiq, 2018).

Today, the teaching profession is starting to be in great demand. Many media talk about and praise the teacher's role. However, not a few media also convey unfavorable expressions because of the teacher's lack of professionalism in carrying out his duties or work. Thus, the purpose of writing this article is to describe and obtain comprehensive knowledge related to teacher problems and provide solutions to problems experienced by teachers in educational institutions.

METHODS

The process of this research is descriptive analysis, namely by collecting data, compiling, clarifying, and analyzing. Sources of data are taken from primary data and secondary data. After knowing the source of the data, the researcher collected data using documentation techniques in the form of books, journals, magazine documents, newspapers, and others related to teacher problems. In the next stage, the researcher analyzed the data to get a conclusion. The data analysis technique used in this research is the descriptive analysis technique and content analysis.

RESULTS AND DISCUSSION

Teacher problems are difficult problems or problems faced in the learning process by teachers who are tasked with educating and teaching students to gain maturity both physically and spiritually in education. The term problem or problem comes from English, namely "problematic" which means problem or problem. Meanwhile, in the Indonesian dictionary, problem means something that cannot be solved; that causes problems (Depdikbud, 2002). The development of an increasingly rapid era has an impact, including in the world of education. The use of technology is very inherent in today's life. There have been many updates related to

technology in the world of education. One example of this renewal is the implementation of the Computer-Based National Examination (UNBK) so that the use of paper as a test medium is starting to be abandoned. In addition to the education system that has undergone changes and renewal due to the times, students are also affected. Currently, students are getting smarter because of the ease of access to get information on all things.

The development discourse which is always carried out based on the modern paradigm always prioritizes the ability of science and technology. Contemporary modern life is increasingly instrumental and materialistic where the pulse of dominant political life is determined by the movement of capital. As a result, the process of economization and industrialization-privatization runs effectively and efficiently (Maunah, 2015).

Friction, disputes, collisions, disputes, and conflicts with other people are an essential part of social life. Therefore, this discussion is also a work for management or leadership. In a positive sense, conflict is associated with events: adventure, novelty, innovation, cleansing, purification, renewal, inner enlightenment, creation, growth, development, dialectical rationality, introspection, change, and so on. Whereas in a neutral sense, conflict is defined as a normal result of the diversity of human individuals with different traits and different life goals (Kartono & Kartini, 1998).

Three things stimulate conflict in the relationship between members in a group, namely tasks, relationships, and processes. Tasks often invite conflict because each member has a different point of view about the group task that must be completed. The conflict regarding the relationship is the development of a task conflict because the conflict has entered the personal realm of one or more parties. The conflict caused by the process is a problem that is most often faced by members of a group. This conflict stems from different points of view on how to complete the tasks mandated by the institution in a group (Gibson & Dkk, 2004).

The traditional view states that conflict is negative, destructive, and detrimental, therefore conflict must be eliminated, for the sake of harmony and harmony in life. Many people expressed this opinion in the 40s. According to the traditional view, the form of human behavior throughout his life is largely a form of adjusting behavior to other people and avoiding conflicts and disputes. Family, school, and religion as social institutions always emphasize self-adaptation (adjustment), the principle of anti-conflict and harmony. Parental authority emphasizes the rules and norms that must be obeyed by children, children must adapt to the wishes of their parents (Rofiq, 2018).

If the traditional view states that conflict is a destructive element, disrupts the smooth running of the process, and is dysfunctional, the interaction state that: conflict strengthens organizational fundamentals and can launch organizational functions (agencies, institutions, agencies) thanks to introspection, reflection, re-

insight, revision, and reorganization. This is conflict in its positive, constructive, and functional form (Rofiq, 2018).

Teachers have a broad understanding. However, in the context of the position, teachers have a limited meaning, namely those whose profession is to educate in formal educational institutions, from elementary to secondary education. Meanwhile, those who teach at higher educe.

In today's increasingly advanced era, almost every student has *a smartphone,* so they can reach various literacy that they want to know or learn. This allows the emergence of various impacts, both positive and negative. From here, the task of educators today is not only to transfer knowledge but also to provide guidance and direction to students to have strong morals as a fortress against negative impacts that may occur in the era of globalization and modernization. The era that is so rapidly changing also makes educators find it difficult. This is more felt by teachers who are not from the millennial generation. The problem of adaptation is one of the difficulties they experience, including in the field of technology. In addition, another difficulty is how to deal with students who have attitudes and behaviors that are of course different from the students of ancient times. In today's increasingly advanced era, almost every student has *a smartphone,* so they can reach various literacy that they want to know or learn. This allows the emergence of various impacts, both positive and negative. From here, the task of educators today is not only to transfer knowledge but also to provide guidance and direction to students to have strong morals as a fortress against negative impacts that may occur in the era of globalization and modernization. The era that is so rapidly changing also makes educators find it difficult. This is more felt by teachers who are not from the millennial generation. The problem of adaptation is one of the difficulties they experience, including in the field of technology. In addition, another difficulty is how to deal with students who have attitudes and behaviors that are of course different from the students of ancient times.

There are several problems that from the past until now are still jobs that need to be completed by education practitioners, including teachers. Broadly speaking, there are two types of problems or problems, namely internal problems, and external problems. Internal problems are problems or problems that come from the teacher concerned, while external problems are problems that come from outside / other than internal problems.

Internal Problems

Experienced by teachers generally revolve around their professional competencies. Among them are cognitive fields such as mastery of teaching materials or materials, areas of attitude such as matters relating to personality competencies such as loving their profession, and behavioral fields such as skills in teaching, evaluating student learning outcomes (pedagogical competence, and so on.

1. Problems in Making Lesson PlansThe lesson plan is a plan that describes the procedures and organization of learning to achieve the basic competencies set out in the content standards and described in the syllabus. RPP is a preparation that must be done by the teacher before teaching. Preparation here can be interpreted as written preparation, as well as mental preparation, emotional situation to be built, and a productive learning environment, including convincing students to be fully involved (Kunandar, 2007).

2. Problems in Mastering Materials/Materials Mastery of materials must begin with designing and preparing teaching materials or learning materials horse. This is an important factor in the implementation of learning activities from teachers to students. So that the learning process can take place well, the design and preparation of teaching materials must be careful, good, and systematic. The design or preparation of teaching materials / subject matter serves as a guide for the implementation of learning so that the teaching and learning process can be directed and effective. However, in designing and preparing teaching materials, it must also be accompanied by creative teaching ideas and behaviors, taking into account all the things contained in the meaning of student learning (Wibowo, 2015). Mastery of the material is an absolute requirement that must be mastered by the teacher well, before carrying out the teaching and learning process. And this is a top priority in the teaching profession. Therefore, a teacher should not make mistakes or deviations in conveying material to students, because it will harm the teacher himself. In addition, before providing material to students, teachers should choose teaching materials that are suitable for the needs of students and the surrounding community, also according to the level of mastery of students, not providing the material that is difficult and accepted by students.

3. Problems in the Implementation of Learning. Learning is a process of interaction between students and their environment. So there is a change in behavior for the better. In learning, the main task of the teacher is to condition the environment to support behavior change for students. The main principle in learning is a process that involves all / most of the potential of students and their meaning for themselves both in their present and future lives (Kunandar, 2007). At present, the behavior and attitudes of students in receiving lessons are very much different from students in ancient times. Students are now much more active and intelligent. Not infrequently they already know a lot about the material to be studied before the material is delivered. As stated above, this happens because of the easy access to various information. Even now many books are available in the form of online or ebooks. Teachers who are less creative in conditioning teaching and learning activities will certainly feel confused and overwhelmed. Especially if the teacher is clueless (technological

stuttering). Of course, making teaching and learning activities according to the characteristics of students today will be a challenge in itself.

4. Low Mastery of Science and Technology. Entering the current era of global competition, the mastery of science and technology causes the low quality of human resource values. This is a threat as well as a real challenge for teachers in particular and the Indonesian nation in general in maintaining the existence of teachers in the future. Faced with the current pandemic, learning is prohibited from taking place in schools or resulting in mass gatherings, therefore learning is required to be conducted online using digital communication tools.

5. Problems in Choosing Learning Methods. The existence of teaching methods is very necessary because, without methods, teaching will not be directed. The position of the method in teaching there are three, namely as a tool of extrinsic motivation, as a teaching strategy, and as a tool to achieve goals. So that the use and selection of varied methods by paying attention to learning objectives, lesson materials, teacher abilities, student abilities, and situations will always benefit and influence learning objectives (Rohani & Ahmadi, 1991). In addition, it is not only verbal communication that occurs through the utterance of words by the teacher so that students do not get bored and the teacher does not run out of energy, especially if the teacher teaches for every lesson.

6. Problems in Planning and Carrying Out Evaluations. Assessment is a systematic effort developed by an educational institution aimed at ensuring the achievement of the quality of the educational process and the quality of the ability of students to follow the goals that have been set (Kunandar, 2007). Assessment is the activity of interpreting the measurement results, for example high, low, good and bad, and the like. Assessment is a systematic process that involves gathering information, analyzing, and interpreting that information to make decisions. Evaluation is not a single process, it includes at least two activities, firstly gathering information and secondly making decisions. Because problems and concepts in education are always evolving, the relationship between the educational information obtained and the decisions are taken are not always the same. It is therefore the task of the educational evaluator to study the framework of these values. Based on this values framework, educational decisions are taken (Sukmadinata, 2007).

Internal problems should not occur, because the solution to these problems depends on the individual having the desire to improve or maintain his shortcomings. There are still many problems experienced by teachers, especially from internal factors.

External Problems

Namely problems or problems that come from outside the teacher. Class characteristics and school characteristics also determine the quality of teaching.

Class characteristics include class size, class facilities, available learning resources, as well as the learning atmosphere. While school characteristics such as discipline at school, the library the school give a feeling of being clean, tidy, organized, and comfortable. In the context of considering external problems, especially those related to the work environment, it is stated in detail that several things affect work morale, namely: 1) The number of work wages that can meet needs; 2) Climate and work culture in educational institutions; 3) Understanding attitudes and understanding among workers; 4) The honest and trustworthy attitude of the leaders is manifested in reality; 5) Appreciation of the desires and needs of achievers; 6) Facilities to support mental and physical well-being, such as mosques, sports, and recreation areas.

Solutions to Teacher Problems in Schools

The solution is a learning process in which a person tries to improve himself from his daily practice. The definition of a solution is a way of solving a problem without stress. Just as we use the scientific method, we formulate problems and make hypotheses, conclusions are solutions, without pressure means we follow the existing rules and not from our arguments because even if our arguments are forced if what happens does not match our arguments, it will still happen because we don't argue for ourselves.

The teacher problems above need attention to be resolved, therefore we need cooperation from all of us to be able to help teachers do research, get *income* from their professionalism, and inspire teachers to be creative in developing their learning media. If all that can be realized, then the quality of our education will increase. Hopefully, the teachers can solve the problems they face on their own. Don't give up and surrender to the situation. It is the teacher who must be a motivator and inspiration for the environment. In addition, to anticipate a teacher needs to have a profile that can display the figure of personal qualities, and social qualities in carrying out their duties.

The position of the teacher in the world of education is so strategic and important, therefore the demand for qualified and professional teachers is a necessity that cannot be avoided. Especially after Law Number. 14 of 2005 concerning Teachers and Lecturers, the demand for professionalism is getting stronger. The problem is, that getting professional and qualified teachers is certainly not possible by itself, but there must be efforts to prepare and develop them in a sustainable, planned, and sustainable manner. Some solutions can be detailed as follows:

Improving Teacher Professionalism Teachers

Are the central point in improving the quality of education that is based on the quality of the teaching and learning process. Therefore, increasing teacher professionalism is a must.

Professionalism is an understanding that teaches that every job must be done by a professional person. A professional person means a person who has a profession. The profession is a field of work that is based on certain skills and education. The teaching profession has the main task of serving the community in the world of education. The teaching profession is of a very high specific intellectual service to humanity, which is supported by the mastery of knowledge, expertise, and a set of attitudes and technical skills acquired through special education and training. Thus, the teaching profession is an increase in all power and efforts to achieve optimization of services that will be provided to the community towards professional services (Zahroh, 2014).

Professional teachers not only master the field of science but also master the right methods, and teaching materials can motivate students, and have high skills and broad insight into the world of education. Professional teachers must also have a deep understanding of human nature, and society. These characteristics will underlie the mindset and work patterns of teachers and their loyalty to the education profession. In addition, in implementing the teaching and learning process, teachers must be able to develop classroom culture learning, and a meaningful, creative and dynamic learning climate, pleasant organizational dialogue for students to the demands of the National Education System Law (UU No 20/2003 Article 40 paragraph 2a).

Teaching Eligibility and Teacher Welfare Teachers

Are strategic central points in educational activities In addition to being appointed specifically to teach and educate, teachers are given the task of being reformers. Given the task, the issue of feasibility is a requirement that must be met. The current state of the ability of teachers tends to be apprehensive.

Assistance needs to be given to teachers to develop subjects. This is because the "*pre-service education*" obtained by the teachers is deemed inadequate, the "*pre-service training*" for teachers regarding the preparation of lesson materials does not provide opportunities for richer work practices such as selecting textbooks, recognizing children's souls, and their growth. In addition, teachers have not received sufficient provisions to understand the needs of people's lives (Maunah, 2017).

If the level of teaching eligibility has been met, the demand for improving teacher welfare must be one of the main agendas of government programs. Not vice versa, as has been the case so far, teachers demand improvements in welfare levels while they do not have adequate qualifications. It may be difficult to put in place control mechanisms that can ensure that a significant increase in teacher salaries or benefits will be followed by the abandonment of part-time jobs by teachers. A person's professionalism will be determined by the level of performance following the profession he is involved in.

Provision of Living Allowances

Working as a teacher is a professional job that is full of dedication because it deals with efforts to shape human efforts in thinking, behaving, and acting. Therefore, this work cannot be done half-heartedly. In return for services, the services that have been provided must be balanced with the needs and future of the teacher. Ideally, teachers can receive housing, vehicle, health, and recreation allowances abroad in at least 5 major cities in Indonesia. Apart from other benefits, however, getting there is still a long process. Therefore, to ensure the welfare of teachers after entering retirement, it is necessary to have a special education policy for teachers who are 50 years old, which is oriented towards their readiness to enter the new world of work. This educational program is a pragmatic-practical education followed by the provision of working capital according to the type of new job choice.

Factors to Maintain and Improve Teacher Professionalism Teacher

Problems in schools arise as a result of government policies that require a 24-hour professional teacher teaching load. Teachers who do not have enough lesson hours for 24 hours, then have to look for study hours in other schools, as a result, teachers no longer have time to make the best preparations for students, because they are tired. The 24-hour meeting for teachers is quite exhausting because they have to go back and forth from home, home school, and additional schools, thus adding to fatigue, and not enough energy to think about and do what is best for students. With conditions like this, teachers can no longer work optimally in carrying out learning. If this continues, of course, it is no longer possible for us to expect much from teachers to improve the quality of education (Lufri, 2013)

Another excess that was found in the field was that many private schools were being hunted by professional teachers to increase their working hours, even though they were not paid an honorarium so private schools benefited from this policy of 24-hour compulsory professional teacher hours. On the one hand, this policy provides benefits and advantages for the private sector, because the private sector gets professional teachers who do not need to be paid an honorarium. On the other hand, it will certainly have an impact on the school of origin, because the mind, time, and energy are divided which can cause teachers to no longer focus on their original school (Lufri, 2013).

Facts found in the field, some teachers who have been certified feel frustrated because it is difficult to meet 24 hours of lessons. Then, some teachers do not take certification because they feel they are not strong enough to study 24 hours, let alone have to find another school. There are still many other excesses that appear in the field, for example, there are cases of professional teachers having to pay the salaries of honorary teachers in exchange for their learning hours, even though the honorary teachers are no longer carrying out learning, the relationship between one teacher and another teacher in one subject is not good due to competition in teaching hours To fulfill 24 hours at their school, it is even alleged that some

teachers are forced to donate to certain private schools as long as they are allowed to teach to meet the demands of 24 hours of lessons.

The principal's policy is to retain senior teachers by providing 24 hours of lessons in the schools they lead. Meanwhile, junior teachers had to give in so they had to find another school to provide 24 hours of lessons. Policies like this can disrupt the atmosphere of brotherhood, and togetherness in carrying out professional duties at school. A bad or unpleasant atmosphere at school will result in the teacher's work not running optimally it will hurt the quality of teacher learning which in turn hurts the quality of students.

All the problems that arise as mentioned above are excesses of the workload of 24-hour professional teachers. This is in line with what was expressed by the Indonesian Teachers Association (IGI) (2008) that one of the problems of teacher certification is the shortage of teaching hours. The causes include too few study group students, few hours of lessons in the curriculum, excess number of teachers of certain subjects in a school, and schools located in remote areas. Meanwhile, those who are entitled to the teacher professional allowance are those who fulfill the 24-hour teaching load, as stated in Permendiknas Number 18 of 2007, article 6 that civil servants are appointed by local governments who already have educator certificates, number teacher registration from the Ministry of National Education and carrying out a teacher's workload of at least 24 hours face-to-face in one week is entitled to an educator professional allowance equal to one time of basic salary (Lufri, 2013).

"A teacher if his needs are met, he will be more confident, feel more secure at work and other social contacts." On the other hand, if teachers cannot meet their needs due to below-average salaries, excessive deductions, and lack of fulfillment of other needs, it will have a negative effect, such as looking for another business by looking for work outside of teaching hours, and if this is allowed to continue, it will greatly interfere with the effectiveness of work as a teacher. And this will affect efforts to increase teacher professionalism.

Then for teacher discipline, Discipline is something that is in the heart and soul of a person that encourages the person concerned to do something or not do something as determined by applicable norms and regulations.

Discipline in schools is not only applied to students but also applied by all education actors in schools including teachers. Cultivating work discipline is not an easy job because every educator is a heterogeneous person (different). This is where the function of the principal as a leader, supervisor, and supervisor is expected to be a motivator to create discipline within the school environment. The discipline instilled in teachers and all school staff will affect efforts to increase teacher professionalism.

The principal's supervision of the teacher's duties is very important to know the progress of the teacher in carrying out the task. Without supervision from the

principal, the teacher will carry out his duties arbitrarily so that the expected educational goals cannot be achieved. Because the principal's supervision is aimed at fostering and improving the teaching and learning process that involves many people, this supervision is flexible by providing opportunities for the teachers they encounter and providing opportunities for teachers to provide ideas for improvement and improvement of educational outcomes. The nature to highlight as superiors and regard teachers as mere subordinates will give birth to a rigid relationship and as a result, teachers will feel pressured to carry out orders to improve and improve the quality of education as well as improve quality.

CONCLUSION

Changes in the times that occur so rapidly make educators find it difficult. Moreover, if the educator/teacher is categorized as a teacher who is not from the millennial generation as it is today. Many of them find it difficult to adapt, both in the field of technology and how to deal with students who of course have different attitudes and behaviors from students in ancient times. In general, there are several problems that from the past until now are still work that must be completed by an educator/teacher. Many educators are still unable to overcome these problems. In general, the problems experienced by teachers can be divided into 2 major groups, namely problems originating from the teacher concerned and problems originating from within the teacher commonly called internal problems, while those originating from outside are called external problems. The solutions can be detailed as follows: 1) Increasing Teacher Professionalism; 2) Increasing Teaching Eligibility and Teacher Welfare, and; 3) Providing Living Allowances.

The principal's supervision of the teacher's duties is very important to know the progress of the teacher in carrying out his duties. Without supervision from the principal, the teacher will carry out his duties arbitrarily so that the expected educational goals cannot be achieved. Because the principal's supervision is aimed at fostering and improving the teaching and learning process that involves many people, this supervision should be flexible by providing opportunities for teachers to express the problems they face and allowing teachers to express ideas for improvement and improvement of educational outcomes. The nature to stand out as superiors and regard teachers as mere subordinates will give birth to a rigid relationship and as a result, teachers will feel pressured to carry out orders to improve and improve the quality of education as well as improve its quality.

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