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**EFFECT OF SELF-EFFICACY, INFORMATION QUALITY, AND CONFLICT
HANDLING ON DECISION-MAKING OF VOCATIONAL COMPETENCY
TEACHERS IN JAKARTA**

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ABSTRACT

The role of vocational competency teachers is very vital in developing vocational competency of vocational high school graduates in Jakarta, Indonesia's economic growth and human resource development barometer. However, some vocational competency teachers in Jakarta still has problems on decision-making especially in giving reward and punishments to students as well as determining learning strategies. ² Issues to be addressed in this study is the effect of self-efficacy, information quality, and conflict handling to teacher's decision-making. ⁶ The methodology used is survey research that tries to create a picture of systematic, factual and accurate information on the facts and the properties on a specific object. This research involves 292 vocational competency teachers as samples. The results indicated that self-efficacy, information quality, and conflict handling effect vocational competency teacher decision-making. Researcher also recommends the importance of implementing programs related to increasing self-efficacy, and improvement to information quality as well as conflict handling capacity by government and school, which are still less concerned.

Keywords: self-efficacy, information quality, conflict handling, decision-making, vocational competency teachers

Introduction

Vocational competency teacher delivers vocational competency subject matters related to particular study program at vocational high school (Sekolah Menengah Kejuruan) for preparing students enter working world as well as being adaptable with changes. The task of vocational competency teacher is to plan, implement, assess and evaluate learning activities in classrooms, workshops, fields, as well as to guide students during their internship. Teachers' determination of learning strategies, learning materials, assessment methods, interaction responses, giving rewards, punishment, guidance, and space for reflection contribute to the creation of a conducive learning atmosphere in order to improve the achievement of learning objectives. Those tasks require good decision-making abilities which is the settlement or resolution of some matter (Pheysey, 1993).

Based on a survey conducted by the Directorate of Technical and Vocational School, Ministry of Education and Culture in 2018 which is aimed to identify problems in decision-making of vocational competency teachers in several vocational high schools across Jakarta, resulted interesting findings from 82 respondents such as (1) 21.95% of respondents experienced problems in making decisions when disciplining students; (2) 20.73% of respondents experienced problems in making decisions when deciding learning strategies; (3) 18.29% of respondents experienced problems in making decisions when guiding students in learning activities; and (4) 18.29% of respondents experienced problems in making decisions when giving appreciation related to student academic achievements. However, the government and school principal approach that has been taken to overcome these problems is still limited to strengthening pedagogical competences as well as vocational competencies and has not touched the cause of issues in decision-making.

Research on the factors effect teachers' decision-making only few which have been widely published. In the teachers' decision-making framework initiated by Shavelson & Stern (1981), the teacher's cognitive process which is the core of the decision making process, limited information together with conflict stress can determine judgments and decisions. In another study, Aho et al (2010) stated that the principles of teacher decision making are reflected in the teacher personality and emotional state. This emotional state as stated by Bandura (2009) is a source of self-efficacy. High self-efficacy can be reflected in the teacher's personality who is more assertive and confident in delivering learning, giving appreciation, disciplining students, and completing other assigned tasks properly.

Related to self-efficacy and decision making, Bandura (2009) states that ³perceived self-efficacy does not only sets the slate of options for consideration, but influences other aspects of decision making. Bandura ²¹in Gibson et al (2012) states that people with high self-efficacy will identify problems more aggressively, corrective, and even do it independently than individuals with low self-efficacy.

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When making decisions in disciplining and giving appreciation to students, whether it is acknowledged or not, the teacher is often faced with intrapersonal and interpersonal conflicts.

However, not all teachers are able to handle the conflict to make the right decisions. What is meant by conflict handling is an activity that includes diagnosis, giving responses, and sensing received feedback from the responses. Barsade and Gibson in Achua and Lussier (2010) state that conflict skills are increasingly important to team decision making. Good conflict handling will make decisions taken through a good approach by anticipating conflicts that have been, are, and are likely to occur.

³¹ The aim of this study was to investigate the effects of self-efficacy, information quality, and conflict handling on vocational competency teachers' decision-making. Based on the concepts of how high self-efficacy, quality information, and good conflict handling relate to decision making, researchers hope to find a significant effect among them.

Literature review

Decision-making

Robbins and Coulter (2014) stated that manager at all levels in all of organization make decision. Teacher is a manager and leader of teaching and learning activities. Decision according to Pheysey (1993) is the settlement or resolution of some matter. Assauri (2013) defines ³⁶ that the decision-making process includes the process of identifying and selecting a series of actions needed to deal with problems, as well as the basis for determining the direction of action or activities to be carried out for achieving success in utilizing existing opportunities. Problem itself ²² defined as discrepancy between an existing and a desired state of affairs (Robbins and Coulter, 2014). Gibson et al (2012) described decision making process are consist of ⁸ establishing specific goals and objectives and measuring results, identifying problems, developing alternatives, evaluating alternatives, choosing an alternative, implementing the decision, and controlling and evaluating.

Colquitt et al (2013) as well as McShane and Von Glinow (2010) divide ³⁵ the decision-making process based on the type of decision to be taken. Decisions that are routine in nature and taken to identifiable causes and situations are known as programmed decisions. Otherwise, when decisions have to be taken in situations that are new, complex, and not well recognized, they are known as non-programmed decisions. Robbins and Coulter (2014) state that programmed decisions are made when the decision maker is familiar with the problem at hand and it is easy to define. By identifying the problem, cause, and situation, decision maker could choose decision-making approach to use, whether programmed decision-making process or non-programmed decision-making process or known as rational decision-making model (Colquitt et al, 2013).

Decision makers choose alternative as decision based on evidence, knowledge, and intuition. ¹ Evidence-based decision making simply means a commitment to make more informed and intelligent decision based on the best available fact and evidence (Daft, 2016). Litvaj and Stankova (2015) conclude that knowledge management should be ²⁴ used in the decision-making process with the goal to improve such process. Robbins and Coulter (2014) stated that ¹ intuitive decision making is making decisions on the basic of experience, feelings, and accumulated judgment.

¹⁰ *Self-efficacy*

Self-efficacy defined as beliefs in one's capabilities to organize and execute the courses of action required to manage prospective (Bandura, 2009). Greenberg (2011) simplified its definition as ² one's belief about having the capacity to perform a task. Myers (2013) defined that self-efficacy is not only related to belief, but also control. Bandura (2009) stated that self-efficacy could come from ³⁰ mastery experience, vicarious experience; social persuasion, and physiological and emotional states. Gibson et al (2012) described the behavior patterns shown by individuals with high self-efficacy such as being assertive, able to manage situations by

avoiding or neutralizing obstacles, set goals by providing standards, tend to plan, prepare, and practice, work hard and diligently, ³⁴ creatively solve problems, learn from failure, and visualize success. Teachers with high self-efficacy could be able to complete their tasks in correct manner despite surrounded by distractions or facing obstacles.

Information quality

Information is power. O'Brien (2005) states that information is the result of measurement or objective observation of an attribute of certain entities (people, places, things, and events) which has been transformed into a meaningful context for the user. Teachers can't be separated from information. This information could be in the form of knowledge, experience, and other information relevant to academic activities, such as information relating to personal and institutional administration, knowledge and skills delivery, as well as assessment. For this reason, the information collected, processed, and released must be on high quality so that its validity can be accounted for.

Dessler (2001) defined quality as ²⁰ the extent to which a product or service is able to meet customer needs and expectations. Certo and Certo (2016) defined quality ¹ as how well a product does what it is intended to do-how closely it satisfies the specifications to which it was built. They also defined that information quality is ¹ the degree to which the information represents reality. ²⁹ Laudon and Laudon (2013) described information quality dimensions are accuracy, integrity, consistency, completeness, validity, timeliness, and accessibility.

Conflict handling

Conflict is an inseparable part of human life. Shavelson & Stern (1981) stated that teachers face conflict stress on their cognitive process of decision making. McConnon and McConnon (2008) stated that ¹ conflict can be constructive, most conflict is destructive, with time, emotional and health costs. Rahim (2001), Slocum and Hellriegel (2009), and Daft (2016) introduce five interpersonal conflict-handling styles which are collaborating (or integrating), compromising,

forcing (or dominating), accommodating (or obliging), and avoiding. Meanwhile, Dessler (2001), Colquitt et al (2013), as well as McShane and Von Glinow (2010) prefer to use term conflict resolution rather than conflict handling. Researchers proposed conflict handling process as integral phase of diagnose, give respond to resolving conflict by using five conflict resolution style, and receive feedback.

Diagnose the conflict source is important to define correct respond for correct target. Achua and Lusier (2010) offered concept of behavior-consequences-feelings (BCF). BCF is used to ensure the behavior that causes conflict, what the consequences are, and what is felt by the conflicted individuals.

Feedback used to assess changes in behavior or reactions of conflicting individuals. The assessment is used to evaluate the entire conflict handling process and as reference when facing similar conflicts in the future. Rahim (2001) explains that the feedback of right conflict resolution are decreased levels of conflict, improvement in communication between conflicted individuals, and increased individual effectiveness.

Method

The purpose of this study was in terms of applied research and methods of causal - comparative study, the data were analyzed by t-test to evaluate the effect of self-efficacy, information quality, and conflict handling on decision making.

Instrument

² This research was conducted by using survey. ² The way to collect the necessary data in this study is done through likert-scale questionnaires that have been prepared first. This study will examine the interrelationship between research variables and measure the influence of variables that one with other variables. In this study there are three variables that will be studied such as

decision making, self-efficacy, and conflict handling. The instrument consist of 103 items with reliability ¹⁹ based on the calculation of Cronbach's alpha coefficients which obtained from instrument trial of 0.93.

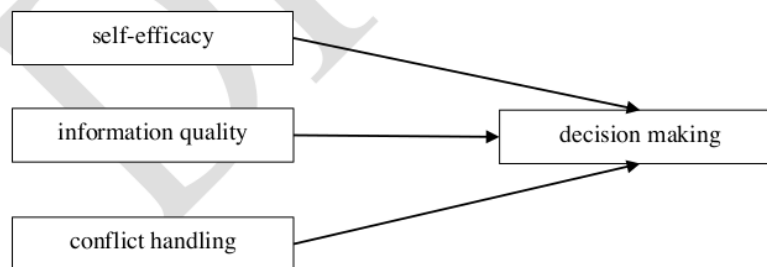
Population and Sample

² The unit of analysis is vocational competency teacher in State Vocational High School across Jakarta. To minimize the bias, only civil servant teachers decided as research object. With the affordable population of 1,084 teachers, significant level of 0.05, and simple random sampling technique, it was determined that the number of research samples was 292 teachers while for testing the research instrument involved 30 teachers outside the study sample.

Procedure

Data was collected through socialization events involving collaboration between researchers and the Jakarta Provincial Education Office. Each respondent is required to fill in all instruments related to the variables studied.

To assess the effects of self-efficacy, information quality, and conflict handling in the decision-making, researchers determined the hypothesis and developed the following research model.



H1: self-efficacy affect positively on decision-making

H2: information quality affect positively on decision making

H3: conflict handling affect positively on decision making

In this study, obtained data were analyzed from the questionnaires in both descriptive and inferential method. Descriptive statistical methods were used to classify raw score and drawing diagrams and tables while inferential statistics used t- test.

Result and Discussion

In the end of the research, reliability of the questionnaire was calculated. The investigation showed that decision-making instrument which consisting of 26 items had reliability of 0.91. Self-efficacy instrument consisting of 23 items had reliability of 0.86. Information quality instrument consisting of 29 items had reliability of 0.94. Conflict handling instrument consisting of 25 items had reliability of 0.97. Based on samples data analysis, the following data were obtained:

32 Table 1. Mean, standard deviation, and correlation between variables

	Mean	SD	Decision making	Self-efficacy	Information quality
Decision making	104.69	9.94			
Self-efficacy	92.80	8.24	0.64*		
Information quality	122.87	12.34	0.66*	0.67*	
Conflict handling	91.56	11.45	0.48*	0.52*	0.50*

N = 292

15 *Correlation is significant at the 0.01 level (2-tailed)

The teachers' response to the statement in the instrument describes their perception on decision-making and variables which affect on it. In response related to decision making, it is found that there are 18% of respondents who never or rarely consider the popularity aspect of an alternative decision, as described by Dessler (2001). This could be caused by a desire to show a strong stance and authority. It was also found that 10% of respondents were always or often carried

away with feelings when making decisions which in the end could result in decisions that were not necessarily the best.

One of the indicators of high self-efficacy is persevere. ²⁸ Stoltz (1997) stated that perseverance is perceived ability to overcome adverse circumstances. Teachers who is persevere shows that they try or continue doing something despite having problem. Though the majority of respondents have a high perception of self-efficacy, it was found that 21.2% of respondents were easily distracted with student behavior and 17.5% by their leader behavior while working. Meanwhile, for the variable of information quality, there was a high level of awareness regarding the perception of the quality of information in almost all respondents. One of the cause is internet connections that are evenly distributed throughout Jakarta, even to the outermost Kepulauan Seribu regency.

In conflict handling response data, it was found that more than 35% of respondents did not see differences in culture, norms, and positions as sources of conflict. This behavior could be sourced from the teaching profession which is familiar with diversity and egalitarianism. In addition to the conflict handling approach, as many as 22% of respondents chose to confront even though it cause damage and as many as 25% of respondents chose to struggle with the conflicts they were facing, even though there were other things that need priority. If the teacher maintains this behavior, then in the long term it will certainly affect the teacher's performance and psychology.

¹⁹ Based on the results of the analysis in the structural model, the path coefficient values (standardized β) indicate the positive and significant effect on decision making because all t-value are more than t-table value of 1.97.

Table 2. t value of variables on decision making

	Standardized Beta	t value
Self-efficacy	0.318	5.40*
Information quality	0.382	6.68*
Conflict handling	0.122	2.46*

N = 292

*effect is significant at 0.05 margin of error

²⁷ The results of this study indicate a significant positive effect of self-efficacy on the decision making of vocational competency teachers in Jakarta. This result supports research conducted by Reed et al (2012), which concluded that ¹³ that deficits in self-efficacy may impede motivation to consider multiple alternatives and to engage in thorough information seeking while making complex decisions. Individuals with high self-efficacy show more assertiveness when developing alternatives. The development, evaluation, and judgment of alternatives are inseparable parts of nonprogrammed decision making. Reluctance to be more open in developing alternatives can lead to bias in decision making. This study also strengthens the research of Khajepour et al (2018) which shows that assertive behavior affects the power of decision making.

²⁶ The results of this study also indicate a significant positive effect on the quality of information on the decision making of vocational competency teachers in Jakarta. The results of this study reinforce the research of Abumandil and Hassan (2016) which concluded that the accuracy, relevance, completeness, and ease of interpretation of information as part of the quality of information have an effect on decision making. It also supports Shavelson and Stern (1981) who formulated a pedagogical decision-making model that includes information as an integral part. The model shows that the teacher's pedagogic decision-making process is influenced by a variety of information both from student behavior, teaching activities and materials, and

personal conceptions of value. Quality information shown by its relevance with the issues, consistency and completeness, accuracy, credibility of information sources, and timeliness affect the quality of teacher judgment when making decisions. Houhamdi and Athamena (2019) on their research conclude that there is strong relationship between quality of information, especially on the aspects of accuracy and completeness of information with quality decisions. Quality decisions are obtained from a good decision-making process. By showing attention to the information quality used as a reference for decision making, teachers will certainly produce quality decisions.

The results also showed that there was a significant positive effect of conflict handling on the decision making of vocational competency teachers in Jakarta. These results strengthen Barsade and Gibson in Achua and Lussier (2010) regarding the importance of the ability to handle conflict in decision making as well as Shavelson and Stern (1981) who state in their research that the school environment, including policy pressure from school leaders, can limit teacher decision making. Teachers with good conflict handling patterns will be able to respond the conflict appropriately according to the situation at hand. Through the ability to handle conflict, teachers are able to overcome conflicts that limit their decision making.

Conclusion

The results of the analysis of research data on the decision making of vocational competency teachers in Jakarta prove that there is a significant positive effect on teacher self-efficacy, information quality, and conflict handling on decision-making. Problems related to teachers' decision-making in Jakarta are appeared due to a lack of self-efficacy strengthening, low information quality, and the low capacity of teachers in handling conflict. Therefore, programs and policies which are related to variables defined should be taken to improve vocational competency teachers' decision-making.

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Conflict of interest

Researchers declare no conflict of interest.

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