



PRINCIPALS' STRATEGIES IN MANAGING INTERNAL CONFLICT IN ELEMENTARY SCHOOLS

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ABSTRACT

The aim of the research is to explain and describe the strategies used by schools in managing conflict at Banua Jingah State Elementary School 1. The research method is qualitative through a phenomenological approach. Data collection techniques using interviews, observation and documentation. Data processing by collecting data, dividing data by groups, research ideas and drawing conclusions. The research results show: conflict occurs due to misunderstandings in the communication process originating from the school principal and also the school community due to differences of opinion or gaps between school members. Conflict resolution strategies, firstly a collaborative strategy involving all school human resources to work together to resolve the conflict. The second accommodation strategy involves combining various opinions about solving problems that are suitable for school conflicts. The third strategy is to compromise by resolving problems through a middle way (not taking sides) in resolving conflicts at school.



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1. INTRODUCTION

Managing conflict in schools is a complex challenge and requires effective teacher development and leadership strategies. Research shows that conflict in schools can disrupt relationships, learning, and productivity, as well as cause high stress and pressure for those involved (Nkomo et al., 2020). Therefore, it is important to develop appropriate conflict management strategies. Teachers have a key role in influencing organizational capacity, improving professionalism, improving learning, and student learning outcomes (York-Barr & Duke, 2004). Therefore, it is important to understand the role of teacher leadership in conflict management in schools. Studies show that teacher leadership can influence other teachers' leadership practices, thereby influencing student outcomes (Bellibaş et al., 2020).

Apart from that, school principals also have an important role in conflict management in schools. The hope is that school principals can change their strategies in resolving conflicts and find the right way to resolve conflicts in schools (Dewi et al., 2019). The principal's leadership

style is also related to the effectiveness of conflict management in schools (Chandolia & Anastasiou, 2020).

The role of teachers and school principals, it is also important to pay attention to pre-service teacher training in their education programs related to peace and conflict resolution (Ntawihha et al., 2022). This shows that teacher education can also play a role in preparing teachers to manage conflict in the school environment. In addition, effective conflict management strategies are also related to the principal's communication competence and leadership style (Uzun & Ayik, 2017). Therefore, it is important to pay attention to the relationship between communication competence and leadership style in the context of conflict management in schools. Transformational leadership can also influence work motivation and teacher performance (Rasidinurahmad et al., 2022). This shows that transformational leadership can also be a relevant factor in conflict management in schools. In the context of conflict management in schools, it is important to pay attention to the conflict resolution strategies used by school administrators (Villanueva & Moleño, 2022). Studies show that effective conflict resolution strategies can influence school climate and teacher performance.

It is also important to pay attention to conflict resolution strategies used by educators in the school environment (Jenkins et al., 2008). Studies show that effective conflict resolution strategies can influence classroom dynamics and student learning. In the context of conflict management in schools, it is also important to pay attention to the influence of leadership style and work motivation on teacher performance (Dwiyono, 2018). This suggests that these factors may also play a role in conflict management in the school environment. In order to manage conflict in schools, it is also important to pay attention to the conflict resolution strategies used by school principals (Kayanda & Tangi, 2022).

Studies show that effective conflict resolution strategies can influence teacher morale and overall school dynamics. In the context of conflict management in schools, it is also important to pay attention to the relationship between personality factors and conflict resolution strategies used by individuals (Ojeme, 2020). This shows that personality factors can also influence the way individuals handle conflict in the school environment. In order to manage conflict in schools, it is also important to pay attention to the conflict resolution strategies used in the production system (McDermott & Forgy, 1976). Studies show that conflict resolution strategies can play an important role in supporting the production system as a whole. Based on the results of this research, the novelty of this research is to explain what conflict is like and its sources in educational institutions and how the role of school principals through their leadership is able to handle conflicts that arise in educational institutions (primary schools).

2. METHOD

Approachn this research includes qualitative research, while in terms of the type of research, this research includes field research (Field Research) using a phenomenological design. Phenomenological research is a procedure that produces qualitative data. In essence, phenomenology was first introduced as a philosophical study by Edmund Husserl (1859-1938), as a method for exploring the essence of meaning from a group of individuals which requires effort to understand the intentions of the informant before explaining it in an in-depth narrative (Suyanto,

2019). Basically, phenomenological research is an attempt to pay attention to the meanings of the actions of events that happen to the people we want to understand. To obtain complete, precise and valid data in this research, researchers used several techniques, namely interviews with school principals, teachers and education staff, then through observation and documentation. After the data was collected, the researcher carried out data analysis using these steps: the researcher collected all data from observations and interviews in the form of field notes, interview notes, discussion notes and documentation. Then the researcher sorted the data into categories within each category. Then carry out a synthesis process, namely processing all the data to formulate the final results and ending with the researcher making final conclusions.

3. RESULTS AND DISCUSSION

Conflict and Sources of Conflict at SDN 1 Banua Jingah, Hulu Sungai Tengah Regency

Presencen conflict usually begins with the emergence of seeds of conflict, so that leaders, both formal and informal, are responsible for identifying the source and type of seeds of conflict early on, analyzing the consequences that will be borne, and identifying strengths and weaknesses to determine appropriate preventive steps. If the first stage cannot be overcome and the seeds of conflict increase, then organizational members will become increasingly observant of the presence of these seeds, and often have an emotional impact (Murni, 2018). Conflict at SDN 1 Banua Jingah, Hulu Sungai Tengah Regency stems from communication and misunderstandings in managing information, conflict stems from communication between the principal and teachers and staff caused by misunderstandings regarding sentences, language that is difficult to understand, or the information provided has not been properly understood. both by teachers and staff. Conflict can be experienced by anyone and anywhere, including the school community. Students, teachers or school principals at certain times are very likely to be faced with conflict (Winarnita, 2020). This is as explained by the Principal of SDN 1 Banua Jingah, Hulu Sungai Tengah Regency, saying:

"Yes, of course. I believe that many conflicts that occur in schools are caused by misunderstandings in communication. One example that often occurs is when I give directions to teachers and staff in language that is too formal or technical, making it difficult to understand. This often makes them feel frustrated and causes tension in the relationship."

Then the class 5 teacher explained the same thing regarding the conflict and sources of conflict that occurred at SDN 1 Banua Jingah, Hulu Sungai Tengah Regency as follows:

"Yes, for example when we are asked to implement a new policy without adequate explanation, or the language used in the announcement is too formal and difficult for most teachers to understand. This made us feel confused and ultimately caused tension in the relationship between the teacher and the principal."

The 3rd grade teacher at SDN 1 Banua Jingah, Hulu Sungai Tengah Regency also explained the same thing by saying:

"Yes, I have experienced that. Sometimes, conflicts between us and the principal arise because we do not fully understand the instructions or policies given. For example, there was one time we received instructions that were too short and unclear, so we misinterpreted them and ended

up making mistakes in carrying out the task."

A better understanding of conflict in schools can enlighten school leaders and facilitate the development of more effective management techniques and the adoption of appropriate conflict management strategies. Data collected from teachers shows the importance of the conflict reasons scale and resolution strategies scale in understanding conflict in schools. In addition, Chandolia & Anastasiou (2020) highlighted that leadership style and conflict management in schools play a role in the effectiveness of conflict management in schools. The emergence of conflict at SDN 1 Banua Jingah, Hulu Sungai Tengah Regency was motivated by the interests of individuals, related to differences of opinion, individual and group disagreements. This is as explained by the principal of SDN 1 Banua Jingah, Hulu Sungai Tengah Regency, saying:

"One example is related to the policy on the use of school funds. There are differences of opinion among some teachers and staff about how the funds should be used. Some want to use the funds for certain extracurricular activities, while others prefer to use them to purchase textbooks. This difference of opinion caused quite a serious conflict between them."

Then the 3rd grade teacher at SDN 1 Banua Jingah, Hulu Sungai Tengah Regency explained the same thing by saying:

"We try to facilitate dialogue between the parties involved in the conflict. We hold meetings where each party can express their opinions and interests. Apart from that, we are also making efforts to increase understanding of the importance of working together for the common good, not just the personal interests of each individual or group."

The 6th grade teacher at SDN 1 Banua Jingah, Hulu Sungai Tengah Regency also said that conflict and its sources also relate to differences of opinion, gaps and so on, saying:

"Conflict here is triggered by personal interests, differences of opinion, individual and group disparities. There are several incidents where people try to advance their own personal interests without considering the common good."

Research by Somech (2008) shows that conflict management in school teams is influenced by task and goal dependency, and has an impact on team effectiveness. The importance of understanding methods for changing the attitudes and behavior of the individuals being led, including aspects of power and authority, is crucial in managing conflict so that conflict management strategies involve identifying the source and causes. In principle, a school principal in an educational leadership role needs to have the power and authority to effectively manage a team through utilizing internal strengths and directing his authority to be the key in forming the desired attitudes and behavior of his subordinate members (Suncaka, 2023).

The Principal's Strategy in Handling Conflict at SDN 1 Banua Jingah, Hulu Sungai Tengah Regency

Managerial abilities and organizational conflict strategies play a role in improving elementary school performance. From research (Afolabi, 2019), it was found that alternative dispute resolution can be used to manage leadership conflicts. The relationship between school principals'

service leadership behavior and conflict management style. Soubagleh (2020) highlights the importance of effective conflict management strategies in international Islamic schools. Larasati & Raharja (2020) highlight various conflict management styles that can be used in handling conflict in schools. Conflict management at SDN 1 Banua Jingah, Hulu Sungai Tengah Regency includes:

First The strategy for handling conflict at SDN 1 Banua Jingah, Hulu Sungai Tengah Regency, namely collaboration, is a way to solve it together, looking for solutions, not profits but the best results, which is often applied. Handling conflicts with collaborative strategies is implemented in schools and the results are very effective and efficient because all problems are solved together to find the best solution for the institution. Collaboration strategies can foster a spirit of tolerance, mutual tolerance, coordination of benefits and cooperation in organizations and work groups. Therefore, implementing conflict management using a collaborative strategy is very effective and efficient, because all problems are solved together to find solutions, not profits but the best results, which are often applied. The principal of SDN 1 Banua Jingah, Central Hulu Sungai Regency, explained:

"Of course, there is. One challenge is ensuring that all parties are actively involved in the collaboration process and are willing to listen to other people's opinions. Sometimes ego or personal interests still become obstacles in reaching mutual agreement. However, with open communication and continuous coaching, we strive to overcome these challenges."

The 5th grade teacher at SDN 1 Banua Jingah, Central Hulu Sungai Regency also gave a similar explanation by saying:

"Yes, I agree that collaboration is an effective strategy for dealing with conflict in schools. This is a way to reach a solution together, with a focus on finding the best solution, not personal gain."

The 6th grade teacher at SDN 1 Banua Jingah, Central Hulu Sungai Regency also explained the same thing by explaining:

"For example, when there is a difference of opinion between teachers and staff regarding the policy on the use of school funds. We hold collaborative meetings where all parties are invited to participate in finding a solution that is satisfactory to all parties. Discussions are carried out by opening up space to express opinions, listening with empathy, and looking for common ground that can be accepted by all."

The principle of a win-win solution involves all parties involved in the conflict with the aim of reaching a solution that benefits all parties so that they are willing to accept the decision happily without anyone feeling disadvantaged. Where the principal can use this method, it needs to involve dividing the differences between the two positions. conflict and provide concessions in order to reach a middle point or resolve the conflict (Nasrudin et al., 2021). The role of the principal as a negotiator shows the importance of emotional intelligence in managing conflict and reaching mutually acceptable solutions such as the ability to understand and manage one's own and other people's emotions, as well as being able to establish positive interpersonal relationships because this will help create a harmonious work environment, encouraging tolerance, mutual

understanding and cooperation (Suryadi et al., 2022).

Second The strategy for handling conflict at SDN 1 Banua Jingah, Hulu Sungah Tengah Regency is accommodation by accommodating so that subordinates are more proactive and the school atmosphere is more active by choosing which types of conflict must be accommodated for the progress of the school institution. The principal of SDN 1 Banua Jingah, Central Hulu Sungah Regency explained:

"When there is a conflict, we carry out an evaluation to determine which type of conflict must be accommodated for the progress of the school institution. For example, when there are differences of opinion between teachers about the best learning methods, we try to listen to all views and look for acceptable common ground by all parties. We accommodate various ideas and opinions, so that the work atmosphere becomes more harmonious and productive."

The 4th grade teacher at SDN 1 Banua Jingah, Central Hulu Sungah Regency also gave a similar explanation by saying:

"Yes, I believe that accommodation can be an effective strategy in dealing with conflict in schools. It involves trying to accommodate different interests and perspectives so that subordinates feel more heard and are motivated to be more proactive. The school atmosphere also becomes more positive and active."

The 3rd grade teacher at SDN 1 Banua Jingah, Central Hulu Sungah Regency also explained the same thing by explaining:

"Yes, of course. One example is when there is a difference of opinion between teachers and staff regarding the proposed training schedule. Some teachers feel that the proposed schedule is too busy and does not allow them to prepare lessons well. On the other hand, the staff considers the schedule to be It is carefully planned and needs to be carried out according to plan. We held discussions and finally reached an agreement to accommodate the teachers' preparation time needs so that the training schedule could be adjusted to take into account their needs."

Handling conflict through accommodation through coaching the parties involved in the conflict, communication to resolve problems and a joint active role, for example by means of persuasion, bargaining and self-correction. The meaning that can be obtained is that conflict handling uses accommodation and accommodating strategies, so that subordinates are more proactive, so that the school atmosphere is more active. Accommodation provides an opportunity for others to organize problem-solving strategies, compete to find the best way, cant negotiate to find the best way and be able to formulate the best problem solution (Anwar, 2018). Accommodation strategies reflect a high degree of cooperation and are suitable for use when people realize that they are wrong, when issues matter more to others than themselves, when building a social image to use as capital in future discussions, and when maintaining important harmony (Pedhu, 2020).

Third The strategy for handling conflict at SDN 1 Banua Jingah, Hulu Sungai Tengah Regency is compromise, this strategy is the most effective and efficient because in resolving conflicts, a middle way or compromise strategy is accepted by all parties. The principal of SDN 1 Banua

Jingah, Central Hulu Sungah Regency explained:

"Yes, of course. One example is when there is a difference of opinion between students and teachers regarding dress code rules at school. Some students want to have more freedom in dressing, while teachers feel that these rules are important to maintain a conducive learning atmosphere. We held a meeting and discuss to find a solution that can be accepted by all parties, such as providing several dress code options that suit the interests of all parties."

The 4th grade teacher at SDN 1 Banua Jingah, Central Hulu Sungah Regency also gave a similar explanation by saying:

"I agree that compromise can be the most effective and efficient strategy in dealing with conflict in schools. By using a middle way or compromise strategy, we can reach a solution that is acceptable to all parties involved."

The 6th grade teacher at SDN 1 Banua Jingah, Central Hulu Sungah Regency also explained the same thing by explaining:

"When there is conflict, we try to find common ground that is acceptable to all parties. For example, if there is a difference of opinion between teachers and staff regarding the scheduling of school events, we hold an open discussion to find a solution that considers the interests and needs of all parties. We try to find a middle way that can make all parties satisfied."

This style of handling conflict can mean dividing differences between two positions and giving concessions to find a middle point, so that if there is a mutual agreement we decide and all parties accept it gracefully, in order to achieve the school's vision and mission. To improve the application of conflict management, emotional intelligence and the application of the best management style must be used. The meaning that can be obtained is that this compromise strategy conflict handling has the ability to reduce or avoid the possibility of social explosions in the school and community environment (Shamoradi, 2014). The strategy of compromise, reflects a middle ground between assertiveness and cooperation that is suitable when the goals of both parties are equally important, when the opposing parties have equal power, or when people must come up with a temporary and expedient solution under time pressure, in other words This style prioritizes good relationships and sacrifices some self-interest to obtain a win-win situation (Pedhu, 2020).

4. CONCLUSION

The source of conflict that occurred at SDN 1 Banua Jingah, Hulu Sungai Tengah Regency was communication and misunderstandings about managing information. Conflicts that originate from communication between the principal and teachers and staff are caused by misunderstandings regarding sentences, language that is difficult to understand, or the information provided has not been properly understood by teachers and staff at SDN 1 Banua Jingah, Hulu Sungai Tengah Regency. The emergence of conflict in school organizations is motivated by the interests of individuals, related to differences of opinion, individual and group disagreements.

Then the conflict that occurred at SDN 1 Banua Jingah, Hulu Sungai Tengah Regency was managed through three strategies, namely: using a collaboration strategy, using an accommodation strategy, and using a compromise strategy, with the three ways of handling conflict at SDN 1 Banua Jingah, Hulu Sungai Tengah Regency. has the ability to reduce or avoid the possibility of social explosions in the school or community environment. The next research recommendation is to research about The influence of the principal's strategy on the effectiveness of resolving internal conflicts in schools which aims to investigate the influence of the principal's strategy on the effectiveness of resolving internal conflicts in elementary schools. The focus of the research will include identifying the strategies used by school principals, evaluating the effectiveness of these strategies in dealing with conflict, as well as the factors that influence the successful implementation of these strategies.

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