The Principal's Effective Approach to Handling and Managing Various Conflicts at MIN 5 Tulungagung

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ABSTRACT :

A conflict if not resolved immediately properly, then it will become a bigger problem for educational institutions. Not all conflicts in Islamic educational institutions are detrimental, in fact some conflicts will have a positive and beneficial impact if managed properly and correctly. If the conflict occurs in an Islamic educational institution, then managed properly then it can be a lesson from the mistake, and then it can be good. However, if the conflict is not managed properly it will be detrimental and become a weakness that will cause stress, division and even hostility. This study was conducted using a qualitative approach, with a case study design and its explanation using deductive analysis logic. The location of this research is at Madrasah Ibtidaiyah Negeri 5 Tulungagung. Data collection was carried out by field observation, in-depth interviews and documentation. The collected data was reduced and presented then analyzed and then a conclusion was drawn. The results of the study on the Role of Transformational Leaders in Managing Conflict at Madrasah Ibtidaiyah Negeri 5 Tulungagung are the ability to control conflicts that occur by requiring certain management skills. The strategies used are collaboration, accommodation and compromise.

Key words: *The Principal's Effective Approach, Conflict Management, Educational Institutions.*

INTRODUCTION

Conflict always involves certain individuals or groups, occurring because of underlying factors, causes, and triggers. As the highest leader in the institution, the school principal must be able to manage conflict well, so that it brings positive benefits and avoids negative consequences (Wahyudi, 2008).

Conflict is a dispute that occurs between two or more parties due to differences in conditions (Mulyasa, 2006). Conflict is also a condition that sometimes cannot be avoided because it is part of human life and inseparable from it. Conflict will always exist in every relationship of cooperation between individuals, organizations, or specific groups.

Conflict management in educational institutions can be carried out by thoroughly understanding the forms of conflict that commonly occur. By recognizing these conflict forms, the best solution to face them can be found easily and accurately. This form needs to be explored

further to ensure that the steps taken will have a positive impact or, conversely, may harm individuals, groups, or the institution.

Conflict has a perspective that differs from a functional perspective because it sees the positive contribution to educational institutions in society. This perspective emphasizes the striking differences within each individual in supporting a social system. Conflict shows differences between individuals caused by having very limited needs. The ability to fulfill these individual needs also varies from one person to another (Maunah, 2015).

Methods

The research method used in this study falls under the qualitative category. According to Arif Furchan, a qualitative approach is a research procedure that emphasizes descriptive data in the form of writings, speech, and behavior that can be observed by the researcher towards the subject of the study. With this qualitative research approach, the researcher aims to provide a detailed and systematic description of the object being studied, based on the facts and data obtained at the research location (Moleong, 2006).

The method employed in this research aims to describe the research object in detail and systematically, based on facts and data collected. This qualitative research is more focused on providing a direct description and observation of the subject being studied (Mulyana, 2008).

Result

1. Effective Approaches for School Principals in Conflict Management

Conflict management in schools is a critical aspect of leadership. An effective principal can address challenges arising from conflicts within the school environment using constructive approaches. Key strategies for conflict management include emotional intelligence, transformational leadership, and effective mediation techniques.

Emotional Intelligence (EI) plays a vital role in successful conflict management. A principal with high EI can understand and manage both their own emotions and the emotions of others, fostering effective communication and resolving conflicts without escalating the situation. Goleman (1995) emphasized that EI is essential for building healthy relationships in the school environment, which, in turn, encourages peaceful and productive conflict resolution.

Transformational leadership is another effective approach to managing conflict. According to Bass (1990), principals who implement transformational leadership can inspire and motivate staff and students to address conflicts in a constructive manner. This approach

helps create a shared vision and strengthens commitment to the school's goals.

Finally, the theory of mediation is crucial for conflict resolution. Principals can act as mediators, helping the involved parties reach mutually beneficial solutions through open communication and a shared desire to find common ground (Fisher, Ury, & Patton, 1991). By employing these approaches, principals can not only manage conflicts more effectively but also create a more harmonious and productive school environment.

2. Conflict in Educational Institutions

According to the *Word Book Dictionary*, conflict is a struggle, disagreement, or quarrel. Conflicts can range from minor disagreements to large-scale disputes, such as wars. The term originates from the Latin word *conflictus*, meaning "to strike with full force simultaneously," referring to moments when the desires and objectives of organizational members clash, leading to divisive effects (Johnson & Johnson, 2006).

Mulyasa (2012) explains that conflicts typically start with the emergence of conflict seeds, and it is the responsibility of both formal and informal leaders to identify, analyze, and address these seeds early. If left unchecked, these conflicts may escalate, causing emotional impacts on the organization's members.

Gibson (2004) highlights two types of conflict: functional and dysfunctional. Functional conflict arises through confrontation aimed at improving performance and achieving organizational goals, ultimately enhancing effectiveness and creativity. On the other hand, dysfunctional conflict hinders organizational progress and must be managed professionally to prevent negative impacts.

a. Risk of Conflict

In leadership studies, it is often believed that conflict is inherently negative, undermining authority and organizational stability. However, not all conflicts are destructive. Some conflicts are intentionally created to rebuild a healthier organizational structure (Mujamil, 2007). For instance, if a leader fails to drive progress, conflict may serve as a tool for organizational change, signaling the need for leadership transformation.

1) Conflict as a Builder

Conflict does not always have to be seen negatively. It can be strategically used to strengthen a school. Internal conflicts may arise when school management does not align with the preferences of staff and students, while external conflicts may emerge from external stakeholders dissatisfied with school management. Constructive conflict can drive

improvements, creating a more effective and better school environment.

2) Conflict as a Destroyer

On the other hand, conflict becomes destructive when it disrupts teaching and learning processes. Prolonged conflict resolution can deprive students of valuable learning time, making them the victims of ongoing disputes. Conflict can escalate to hatred, resentment, and even legal battles, severely damaging relationships and undermining organizational performance. As Soetopo (2010) notes, conflict can either build or destroy an organization depending on how it is managed.

By addressing both the constructive and destructive aspects of conflict, school leaders can guide their institutions towards healthier, more productive environments.

No	Old Perspective	New Perspective
1	Conflict must be eliminated from the organization because it can disrupt and damage performance	Conflict can actually improve organizational performance, so it must be managed properly
2	in a good organization, there is no conflict	In a good organization, conflict drives members to strive for achievement
3	Conflict must be avoided	Conflict is an integral part of organizational life
4	Conflict is bad, because it can lead to higher levels of stress, give rise to crime and sabotage of programs	Conflict is good because it can stimulate problem solving

Conflict at Madrasah Ibtidaiyah Negeri 5 Tulungagung

Conflict is a difference of opinion between two or more members of an organization or group, arising from the need to share resources, work activities, or because they have different statuses, goals, research, or viewpoints. Members of an organization or sub-unit involved in a conflict will attempt to assert their interests or viewpoints over others. This definition implies that conflict occurs when two or more people desire a goal they believe only one person can achieve, but it is unlikely both parties can achieve it simultaneously.

Leopold Von Wiese, as quoted by J. Dwi Narwoko and Bagong Suyanto, defines conflict as a social process where individuals or groups try to fulfill their objectives by opposing others, often involving threats and violence. This implies that conflict is a social process that involves groups of people striving to fulfill their desires, sometimes accompanied by violent

actions.

Conflict in Madrasah Ibtidaiyah Negeri 5 Tulungagung stems from misunderstandings and communication issues, particularly the misinterpretation of language or unclear messages between the head of the madrasah, teachers, and staff. Miscommunication in these settings often results in frustration, which can escalate into conflict. According to Murni (2018), leaders, both formal and informal, must identify early signs of conflict, analyze potential outcomes, and assess strengths and weaknesses to determine appropriate actions. If these initial steps are not taken, conflicts can escalate and lead to emotional strain within the organization.

As Mulyasa (2005) explains, conflict is a "double-edged sword"; it can be beneficial if it leads to positive change, but it can also be damaging if it leads to prolonged disputes or division. Despite the potential for conflict to cause tension, it is necessary for the progress and development of organizations, including schools. When managed well, conflict can serve as a powerful force for positive transformation and growth within an institution.

In the educational environment, conflicts are common, often arising between teachers, the headmaster, and other stakeholders due to differing opinions, goals, or expectations. Effective conflict management strategies are essential in mitigating the negative impacts of conflict while enhancing the institution's overall development. Without proper communication, conflicts can weaken relationships, reduce motivation, and decrease productivity (Hendyat, 2010). This highlights the critical role of communication in organizations, as it is the foundation of all activities. If communication is disrupted, the organization as a whole can experience significant dysfunction.

Thus, the challenges of conflict at Madrasah Ibtidaiyah Negeri 5 Tulungagung emphasize the need for efficient communication and conflict resolution strategies to ensure that conflicts are resolved constructively, fostering a more harmonious and productive educational environment. (Torang, 2012)

Strategies for Managing Conflict at Madrasah Ibtidaiyah Negeri 5 Tulungagung

At Madrasah Ibtidaiyah Negeri 5 Tulungagung, the headmaster employs several strategies to manage conflicts effectively within the institution. These strategies include collaboration, accommodation, and compromise, each serving a specific purpose in maintaining harmony and productivity within the school.

1. Collaboration Strategy: The headmaster emphasizes the importance of solving problems

collectively by seeking the best outcomes for everyone, rather than pursuing individual gains. This approach is rooted in emotional intelligence, which fosters tolerance, mutual respect, and cooperation within the organization. By applying this strategy, the school has experienced effective and efficient conflict resolution, ensuring a positive environment for staff and students alike.

2. Accommodation Strategy: Another strategy often utilized is accommodation, which involves adjusting to conflicts by allowing subordinates to be more proactive. This helps in creating a more active and engaged atmosphere within the school. The management focuses on determining which types of conflict should be accommodated for the collective benefit of the school, ensuring that conflicts are resolved in a way that advances the institution's goals.

3. Compromise Strategy: The third approach is compromise, regarded as one of the most effective and efficient strategies for conflict resolution. The headmaster explained that this strategy involves finding a middle ground that is acceptable to all parties involved. By facilitating negotiations and concessions, the institution ensures that all sides are satisfied with the resolution, ultimately contributing to the achievement of the school's vision and mission. The results of the research show that this strategy helps reduce the possibility of social upheaval both within the school and in the surrounding community.

These strategies align with the findings of Seyedeh Niloufar Shamoradi (2014), who highlighted the importance of emotional intelligence and the application of effective management styles in conflict resolution. The research shows that using these strategies can minimize the risk of social conflicts, promoting a peaceful and productive learning environment.

Conclusion

Conflicts in Islamic educational institutions are inevitable and can serve as a catalyst for change. While conflicts can be serious and even damaging if not properly addressed, they also have the potential to bring about positive transformation. Constructive conflicts in educational settings can improve decision-making quality, stimulate creativity and innovation, encourage curiosity and engagement among members, provide a channel for expressing issues and relieving tensions, and foster an environment of self-evaluation and change.

Conflicts can enhance the effectiveness of groups and institutions by driving them to explore new strategies and objectives, as well as prompting innovation. However, it is essential to manage these conflicts thoughtfully. The headmaster plays a pivotal role in guiding the

educational community towards understanding and applying appropriate conflict resolution strategies. These may include collaboration, accommodation, and compromise, each fostering cooperation and a productive learning environment.

In Islamic educational institutions, understanding the nature of conflicts, identifying their causes, and applying the right resolution strategies are crucial. These actions not only promote a harmonious learning environment but also ensure that conflicts are addressed constructively, contributing to the success and development of all individuals involved. The key to successfully managing conflict lies in the leadership's ability to enhance their capacity to handle disputes, fostering productive collaboration and institutional progress.

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