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Conflict Management and Communication Strategies of School Principals in Shaping Teacher Professionalism at Mts Al-Hikmah Bandar Lampung

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ABSTRACT:

This study was motivated by the importance of the principal's role in shaping teacher professionalism through effective conflict management and communication strategies at MTs Pesantren Al Hikmah Bandar Lampung. This study aims to identify potential conflicts and analyze the principal's communication strategies in fostering teacher professionalism. The research used a qualitative approach with a phenomenological type. Data were collected through interviews, observations, and documentation of the principal, teachers, and educational staff, then analyzed using the Miles and Huberman model through the stages of data reduction, data presentation, and conclusion drawing. Data validity was tested through source triangulation, technique, and member check. The results of the study indicate that potential conflicts stem from a decline in communication effectiveness, performance and productivity, job satisfaction, and the formation of cliques that are structurally and culturally interrelated. The principal's leadership through dialogic, adaptive, and participatory communication has proven to be able to manage conflicts constructively while simultaneously strengthening teacher professionalism. The novelty of this research lies in the integration of conflict management and principal communication strategies in building a collaborative work culture and teacher readiness to face 21st-century educational challenges in the context of Islamic boarding schools.

Keywords: Conflict Management, Communication Strategies, Teacher Professionalism, School Principal

INTRODUCTION

Educational management is a systematic process of managing school organizational resources to achieve educational goals effectively and efficiently.¹ In practice, the principal plays a strategic role as a manager and leader responsible for coordinating human resources, particularly teachers and educational staff.² The complexity of social interactions in the school

¹ Nhatphaphat Juicharoen et al., "Driving Sustainability in Emerging Economies: Leadership, Culture, and Knowledge Management in Environmental Performance Nhatphaphat" 5, no. October (2025).

² Tamilarasu Sinnaiah, "A Strategic Management Process: The Role of Decision-Making Style and Organizational Performance," *Journal of Work-Applied Management* 15, no. 1 (2023): 37–50, <https://doi.org/10.1108/JWAM-10-2022-0074>.

environment makes conflict an inseparable phenomenon.³ Conflicts can arise due to differences in interests, perceptions, or work styles, and have the potential to have positive or negative impacts depending on how they are managed.⁴

Effective conflict management in schools not only requires the principal's technical ability to choose conflict resolution strategies, such as collaboration, compromise, or competition,⁵ but is also largely determined by the communication strategies used. Communication serves as the main instrument in building understanding, trust, and harmonious working relationships.⁶ Well-planned communication strategies, including audience understanding, clarity of objectives, media selection, and message accuracy, contribute significantly to the success of conflict management and improved performance of educational organizations.⁷ In line with the findings of Mohanad A. Deif, effective strategic communication has been proven to optimize the performance of educational institutions.⁸

Although a number of studies have examined conflict management and leadership communication separately, studies that integrate these two aspects in the context of teacher professionalism are still relatively limited, especially in Islamic boarding school-based educational institutions. Teacher professionalism is a key indicator of educational quality that includes pedagogical, professional, social, and personality competencies.⁹ The formation of this professionalism depends not only on the individual competence of teachers, but also on a conducive organizational climate, responsive school leadership, and open and constructive communication patterns.¹⁰

³ Osias Kit T. Kilag et al., "Administrators' Conflict Management and Strategies," *European Journal of Higher Education and Academic Advancement* 1, no. 2 (2023): 22–31, <https://doi.org/10.61796/ejheaa.v1i2.98>.

⁴ Gezim Shabani, "The Impact of Conflict Management Styles on Organizational Performance: A Comparative Analysis," *Emerging Science Journal* 6, no. 4 (2022): 758–75, <https://doi.org/10.28991/ESJ-2022-06-04-07>.

⁵ Sinnaiah, "A Strategic Management Process: The Role of Decision-Making Style and Organizational Performance."

⁶ Alex Martin et al., "Communication Approach for the Model-Based Engineering Change Management," *Procedia CIRP* 136 (2025): 734–39, <https://doi.org/10.1016/j.procir.2025.08.125>.

⁷ Maharani Andjani Putri and Tangguh Okta Wibowo, "Internal Communication Strategies of Startup in Shaping a Productive Organizational Communication Climate" 9, no. 2 (2025): 174–93.

⁸ Mohanad A Deif et al., "A Multi-Agent Framework for Detecting and Forecasting Silent Resistance in Organizational Communication: Implications for Open Innovation Dynamics," *Journal of Open Innovation: Technology, Market, and Complexity* 11, no. 4 (2025): 100646, <https://doi.org/10.1016/j.joitmc.2025.100646>.

⁹ Mujiyatun, Nyayu Khodijah, and Abdurrahmansyah, "The Impact of Teachers' Pedagogical and Professional Competence on Student Learning Outcomes," *Al-Ishlah: Jurnal Pendidikan* 13, no. 3 (2021), <https://doi.org/10.35445/alishlah.v13i3.721>.

¹⁰ Evitha Soraya, "The Influence of Multicultural Leadership and Teacher Professionalism on the Performance of Junior High School Teachers," *Journal of Educational Research and Evaluation* 7, no. 2 (2023): 321–28.

MTs Al-Hikmah Bandar Lampung, as a boarding school-based madrasah with a 24-hour education system, has unique and complex organizational characteristics.¹¹ The integration of the national and pesantren curricula, the demands of religious guidance, and the intensity of interaction among school members have the potential to create different dynamics of conflict compared to regular schools.¹² On the other hand, this madrasah shows systematic efforts in developing teacher professionalism through continuous training, internal workshops, the use of learning technology, and support for further study for teachers.¹³ This condition makes MTs Al-Hikmah Bandar Lampung a relevant context for an in-depth study of how conflict management and the principal's communication strategies contribute to shaping teacher professionalism.

Based on these research gaps, this study focuses on analyzing conflict management and principal communication strategies in shaping teacher professionalism at MTs Al-Hikmah Bandar Lampung. Specifically, this study examines the process of identifying potential conflicts by the principal, the communication strategies applied in conflict management, and their implications for the formation of teacher professionalism. It is hoped that this study can provide theoretical and practical contributions to the development of educational management, particularly principal leadership in the context of Islamic education.

Method

This study uses a qualitative approach with a phenomenological design, which aims to deeply understand the subjective experiences of principals, teachers, and educational staff related to conflict management and communication strategies in the context of shaping teacher professionalism at MTs Al-Hikmah Bandar Lampung.¹⁴ The phenomenological approach was chosen because it is able to explore the meanings, perceptions, and understandings of educational actors regarding leadership practices carried out in real situations, particularly in the dynamics of conflict and school organizational communication.¹⁵

¹¹ Al-Hikmah Bandar Lampung Foundation, "PROFILE OF MADRASAH TSANAWIYAH (MTs) AL HIKMAH BANDAR LAMPUNG," 2024.

¹² Zakia Gafoor Jat et al., "Conflict Dynamics in Educational Organizations," *Journal of Social Signs Review* 3, no. 6 (2025): 219–30.

¹³ Muslim, Principal of MTs Al-Hikmah Bandar Lampung, Interview (September 15, 2025)

¹⁴ Ahmed Ali Alhazmi and Angelica Kaufmann, "Phenomenological Qualitative Methods Applied to the Analysis of Cross-Cultural Experience in Novel Educational Social Contexts," *Frontiers in Psychology* 13, no. A (2022), <https://doi.org/10.3389/fpsyg.2022.785134>.

¹⁵ Peter Stilwell and Katherine Harman, "Phenomenological Research Needs to Be Renewed: Time to Integrate Enactivism as a Flexible Resource," *International Journal of Qualitative Methods* 20 (2021): 1–15, <https://doi.org/10.1177/1609406921995299>.

The research location was purposively selected at MTs Al-Hikmah Bandar Lampung, considering the characteristics of the institution as a boarding school-based madrasah that implements a 24-hour integrated education system and has a prominent practice of leadership () in conflict management and teacher professionalism development.¹⁶ These conditions enabled the researcher to obtain rich and contextual data in line with the research focus.¹⁷

Data collection was carried out using several complementary techniques, namely in-depth interviews, participatory observation, and documentation studies.¹⁸ In-depth interviews were conducted with the principal as a key informant, as well as teachers and educational staff as supporting informants, in order to obtain data on experiences, strategies, and policies implemented in conflict management and communication.¹⁹ Participatory observation was conducted to directly observe communication patterns, social interactions, and conflict resolution processes in the school environment.²⁰ Meanwhile, the documentation study included an analysis of official school documents, such as work programs, activity reports, meeting minutes, and teacher professional development policies, which served to reinforce the data obtained from interviews and observations.²¹

Data analysis was conducted interactively using the Miles and Huberman model, which includes the stages of data reduction, data presentation, and conclusion drawing.²² Data reduction was carried out by selecting and focusing on data relevant to the research theme.²³ The reduced data was then presented in the form of narratives and thematic matrices to make it easier for researchers to see the connections between categories. Next, conclusions are drawn continuously by considering the consistency and depth of meaning that emerges from the field data.²⁴

¹⁶ Norm Friesen, "Phenomenology and Education: Researching Pedagogical Experience," in *International Encyclopedia of Education (Fourth Edition)*, ed. Robert J Tierney, Fazal Rizvi, and Kadriye B T - International Encyclopedia of Education (Fourth Edition) Ercikan (Oxford: Elsevier, 2023), 131–40, <https://doi.org/https://doi.org/10.1016/B978-0-12-818630-5.11015-2>.

¹⁷ Friesen.

¹⁸ Patricia Leavy, ed., "The Oxford Handbook of Qualitative Research" (Oxford University Press, November 5, 2020), <https://doi.org/10.1093/oxfordhb/9780190847388.001.0001>.

¹⁹ Natalie Osborne and Deanna Grant-Smith, "In-Depth Interviewing BT - Methods in Urban Analysis," in *Methods in Urban Analysis*, ed. Scott Baum (Singapore: Springer Singapore, 2021), 105–25, https://doi.org/10.1007/978-981-16-1677-8_7.

²⁰ Josh Seim, "Participant Observation, Observant Participation, and Hybrid Ethnography," *Sociological Methods & Research* 53, no. 1 (2024): 121–52, <https://doi.org/10.1177/0049124120986209>.

²¹ Hani Morgan, "Conducting a Qualitative Document Analysis," *The Qualitative Report* 27, no. 1 (2022): 64–77.

²² Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña, "Qualitative Data Analysis: A Methods Sourcebook," 4th ed. (California: Sage Publications, Los Angeles, CA, 2021), 380.

²³ Miles, Huberman, and Saldaña.

²⁴ Miles, Huberman, and Saldaña.

The validity of the data in this study was ensured through the systematic application of triangulation.²⁵ The process began with source triangulation, which was carried out by comparing information obtained from the principal, teachers, and educational staff to see the consistency of perspectives among informants. The next process was technique triangulation, which was applied by comparing the results of interviews, observations, and documentation so that the findings did not depend on only one type of data.²⁶ In addition, member checking was conducted by reconfirming the findings with the informants to ensure consistency between the researcher's interpretation and the actual experiences of the research subjects.²⁷ The application of triangulation plays an important role in increasing the credibility, validity, and reliability of research findings.²⁸

Through this methodology, this study is expected to produce a complete and valid empirical description of conflict management practices and communication strategies of school principals, as well as their contribution to shaping teacher professionalism at MTs Al-Hikmah Bandar Lampung.

Results and Findings

1. Identification of Conflict Potential at MTs Al-Hikmah Bandar Lampung

In every organization, including educational institutions, the dynamics of relationships between individuals and groups are often a determining factor in achieving common goals.²⁹ The study shows that the organizational dynamics at MTs Al-Hikmah Bandar Lampung reflect the potential for conflict stemming from four main indicators: a decline in effective communication, a decline in performance and productivity, employee dissatisfaction, and the emergence of separate groups (cliques).³⁰

Decline in Effective Communication

Findings

²⁵ Sylvester Donkoh and John Mensah, "Application of Triangulation in Qualitative Research," *Journal of Applied Biotechnology and Bioengineering* 10, no. 1 (2023): 6–9, <https://doi.org/10.15406/jabb.2023.10.00319>.

²⁶ Ramakrishnan Vivek, "A Comprehensive Review Of Environmental Triangulation In Qualitative Research: Methodologies, Applications," *Journal Of European Economy* 22, no. 4 (2023): 517–31.

²⁷ Henryk Dzwigol, "Research Methodology in Management Science: Triangulation," *Virtual Economics* 5, no. 1 (2022): 78–93.

²⁸ Andrew Trigg and Pip Griffiths, "Triangulation of Multiple Meaningful Change Thresholds for Patient-Reported Outcome Scores," *Quality of Life Research* 30, no. 10 (2021): 2755–64, <https://doi.org/10.1007/s11136-021-02957-4>.

²⁹ Reuben Binns, "On the Apparent Conflict between Individual and Group Fairness," in *Proceedings of the 2020 Conference on Fairness, Accountability, and Transparency, FAT* '20* (New York, NY, USA: Association for Computing Machinery, 2020), 514–524, <https://doi.org/10.1145/3351095.3372864>.

³⁰ Jayaraj Sebastian, Doerfel Marya L., and Williams Trefor, "Clique to Win: Impact of Cliques, Competition, and Resources on Team Performance," *Journal of Construction Engineering and Management* 148, no. 7 (July 1, 2022): 4022047, [https://doi.org/10.1061/\(ASCE\)CO.1943-7862.0002301](https://doi.org/10.1061/(ASCE)CO.1943-7862.0002301).

The results of the study show a decline in communication effectiveness caused by over-reliance on online media, particularly WhatsApp. This condition often leads to misinterpretation of information, especially regarding administrative instructions. Other factors that reinforce the potential for communication conflict include the absence of standard communication protocols, differences in communication styles between leaders and staff, and limited face-to-face communication.³¹

Interpretation

These findings indicate that digital communication that is not balanced with direct clarification has the potential to distort messages. Differences in communication styles between individuals increase the likelihood of miscommunication, which can ultimately develop into interpersonal or structural conflicts.

Implications

In response, the principal implemented strategies such as regular briefings, informal communication, and the formation of coordination groups based on task areas. These efforts resulted in increased clarity of information and strengthened work coordination. Open leadership, information transparency, and a family culture proved to be important factors in preventing communication conflicts and maintaining harmonious working relationships in the school environment.³²

Decline in Performance and Productivity

Findings

The study found that unresolved internal conflicts have an impact on the decline in teacher performance and productivity. The indicators can be seen from delays in completing administrative tasks, low participation in school activities, and an imbalance in the workload between teachers.³³

Interpretation

This decline in performance reflects the close relationship between teachers' psychosocial conditions and work productivity. Protracted conflicts reduce motivation and a sense of responsibility towards professional duties.

³¹ Abdul Malik, Deputy Head of Student Affairs at MTs Al-Hikmah Bandar Lampung, Interview (September 15, 2025)

³² Muslim, Principal of MTs Al-Hikmah Bandar Lampung, Interview (September 15, 2025)

³³ The researcher's observation of the dynamics of communication among teachers at MTs Al-Hikmah Bandar Lampung was conducted from September 1 to 30, 2025.

Implications

To overcome this situation, the principal implemented a humanistic approach through regular supervision, joint reflection, and open discussions involving guidance counselors.³⁴ Strategies such as job rotation, appreciation, and the creation of a collaborative work environment had an impact on increasing teacher morale and responsibility.³⁵ The integration of Islamic boarding school values into learning also strengthened the emotional stability and work motivation of educators, thereby gradually restoring productivity.

Employee Dissatisfaction

Findings

Interview results show that teacher and staff dissatisfaction is triggered by perceptions of the work system, leadership style, and task distribution, which are considered disproportionate. Low emotional support further exacerbates work motivation and commitment.³⁶

Interpretation

This dissatisfaction reflects latent conflicts that do not always appear openly but have a significant impact on the quality of collaboration and work atmosphere.³⁷ Recognition of professional roles and involvement in decision-making are key factors in building job satisfaction.³⁸

Implications

The principal responded to this situation through an empathetic approach, providing task flexibility, psychological support through guidance counselors, and formal and informal appreciation.³⁹ Findings from guidance counselors indicate that professional recognition and active involvement in school programs, such as group counseling, can increase motivation and

³⁴ The researcher's observation of the dynamics of communication among teachers at MTs Al-Hikmah Bandar Lampung was conducted from September 1-30, 2025.

³⁵ The researcher's observation of the dynamics of communication between teachers at MTs Al-Hikmah Bandar Lampung was conducted from September 1 to 30, 2025.

³⁶ The researcher's observation of the dynamics of communication between teachers at MTs Al-Hikmah Bandar Lampung was conducted from September 1 to 30, 2025.

³⁷ E Ramazan, "Conflict in Schools: A Qualitative Study," *Participatory Educational Research (PER)* 9 (2022): 251–70, <https://doi.org/http://dx.doi.org/10.17275/per.22.14.9.1>.

³⁸ Ratna Kusuma Dewi, Homeroom Teacher of Class 8c at MTs Al-Hikmah Bandar Lampung, Interview (September 17, 2025)

³⁹ The researcher's observation of the dynamics of communication among teachers at MTs Al-Hikmah Bandar Lampung was conducted from September 1 to 30, 2025.

productivity.⁴⁰ Thus, responsive leadership and open communication have a direct impact on maintaining job satisfaction and organizational stability.

The Existence of Separate Groups (Cliques)

Findings

The study identified the existence of closed social groups (cliques) among teachers that were formed based on personal closeness or similar backgrounds.⁴¹ Although natural, the existence of these groups has the potential to create exclusivity and reduce cross-group participation.

Interpretation

Cliques can be an early indicator of social conflict if not managed properly. Group exclusivity has the potential to weaken collective solidarity and hinder cooperation among teachers.

Implications

The principal manages this phenomenon by forming heterogeneous work teams, open discussion forums, and collaborative social activities and training. Guidance counselors emphasize the importance of cross-subject communication and informal activities to strengthen solidarity. Involving teachers in planning school activities increases a sense of belonging and togetherness.⁴² These findings confirm that inclusive leadership and participatory communication are effective strategies in reducing the risk of conflict due to social segregation and maintaining harmony in the school environment.

2. Communication Strategies of the Principal of MTs Al Hikmah Bandar Lampung

Communication is a key element in educational leadership, especially for principals who act as the main drivers of school organizations.⁴³ This study analyzes the communication strategies of the Principal of MTs Al Hikmah Bandar Lampung based on three main indicators, namely communication objectives, target audience, and communication media and channels.⁴⁴

Communication Objectives

⁴⁰ Ria Yustiana, Guidance Counselor at MTs Al-Hikmah Bandar Lampung, Interview (September 17, 2025)

⁴¹ The researcher's observation of the dynamics of communication between teachers at MTs Al-Hikmah Bandar Lampung was conducted from September 1-30, 2025.

⁴² Ria Yustiana, Guidance Counselor at MTs Al-Hikmah Bandar Lampung, Interview (September 17, 2025)

⁴³ Muhammet Erbay et al., "The Relationship Between Leadership And Communication , And The Significance Of Efficient Communication In Online Learning," *Educational Administration: Theory and Practice* 30, no. 6 (2024): 2065–76, <https://doi.org/10.53555/kuey.v30i6.5650>.

⁴⁴ Akiko Sato et al., "Reviews on Common Objectives and Evaluation Indicators for Risk Communication Activities from 2011 to 2017," *PeerJ*, 2020, <https://doi.org/10.7717/peerj.9730>.

Findings

The results of the study show that the Principal of MTs Al Hikmah Bandar Lampung directs his communication strategy towards three main objectives, namely informative, developmental, and motivational communication.⁴⁵ Informative communication is carried out through regular meetings, circular letters, and the use of digital media to convey school policies, programs, and rules.⁴⁶ Coaching communication is realized through a dialogical approach with an emphasis on discussion and problem solving. Motivational communication is demonstrated through giving appreciation, delivering inspirational messages, and providing moral encouragement to teachers and students.⁴⁷

Interpretation

This communication pattern shows that the principal does not only focus on conveying information, but also on developing human resource capacity and strengthening the psychological climate of the school. The dialogical and motivational approaches indicate a participatory leadership style that places communication as a tool for guidance, not just control.

Implications

This strategy has an impact on increasing the school community's understanding of policies, fostering active participation, and reducing misunderstandings in the implementation of tasks. These findings reinforce Tony Bush's view that strategic communication in educational leadership contributes to the formation of a collaborative culture and improved school organizational performance.⁴⁸ In line with this, Yeunjae Lee and Jarim Kim emphasize that open and participatory communication increases the trust and job satisfaction of subordinates.⁴⁹

Target Audience

Findings Data

The study found that the principal of MTs Al Hikmah Bandar Lampung implemented adaptive communication strategies tailored to the characteristics of the target audience, namely

⁴⁵ The researcher observed the dynamics of communication among teachers at MTs Al-Hikmah Bandar Lampung from September 1 to 30, 2025.

⁴⁶ Rini Diliyannti, Homeroom Teacher of Class 9C at MTs Al-Hikmah Bandar Lampung, Interview (September 18, 2025)

⁴⁷ The researcher's observation of the dynamics of communication among teachers at MTs Al-Hikmah Bandar Lampung was conducted from September 1-30, 2025.

⁴⁸ Tony Bush, "School Leadership Models: Global Interest in Western Perspectives,"

⁴⁹ Yeunjae Lee and Jarim Kim, "The Impacts of CEO Leadership Behaviors on Employees' Affective Commitment and Scouting Behavior: The Mediating Role of Symmetrical Internal Communication," *Leadership & Organization Development Journal* 43, no. 2 (January 11, 2022): 261–78, <https://doi.org/10.1108/LODJ-11-2020-0501>.

teachers, staff, students, and parents.⁵⁰ Formal and open communication was used with teachers, a practical and direct approach with staff, a relaxed and guiding communication style with students, and polite, communicative, and empathetic communication with parents. The principal also consistently encourages two-way communication through discussions and providing space for feedback.⁵¹

Interpretation

This adjustment in communication style demonstrates the principal's understanding of the diversity of backgrounds, roles, and needs of each audience. Two-way communication signifies an effort to build equal and participatory relationships, so that messages are not only received but also understood and responded to constructively.

Implications

This strategy strengthens collaboration, increases school community participation, and minimizes potential conflicts and misunderstandings. The challenge that arises is maintaining message consistency amid differences in audience comprehension levels. These findings are in line with the views of Robbins and Judge (in Dewi Susita et al.), who state that the effectiveness of organizational communication is highly dependent on the leader's ability to tailor messages to the characteristics of the recipients.⁵² Thus, adaptive communication is an important prerequisite for creating a harmonious and productive educational environment.

Media and Communication Channels

Findings

The results of the study show that the Principal of MTs Al Hikmah Bandar Lampung utilizes a combination of conventional and digital media, including face-to-face meetings, WhatsApp groups, circular letters, and school social media.⁵³ Meetings are used for policy explanations and discussions, WhatsApp for quick information delivery, circular letters for

⁵⁰ Nurhedhi Desriyanto et al., "The Influence of Leadership Style and Communication In Improving Employee Performance at Government Official Schools," *Journal of Social Research*, 2017, 479–85.

⁵¹ The researcher observed the dynamics of communication among teachers at MTs Al-Hikmah Bandar Lampung, conducted from September 1 to 30, 2025..

⁵² Dewi Susita et al., "Does Organizational Commitment Mediate the Impact of Organizational Culture and Interpersonal Communication on Organizational Citizenship Behavior?," *Management Science Letters* 10 (2020): 2455–62, <https://doi.org/10.5267/j.msl.2020.4.004>.

⁵³ Marcus Fischer et al., "Strategy Archetypes for Digital Transformation: Defining Meta Objectives Using Business Process Management," *Information & Management* 57, no. 5 (2020): 103262, <https://doi.org/https://doi.org/10.1016/j.im.2019.103262>.

formal documents, and social media as a means of publishing school activities. The choice of media is tailored to the characteristics of the audience.⁵⁴

Interpretation

The integrated use of various media demonstrates an awareness of the importance of communication effectiveness and reach. Media integration allows for rapid information flow while ensuring proper documentation, thereby reducing the risk of message distortion.

Implications

This strategy supports more efficient, transparent, and responsive school coordination. Follow-up efforts by the principal ensure that no important information is overlooked. These findings are in line with M. Ohara's (2023) view that the integration of verbal, written, and digital communication is the key to successful education management in the modern era.⁵⁵

3. Building Teacher Professionalism at MTs Al Hikmah Bandar Lampung

The development of teacher professionalism at MTs Al Hikmah Bandar Lampung focuses on improving competence through mastery of material, understanding of conceptual structures and scientific thinking patterns, the ability to develop learning materials, and the use of information and communication technology (ICT).⁵⁶ The principal plays an important role in facilitating this development through academic supervision, training, and ongoing guidance.

Mastery of Subject Matter, Conceptual Structure, and Scientific Thinking

Findings

The results of the study show that the increase in teacher professionalism at MTs Al Hikmah Bandar Lampung is demonstrated through strengthened mastery of material, understanding of conceptual structures, and the development of scientific mindsets.⁵⁷ The principal ensures the achievement of these aspects through scheduled academic supervision, review of teaching tools, implementation of internal MGMP (Teacher Working Groups), and the use of Teacher Performance Assessment (PKG) instruments as objective evaluation tools.⁵⁸ The results of the evaluation are used as the basis for planning training tailored to the needs of each

⁵⁴ Muslim, Principal of MTs Al-Hikmah Bandar Lampung, Interview (September 17, 2025)

⁵⁵ Muammar Revnu Ohara, "The Role of Social Media in Educational Communication Management," *Journal of Contemporary Administration and Management* 1, no. 2 (2023): 70–76.

⁵⁶ Budiarto et al., "Proposing Information and Communication Technology (ICT)-Based Learning Transformation to Create Competitive Human Resources: A Theoretical Review," *Multidisciplinary Reviews* 7, no. 4 (2024), <https://doi.org/https://doi.org/10.31893/multirev.2024076>.

⁵⁷ Field observation, classes VII-B and VIII-B MTs Al Hikmah Bandar Lampung, September 18, 2025

⁵⁸ The researcher's observation of the dynamics of communication between teachers at MTs Al-Hikmah Bandar Lampung was conducted from September 1-30, 2025..

teacher.⁵⁹ Teachers actively update their knowledge through training, digital literature, and learning reflection. In practice, teachers systematically compile materials by utilizing concept maps, contextual media, and linking the material to the real lives of students.⁶⁰

Interpretation

These findings indicate that mastery of material and conceptual structure is not viewed as a static competency, but rather as a process of continuous development. The reflective and performance-based evaluation approach demonstrates an academic culture that encourages teachers to think scientifically, critically, and practically in designing learning.

Implications

Strengthening these competencies has an impact on improving the quality of learning and the relevance of material to the development of science and the needs of students. Institutionally, this practice strengthens teacher professionalism and supports the achievement of sustainable quality in madrasah education.⁶¹

Developing Learning Materials

Findings

The results of the study show that MTs Al Hikmah Bandar Lampung has a strong commitment to encouraging teachers to develop innovative and contextual learning materials. The principal plays an active role through academic supervision, training, and facilitating access to digital platforms such as Pintar Kemenag.⁶² Teachers adapt the material to the needs and characteristics of students through diagnostic tests, contextual learning, and linking the material to real life.⁶³ Findings from interviews with Fiqh teachers show that religious material is linked to the daily practices of santri so that it is more applicable and easier to understand. The teaching resources used include the national curriculum, textbooks from the Ministry of Religious Affairs, and classical texts such as *Safinatun Najah*, *Fathul Qarib*, and *Taqrib*, which are combined in proportionate amounts.⁶⁴

Interpretation

⁵⁹ Muslim, Principal of MTs Al-Hikmah Bandar Lampung, Interview (September 17, 2025)

⁶⁰ Direct observation of academic supervision activities carried out by the principal at MTs Al Hikmah Bandar Lampung, including analysis of teacher performance evaluation results as a basis for planning training and professional development, September 23, 2025.

⁶¹ Field observation, classes VII C, VIII A, and IX B at MTs Al Hikmah Bandar Lampung, September 18-22, 2025.

⁶² Field observation, MTs Al Hikmah Bandar Lampung, September 23-30, 2025

⁶³ Musom, Fiqh Subject Teacher at MTs Al-Hikmah Bandar Lampung, Interview (September 15, 2025)

⁶⁴ Musom, Fiqh Subject Teacher at MTs Al-Hikmah Bandar Lampung, Interview (September 15, 2025)

The development of learning materials reflects efforts to maintain a balance between Islamic scholarly traditions and the demands of modern education. The integration of various teaching resources and evaluation through formative assessments and internal MGMP (Teacher Working Group) indicate a process of continuous improvement of the materials.

Implications

This strategy has resulted in learning that is relevant, contextual, and meaningful for students. The synergy between school policy and teacher professionalism strengthens the quality of the learning process while maintaining the scientific identity of the madrasah.

Developing Professionalism

Findings

The results of the study show that the development of teacher professionalism at MTs Al Hikmah Bandar Lampung is systematic and continuous. The school facilitates training, workshops, seminars, and MGMP activities organized by the Ministry of Religious Affairs and other institutions. Teachers are also supported through access to digital platforms such as Pintar Kemenag and SIMPATIKA.⁶⁵

Observations show that the principal plays an active role through academic supervision, mentoring, and giving appreciation to innovative teachers. Teachers actively participate in professional development activities at least two to three times a year. Despite obstacles such as limited time, costs, and access to training, teachers continue to strive to develop their professionalism through independent learning and webinars.⁶⁶ Schools provide administrative support and flexibility for teachers pursuing certification or continuing their studies at the master's level.⁶⁷

Interpretation

These findings indicate a collective awareness that teacher professionalism is a shared responsibility between individual teachers and school institutions. Structural support from schools strengthens teachers' motivation to continue learning and adapting to change.

Implications

⁶⁵ Field observation, MTs Al Hikmah Bandar Lampung, September 23-30, 2025

⁶⁶ Direct observation of academic supervision activities carried out by the principal at MTs Al Hikmah Bandar Lampung, including analysis of teacher performance evaluation results as a basis for planning training and professional development, September 23, 2025.

⁶⁷ Noviyanti, English Teacher at MTs Al-Hikmah Bandar Lampung, Interview (September 24, 2025)

Continuous professional development creates a culture of lifelong learning in the school environment. This contributes directly to improving the quality of learning and preparing teachers to face the challenges of modern education.

Utilizing Information and Communication Technology

Findings

The results of the study show that the use of ICT at MTs Al Hikmah Bandar Lampung supports the improvement of teacher professionalism. The school provides facilities such as internet, projectors, laptops, and computer labs, as well as conducting internal training. Teachers utilize digital media such as Microsoft PowerPoint and educational videos to create interactive learning.⁶⁸

However, there are still challenges in the form of teachers' digital literacy gaps, limited devices, and the condition of students as santri who are not allowed to use mobile devices.⁶⁹

Interpretation

These obstacles indicate that ICT integration does not only depend on the availability of facilities, but also on the readiness of human resources and the context of the students. Teachers' innovations through visual and projection-based learning reflect their ability to adapt to existing limitations.

Implications

Overall, the use of ICT at MTs Al Hikmah is going quite well and reflects the institutional commitment to building an adaptive and sustainable digital learning ecosystem. ICT integration has proven to strengthen teacher professionalism and improve the quality of the teaching and learning process in facing the demands of 21st-century education.

Discussion

Identification of Potential Conflicts at MTs Al-Hikmah Bandar Lampung

Organizational conflict is a phenomenon that is inseparable from the dynamics of work in educational institutions, including at MTs Al-Hikmah Bandar Lampung. The results of the study show that the potential for conflict in this madrasah arises through four main indicators, namely a decline in communication effectiveness, a decline in performance and productivity, job dissatisfaction, and the formation of closed informal groups (cliques). These four indicators do

⁶⁸ Mashudi, Deputy Head of Facilities and Infrastructure at MTs Al-Hikmah Bandar Lampung, Interview (September 18, 2025)

⁶⁹ Field observation, MTs Al Hikmah Bandar Lampung, (September 19-23, 2025)

not stand alone but interact with each other and form patterns of organizational conflict that are structural and cultural in nature.

First, a decline in effective communication emerged as the most dominant factor in triggering conflict. Reliance on digital media such as WhatsApp without clear communication structures and ethics led to misunderstandings and decreased participation in formal communication forums. This condition reinforced the ambiguity of individual roles and responsibilities. This finding is in line with Robbins (2020) in *The Influence of Transformational Leadership, Interpersonal Communication, and Organizational Conflict on Organizational Effectiveness* by Mukhtar et al., which confirms that communication that is not open and unstructured has the potential to trigger interpersonal tension.⁷⁰ Thus, weak communication is not only a technical problem, but also reflects a suboptimal organizational coordination system.

Second, organizational conflict is reflected in the decline in teacher performance and productivity, characterized by workload imbalances and weak coordination between individuals. This condition indicates the existence of latent conflict that directly impacts organizational effectiveness. These findings reinforce the results of Azusa Nakata's (2025) research, which shows that supervision and evaluation can indeed reduce conflict, but are not sufficient if not accompanied by collaborative and sustainable strategies.⁷¹ In other words, administrative conflict management needs to be complemented by a participatory approach to maintain the long-term stability of teacher performance.

Third, the emergence of teacher dissatisfaction at MTs Al-Hikmah reflects psychological motivational issues. Low professional recognition and limited teacher involvement in decision-making reinforce interpersonal tensions. This finding is in line with Tan Fee Yean (2022) in *Determinants of Job Dissatisfaction and Its Impact on the Counterproductive Work Behavior of University Staff*, which states that job dissatisfaction that is not taken seriously can develop into open conflict because it reduces a sense of belonging to the organization.⁷² Therefore, school principal policies that prioritize an empathetic approach and learning community empowerment are relevant strategies for restoring teacher motivation and job satisfaction.

Fourth, the formation of cliques or closed social groups among teachers causes social fragmentation that has the potential to reduce collaboration between individuals and groups. Although this phenomenon is natural in organizations, group exclusivity can reinforce social

⁷⁰ Mukhtar et al., "The Influence of Transformational Leadership, Interpersonal Communication, and Organizational Conflict on Organizational Effectiveness" 2, no. 1 (2020).

⁷¹ Azusa Nakata, Essi Vuopala, and Armin Weinberger, "Conflict Experiences and Management Strategies in Intercultural Collaborative Learning," *Comparative & International Education* 20, no. 2 (2025): 291–3113, <https://doi.org/10.1177/17454999251329258>.

⁷² Tan Fee Yean et al., "Determinants of Job Dissatisfaction and Its Impact on the Counterproductive Work Behavior of University Staff," *SAGE Journal*, 2022, <https://doi.org/10.1177/21582440221123289>.

barriers if not managed properly. The principal's response through the formation of heterogeneous work teams and inclusive discussion forums has proven effective in increasing social cohesion and reducing horizontal conflicts.⁷³ This approach emphasizes the importance of inclusive leadership in managing the diversity of social relations in the school environment.

The results of the discussion show that the conflict at MTs Al-Hikmah Bandar Lampung stems from structural and cultural issues of communication and work management. Conflict is not merely seen as an obstacle, but also as an opportunity for organizational learning to improve the work system and culture. Therefore, strengthening clear formal communication, fair work distribution, and the application of participatory leadership are key to building a collaborative, adaptive school culture that is capable of managing internal dynamics constructively.

Principal Communication Strategies at Mts Al Hikmah Bandar Lampung

Communication is a key component in educational management because it determines the effectiveness of coordination and working relationships. According to Norma Ghamrawi (2024), dialogic communication in educational leadership can strengthen teacher professionalism and increase involvement in the learning process.⁷⁴ These findings are in line with the results of research at MTs Al Hikmah Bandar Lampung, which implemented adaptive communication strategies by considering the objectives, audience, and relevant communication media. This strategy not only conveys information but also nurtures and motivates teachers, thereby fostering a collaborative and productive work culture.

In terms of communication objectives, the principal emphasized the informative, coaching, and motivational functions through meetings, circulars, and WhatsApp groups. A dialogical approach was used to strengthen teachers' professionalism and confidence,⁷⁵ while verbal and symbolic appreciation increased work motivation.⁷⁶

In terms of audience, the principal adapts the communication style according to the character of the message recipient: formal for teachers, practical for staff, guiding for students, and empathetic for parents. This approach reflects transformative leadership that emphasizes participation and empathy.

⁷³ Inmaculada Gómez Hurtado et al., "Inclusive Leadership: Good Managerial Practices to Address Cultural," *Social Inclusion* 9, no. 4 (2021): 69–80.

⁷⁴ Norma Ghamrawi et al., "Cultivating Teacher Leadership: Evidence from a Transformative Professional Development Model," *School Leadership & Management Formerly* 2434 (2024), <https://doi.org/10.1080/13632434.2024.2328056>.

⁷⁵ Edsoulla Chung, "Eleven Factors Contributing to the Effectiveness of Dialogic Reflection: Understanding Professional Development from the Teacher's Perspective," *Pedagogies: An International Journal* 18, no. 2 (April 3, 2023): 268–88, <https://doi.org/10.1080/1554480X.2021.2013234>.

⁷⁶ Ghamrawi et al., "Cultivating Teacher Leadership: Evidence from a Transformative Professional Development Model Cultivating Teacher Leadership: Evidence from a Transformative Professional Development Model."

In terms of media and channels, a combination of formal channels such as meetings and informal channels such as WhatsApp, school social media, and circular letters are used. This strategy strengthens coordination between staff and teachers and accelerates the dissemination of important information. The selection of the right media increases the effectiveness of communication and the involvement of the school community.⁷⁷

Overall, the principal's communication strategy demonstrates open, responsive, and participatory leadership. This approach has succeeded in strengthening coordination, fostering a spirit of collaboration, and supporting the achievement of the madrasah's educational vision and mission.

Building Teacher Professionalism Through Conflict Management and Principal Communication Strategies at Mts Al Hikmah Bandar Lampung

The results of the study indicate that the formation of teacher professionalism at MTs Al Hikmah Bandar Lampung takes place through a targeted, collaborative, and sustainable strategy. The main synthesis of these findings confirms that teacher professionalism is formed through interactions between teachers' individual awareness, institutional support from the school, and leadership from the principal. The phenomenological approach reveals that teachers have a high level of reflective awareness in improving their pedagogical and professional competencies, which is reflected in their mastery of subject matter, development of contextual learning, and adaptation to learning technologies.

Teachers actively update their competencies through training, seminars, and the use of digital platforms such as PINTAR Kemenag. Teaching materials are developed contextually by integrating the national curriculum and the needs of Islamic boarding school students. Schools strengthen this process through innovative policies, routine academic supervision, and internal training that encourages learning differentiation. The principal's support in the form of guidance, appreciation, and dialogic communication plays an important role in creating an open and productive work climate that supports the continuous professional development of teachers.

Conflict management is implemented through a persuasive and solution-oriented approach that emphasizes two-way communication. The synthesis of findings shows that conflict is positioned as part of organizational dynamics that can be managed constructively. The principal's participatory communication strategy strengthens teacher collaboration and increases

⁷⁷ Susita et al., "Does Organizational Commitment Mediate the Impact of Organizational Culture and Interpersonal Communication on Organizational Citizenship Behavior ?"

commitment to continuous professional development. These findings are in line with Pouria Khosravi (2020), who emphasizes the role of dialogic communication in strengthening professionalism⁷⁸, and Mujiyatun (2021), who affirms the importance of appreciation in increasing teacher work motivation.⁷⁹

The use of information technology is an important dimension in shaping teacher professionalism. Teachers use digital media such as PowerPoint, learning videos, and supporting applications to create more interactive learning. Despite limitations in facilities and digital literacy gaps, the school's response through training and ongoing mentoring demonstrates institutional commitment to improving teachers' digital capacity.

Overall, the formation of teacher professionalism at MTs Al Hikmah Bandar Lampung reflects the synergy between school leadership, constructive conflict management, and adaptive communication strategies. These three aspects form the foundation for creating a collaborative work culture that encourages innovation, self-reflection, and teacher readiness to face the demands of 21st-century education.

Previous studies such as König et al. (2022)⁸⁰, A. Arturo et al. (2023)⁸¹, and Darling-Hammond et al. (2024)⁸² emphasize the importance of continuous professional development, but most focus on public schools with macro policy support. This study fills the gap by presenting the context of pesantren-based madrasahs, which are still limited in international studies.

Studies by S. Bojukrapan et al. (2023)⁸³ and B. Kerimbayeva et al. (2024)⁸⁴ highlight teachers' digital literacy, but have not discussed the adaptation of technology in conditions of

⁷⁸ Pouria Khosravi, Azadeh Rezvani, and Neal M. Ashkanasy, "Emotional Intelligence: A Preventive Strategy to Manage Destructive Influence of Conflict in Large Scale Projects," *International Journal of Project Management* 38, no. 1 (2020): 36–46, <https://doi.org/10.1016/j.ijproman.2019.11.001>.

⁷⁹ Mujiyatun, Khodijah, and Abdurrahmansyah, "The Impact of Teachers' Pedagogical and Professional Competence on Student Learning Outcomes."

⁸⁰ Johannes König et al., "Teacher Noticing And Its Growth Toward Expertise: An Expert–Novice Comparison With Pre-Service And In-Service Secondary Mathematics Teachers," *Educational Studies in Mathematics*, 2022, 205–32, <https://doi.org/10.1007/s10649-021-10128-y>.

⁸¹ Artemio Arturo et al., "Teacher and Headteacher Assessment, Feedback, and Continuing Professional Development: The Mexican Case," *Assessment in Education: Principles, Policy & Practice* 30, no. 3–4 (2023): 273–301, <https://doi.org/10.1080/0969594X.2023.2212874>.

⁸² Linda Darling-Hammond et al., "Educating Teachers To Enact The Science Of Learning And Development," *Applied Developmental Science* 28, no. 1 (2024): 1–21, <https://doi.org/10.1080/10888691.2022.2130506>.

⁸³ Sutthikarn Bojukrapan, Rukthin Laoha, and Thada Jantakoon, "Synthesizing Digital Teacher Competencies for Teaching Profession Students in Higher Education," *Higher Education Studies* 13, no. 4 (2023): 227–34, <https://doi.org/10.5539/hes.v13n4p227>.

limited resources. This study shows that teacher professionalism can still be developed through adaptive leadership and continuous mentoring. Additionally, the research by C. Wang et al. (2025)⁸⁵ discusses leadership and teacher well-being, but does not explicitly link it to conflict management as a reinforcement of professionalism, which is the main contribution of this study.

Conclusion

This study concludes that the organizational dynamics at MTs Al-Hikmah Bandar Lampung are characterized by the interrelationship between potential organizational conflicts, the principal's communication strategies, and the formation of teacher professionalism. Potential conflicts arise through a decline in communication effectiveness, performance and productivity, job satisfaction, and the formation of cliques, which interact structurally and culturally. These findings confirm that conflicts in schools are not singular in nature but develop from communication and work management systems that are not yet fully optimized.

The results of the study show that the principal's leadership plays a key role in managing conflict through dialogical, adaptive, and participatory communication. Clear and empathetic communication strategies not only reduce conflict but also strengthen coordination, trust, and collaboration among school members. In this context, conflict is understood as an opportunity for organizational learning to improve the school's work system and culture.

Furthermore, the development of teacher professionalism at MTs Al-Hikmah is effectively achieved through the synergy of principal leadership, constructive conflict management, and appropriate communication strategies. Teachers' reflective awareness, school policy support, academic supervision (), and adaptive use of technology contribute to improving teachers' pedagogical and professional competencies.

The practical implications of this research emphasize the importance of school principals strengthening dialogic formal communication, implementing participatory conflict management, ensuring fair task distribution, and supporting the continuous professional development of teachers. Responsive and collaborative leadership is the main foundation for building a harmonious, professional school culture that is adaptive to the challenges of 21st-century education.

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⁸⁵ Chan Wang et al., "Unlocking the Relationship between Instructional Leadership, Psychological Well-Being, and Teacher Job Crafting," *International Journal of Educational Management* 39, no. 5 (July 30, 2025): 1156–76, <https://doi.org/10.1108/IJEM-07-2024-0384>.

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