**Research Article**

# Conflict Management at State Junior High Schools 2 and 3 Anjir Muara in Barito Kuala Regency, Indonesia

Rafei Hamdi[1]*, Sulaiman, Aslamiah

Master Program in Education Administration, Postgraduate Program, Universitas Lambung Mangkurat, Banjarmasin 70123, Indonesia

**ABSTRACT**

Conflict management needs to be performed by the principal because schools are educational organizations where disputes are experienced. Structural conflicts including task division and regulation implementation become a problem at State Junior High Schools 2 and 3 Anjir Muara. Therefore, this study aims to analyze dispute types and sources as well as the conflict management in SMPN 2 and 3 Anjir Muara using a qualitative method. Data were collected from the school principals, teachers, and administrative staff using interview techniques. Also, data were analyzed by collecting, reducing, displaying, and drawing conclusions. The results showed that conflict sources in these schools include the task division and regulation implementation for grade promotion, while conflict management is performed by collaboration, accommodation, and compromise. Subsequently, accommodation and compromise of problem-solving are performed by eating together in restaurants and meetings in cafes.

Keywords: conflict management

## Introduction

School is an organization expected to plan, implement, and evaluate, as well as engage in educational activities (Suharsaputra, 2013). This institution failed to run without the supporting components including teaching and learning processes, administration and management, organizations, facilities and infrastructure, manpower, financing, students, community participation, the environment, as well as culture.

People find it difficult to develop and adapt to an advanced life because good and harmonious cooperation between the school components becomes the key factor in realizing quality education. Therefore, teamwork among principals, teachers, administrative staff, and parents proportionally and procedurally influences the achievement of academic goals.

Conflicts often occur between government agencies, the private sector, the general public, colleagues, friends, households, and others because individuals work together in pursuit of goals with different opinions (Winardi, 2010). Also, a dispute exists naturally and is unavoidable in human and organizational ecosystems because it is part of people's life. Therefore, it is necessary to create conducive conditions and decision-making in schools.

According to Heridiansyah (2014), conflict is identified due to poor communication while it arises within an institution or group of workers. Muhammad (2007) further showed that good communication enables an organization to run smoothly but its absence causes a dispute between members. According to Pradani (2008), institutional commitment is the identification, loyalty, and involvement

expressed by employees while managing conflicts.

Conflicts occur due to poor communication, lack of trust, and the absence of openness from the parties that are interconnected. In life, there is diversity expansion in status, economic conditions, and social realities because a less wise attitude in viewing differences helps to reap dispute consequences and violence (Sumaryanto, 2010). Therefore, conflicts that occur in schools negatively affect them if not properly managed. The mode of interaction failed to rule out the dispute among teachers, principals, administrative staff, students, and parents.

Conflicts are not always bad in organizations because they motivate employees to work fairly and honestly while managed properly and correctly. Moreover, it improves work performances in an honest condition by prioritizing competence and maximum productivity. According to Tiyanto (2010), conflicts negatively affects an organization if not managed properly Hence, it leads to a decrease in work performance and productivity (Tiyanto, 2010). Meanwhile, proper management of disputes is useful by creating differences and reform in the organization. The study of Robbins and Judge (2011) showed that conflict management is the use of resolution and stimulation techniques to reduce disagreement.

State Junior High School 2 Anjir Muara as an organization has a diversity of members that interact in various educational activities. However, disputes are caused by conflicting forces and oppositional attitudes of different parties in viewing each other as a barrier and hindrance to the achievement of their respective needs and goals.

Conflicts between teachers and administrative staff are regarded as disagreements in grade promotion and task division meetings. Most educators suggested that the problematic students are not promoted but others want them to pass. Also, teachers propose alternate exam and test committee assignments, while others failed to agree. This phenomenon occurred at State Junior High School 3 Anjir

Muara with the same conflict regarding grade promotion and task division meetings.

Consequently, the principal's ability is needed to properly manage the dispute. This is in line with the study of Canary et al. (2008: 399-400) that conflicts have to be learned due to the following reasons: First, to find its prevention; second, to avoid cognitive and emotional confusion; third, to help individuals on how to achieve their goals; fourth, to dicover the relationship between the way people deal with conflict and its effects on their health conditions; and fifth, conflict is unavoidable because it occurs naturally.

However, the dispute in State Junior High School 2 and 3 Anjir Muara is quickly completed because this situation enables a skeptical study to examine conflict management that is performed. This study focuses on conflict types and sources as well as its resolution in SMPN 2 and 3 Anjir Muara.

**Material and Methods**

This study uses a qualitative approach to develop more understanding of the conflict. Data were collected from the principal, teachers, and employees of the State Junior High School 2 and 3 Anjir Muara that is located in the village of Sei Punga Baru 01 Anjir Muara Subdistrict, Barito Kuala District.

Data sources that were grouped into primary and secondary are classified as informants, events or activities, places or locations, and documents or archives. Meanwhile, primary data were collected directly from the principal, teacher, and employees using documentation and interviews.

Data were analyzed by collecting, reducing, displaying, and drawing conclusions. Furthermore, the level of trustworthiness was tested through credibility, transferability, dependability, confirmability, and triangulation.

**Results and Discussion**
*Conflict Type*

Conflict occurs between groups in State Junior High Schools 2 and 3 Anjir Muara because it contains disagreements about additional tasks. Meanwhile, teachers asked the committee to take turns, while other parties suggested that their duties are not needed to

be alternated. One group decided that the problematic student are required to be promoted, while others suggested they have to pass.

Conflict occurs at State Junior High Schools 2 and 3 Anjir Muara due to disproportionate division of tasks. The principal's duties are performed by administrative staff using computers. Meanwhile, the administrative staff complains of being overworked because they have a lot of tasks that need to be completed on time. This conflict with the principal failed to lead to the disruption of core activities including teaching and learning. However, dispute negatively affects work performance and causes fatality in the implementation of learning if it becomes bigger.

According to Uzun & Ayik (2017), conflict is a natural thing that occurs in institutions. Saiti (2015) further showed that not all dispute has a negative influence because the organization or agency easily correct itself from these mistakes. However, conflict tends to be repeated because it is triggered by trivial problems and errors in communication between people and groups (Rusmana, 2019). Subsequently Madalinaa (2016) confims that dispute becomes endemic to society because it is related to resources scarcity, division of functions and tasks, power of relations, differentiation, and organization roles.

Somech (2008) provided additional empirical support for the notion that conflict management is a team phenomenon. This study focuses more on organizational characteristics and dispute resolution. According to Sultoni et al. (2020), conflict management is not separated from the leadership role because proper control leads to institution benefit. Furthermore, it is related to the process of control to avoid worse conditions (Epelle, 2011).

The study of DeVito (2007: 286-292) showed that conflict negatively and positively affects the institution. However, a dispute further strengthens a relationship if it is resolved properly but have negative effects if it is not immediately attended. Conflict occurs due to an inappropriate interaction between two points of view (Kempa, 2015). Furthermore, Berlt explained that dispute resolution includes various activities including communica-

tion (Behfar, et al., 2008). Yuningsih (2011) revealed that an effective interaction provides opportunities to manage conflicts because it structurally and spontaneously discusses the exchange and message interpretation among members.

Dani (2016) discovered that there is a relationship between communication and conflict management with a positive coefficient. This indicates that the increase in interaction help to develop dispute resolution. However, there is no relationship between organizational commitment and conflict management in teachers at Bunga Bangsa Islamic School of Samarinda.

According to Kasim, Yahiji & Hula (2019), dispute resolution helps to anticipate disagreement between one and others. The Qur'an and Hadith showed that conflict includes intrapersonal, interpersonal, intragroup, intergroup, intra-organizational, and inter-organizational. Therefore, dispute resolution consists of negotiation, Tabayun, deliberation, Tahkim, and Islah. Meanwhile, Rahim (2001: 18) defined conflict as an interactive process manifested in incompatibility, disagreement, or dissonance within or between social entities. This signifies it is an interactive process that brings disagreement between individuals or groups within an organization.

### Conflict Sources

Conflict sources in schools are structural because the division of tasks is based on examination and test committee. This type of dispute occurs in the application of rules where opinions regarding additional positions or duties are differentiated. However, various opinions, thoughts, and views in teacher graduation, or grade promotion meetings became conflict sources at State Junior High Schools 2 and 3 Anjir Muara.

The application of rules and regulations helps to create a dispute in this school because the educator's attendance failed to match the hours of arrival and departure. Meanwhile, attendance imbalances negatively affect the implementation of direct learning, and this decreases student achievement.

In Indonesia, teacher absenteeism tends to reduce undergraduates learning performance

(Shaykh et al., 2004). This indicates that the absence of educators exacerbates inequality because learning order and tranquility are disrupted. Although the available vacancy is filled by a substitute teacher but it was unable to replace the one on duty. Therefore, educators' absenteeism affects in decreasing student achievement because it disrupts the learning process.

The study of Ivatts (2013) showed that teachers' high-level absenteeism lead to the loss of undergraduate learning time, decreased enthusiasm, and damaged the school's reputation. Meanwhile, high student absenteeism negatively affects the institution's reputation because it is less disciplined. This shows the obedience to discipline, order, and other rules that were outlined by the school, local government, and disciplinary, as well as staff.

Wahyudi (2006) explained that the internal factors of conflict include: (1) limited organizational resources, (2) communication failure, (3) differences in nature, values, and perceptions, (4) task interdependence, as well as (5) salary system. The study of Snodgrass & Blunt (2009) showed that disputes had become deeply entrenched over time. Wirawan (2013) defined conflict management as the process used in developing strategies and applying them to produce the desired resolution. According to Thomas, dispute resolution includes competition, collaboration, compromise, avoidance, and accommodation (Wirawan, 2013).

Furthermore, Edy, Sutama, & Samino (2015) showed that conflict consists of communication, organizational structure, and human factors. Meanwhile, dispute includes intraindividual, inter-individual, and intergroup, while management is performed through collaboration, accommodation, and compromise.

According to Mulyasa conflict include: (1) differences of opinion, (2) misunderstanding, (3) feeling aggrieved, and (4) being too sensitive (Asnawir, 2006). Furthermore, Hanson (2003) showed that dispute is a disagreement, or difference between social entities including individuals, groups, and organizations.

Conflict also occurs due to external factors including (1) the development of science and technology, (2) increasing community needs, (3) government regulations and policies, (4) the emergence of new competitors, (5) political and security conditions, as well as (6) the economic condition (Wahyudi, 2006).

Greenberg grouped conflict sources into three including (1) communication, (2) structural that consists of organizational size, staff heterogeneity, line-staff participation differences, reward systems, the interdependence of resources, and power, as well as (3) personal behavioral factors (Jerald Greenberg and Robert, 1997).

According to Nasrudin et al. (2021), the dispute is interpreted as positive, neutral, and negative. The causes are from external and internal factors of individual organizations. Internal factors involve personality differences, stress, decreased productivity, and others, while external factors are communication problems, limited resources, sexual harassment, and others. Leadership skills required in dealing with conflict include deliberation, third party intervention, confrontation, bargaining, compromise, mediation, conciliation, and consultation, as well as increasing resources. Also, not all dispute negatively affects individual performance but some positive influence because of proper management.

Conflict is defined as animalistic traits, cruelty, violence, barbarism, destruction, devastation, irrationalism, emotional uncontrollability, riots, strikes, wars, and others. Moreover, it is associated with adventure events, novelty, innovation, cleansing, purification, renewal, inner enlightenment, creation, growth, development, dialectical rationality, introspection, change, and others. The dispute is a normal result of people's diversity with different characteristics and the same purpose in life (Kartono, 1998). Conflict occurs within or between individuals, employees, groups, members in the same organization, and institution (Fahmi, 2017).

### Conflict Sources

Conflict management used to resolve the assignment problem at State Junior High School 2 and 3 Anjir Muara was performed

with collaboration and compromise. Also, it was carried out by integrating people's ideas to find creative solutions that are acceptable. Collaboration takes time to agree on resolving conflicts because it combines insights from different perspectives. The results help to build a strong mutual commitment due to the principal explanation that dispute management seeks different opinions, tries to understand others' ideas, and work together to find a way that satisfies all. Also, the ideas set by the teacher are accommodated to find a solution that is acceptable because efforts are made to combine insights from different people.

The parties have to agree that the chairman and members' duties are performed every 2 or 3 years depending on a mutual agreement that prioritizes togetherness and good cooperation. This resolution provide benefits to both groups because conflict is transformed into a joint problem-solving situation. Therefore, the parties come together to solve the problem and not to only suppress the dispute (Sunyoto, 2013).

Collaboration work if all group involved are willing to find a solution because there is cooperation among them. Also, they intend to resolve differences rather than accommodate multiple points of view (Wibowo, 2016). In this strategy, the parties try to find a win-win solution to achieve their goals (Robbins, 2013). The study of Thoha (2010) suggested three forms of conflict resolution including lose-lose, win-lose, and win-win.

Meanwhile, the compromise strategy is performed by approaching the conflicting parties to willingly maintain relations and mutual interests. This strategy is carried out by people with equal strengths and the same goals. The parties agree that the chairman remains for 2 or 3 years because the efforts put to find a solution need to be fair and acceptable. However, this task tends to be replaced with an experienced teacher if it was agreed upon. The solution is performed by accommodating each proposal because the groups are willing to accept others' wishes. Also, one party accepted that the chairman remains for a few years but they are willing to give in just to

maintain a good relationship and common interests.

Sunyoto (2013) showed that a compromise result is achieved if the disputing groups are willing to make sacrifices. Therefore, it is not about the individual that won and lost but this method helps to explain conflict by finding aground in the middle of two opposing parties.

Compromise strategy is not about the party that wins or loses but accepting a solution that gives partial satisfaction. Robbins (2013) discovered that people with the nature of love, serenity, harmony, and peace because each party is willing to give up something. Therefore, leaders need to adopt a win-win strategy in overcoming conflict because the price of peace is expensive. This strategy has the advantage that people do not want dispute but peace and their sacrifices are not just wasted to win. A win-win method is psychologically good because the negative aspects of the conflict are neutralized. According to Suradji and Martono (2014), deliberation is the right way to make disputes end in compromise strategy.

Hall, Ikhwan & Nuraini (2020) stated that conflict management is performed if the principal employs a deliberation and middle ground, advising, strengthening friendship ties, compromising all matters with various parties. According to Rusdiana (2015), dispute resolution is performed through deliberation approaches, third party intervention, confrontation, bargaining, and compromise.

Subsequently, Karakuş & Savaş (2012) explained that teachers need to develop trust in parents and have a more humanistic orientation towards their students. This causes educators to use constructive conflict management including integrating, compromising, and obliging. Meanwhile, teachers' lower levels of trust and parenting orientation lead them to use dominating strategies. The results showed the importance of parental involvement and building trust in resolving conflicts in the classroom.

Anwar (2015) indicated that long-term ineffective communication leads to misunderstandings of interpretation, an increase of prejudice, and ultimately in the company or organization. Therefore, a leadership role is

needed to avoid the impact on conflict work performance and effectiveness.

### Grade Promotion Meeting Conflict Management Strategy

Conflict management strategies in determining grade promotion at State Junior High School 2 and 3 Anjir Muara were carried out with collaboration and compromise because there were opinion differences. One party decides that problematic students are not promoted but others want them to pass with certain requirements.

Collaboration strategies are used in conflict management to find solutions to division of labor disputes. Also, it maximizes teamwork ability to express opinions, try to understand each other's ideas, and work together to find solutions that satisfy everyone.

Moreover, collaboration is performed by integrating ideas set by people to find creative solutions that are acceptable because it takes time to agree on resolving conflicts. It incorporates insights from people with different perspectives to build a strong shared commitment. Therefore, the control of the division of labor disputes is performed by asking for ideas, trying to understand each other's opinions, and working together to find a solution that satisfies all.

Effective conflict management help to develop and implement dispute strategies properly. In Islamic teachings, conflict is not a goal but a means to bring together various contradictory things to free human life and individual interests from evil and give birth to goodness (Muliati, 2016).

However, problem-solving helps to find mutually beneficial solutions to disagreements. This is known as a win-win strategy because people believe that the resources at stake are expanded, rather than being fixed if the parties work together for creative solutions. According to Wibowo (2016), the problem-solving style is more or less the same as collaborating.

The compromise strategy is performed by people with equal strengths and the same goals to willingly give in and maintain a good relationship as well as mutual interest. However, the parties agree that the chairman re-

mains for 2 or 3 years because efforts are put to seek a solution that is fair and acceptable. This task is replaced with an experienced teacher if it was agreed on. The other party accepted that the chairman of the committee remains for several years. Meanwhile, accommodation is an effort performed by collecting various parties' opinions for deliberation or resolving the conflict but prioritizing the interests of one of them.

A compromise strategy is used for solving the teacher's division of labor disputes because it aims to find a fair and acceptable solution for all parties. This method is appropriate while people are faced with a dead-end and needs a temporary solution for reasons of time. Also, a compromise strategy is used while force fails to resolve the issue. Although, the solution created is considered fair but the majority of the parties still feel dissatisfied with the result. Therefore, further monitoring is needed to ensure if the agreed solution is still being implemented. In a compromise, all parties to the conflict are willing to give in to maintain the relationship and common interests. This strategy is performed by people with equal strengths and the same goals.

McShane & Von Glinow (Wibowo, 2016) explained the causes of conflict including (1) emphasizing superordinate goals, (2) reducing differentiation, (3) improving communication and understanding, (4) reducing task interdependence, (5) task dependency resources (6) increasing resources, and (7) clarifying rules and procedures (Wibowo, 2016).

The conflict management is taken by the principal at SMPN 2 and 3 Anjir Muara was the right one because a compromise strategy was used to make an agreement. This is appropriate with the opinion that the leader highlights the conflict causes between two parties. Moreover, the group agreed on a particular formulation because information on the similarities and dispute differences or other competitive issues is required. According to Fahmi (2017), deliberation to reach a consensus becomes the best solution to the bargaining approach.

Compromising includes finding a position where concessions are made to a certain de-

gree. Also, it adjusts the other party's concessions, making conditional promises or challenges, and actively seeking a middle ground between the interests of both parties (Wibowo, 2016).

The study of Thakore explained that the solution to solve conflicts in organizations include: 1) Mediation which is the most common form of conflict resolution and it is successful if parties trust the mediator because an independent or impartial person help individuals or groups to reach a solution that is acceptable; 2) conciliation and consultation which are less formal because it is more voluntary, or the parties willingness; and 3) increase resources which is about the proper distribution of resources rather than making haphazard last-minute allocations (Thakore, 2013).

### The Uniqueness of Problem Solving.

Conflict resolution over grade promotion and tasks division was indicated at SMPN 2 and 3 Anjir Muara. The two schools hold meetings in restaurants and cafes to increase the sense of brotherhood and kinship among teachers, administrative staff, as well as principals. Furthermore, the spirit of kinship and good friendship help conflict resolution including compromising and collaborating to go well. All the steps in the planned programs are performed because it fosters a spirit of togetherness and a sense of family.

According to Muspawi (2014), conflicts occur due to intrapersonal and interpersonal relationships between individuals and groups, as well as organizations. Meanwhile, the ways to deal with conflicts include: introduction, diagnosis, agreeing on a solution, implementation, and evaluation.

Rahmi (2018) showed that principals tend to overcome problems or conflicts with Human Relations that are performed by paying attention to religious values, personality, friendship, and polite conversation.

According to Azhari & Setyawan (2013), the dispute often occurs between individuals and friends or people that are in the same position. However, it positively affects the organization's continuity because ways of resolution are to calm down each party. Meanwhile, Carden (2018) showed that the leadership's

efforts to overcome conflict are conducted through coaching and mediation. Coaching is effective in overcoming organizational disputes, while mediation is used to resolve interpersonal one.

### Conclusion and Recommendation

The conflict at both SMPN 2 and 3 Anjir Muara occurs between groups because it contains disagreements about additional tasks including committee examination and tests at school. Meanwhile, Pijah asked the committee to take turns, while the other party suggested that the committee's duties do not need to be alternated. The differences in opinion are indicated while one group decided that the student did not go to class but the others proposes they go.

The structural strategy becomes a conflict source in this school because the division of tasks is for examination and test committee. Differences of opinion, thought, and view in the teacher's additional positions and grade promotion meeting become conflict source at SMPN 2 and 3 Anjir Muara.

Conflict management was performed using a collaborative strategy by exchanging acceptable concessions. In this method, indirect communication was used in meetings because the agreement between the two parties is that the examination and test allow the committee to take turns every 2 or 3 years. Also, problematic students are agreed to go to class but need to be given assignments before the report is distributed. These different opinions are collaborated by the principal into a common agreement.

Additionally, compromise strategy is used to perform conflict management at SMPN 2 and 3 Anjir Muara. This action was carried out between both parties which felt that things were equally important. Therefore, good relations were the main thing to form solid teamwork because each party sacrifice some of its interests to get a win-win solution.

## References

Anwar, C. (2015). *Manajemen Konflik untuk Menciptakan Komunikasi yang Efektif (Studi Kasus di Departemen Purchasing PT. Sumi Rubber Indonesia).* Jurnal. Semarang: Jurusan Komunikasi Strategis FISIP UNDIP.

Asnawir. (2006). *Manajemen Pendidikan*. Padang: IAIN IB Press.

Aula, N., Ikhwan, A., & Nuraini. (2020). *The Leadership Role of the Principal as Supervisor in Conflict Management at Muhammadiyah 2 Madiun High School, East Java, Indonesia.* Al-Hayat: Journal of Islamic Education (AJIE). (online) | Volume 4, Issue 1 | January - June 2020.

Azhari, Z., & Setyawan. (2013). *Analisis Pengaruh Konflik terhadap Lingkungan Kerja: Studi Kasus Dinas Bina Marga Provinsi Sumatera Utara.* Proceeding PESAT (Psikologi, Ekonomi, Sastra, Arsitektur & Teknik Sipil) Vol. 5 Oktober 2013 Bandung, 8-9 Oktober 2013.

Behfar, Kristin.J., Peterson, Randal. S., Mannix, Elizabeth. A., & Trochim, William. M. K. (2008). *The Critical Role of Conflict Resolution in Teams: A Close Look at the Links Between Conflict Type, Conflict Management Strategies, and Team Outcomes.* Journal of Applied Psychology-American Psychological Association. Vol. 93 No. 1 Hal 170-183.

Canary, D. J., Cody, M. J., Manurov, V. L., (2008). *Interpersonal Communication A Goals-Based Approach 4th ed*. Bedford / St Martins's, Boston.

Carden, T. (2018). *Guest Editorial Workplace Conflict Strategies: Conflict Coaching Versus Mediation*. Journal of Conflict Management 1 September 2020.

Dani, Aditya Kurnia. (2016). *Hubungan Komunikasi Organisasi Dan Komitmen Organisasi Dengan Manajemen Konflik Pada Guru di Sekolah Islam Bunga Bangsa Samarinda.* eJournal Psikologi, Volume 4, Nomor 2, 2016: 189-199.

DeVito, Joseph H. (2007). *Interpersonal Communication 11th ed.* LongmanInc, New York.

Edy, Miftahudin, Sutama, & Samino. (2015). *Manajemen Konflik di Sekolah Menengah Kejuruan Negeri 8 Surakarta*. (Artikel Publikasi Ilmiah) (Online). Surakarta: Universitas Muhammadiyah Surakarta.

Epelle, Aluforo. (2011). *Challenges and Solutions to Ethno-Religious Conflict in Nigeria: Case Study of the Jos Crises.* Journal of Sustainable Development in Africa. Vol. 1 No. 13 Hal 133-114.

Fahmi, I. (2017). *Manajemen Sumber Daya Manusia*. Bandung: Alfabeta.

Hanson, E. M. (2003). *Educational Administration and Organizational Behavior, 5th edition*. New York: Pearson Education Inc.

Heridiansyah, Jefri. (2014). *Manajemen Konflik dalam Sebuah Organisasi*. Jurnal STIE Semarang. Vol. 6 . No. 1 Hal. 28-41.

Ivatts, A. R. (2013). *Literature Review on Teacher Absenteeism.* Roma Education Fund, 1:21

Jerald, G., & Robert, A. Baron. (1997). *Behavior in Organizations.* New Jersey: Prentice Hall Int, Inc.

Karakuş, Mehmet, & Savaş, Ahmet Cezmi. (2012). *The Effects of Parental Involvement, Trust in Parents, Trust In Students and Pupil Control Ideology on Conflict Management Strategies of Early Childhood Teachers.* Educational Sciences: Theory & Practice-Special Issue-Autumn-2977-2985.

Kartono, Kartini. (1998). *Pemimpin dan Kepemimpinan: Apakah pemimpin abnormal itu?.* Jakarta: Raja Grafindo Persada.

Kasim, M., Yahiji, K., & Hula, I. R. (2019). *Manajemen Konflik dalam Perspektif Al-Qur'an dan Hadis*. Jurnal Al-Himayah Volume 3 Nomor 2 Oktober 2019 Page 255-270.

Kempa, R. (2015). *Kepemimpinan Kepala Sekolah: Studi Tentang Hubungan Perilaku Kepemimpinan, Keterampilan Manajerial, Manajemen Konflik, Daya Tahan Stres Kerja Dengan Kinerja Guru*. Yogyakarta: Ombak.

Madalinaa, Oachesu. (2016). *Conflict Management, a new challenge.* Procedia Economics and Finance 39 (2016) 807 – 814.

Muhammad, Arni. (2007). *Komunikasi Organisasi.* Bumi Aksara: Jakarta.

Muliati, Indah. (2016). *Manajemen Konflik dalam Pendidikan Menurut Perspektif Islam*. TINGKAP Vol. XII No. 1 Th. 2016 39-52.

Muspawi, M. (2014). *Manajemen Konflik (Upaya Penyelesaian Konflik dalam Organisasi).* Jurnal Diakses dari Volume 16, Nomor 2, Hal. 41-46 Juli – Desember 2014.

Nasrudin, A. H., Unsa, F. F., Aini, F. N., Arifin, I., & Adha, M. A. (2021). *Manajemen Konflik dan Cara Penanganan Konflik dalam Organisasi Sekolah.* TADBIR: Jurnal Manajemen Pendidikan Islam. Volume 9, Nomor 1: Februari 2021 Hal. 1-18.

Pradani, W. (2008). *Hubungan Kompetensi Interpersonal dan Komitmen Organisasi dengan Prestasi Kerja Karyawan*. Semarang: Fakultas Ilmu Psikologi Universitas Katolik Soegijapranata.

Rahim, M. Afzalur. (2010). *Managing Conflict in Organizations.* London: QUORUM BOOKS.

Rahmi, S. (2018). *Headmaster's Leadership in Solving Problems at Islamic Elementary School (SDI) Hikmatul Fadhillah Medan*. Journal. Diakses 1 September 2020, dari Jurnal Pendidikan Islam: Volume 7, Nomor 2, December 2018.

Robbin, S., & Timothy, A. Judge. (2011). *Organizational Behavior.* New York: Pearson.

Robbin, S. (2013). *Organizational Behavior.* New York: Pearson.

Rusdiana. (2015). *Manajemen Konflik*. Bandung: Pustaka Setia.

Rusmana, A. (2019). *The Future of Organizational Communication In The Industrial Era 4.0: Book Chapter Komunikasi Organisasi.* Media Akselerasi.

Saiti, Anna. (2015). *Conflicts in Schools, Conflict Management Styles and the Role of the School Leader: A Study of Greek Primary School Educators.* Educational Management Administration and Leadership 43, no. 4 (2015): 582–609.

Snodgrass, Lyn, & Blunt, Richard. (2009). *The value of play for conflict management: a case study.* South African Journal of Education EASA Vol 29:53-67.

Somech, Anit. (2008). *Managing Conflict in School Teams: The Impact of Task and Goal Interdependence on Conflict Management and Team Effectiveness.* Educational Administration Quarterly Vol. 44, No. 3 (August 2008) 359-390.

Suharsaputra, U. (2013). *Administrasi Pendidikan.* Bandung:PT refika Aditama.

Sultoni, et al. (2020). *One-Roof School Principal Excellence Leadership Development Model in Indonesia.* Proceedings of the 2nd Early Childhood and Primary Childhood Education (ECPE 2020), vol. 487, 2020, 250–55.

Sumaryanto. (2010). *Manajemen Konflik Sebagai Salah Satu Solusi dalam Pemecahan Masalah.* Disajikan dalam acara OPPEK Dosen UNY di Hotel Bukit Surya Tanggal 25 September 2010.

Sunyoto, D. (2013). *Teori, Kuesioner, dan Analisis Data, Sumber Daya Manusia (Praktik Penelitian).* Yogyakarta: CAPS (Center for Academic Publishing Service.

Suradji, D., & Martono, Engelbetus. (2014). *Ilmu dan Seni Kepemimpinan.* Bandung: Pustaka Reka Cipta.

Syaikhu, Akhmadi, & Suryadarma Daniel. (2004). *Ketika Guru Absen: Kemana Mereka dan Bagaimana Murid? (Laporan Penelitian).* Jakarta: Lembaga Penelitian SMERU.

Thakore, Digvijaysinh. (2013). *Conflict and Conflict Management.* Business and Management 8, no. 6 (2013): 7–16.

Thoha, M. (2010). *Kepemimpinan dalam Manajemen.* Jakarta: PT Raja Grafindo Persada.

Tiyanto, P. (2013). *Tantangan Manajemen Sumberdaya Manusia Abad 21.* Palu: Edukasi Grafika.

Uzun, T., & Ayik, A. (2017). *Relationship Between Communication Competence and Conflict Management Styles of School Principals.* Eurasian Journal of Educational Research 68 (2017): 167–86.

Wahyudi. (2006). *Manajemen Konflik dalam Organisasi.* Bandung: Alfabeta.

Wibowo. (2016). *Perilaku Organisasi.* Jakarta: Rajawali Press.

Winardi. (2010). *Manajemen Konflik.* Bandung: CV. Mandar Maju.

Wirawan. (2013). *Konflik dan Manajemen Konflik.* Jakarta: Salemba.

Yuningsih, Ani. (2011). *Implementasi Komunikasi Organisasi dala Manajemen Konflik.* Jurnal Sosial, Ekonomi, dan Humaniora. Vol 2 No. 1, hal 195-202