



Managing school-based conflicts as a social factor influencing educational environments: A case study approach

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ABSTRACT

Background: Conflict in schools often arises from interactions among various parties with differing goals, values, or interests. This study aims to analyze the implementation of conflict management. **Methods:** The research method used is qualitative with a case study approach. Data collection techniques include interviews, observations, and document analysis. **Findings:** This study found that conflicts at the school involved students, teachers, educational staff, and even parents. The types of conflict identified include interpersonal conflict, intergroup conflict, and structural conflict. The causes of conflict include differences in values and goals, as well as a lack of effective communication. In resolving these conflicts, the school implements various conflict management approaches such as collaboration, compromise, and accommodation. These implementations are supported by internal policies and coordination efforts led by the principal, teachers, and other relevant stakeholders. The findings indicate that appropriate conflict management approaches can foster a conducive learning environment, enhance communication quality, and strengthen collaboration among school stakeholders. **Conclusion:** Conflicts in this study arise from miscommunication, misunderstandings, differing perspectives, and lack of discipline, involving various types such as interpersonal, constructive, and destructive conflicts. While conflict management has been effectively implemented through deliberation, mediation, and compromise, it remains informal, undocumented, and not fully aligned with the POAC framework. **Novelty/Originality of this article:** This study contributes to the development of both theory and practice in conflict management within educational institutions. Through the implementation of effective conflict management, negative conflicts can be minimized, while positive conflicts can be leveraged to enhance creativity and innovation in the learning process. The study recommends improving training for educators and administrative staff in conflict management techniques, as well as developing a more open and transparent communication system.

KEYWORDS: conflict management; communication; interpersonal; mediation; structural conflict; stakeholder collaboration.

1. Introduction

Conflict is one of the essential aspects of human life and development, characterized by its diverse nature. Humans differ in terms of gender, social and economic status, legal systems, nationality, ethnicity, religion, beliefs, political ideologies, as well as culture and life goals. Throughout human history, these differences have continuously led to problems,

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commonly referred to as conflict. As long as these differences exist, conflict is difficult—if not impossible—to avoid, and will persist (Mutmainah, 2023).

According to Fauziyah et al. (2022), in Islam, conflict is not seen as an end in itself, but rather as a means to reconcile opposing elements, aiming to free human life from individual interests and vices. It seeks to prevent these differences from becoming the source of hostility, as ultimately, all human beings originate from the same source. This is affirmed in the Qur'an (*Surah An-Nisaa*/4: 1), which states:

يَا أَيُّهَا النَّاسُ اتَّقُوا رَبَّكُمُ الَّذِي خَلَقَكُمْ مِنْ نَفْسٍ وَاحِدَةٍ وَخَلَقَ مِنْهَا زَوْجَهَا
وَبَثَّ مِنْهُمَا رِجَالًا كَثِيرًا وَنِسَاءً وَاتَّقُوا اللَّهَ الَّذِي تَسَاءَلُونَ بِهِ وَالْأَرْحَامَ إِنَّ
اللَّهَ كَانَ عَلَيْكُمْ رَقِيبًا ﴿١﴾

"O mankind, fear your Lord, who created you from a single soul (Adam), and created from it its mate (Eve), and from both of them spread countless men and women. So fear Allah, through whom you ask one another, and maintain family ties. Indeed, Allah is ever Watchful over you".

From this verse, it can be understood that human beings originate from the union of sperm (male) and ovum (female), which implies that every individual should respect one another and practice tolerance toward existing differences—such as opinions, thoughts, and cultures—so as to prevent conflicts that may lead to hostility. According to Rahim (Susanto et al., 2024), conflict can occur between individuals, between groups, as well as between organizations. When two people strongly adhere to entirely opposing views without any compromise, leading to divergent conclusions and intolerant attitudes, it is almost certain that a conflict will arise. Conflict can be defined as a disagreement that emerges due to differences in interests, values, or goals between individuals or groups (Iswantoro, 2021; Toruan, 2023).

Santosa et al. (2023), argues that conflict should not always be perceived negatively, as it can also offer positive outcomes if managed effectively. When multiple ideas exist within an organization, the organizational dynamics become more active and prevent stagnation in innovation. However, managing conflict in a constructive direction requires a complex and deliberate process. Conflict can serve as a motivation to enhance communication and work quality, but it may also decrease performance quality if left unresolved.

In the context of schools, according to Alhammadi (2022), as cited in Susanto et al. (2024), conflict may arise between teachers and students, among teachers themselves, or even between teachers and school administrators. Such conflicts can disrupt social relationships among school members, create a disharmonious atmosphere, and lower the level of engagement in academic activities (Farhan & Hadisaputra, 2021; Solechan et al., 2024). Zamil (2024) emphasizes that if conflicts are not managed properly, they can become serious problems that negatively affect the efficiency of school operations. Therefore, it is crucial for schools to identify ongoing conflicts and seek appropriate solutions to ensure that the teaching and learning process runs effectively.

One approach to resolving conflicts is through the application of conflict management. According to Syarnubi (2016), conflict management refers to the strategies employed by individuals or involved parties to guide disputes toward certain outcomes, which may or may not result in the resolution of the conflict. These outcomes can be either positive or negative, including peace, consensus, creativity, or aggression. Conflict management is essential for organizations or institutions to grow and move in a better direction. The emergence of problems can serve to mature thinking processes within an organization, including educational institutions (Vientianty et al., 2024).

Based on observations, conflicts also occur at this study, involving various parties such as student-to-student, student-to-teacher, teacher-to-teacher, teacher-to-educational staff,

among educational staff, teacher-to-parents, and teacher-to-principal. These conflicts must be addressed to ensure a conducive school environment for learning, to support effective teaching and learning processes, and to enable efficient school administration.

Conflicts that occur can be positive, negative, or neutral, as described by Kusworo (2019). Negative conflict is associated with traits considered animalistic in nature, involving elements such as savagery, aggression, violence, barbarism, destruction, irrationality, lack of emotional control, strikes, organizational losses, neglected tasks, abandoned customers, decreased productivity, increased operational costs, hatred, riots, hostility, and so on. Positive conflict, on the other hand, is related to constructive elements such as exploration, renewal, innovation, creativity, growth, modernization, rationalization, product development, and other forms of advancement. Neutral conflict arises from differences in behavior, background, education, habits, customs, or objectives.

Based on the background, the author identified the problems in this mini research as related to conflict management and its resolution. The conflicts that occur can be positive, negative, or neutral in nature, and arise between students, between students and teachers, among teachers, between teachers and the principal, between teachers and parents, between teachers and educational staff, as well as among the educational staff themselves. Conflict resolution is carried out through the application of conflict management strategies. This study aims to examine the sources of conflict, the types of conflict that occur, and how conflict management is implemented within the educational environment.

2. Methods

The research conducted by the author employed a qualitative approach. According to Creswell (2007) in Aimah & Khauldi (2024), qualitative research is a research procedure that produces descriptive data in the form of speech, writing, and observable behavior of the subjects studied in a detailed and systematic manner, based on facts and data obtained at the research site. This approach, as stated by Soh (2019), aims to investigate essential matters and uses the natural setting as a direct data source. Qualitative research has five main characteristics: (1) it takes place in a natural setting, (2) it is descriptive in nature, (3) it emphasizes process, (4) it uses inductive analysis, and (5) it focuses on revealing meaning.

The type of research used in this study is a case study. According to K. Yin (2018), a case study is an empirical research method that explores contemporary phenomena in depth within a real-world context, where the boundaries between the phenomenon and the context are not always clearly defined. In case study research, the researcher has little control over the phenomena and context. A case study provides a deep understanding of why a decision is made, how the implementation process occurs, and what the outcomes are through the collection of descriptive, narrative, and chronological data.

The researcher selected informants as active sources of information to produce data relevant to the objectives of the study. This research employed purposive sampling, a technique in which participants are deliberately chosen to gain in-depth information and perspectives. Participants play a major role in explaining the realities of the situation, including providing evidence to support or refute the arguments related to the issue being studied. The participants in this research included: (1) students who experienced conflicts with peers or teachers, (2) teachers involved in conflicts with other teachers or educational staff, and (3) educational staff who were involved in conflicts with fellow staff members. This research was conducted from November 14 to November 30, 2024.

2.1 Data and sources of data

The data collected in this study is aligned with the research focus, namely conflict management. The types of data in this research are divided into two categories: primary data and secondary data. Primary data were obtained in the form of verbal expressions or spoken statements and observable behaviors of the subjects (informants). Meanwhile, secondary data were sourced from written documents, recordings, images, or photographs

related to school activities. In addition, the researcher sought supplementary data from written sources such as journals and books. Physical condition data, including buildings, their forms and status, rooms, yards, entrance gates, sports fields, and existing regulations such as school rules, were also utilized by the researcher as supporting materials. These data significantly contribute to the development of this research report.

2.2 Methods and procedures of data collection

In order to obtain valid and reliable data, the researcher employed data collection methods that align with the characteristics of qualitative research. The data collection involved several methods, including interviews, observation, and document analysis.

2.2.1 Interview method

An interview is a verbal question-and-answer process between two or more individuals conducted directly, or it can also be referred to as a conversation with a specific purpose. The aim of an interview is to construct information regarding individuals, events, activities, organizations, feelings, and other relevant matters. This is carried out through face-to-face interaction between the interviewer and the interviewee to obtain concrete information related to the issue under investigation. In practice, interviews are conducted using an interview guide, which outlines the key aspects to be explored. According to Soh (2019), there are two types of interview guides: structured and unstructured.

Structured interviews are conducted based on a list of questions that have been prepared in advance. The purpose is to control and organize the various dimensions to be studied. The questions are predetermined in detail, and in some cases, even the possible answers are anticipated. The scope of the issues is strictly limited to ensure the interview remains focused. On the other hand, unstructured interviews are conducted without a predetermined list of questions. The interviewer only carries a general overview of the topics to be discussed. They are free to ask questions according to the situation and needs of the interview. The questions do not need to follow a fixed order and may evolve flexibly throughout the conversation. Nevertheless, it is advisable for the interviewer to note the main points to be covered as a reference to ensure alignment with the interview's objectives.

In this study, the researcher employed unstructured interviews, as this approach allows informants to express themselves more naturally and authentically. Unstructured interviews enable informants to spontaneously articulate their thoughts and experiences, which in turn provides the interviewer with a broader and deeper understanding of the issues being investigated. Each respondent is free to explore various aspects based on their own perspectives and reasoning, thereby enriching the researcher's insight. The informants interviewed in this study included the principal, teachers, educational staff, students involved in conflicts, and witnesses to the conflicts.

2.2.2 Observation method

Observation, according to Soh (2019), is a method of data collection that relies on the sensory abilities of the human body. Although this method emphasizes the sense of sight, in practice it is also supported by other senses such as hearing and, to some extent, the sensitivity of intuition. According to Soh (2019), the observation method is appropriate when the research is related to human behavior, work processes, natural phenomena, and when the number of respondents is not too large. The researcher agrees with this view and employs observation as a tool for data collection.

2.2.3 Documentation method

According to Indrawan & Yuniawati (2016), the documentation method can serve as a data collection technique by obtaining information and data in the form of records or images that have been archived and are related to the research problem. This study utilizes documents such as books, journals, articles, internet sites, official websites, and the school's social media platforms. Soh (2019) states that documents have long been used in research as a source of data, as documents are useful for verifying, interpreting, and even predicting information. The researcher agrees with this perspective and uses documentation as a tool for data collection.

2.3 Research stages

In qualitative research, the stages of the research process cannot be determined as definitively as in quantitative research. In this study, the researcher follows the perspective of Soh (2019), which is more straightforward and widely understood. He outlines that qualitative research generally consists of three main stages: the orientation stage, the exploration stage, and the member-check stage. The orientation stage involves preparation for data collection. In this phase, the researcher undertook several preparatory steps. First, the researcher approached the principal of school to obtain permission to conduct research on conflict management and its resolution at the school. Then, the researcher prepared a list of respondents to be interviewed. Furthermore, interview and observation guidelines were arranged, along with establishing communication with students, guidance and counseling teachers, subject teachers, and school staff who were selected as respondents.

Based on the data gathered during the orientation stage, the researcher obtained a clear overview to proceed with data collection through observation, interviews, and documentation. At this stage, the researcher began conducting in-depth interviews with data sources, as well as carrying out observations and document analysis to obtain comprehensive data. Activities undertaken during this phase included identifying and selecting credible data sources capable of providing information relevant to the research topic, followed by revising the interview and observation guidelines developed in the field, which served as supporting instruments for the researcher. Subsequently, the researcher conducted intensive interviews with the school principal, vice principal, teachers, and other school community members related to the study. Additionally, documentation relevant to the research was collected to complement the primary data. Lastly, the researcher compiled a research report that described, analyzed, and interpreted the collected data in a continuous manner until the completion of the study.

Next, The member check stage involves verifying the accuracy of the collected data and information to enhance the credibility of the research findings. At this stage, the researcher analyzes the data and information gathered and then presents or reports the results to each respondent or data source for confirmation of the data's accuracy and to identify any additional information needed. Furthermore, the researcher may request further clarification from respondents when necessary to complete the required data and information. Finally, the researcher re-examines the accuracy of the data and information provided by the respondents and data sources.

2.4 Data analysis techniques

Data analysis techniques refer to the process of organizing and arranging data into a specific sequence, pattern, category, and basic descriptive units to identify emerging themes and formulate conclusions. In this context, data analysis involves organizing, sorting, classifying, coding, and categorizing the collected data—whether from field notes, images, photographs, or documents such as reports. The data are then analyzed using descriptive analysis techniques within a qualitative research approach. Following this, the data are managed and conclusions are drawn based on the findings obtained from the field.

The stages and steps of data analysis and management conducted by the researcher in this study consist of data reduction, data display, and conclusion drawing or data verification. Data reduction is the process of selecting, focusing, simplifying, abstracting, and transforming raw data that emerge from field notes. Data reduction can also mean summarizing, selecting the essential points, focusing on significant aspects, and identifying themes and patterns. Once the required data are collected, they are then analyzed further in depth. The steps taken in the analysis process include: first, the development of a coding category system; second, data sorting; and finally, drawing conclusions.

Next, data display is a set of organized information that facilitates the drawing of conclusions. It is a process of organizing data in such a way that it becomes easier to analyze and interpret. In this study, data are presented in the form of narrative descriptions, which are adjusted to the types of data collected through participant observation, in-depth interviews, and document studies. Finally, conclusion drawing or data verification, the process of formulating the meaning and findings of the research expressed in concise, clear, and easily understandable statements. This process is carried out repeatedly to reassess the credibility of the conclusions obtained.

2.5 Data validity checking

According to Soh (2019), the validity of findings is a crucial aspect of research, as it reflects the credibility of the findings in addressing the problem under investigation. According to Miles and Huberman, as cited in Manca, there are three methods used to examine and ensure the validity of data findings: data accuracy, researcher influence, and weighting the evidence. The purpose of data validity checking is to ensure that the research findings genuinely reflect what actually occurred in the field, and to verify whether the explanation provided regarding the real world aligns with the actual conditions or events that took place. To enhance the accuracy of the research findings, data triangulation and member checking were conducted.

Triangulation is a data verification technique that involves utilizing elements outside the data itself for the purpose of validation or as a comparison to the data. In this study, the researcher conducted triangulation by repeatedly asking questions to confirm the accuracy of information obtained from one informant with that of other informants regarding the same topic. Soh (2019), states that triangulation is a method of data validation that uses external sources as references for checking or comparing the credibility of the data. The most commonly used triangulation method involves verification through other sources. Triangulation, therefore, involves comparing and cross-checking the reliability of similar data using different sources of information. To ensure the validity of the findings, the researcher consistently re-checked critical data obtained from one informant by asking other informants who were believed to possess knowledge of the same information.

Soh (2019), states that member checking is intended to verify the accuracy of the data or information collected by the researcher. In other words, this stage is essential for ensuring the credibility of the research findings. Moleong emphasizes that checking with participants involved in the data collection process is crucial for validating the degree of trustworthiness. The components to be verified through member checking include the data itself, data categories, analysis, interpretations, and conclusions. The bias may occur when researchers enter the field setting. The bias referred to here includes both the influence of the researcher on the research site and the influence of the site on the researcher.

3. Results and Discussion

The data obtained by the author in this study were collected through interviews, observations, and documentation. After conducting data collection by interviewing student respondents, teachers, educational staff, and the principal—who were considered capable of providing relevant information or data related to the focus of this research—as well as

through observations and documentation, the findings of the study will be presented as follows.

3.1 Sources of conflict

3.1.1 Sources of conflict among students

Based on the results of interviews and observations, conflicts among students at Somagede State Junior High School 1 occurred due to teasing, calling each other by animal names, making fun of parents' names with humorous or inappropriate nicknames (verbal bullying), and indirect insults through social media posts. These behaviors often triggered emotional responses such as anger and resentment from the targeted students, which sometimes escalated into physical fights. Furthermore, according to the Guidance and Counseling teacher, conflicts also stemmed from incomplete communication and misunderstanding in the delivery and reception of information, which led to disputes among students.

"The type of conflict is conflict between friends triggered by misunderstandings. Students provide incomplete information, so those who receive the message are sometimes offended and conflict arises. There is also personal conflict between students and parents, so that students cannot adapt to their friends and feel uncomfortable in class. In addition, there is also conflict due to teasing, calling parents names, and making jokes, which offends others and ultimately leads to conflict." (Informant, P).

Conflicts also emerged between student groups due to issues involving romantic relationships. This is supported by data recorded in the school's student casebook, which documents incidents involving students who had disagreements, posted negative statuses, used offensive language, mocked peers on social media, ridiculed parents' names, engaged in physical altercations, played the victim, or distorted facts to create division and slander—ultimately causing conflicts. Differences in opinion frequently occur among students and often lead to conflict, particularly among those with more sensitive emotional tendencies.

However, such differences of opinion can also stimulate students' creativity, especially during group discussions or when determining project ideas for P5 (Project to Strengthen the Profile of Pancasila Students/*Projek Penguatan Profil Pelajar Pancasila dalam Kurikulum Merdeka*). In such discussions, students often engage in idea exchanges and arguments to promote their group's product. For instance, in the P5 Entrepreneurship project, students debated various food product ideas to sell. During these exchanges, conflicts occasionally arose.

3.1.2 Sources of conflict between students and teachers

Conflicts between students and teachers, based on observational data, were primarily caused by students' lack of discipline in adhering to school rules or classroom agreements during lessons. This includes behaviors such as leaving the school during instructional hours and smoking on school premises. Observations also indicated that some students experienced conflict with teachers due to fear, particularly if the student had previously been scolded by the teacher. As a result, these students would intentionally skip classes taught by that particular teacher. According to an interview with the homeroom teacher, student-teacher conflict also arises from students' emotional sensitivity toward remarks made by certain subject teachers. In addition, personal factors such as family issues, mental health conditions, or emotional states—on the part of either the teacher or the student—can negatively impact classroom relationships and contribute to the emergence of conflict.

3.1.3 Sources of conflict among teachers

Based on observations, conflicts among teachers occur due to differences of opinion during decision-making processes. For instance, during meetings held to discuss the school's anniversary celebration, various differing opinions are expressed by teachers and educational staff regarding the types of competitions, participants, schedules, and the overall event planning. These meetings often involve debates that can lead to conflict. However, in the end, a collective decision is usually reached—agreed upon by the differing parties—and the agreed plans are implemented in accordance with the meeting's final decision.

3.1.4 Sources of conflict between teachers and educational staff

Based on the results of interviews with the coordinator of the educational staff, conflicts between teachers and educational staff at Somagede State Junior High School 1 arise due to differing perspectives regarding facility and infrastructure standards, particularly related to waste management. According to the head of administration, waste should not be burned because it is used to level the land behind the school. However, the facilities coordinator believes the waste needs to be burned due to the increasing accumulation and lack of maintenance. In addition, the coordinator of the educational staff also stated that conflicts sometimes emerge due to impromptu events organized by the school principal, which require immediate venue preparation. However, the administrative staff are often unavailable at such times, leading to tensions and misunderstandings.

3.1.5 Sources of conflict among educational staff

Based on the results of interviews with the coordinator of the educational staff, conflicts occur due to staff indiscipline during duty shifts and noncompliance with agreed schedules. For example, the afternoon shift runs from 2:00 PM to 7:00 PM, and ideally, the night shift staff should arrive before 7:00 PM. However, when the night shift staff fails to arrive on time, it leads to conflicts among the personnel.

3.2 Types of conflict

Based on observations and interviews, the types of conflict occurring can be categorized as follows. First, interpersonal conflicts, which occur among students, among teachers, between teachers and educational staff, and among the educational staff themselves. Second, destructive conflicts. In this case, conflicts among students stem from fights caused by teasing, verbal bullying, and playing the victim. Furthermore, conflicts between students and teachers arise when students fail to comply with school rules or are reprimanded for not completing assignments, leading to a lack of respect toward the teacher. As a result, students often skip classes taught by that particular teacher. In addition, students' sensitivity to perceived offensive remarks from teachers also causes reluctance to attend those classes. Conflicts among educational staff also arise due to the school guards' lack of discipline in carrying out their duty schedules.

Third, constructive conflicts, such as disagreements among students during discussions and Project-Based Learning activities, as well as differing opinions among teachers during meetings when proposing ideas. Conflicts also occur between teachers and educational staff when there are differing views in solving problems. Fourth, open conflicts, which occur among students, between student groups, and between students and teachers. Fifth, momentary and manageable conflicts, as conflicts tend to be temporary, quickly resolved, and do not escalate, indicating that they remain under control.

According to Kusworo (2019), in his book *Conflict Management and Organizational Change*, conflict is categorized into six types. First, based on its objectives, conflict can be divided into, (1) functional (constructive) conflict, which refers to conflict that is

intentionally constructed or programmed by the organization in order to enhance performance or problem-solving; and (2) destructive conflict, which is characterized by irrational behavior driven by envy, resentment, emotions, and negative thoughts. Destructive conflict is detrimental to organizational goals as it hinders, rather than supports, the achievement of those goals and may even jeopardize them entirely—ultimately causing harm to all parties involved, including individuals, groups, and the organization itself.

Second, based on the actors involved, conflict is classified into three types, (1) vertical conflict, which occurs within an organization between individuals at different hierarchical levels; (2) horizontal conflict, which takes place between individuals or units at the same level of authority or responsibility, such as departments or officials within the same echelon; and (3) diagonal conflict, which arises in governmental or other organizations due to perceived unfairness in the allocation of organizational resources across different work units. This perceived inequality can lead to feelings of envy and resentment among disadvantaged parties, eventually resulting in confrontation.

Third, based on its nature, conflict is divided into two types, (1) open conflict, which occurs within a community or organization and can be witnessed by both the conflicting parties and external observers, including the general public, either directly or through print and electronic media; and (2) closed conflict, which closely resembles latent conflict, in which both opposing parties are aware of their disagreement and recognize the existence of conflict, although it is not evident to outsiders. In this stage, a "cold war" often occurs, and if not acknowledged or managed promptly by the organization's leadership, such conflict may escalate into an open conflict.

Fourth, based on its duration, conflict is also categorized into two types; (1) temporary conflict, which arises spontaneously, quickly, and without prior planning—typically due to misunderstandings or personal offenses between parties. This type of conflict can subside rapidly if the involved parties clarify the root of the issue, especially with the assistance of an external party who helps explain the situation. Therefore, temporary conflict is also referred to as short-term conflict; and (2) prolonged conflict, which persists over a long period, is difficult to resolve, and requires the involvement of a manager or expert to mediate through several stages of conflict resolution. These stages demand substantial time, skills, and awareness from the conflicting parties. Even when considered resolved, prolonged conflict may lead to the emergence of new conflicts that are continuations of previous ones. For this reason, those handling the conflict must possess sharp insight, sensitivity, fairness, impartiality, and the ability to avoid offending any party, while ensuring a comprehensive resolution of the conflict.

Fifth, conflict can also be viewed from the perspective of control. In terms of control, conflict is classified into two types: controlled conflict and uncontrolled conflict. A conflict is considered controlled when it does not escalate rapidly within an organization, typically because a manager has detected the early signs of conflict and takes prompt action to address it. An experienced manager will quickly bring the conflicting parties together, present them with a clear overview of the organizational context, and help each group understand the broader implications of their actions. By facilitating open dialogue and involving all parties in the resolution process, the manager can effectively prevent the conflict from escalating. In contrast, uncontrolled conflict refers to a situation in which the parties involved allow the conflict to intensify—often reaching a high level of severity. In such cases, if the manager or conflict-handling authority lacks the necessary skills or experience, resolving the conflict becomes significantly more difficult. If mishandled, the conflict may not only persist but also spread further. Therefore, it is strongly recommended that managers act promptly, bring conflicting parties together for mediation, and take steps to prevent the conflict from widening, as this could harm all parties involved, including the organization itself.

Sixth, according to Yanto (2022), there are five types of conflict related to behavior. First, intrapersonal conflict occurs when an individual experiences internal conflict, often arising from the simultaneous desire to fulfill two incompatible needs or goals. Second,

interpersonal conflict is a conflict between two individuals whose interests or desires are in opposition. This type of conflict is common between individuals with different roles, statuses, or areas of responsibility and is considered a critical dynamic in organizational behavior, as it involves overlapping roles that inevitably affect the achievement of organizational goals. Third, conflict between an individual and a group often arises when an individual struggles to meet the demands or pressures of conforming to group norms. For instance, a work group may sanction a member for failing to meet the group's productivity standards. Fourth, inter-group conflict within the same organization frequently occurs, such as between management and employees or between different employee groups. Fifth, inter-organizational conflict refers to conflicts between separate organizations, such as economic competition between the United States and other countries. This type of conflict is commonly referred to as rivalry and, based on historical patterns, often leads to the development of new products, technologies, and innovations, lower prices, and more efficient use of resources.

3.3 The implementation of conflict management

First, the resolution of student-to-student conflicts. Based on interviews with the Guidance and Counseling (GC) teacher, conflict resolution involves several steps, calling each party separately to understand the issue from their respective perspectives, followed by calling witnesses. Then, a mediation session is held to resolve the problem, after which both parties are asked to forgive each other. This is followed by an agreement and compromise between the two parties, and finally, evaluation and monitoring of the implementation of the agreement are carried out. In managing the conflict, the GC teacher collaborates with homeroom teachers, student affairs staff, and parents. After handling the conflict, the GC teacher reports the incident, its resolution, evaluation, and monitoring results to the principal.

Second, the resolution of student-teacher conflicts. Based on interviews with the GC teacher, this type of conflict is resolved through mediation involving the student, subject teacher, homeroom teacher, and GC teacher. The mediation process is followed by a compromise to reach a solution. Afterward, the agreed resolution is implemented, and the student's attendance in the subject class is monitored. Third, the resolution of teacher-to-teacher conflicts. Based on the author's observations, conflicts among teachers are typically resolved through deliberation to reach a consensus regarding decisions for a program or event. Fourth, the resolution of conflicts between teachers and educational staff. According to interview data, these conflicts are addressed through mutual discussion and deliberation when making decisions. Fifth, the resolution of conflicts among educational staff. Based on interviews with the coordinator of educational staff, the solution to such conflicts is through coordination, often facilitated via a WhatsApp group.

"The obstacle encountered was in conducting clarification because the students' conflicting answers were convoluted, so it took time to uncover the actual facts" (Informant, P).

"Within 2 weeks to 1 month, if the student has only had one conflict with a classmate, monitoring will be conducted for 2 weeks. If the student frequently causes conflicts and serious violations, monitoring will be conducted for 1 month." (Informant, P).

In managing conflicts, individuals generally employ several approaches (Bashori, 2018). First, avoiding the issue, which is based on fear of confrontation and functional paralysis. This approach is characterized by a tendency to reject thoughts and avoid problems. Second, approaching the issue and seeking resolution, which is driven by optimism and a more functional mindset. This model involves efforts to resolve the conflict with the assistance of others. Third, creating a more conducive atmosphere and working

collaboratively to solve the problem, emphasizing the importance of a supportive environment for joint conflict resolution.

Fourth, the conflict stimulation method, based on the idea that conflict can generate group dynamics and improved performance. In situations where conflict is too low, employees may become hesitant to take initiative and tend to be passive. In such conditions, events, behaviors, and information that could drive better work performance are likely to be ignored, and group members may tolerate weaknesses and poor work execution. To address this, managers may need to stimulate competition and conflict to foster a productive environment. Methods of conflict stimulation include introducing outsiders into the group, organizational restructuring, offering bonuses, incentive payments, and recognition to encourage competition, selecting suitable managers, and implementing practices that differ from the norm. Fifth, conflict resolution methods include domination or suppression, compromise, and integrative problem-solving. These three methods differ in their effectiveness, creativity in resolving conflicts, and their ability to prevent future conflict situations.

3.4 Discussion

3.4.1 Sources of conflict

The conflicts occurring stem from incomplete communication and information reception, lack of discipline, misunderstandings, and differences of opinion. Firstly, incomplete communication and information reception. Based on observations and interviews, conflicts between students are often triggered by misunderstandings arising from how information is received from peers. The information is frequently responded to reactively, without prior clarification or verification. The principle of at-tabayun is applied as an effort to seek clarity and verify information, especially when the truth of the information is still uncertain, as this may potentially lead to slander and conflict. Therefore, the spirit of at-tabayun in the Qur'an serves to test the veracity of information, as stated in Surah Al-Hujurat/49:6.

يَا أَيُّهَا الَّذِينَ آمَنُوا إِن جَاءَكُمْ فَاسِقٌ بِنَبَأٍ فَتَبَيَّنُوا أَن تُصِيبُوا قَوْمًا بِجَهَالَةٍ
فَتُصِيبُوهَا عَلَى مَا فَعَلْتُمْ نَادِمِينَ ﴿٦﴾

"O believers, if an evildoer brings you any news, verify it so you do not harm people unknowingly, becoming regretful for what you have done".

Secondly, lack of discipline is a significant cause of conflict. Conflicts arise due to students' noncompliance with school rules or classroom agreements, such as not wearing the complete school uniform or incorrect class-level uniform attributes, failing to submit assignments on time, and arriving late to class. These behaviors often trigger conflict. This is in line with the view of Wardhani (2018), which explains that student-related problems stem from factors such as hostility and resistance to all regulations, as well as lack of sleep (e.g., staying up all night), which can lead to students arriving late to school.

In addition, misunderstandings also serve as a source of conflict. Students possess diverse characteristics, and such differences shape the way they communicate. Misunderstandings in communication during peer interaction can lead to conflict. Based on observations, these misunderstandings often occur due to misperceptions in interpreting information, thereby causing disputes. This aligns with the argument of Eni & Jahada (2020), who state that conflict can occur during the process of interaction between individuals when the message conveyed by the communicator is misinterpreted by the receiver, resulting in unavoidable conflict.

Furthermore, differences in opinion or perspective may also lead to conflict. Conflict is an inevitable part of life; no matter how much effort is made to eliminate it, conflict will persist. Nevertheless, conflict can be minimized or reduced. It not only brings negative consequences but can also yield positive outcomes for an organization. This is supported by Siregar & Usriyah (2021), who outlines several positive impacts of conflict, (1) it prevents monotony within the organization; (2) it can be a valuable learning experience; (3) it encourages leaders to be more cautious in decision-making; (4) it fosters critical, creative, and innovative individuals; and (5) it cultivates a culture of tolerance within the organization.

However, according to Siregar & Usriyah (2021), conflict can also have negative impacts on organizational stability. These impacts include hindering organizational communication; obstructing cooperation among conflicting individuals within the organization; disrupting productivity and performance; generating mutual suspicion among organizational members; causing personal issues such as stress, fear, frustration, and apathy; and leading individuals under pressure to withdraw from social interactions and violate established rules.

Therefore, the conflicts that stem from differences in opinion tend to result in positive outcomes. For instance, differing opinions among students during the decision-making process in the P5 Entrepreneurship Project encourage innovative and creative thinking. Similarly, differences in perspective between teachers and administrative staff when formulating organizational programs or goals promote cautious and well-considered decision-making by the school principal.

An organization, as a collection of individuals, is inevitably faced with conflict in the pursuit of its goals. Therefore, in order for conflict to have a positive impact on the sustainability of the organization, it must be properly managed by identifying the contributing factors. Conflict often arises from miscommunication of desires, needs, and values to others.

According to Soh (2019), the causes of conflict within each organization vary depending on how individuals interpret, perceive, and respond to their work environment. The emergence of various forms of conflict reflects the dynamics and development within an organization. For this reason, leaders or school principals must understand the potential causes of conflict and view conflict as an inseparable part of organizational challenges. The leader's responsibility is to manage conflict in such a way that it becomes functional and contributes to improving work performance.

According to Soh (2019), conflict can occur naturally due to objective conditions that may trigger its emergence. These objective conditions include, first, the scarcity of resources, where human beings constantly face limitations in the resources needed to support their lives. This scarcity leads to competition among individuals to acquire those resources, which often results in conflict. In an organizational context, such resources may include budgets, work facilities, positions, career advancement opportunities, and others. Second, divergent goals, in which conflict arises because the parties involved pursue different goals. Discrepancies in objectives between individuals or leaders frequently lead to conflict. Third, task interdependence, where conflict occurs due to the mutual dependence of tasks among parties, creating situations where one's performance affects another's.

Fourth, organizational differentiation, which refers to the division of labor within organizational bureaucracy and specialization of workers. This differentiation can become a source of conflict. Fifth, jurisdictional ambiguity, meaning the lack of clear task and authority boundaries within units of an organization. Simultaneously, organizational units often attempt to expand their scope of work and authority. This type of conflict frequently occurs in newly established organizations where the organizational structure and division of labor remain unclear.

Sixth, an inadequate reward system, occurs when an organization's management employs a reward system perceived as unfair or inappropriate by subordinates, potentially triggering conflict in the form of strikes that disadvantage the employees. Seventh, poor

communication often leads to conflict within an organization. Communication-related factors that cause conflict include distortion, restricted access to information, and the use of language that is not understood by the communicating parties. Eighth, conflict also arises from inhumane treatment, violations of human rights, and breaches of the law. With the advancement of civil society and the establishment of human rights laws in Indonesia, public awareness and sensitivity toward human rights and legal enforcement have increased. As a result, inhumane or rights-violating treatment in society and organizations often provokes resistance from those affected. Ninth, the diversity of social system characteristics can also be a source of conflict in society, as its members possess varied characteristics in terms of ethnicity, religion, and ideology. These differences are often accompanied by exclusive lifestyles, which can frequently lead to conflict.

Tenth, individual personality can be a contributing factor. Some individuals possess personality traits that easily trigger conflict, such as being suspicious and negative toward others, selfish, arrogant, always believing they are right, emotionally unstable, and unwilling to compromise. These traits can quickly escalate tensions when interacting with others. Eleventh, feelings and emotions are another cause, as individuals experience different emotional responses. Some people allow their feelings and emotions to dominate their interactions, which can lead to irrational behavior during interpersonal relations, increasing the likelihood of conflict and influencing how they respond when involved in a dispute. Twelfth, human needs may also spark conflict. Individuals either depend on each other's needs or compete for the same limited resources. Since needs are a fundamental driver of human behavior, the neglect or obstruction of these needs can lead to conflict.

According to Melvia & Hakim (2024), the factors that cause conflict are as follows, First, conflict between individuals, where opposing opinions or perspectives and personal emotions may give rise to disputes. Second, cultural differences, as personality differences among individuals are shaped by their cultural backgrounds. These cultural patterns influence personal development and, to some extent, continue to shape individual behavior and identity. Third, conflicting interests, where differences in interests—whether political, economic, or otherwise—between individuals or groups serve as a major source of dispute. Fourth, social change, where rapid social transformations may alter the values within a society, leading to the emergence of groups with differing perspective or stances.

According to Wikansari et al. (2022) in Zohriah et al. (2023), there are several factors that contribute to conflict. First, lack of coordination, which is one of the most significant issues within an institution. Poor communication—often caused by misunderstandings, language barriers, and failure to convey information effectively—can greatly contribute to this problem. Second, personality differences. Conflict may arise when members of an organization are unable to respect and appreciate each other's differences, especially considering that members come from diverse backgrounds and experiences that shape their individual personalities.

Third, unequal distribution of resources. The principle of sharing is one potential resolution to conflict within an organization. To mitigate such conflicts, administrative policies that allocate resources fairly and sustainably should be established within the school. Fourth, stress, which refers to the state of being overwhelmed by mental or emotional pressure. When individuals fail to manage this pressure, it can turn into tension. Stress affects a person's mind, behavior, and physical functioning, and its symptoms may include sleep disorders, weight loss, excessive sweating, and difficulty concentrating during learning. Fifth, sexual harassment, where an individual may experience harassment stemming from discomfort related to sexual issues. Conflict among members of a school may arise in such situations if there is no code of conduct in place to regulate these matters. Sixth, student dropouts, which may occur when individuals feel uncomfortable due to organizational disagreements and decide to leave the group. Seventh, decreased productivity, where an individual's development declines due to a lack of motivation.

There are factors that cause conflict. First, misunderstandings, which often occur among individuals working together. Misunderstandings or misperceptions can lead to competition. For example, an action intended for good may be perceived as harmful by

others, leading to discomfort, lack of sympathy, and even hostility. Second, incomplete information. When someone communicates a message that is partial or incomplete, the recipient receives insufficient information, which can trigger conflict due to misinterpretation or misjudgment.

Third, sensitivity or emotional vulnerability. An overly sensitive attitude may cause conflict, as the behavior or statements of others may be perceived as offensive, even if no harm was intended. This sensitivity can lead to arguments or disputes among employees or groups, despite the fact that the action may not be ethically wrong. Fourth, communication failures, which may stem from the use of language that is difficult to understand, incomplete or inaccurate information, or an inconsistent leadership style. These factors can all contribute to conflict within an organization. Fifth, differences of opinion. Diverging perspective often lead to competition or conflict, as individuals or groups tend to believe their own perspective is the most accurate. If such disagreements are not properly resolved, they may escalate into competition or conflict, and in some cases, cause division.

The sources of conflict can be attributed to various causes, which are classified into three categories. first, communication factors; second, structural factors, which include organizational size, staff heterogeneity, participation, line-staff differences, reward systems, resource interdependence, and power dynamics, and third is individual behavioral factors.

3.4.2 Types of conflict

Conflicts occurring are primarily interpersonal in nature, involving students, student-teacher interactions, teacher-teacher relationships, teacher-educational staff interactions, and among the educational staff themselves. These conflicts include destructive conflicts, constructive conflicts, as well as temporary and manageable conflicts. The interpersonal conflicts may take a destructive form, leading to quarrels, disputes, and divisions, which must be addressed immediately to prevent disintegration among students and teachers. However, there are also constructive conflicts that provide new experiences for both students and teachers, fostering creativity and innovation. The conflicts that arise are generally temporary, do not persist over time, and remain well-managed, thus avoiding resentment and division among the parties involved.

3.4.3 The implementation of conflict management

Conflict resolution is carried out through several approaches. First, deliberation (musyawarah). When interpersonal conflicts occur, resolution is sought through deliberation to reach a mutual agreement, especially in cases involving differences of opinion regarding the implementation of school programs. Second, mediation. Mediation is conducted between the conflicting parties, accompanied by witnesses and mediators, who may include the school counselor, homeroom teacher, or the school principal. Mediation plays a crucial role in resolving conflicts. The practice of tahkim is also employed as a method to reconcile the disputing parties by involving a neutral mediator to act as a peacemaker. This approach is in line with the principle outlined in the Qur'anic verse Q.S. An-Nisa/4:35.

وَأِنْ خِفْتُمْ شِقَاقَ بَيْنِهِمَا فَابْعَثُوا حَكَمًا مِّنْ أَهْلِهِ وَحَكَمًا مِّنْ أَهْلِهَا إِنْ يُرِيدَا
إِصْلَاحًا يُوَفِّقِ اللَّهُ بَيْنَهُمَا إِنَّ اللَّهَ كَانَ عَلِيمًا خَبِيرًا ﴿٣٥﴾

"If you anticipate a split between them, appoint a mediator from his family and another from hers. If they desire reconciliation, Allah will restore harmony between them. Surely Allah is All-Knowing, All-Aware".

From the aforementioned verse, it can be concluded that reconciliation in conflict resolution requires mediation involving a peacemaker or third party. Third, forgiveness. After mediation, the conflicting parties are encouraged to forgive one another. In most conflicts, each party tends to defend their own egos. Therefore, *al-'afwu* (forgiveness) serves as an initial indicator of one's virtue and piety, which helps foster a peaceful environment. Fourth, compromise. In this stage, the third party or mediator provides alternative peaceful solutions that lead to a mutually agreed compromise between the disputing parties. This aligns with Habermas's view in his book *Vernacular Accounting*, in which compromise is described as a method that enables all parties to reach a beneficial solution, minimizing disputes and ensuring that no party feels disadvantaged.

Fifth, monitoring. In this case, the school—particularly the guidance counselor (BK teacher)—carries out monitoring of the students involved in the conflict for a period of two weeks to one month. If the student is a first-time offender, monitoring is conducted over a two-week period. However, if the student is a repeat offender or has committed a serious violation, the monitoring period extends to one month. Although conflict management is not formally documented or systematically programmed, it is still carried out effectively. Even though the approach does not formally follow the POAC (Planning, Organizing, Actuating, and Controlling) management model, in practice, it aligns closely with POAC principles.

Dahari et al. (2022), proposed five conflict management approaches. First, competing, a style characterized by a high level of assertiveness and a low level of cooperation. This style is power-oriented, where an individual uses their authority to win the conflict. In practice, school principals allow the conflicting parties to engage in healthy competition. Second, collaborating, which features both high assertiveness and high cooperation. The goal is to seek alternatives that meet the expectations of both parties involved in the conflict. Collaboration involves negotiating solutions that satisfy all parties by fostering mutual understanding of the issues and disagreements. Innovation and creativity are also employed as alternative solutions. In practice, principals allow their subordinates to collaborate in resolving conflicts. Third, compromising, a conflict management style with moderate levels of both assertiveness and cooperation, utilizing a give-and-take strategy where both parties seek alternatives that partially satisfy their interests. In practice, school principals resolve subordinate conflicts by engaging in negotiation and compromise, encouraging each party to reduce their demands, interests, and expectations.

Fourth, avoiding, which is characterized by low levels of both assertiveness and cooperation. In this style, parties attempt to avoid conflict by distancing themselves from the issue, postponing discussions until a more appropriate time, or withdrawing from threatening or harmful conflicts. Practically, school principals anticipate and take preventive measures to avoid potential conflicts within the educational institution. Fifth, accommodating, a conflict management style with low assertiveness and high cooperation, where one party sets aside their own interests to satisfy the needs of the opposing party. In practice, school principals adopt an open-door approach, listening to and accommodating the aspirations of conflicting parties.

Based on these various approaches, it can be concluded that conflict resolution can be carried out using different strategies, depending on the context and complexity of the conflict. Each approach has its own strengths and weaknesses, yet all possess the potential to serve as a means of improving quality rather than diminishing it. Conflict resolution, therefore, should not merely be viewed as a way to eliminate disputes, but as an opportunity to foster growth, collaboration, and continuous improvement within an organization.

According to Veithzal & Murni (2009), as cited in Soh (2019), there are three commonly used conflict resolution methods, domination or suppression, compromise, and integrative problem solving. First, domination or suppression can be executed in several ways. One approach is forcing, which involves an autocratic and coercive method characterized by firm and assertive action. Alternatively, a more diplomatic method known as smoothing aims to ease tensions without direct confrontation. Another technique is avoidance, where a manager chooses not to take a definitive stance in a conflict situation. Additionally, the

majority rule can be applied, which attempts to resolve intergroup conflicts through voting based on fair procedures.

Second, compromise is employed when a manager seeks a middle ground that is acceptable to all conflicting parties. This approach can take several forms. Separation involves distancing the conflicting parties until an agreement can be reached. Arbitration refers to involving a third party—typically a manager—to provide a judgment or recommendation. Another form of compromise is reverting to established rules, where the impasse is referred back to existing regulations, and it is agreed that those rules will guide the resolution. Bribing, though ethically questionable, involves offering one party a form of compensation in exchange for their agreement to a resolution. Lastly, finding a middle ground may also be achieved by offering realistic and acceptable explanations that all parties can agree upon.

In addition to domination and compromise, integrative problem solving is also regarded as a crucial conflict resolution method according to Veithzal & Murni (2009), as cited in Soh (2019). This approach transforms intergroup conflict into a shared problem-solving situation through specific problem-solving techniques. Rather than focusing solely on suppressing conflict or seeking compromise, both parties openly strive to find a mutually acceptable solution. Therefore, managers should encourage subordinates to collaborate in achieving common goals, engage in free exchange of ideas, and emphasize efforts to reach optimal solutions that lead to integrative resolution. There are three types of integrative resolution methods; a) Consensus, which occurs when both parties meet to find the best solution to their problem, not to achieve unilateral victory; b) Confrontation, where both parties directly express their opinions to one another. With skilled leadership and a willingness to accept resolution, a rational solution to the conflict is often attainable; c) The use of higher goals, which can serve as a conflict resolution method when such goals are mutually agreed upon by the involved parties.

Furthermore, there are five essential steps to achieving peace in conflict situations. These steps are considered fundamental in overcoming difficulties in conflict resolution. First, recognition—acknowledging the gap between the current or identified condition and the ideal state. A common mistake is failing to detect an existing problem or mistakenly perceiving a problem where none actually exists. Second, diagnosis—the most crucial step. By applying accurate and validated methods, fundamental questions such as who, what, why, where, and how can be thoroughly addressed. Therefore, it is important to focus attention on the core issue rather than on trivial matters. Third, agreement on a solution—this involves gathering input from all parties involved. Unrealistic or impractical solutions should be avoided to ensure that the best resolution is reached and the conflict is resolved promptly. Fourth, implementation—which must be carried out with an awareness that every action brings both benefits and drawbacks. Nevertheless, it is essential to ensure that these considerations do not disproportionately favor any particular group. Finally, evaluation—since a resolution itself may lead to a series of new problems. If the solution appears ineffective, the previous steps should be revisited and refined to discover a more appropriate and effective resolution.

The term conflict originates from the Latin *con-figere*, *conflictum*, which means to clash with one another. This term refers to all forms of collision, confrontation, incompatibility, disharmony, opposition, fighting, antagonistic interaction, and contradiction. Conflict arises when there are differing (or perceived differing) views and incompatibilities regarding those views (Dahari et al., 2022; Nasution, 2010).

Kusworo (2019), defines conflict as antagonistic psychological relations involving incompatible goals, exclusive and irreconcilable interests, hostile emotional attitudes, and differing value structures. Robbins, as cited in the journal by Wilda Rif'ah Fauziyah et al. (2022), describes conflict as "A process in which an effort is purposely made by A to offset the efforts of B by some form of blocking that will result in frustrating B in attaining his or her goals or furthering his or her interests."

According to Fauzi (2023), conflict is defined as antagonistic psychological relationships, hostile emotional attitudes, differing value structures, and antagonistic

interactions that may be overt or covert, such as subtle resistance, controlled opposition, hidden tensions, or indirect forms of defiance. Conflict can also be defined as a situation characterized by controversy between values or goals.

According to Syarnubi (2016), conflict is an interactive state manifested through disagreement, contradiction, or differences involving or occurring between social entities such as individuals, groups, or organizations. In the Qur'anic context, conflict is synonymous with the term *ikhtilaf*, as mentioned in the words of Allah SWT in Surah Al-Baqarah/2: 176 & 213.

ذَٰلِكَ بِأَنَّ اللَّهَ نَزَّلَ الْكِتَابَ بِالْحَقِّ وَإِنَّ الَّذِينَ اخْتَلَفُوا فِي الْكِتَابِ لَفِي شِقَاقٍ
بَعِيدٍ ﴿١٧٦﴾

"That is because Allah has revealed the Book in truth. And surely those who differ regarding it are totally engrossed in opposition". (Q.S Al-Baqarah/2: 176)

كَانَ النَّاسُ أُمَّةً وَاحِدَةً فَبَعَثَ اللَّهُ النَّبِيِّنَ مُبَشِّرِينَ وَمُنذِرِينَ وَأَنْزَلَ مَعَهُمُ
الْكِتَابَ بِالْحَقِّ لِيَحْكُمَ بَيْنَ النَّاسِ فِي مَا اخْتَلَفُوا فِيهِ وَمَا اخْتَلَفَ فِيهِ إِلَّا
الَّذِينَ أُوتُوهُ مِنْ بَعْدِ مَا جَاءَتْهُمْ الْبَيِّنَاتُ بَغْيًا ۖ بَيْنَهُمْ فَهَدَى اللَّهُ الَّذِينَ آمَنُوا لِمَا
اختلفوا فِيهِ مِنَ الْحَقِّ بِإِذْنِهِ ۗ وَاللَّهُ يَهْدِي مَنْ يَشَاءُ إِلَى صِرَاطٍ مُسْتَقِيمٍ ﴿٢١٣﴾

"Humanity had once been one community 'of believers before they lost faith'. Then Allah raised prophets as deliverers of good news and as warners, and revealed to them the Scriptures in truth to judge among people regarding their disputes. And no one disputed the Scriptures except the very people who received them after clear proofs had come to them—out of jealousy. Then Allah, by His grace, has guided the believers to the truth regarding those disputes. And Allah guides whoever He wills to the Straight Path". (Q.S Al-Baqarah/2: 213)

According to Winardi as cited in Dahari et al. (2022), conflict refers to the existence of opposition or disagreement in opinion between individuals, groups, or organizations. Syarnubi (2016), defines organizational conflict as a discrepancy between two or more members or groups within an organization, arising from the reality that they must share limited resources or tasks, or from differences in status, objectives, values, or perceptions. Based on these expert opinions, it can be concluded that conflict essentially refers to all forms of human relationships marked by opposing characteristics or incompatibilities between individuals or groups in pursuit of their goals. Conflict can occur at the individual, group, or organizational level.

According to Bashori (2018), conflict can be viewed from several perspectives. First, the traditional view considers all conflict as harmful. Conflict is seen as negative, detrimental, and something that must be avoided. Second, the human relations view perceives conflict as a natural and inevitable occurrence in all groups and organizations. Since conflict cannot be avoided, it should be accepted and rationalized in such a way that it becomes beneficial for improving organizational performance. Third, the interactionist view encourages the presence of conflict based on the assumption that cooperative, calm, peaceful, and harmonious groups tend to become static, apathetic, unaspiring, and non-innovative. Therefore, this school of thought argues that conflict needs to be maintained at

a minimum but ongoing level to ensure the group remains dynamic, self-critical, and creative.

Based on the three perspectives above, it can be concluded that the existence of conflict can give rise to either positive or negative perspective. Therefore, conflict is an issue that must be effectively resolved to minimize the negative impacts associated with its occurrence. According to Stephen P. Robbins, as cited in Bashori (2018), there is a distinction between the traditional view of conflict and the new perspective, often referred to as the interactionist view. These differing perspective are presented in the table 1 below.

Table 1. Old and new perspective on conflict

Old perspective	New perspective
Conflict can be avoided	Conflict can't be avoided
Conflict is caused by managerial errors in the design and operation of the organization or by individual shortcomings	Conflict arises from various causes, including organizational structure, inevitable differences in goals, differences in perceptions and personal values, among others.
Conflict disrupts the organization and hinders optimal performance	Conflict may either facilitate or hinder the implementation of organizational activities to varying degrees.
The role of management is to eliminate conflict	The task of management is to manage the level of conflict and its resolution.
Optimal organizational performance requires the elimination of conflict	Optimal implementation of organizational activities requires a moderate level of conflict.

Based on Table 1 above, it can be concluded that conflict may serve either a functional or dysfunctional role. Simply put, this means that conflict has the potential to contribute to development or to disrupt organizational activities, depending on how it is managed (Supardi & Anwar, 2002). In organizational life—particularly within educational institutions that involve interactions among various individuals and groups—conflict is an unavoidable reality. In essence, conflict is a dynamic process that can be observed, described, and analyzed.

3.4.4 Definition of conflict management

Mauliya (2021), state that management is an activity that involves coordination and supervision to ensure that the intended objectives are achieved effectively and efficiently. According to Istikomah & Haryanto (2021), management is defined as "a process of achieving organizational goals through the performance of others." Similarly, Martayo describes management as an effort to determine, integrate, and accomplish various organizational objectives through the implementation of planning, organizing, staffing, directing and leading, as well as controlling functions. Meanwhile, Daryanto (2013), as cited in Mutmainah (2023), explains that management is a process associated with activities such as planning, organizing, controlling, staffing, directing, motivating, communicating, and decision-making, which are carried out by every organization to coordinate its various resources effectively.

Based on the perspectives of various experts, it can be concluded that management is a systematic process of organizing activities aimed at achieving specific goals through planning, organizing, controlling, and evaluating. According to Mudzakkar (2020), conflict management refers to the necessary steps taken by the involved parties or a third party to resolve disputes in a way that leads to positive, creative, consensual, or mutually beneficial outcomes. Conflict management may also involve self-help efforts, collaborative problem-solving, or decision-making facilitated by a third party. A process-oriented approach to conflict management emphasizes the communication patterns among the parties involved and how these patterns influence their interests and interpretations of the conflict.

According to Saputra (2023), conflict management is a series of actions and reactions that occur between the parties involved in a conflict or with external parties. In line with

this view Zamil (2024), argue that conflict management is an effort or strategy used to control and regulate conflicts in order to reach a resolution. The process often requires the involvement of a third party to help facilitate a resolution that meets the desired outcome. The success of such conflict management depends on the accurate identification of the causes of conflict, which allows for an appropriate response. Based on these expert opinions, it can be concluded that conflict management is a method for resolving disputes between two or more individuals or groups. The parties involved in the conflict, or an external third party, can employ this technique to achieve a mutually acceptable resolution.

3.4.5 Objectives of conflict management

Conflict is an inevitable occurrence that frequently arises and can hinder the achievement of organizational goals. Therefore, conflict management must be conducted systematically to ensure that objectives are met (Rinandita et al., 2022). According to Saputra (2023), the goals of conflict management include: first, enhancing creativity—if conflict is managed properly, it can be transformed into a force that increases creativity, innovation, and productivity among the parties involved. Second, facilitating the implementation of collective activities and cooperation, as organizations are social systems composed of human resources that must work together in planning, implementation, and evaluation of organizational activities.

Third, preventing an unhealthy work environment characterized by negative behavior and mutual suspicion, since the organizational climate reflects members' perceptions of internal dynamics within the organization. Fourth, increasing organizational loyalty and commitment, as unresolved conflicts between management and employees or between supervisors and subordinates can lead to perceptions of unfair treatment, ultimately reducing employee loyalty and commitment. Lastly, creating systems and resolving conflicts—an organization is considered adaptive and sustainable if it learns from conflict situations by developing procedures and mechanisms for conflict resolution that evolve into organizational cultural norms over time. From the aforementioned discussion, it can be concluded that conflict management is a crucial aspect that must be carefully considered in order to establish strong commitments and informed decisions, ensuring that conflict does not become an obstacle within an organizational system. Furthermore, conflict management plays a vital role in resolving various issues within educational institutions.

Table 2. Relevant studies

No	Author(s)	Aims	Findings
1	Irvan Ardian (Ardian, 2014)	The aim of the research was to provide an overview of the implementation of conflict management at SMK AL-Hasra Bojongsari Depok, and to understand how the principal optimized the application of conflict management.	The study revealed that conflict management in the school was neither formally documented nor systematically programmed. In practice, the principal had limited communication with subordinates, and conflict resolution often involved only selected individuals, depending on the type and severity of the conflict. In some cases, the principal acted independently without involving others.
2	Karisma et al. (2023).		The findings of their research indicate that the implementation of conflict management in addressing violations of school rules at SMP YPI Tunas Bangsa Palembang involves several contributing factors: student-related conflict factors, teacher-related factors, parental factors, family background, student

3 Junaedi (2023)

character, classroom dynamics, homeroom teacher roles, students' home distance from school, school regulations, domestic issues, and factors specifically related to school rule violations.

This study revealed that a school principal with strong social competence is capable of fostering positive relationships among school principals, teachers, and students, building collaboration with the community, developing relevant educational programs, and managing conflicts effectively

4. Conclusions

Based on the research questions and objectives, the following conclusions can be drawn. Conflicts at Somagede State Junior High School 1 arise from several factors, including incomplete delivery and reception of information, misunderstandings, differences in opinions or perspectives, and a lack of discipline. The types of conflicts that occur in the school include interpersonal conflict, destructive conflict, constructive conflict, momentary conflict, and controlled conflict. The implementation of conflict management in resolving these issues has been carried out effectively through various approaches such as deliberation, mediation, mutual forgiveness, compromise, and ongoing monitoring. However, conflict management at the school has not yet been formally structured or documented in writing, and it does not fully follow the POAC (Planning, Organizing, Actuating, and Controlling) framework.

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Author Contribution

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