

# Conflict Management in KB/TK Pedagogia Faculty of Education Universitas Negeri Yogyakarta

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**Abstract—** This study aimed to determine (1) the type of conflict that occurs, (2) the impact caused by the conflict, (3) the efforts and strategies used in managing conflict, (4) supporting and inhibiting factors in conflict management in KB/TK Pedagogic. The study used a qualitative approach with a case study method. The data collection techniques are interviews, observation, and documentation. The research subjects are the principal, teachers, class companion teachers, and also all parts of the FIP institution that oversees the school concerned. The validity of the data used the theory of [1] which includes internal validity, external validity, reliability, and objectivity. Data analysis used the theory of Miles, Huberman, & Saldana (2014). The results of the study are (1) task conflicts as occurred conflict, process conflicts, and relationship conflicts, (2) the impact caused by conflicts that occur in KB/Kindergarten is a disruption in the learning process, in this case, the assessment process, work stress, gaps among teachers, (3) The conflict management strategy used is adjusted to the type of conflict that occurs, including collaboration and compromise, (4) Efforts made by the principal concerned are to return the nature of the school to the related institution, that is FIP, reattaching relationships with fellow teachers and also trying to restore the trust of guardians of students, (5) supporting factors in open peer conflict management, the role of school committees and institutions that protect related schools which is very helpful. The inhibiting factor is the principal's lack of experience in managing the school and the principal's lack of assertiveness in making decisions.

**Keywords—***conflict; conflict management*

## I. INTRODUCTION

Nowadays Organizations cannot avoid conflict. This is because the organization consists of several individuals who have different characteristics including differences in interests, talents, abilities, and goals. It can make conflict management knowledge and skill that must be possessed by every individual in the organization, especially leaders. Unpredictable conflicts can occur at any time. However, the conflict will not happen but through several stages. The process of conflict, according to Robbins and Judges through 5 stages, they are (1) potential conflict or incompatibility, (2) cognition and personalization, (3) goals, (4) behavior, and (5) consequences [2]. The cause of conflict is the result of responsibilities ambiguously defined

by the principal and also the teacher. Perceptions differences are also a major factor that causes conflict. However, conflict is not only a negative impact but can also have a positive impact depending on how it is managed. Relationship conflicts can have a significant negative impact on organizational performance, so good conflict management is needed that can be adjusted to the type of conflict that occurs [3]. That is the reason a leader must have conflict management knowledge with the aim of being able to manage existing conflicts.

The types of leadership are behavior that shows the characteristics of a leader in influencing his subordinates, what should be done by subordinates chosen by the leader, how to act in influencing subordinates also forms a leadership style [4]. Conflict management style must be adapted to existing conflicts. Nazari and Akbari explained that the conflict management style has a significant impact on employee performance and job stress [5]. In order for conflicts that occur to be handled, good communication skills are needed, the communication skills of a leader must be capable of this in order to influence his subordinates to achieve organizational goals. The influence of this communication is also very important in determining conflict management success. Far, et al. declared that there is a significant relationship between the communicative skills of managers and the choice of strategies used in managing conflict [6].

Based on the preliminary study result that had been carried out, the causes of conflict in related schools included changes in the work system that led to process conflicts. The teachers were accustomed to working in the old pattern before restructuring was carried out by the oversight institution, in this case, the FIP. After the arrangement was done, they felt confused about doing existing tasks because they had to follow a new work pattern. The leadership changing in the middle of the school year also caused task conflicts which resulted in the new leadership taking the decision to divide duties related to school administration equally among teachers. This was done due to a lack of staff and no re-recruitment. This has an impact on the learning process in the classroom, especially when the student assessment process is not optimal and also has not reopened recruitment yet. Another conflict that occurs in a

relationship conflict between fellow teachers due to differences in employment status which of course has an impact on the income earned which causes social jealousy which causes gaps between teachers.

Based on the explanation above, this research has several research questions, such as (1) what types of conflict occurred, (2) the impact caused by the conflict, (3) the efforts and strategies used, and (4) what were the supporting factors and obstacles to conflict management in the Pedagogic KB / TK?

## II. METHODS

This study used a qualitative approach with a case study. According to Yin, the case study is more indicated by the type of research which some questions such as who, how, and why [7]. This research was conducted at Pedagogia Kindergarten of FIP UNY with involved some research subjects they are the headmaster, the vice headmaster of curriculum, the board of kindergarten, public relations, treasurer, and teachers. In this study, the key instrument was the researcher. According to Moleong the position of the researcher in qualitative research is quite complicated [8]. It is complicated because the researcher acts as a planner, executor, data collector, analyst, and a data interpreter who should report the research. The data collection was conducted using interviews, observation, and also documentation techniques. Meanwhile, the data analysis used the model of Miles and Huberman those are data condensation, data display, drawing, and verifying conclusion [9].

## III. RESULTS AND DISCUSSION

Related to the results of interviews and observations that have been made, the causes of conflicts that have emerged include the change of leadership after restructuring by the institution that oversees the school concerned in the middle of the school year. This is the reason for the new leadership to decide and divide school assignments related to school administration equally among teachers. This was done because of the lack of staff after the reorganization and recruitment has not been done. The impact is the emergence of task conflicts that have an impact on the effectiveness and efficiency of the work of teachers. This is in line with the results Amelia research conducted at SMA Negeri 3 Yogyakarta which shows that personal conflicts that occur in these schools are caused by too much workload in several periods such as the end of the year. This resulted in the teacher becoming sick and stressed. This implies that task conflict has a relationship with a person's performance in carrying out their duties and also has a correlation with individual relationships that exist in an organization [10].

The system arrangement that has been carried out by related institutions has both positive and negative impacts. From the results of the research carried out the positive impact that was generated, they are the employment status which had been the hope of the teachers became clearer, as well as cooperation between the school and the overseeing institutions that had not been well intertwined for a long

time, which had an impact on the many conveniences schools got. Including the procurement of shadow teachers, volunteers, and also cooperation in PPG practice. Meanwhile, the negative impact that arises is a process conflict. Teachers experienced a little bit of being overwhelmed in making financial reports because previously the work system in the relevant agencies ran independently without direct supervision by the institution overseeing the relevant agencies in terms of daily activities. So that after structuring the system, schools must follow the work patterns of the institutions that oversee the relevant agencies that are different from their previous work systems.

Relationship conflicts that occur among teachers are caused by differences in employment status which have an impact on differences in allowances earned. From the results of the existing research, some teachers complained that there was no difference in workload but this was not the case with the allowances they received. This causes the emergence of social jealousy which causes gaps among teachers. Another relationship conflict that occurs is the conflict between the guardians of the students caused by the rolling of the leadership which causes two camps, namely the pro camp with the old leadership and the pro camp with the new leadership. The guardian of students who were pro with the old leadership felt disappointed with the rolling of the leadership because they had high expectations of the previous leadership style. So that in dealing with existing conflicts, conflict management capabilities are needed so that organizations can achieve predetermined goals effectively and efficiently.

The first effort made by the new school leaders in dealing with the conflict that occurred was by returning the nature of the school to the oversight institution, in this case, FIP. this is done because the school is felt to have been running on its own for a long time. The next effort is to hold a meeting with the guardians of the students to explain what is being faced by asking the committee for help. This is aimed at restoring the trust of the guardians of students and also a commitment to the school. The collaboration was also carried out with the institution that oversees the school regarding the procurement of volunteers and shadow teachers in connection with process conflicts caused by a lack of tendencies in schools. Regarding differences in employment status, a compromise was made with teachers who had not received a rector's decree intending to find a solution that could satisfy both parties. No less important, the arrangements carried out by the institutions that handle related schools in the fields of the institution, finance, and personnel are also supporting factors in conflict management in those schools.

Related to the results of observations and interviews that have been conducted, the conflict management applied by the principal is considered effective because it can manage conflict so that it does not always have a negative impact but on the contrary can make the organization more developed. However, in the management of existing conflicts, there are inhibiting and supporting factors certainly. As for the supporting factors in conflict management in related schools are open colleagues, leaders

who apply a transformational leadership style so that it makes teachers feel more comfortable in expressing any obstacles or problems faced, supporting school committees and also the role of FIP as an institution the shade which is very helpful. The inhibiting factors include the lack of experience of the principal in managing the school, and also the lack of assertiveness of the principal in making decisions.

Arrangement of the system that causes a change of leadership in the middle of the school year creates a conflict of duties and also processes that have an impact on the effectiveness and efficiency of the performance of the students in the school concerned. Conflict in groups is related to higher group performance, but recent findings also state that task conflict is not tied to group performance, but some factors can create a relationship between conflict and performance. It can be interpreted that task conflicts have an impact on one's performance. The results of research conducted at SMA Negeri 3 Yogyakarta show that personal conflicts that occur at these schools are caused by too much workload in several periods such as the end of the year. This resulted in the teacher becoming sick and stressed. This implies that task conflict has a relationship with a person's performance in carrying out their duties and even has a correlation with individual relationships that exist in an organization. The result of responsibilities defined ambiguously by the principal as well as the teacher. differences in perceptions are also a major factor in causing conflict. Conflict can have both positive and negative impacts depending on how it is managed.

Regarding process conflicts, process conflict is a conflict that revolves around role delegation. Conflicts over delegation often revolve around neglect, and conflicts over roles can leave some group members feeling marginalized. Thus, process conflicts are often more highly personalized and move more rapidly into relationship conflicts. Teachers in the early years of work, namely 0-5 years of age, have conflicts with classroom experiences. Meanwhile, teachers who have worked for 10 years and over have problems with educational institutions and their effectiveness. This means that experience influences teacher performance. Other conflicts are conflicts that occur in the learning process especially in the assessment process. The teachers complained that the assessment process could not be carried out optimally due to the lack of class companion teachers who helped the teacher to condition the children. Teachers also felt confused and overwhelmed in making financial reports due to changes in work patterns.

Furthermore, the relationship conflicts that occur among teachers that cause gaps and social jealousy. Relationships between individuals, individuals, and their environment proves that life occupies a central role. One important aspect of social life takes into account all kinds of interactions between individuals. So it can be said that the relationship between individuals has a very important influence in shaping the organizational climate. Reiterated [11] for the organization to appear effectively, individuals and groups that are interdependent must create working relationships that keep in mind organizational boundaries, between

individuals and between groups. This implies that individuals or groups within the organization can depend on each other in terms of information, mutual help, and coordinated actions without carrying out the boundaries within the organization.

Management style has a significant impact on employee performance and job stress. For conflicts that occur to be handled, of course, good communication skills are needed, the communication skills of a leader must be qualified to influence their subordinates in achieving organizational goals. The influence of communication is very important in determining the success of conflict management. There is a significant relationship between the communicative skills of managers and the choice of strategies used in managing conflict. The leader of an organization must be able to recognize the weaknesses and strengths of the organization. Reaffirmed by Usman [12] that an organization as a system and the main steps in its planning to produce a good, consistent, realistic plan must state several things, namely: (1) the current state, (2) success and factors critical success, (3) past failures, (4) existing potentials, challenges and constraints, (5) ability to turn weaknesses into strengths, and threats into analytical opportunities, Strengths, Weaknesses, Opportunities, and Threats. (6) involving related parties, (7) paying attention to commitments and coordinating related parties, (8) considering effectiveness and efficiency, democratic, transparency, reality, legalism, and practicality (9) testing feasibility.

School leadership is an important factor in the success of any school program. Knowledge of leadership skills is something a school principal must have if he wants to create an effective school. The majority of teachers agree that being the leader of their school forms a clear and consistent vision for the school and is visible to both staff and students [13]. Their leadership helps achieve success in continuing school development and is focused on building high morale. That is why conflict management skills are important to manage conflicts that occur properly.

One way in conflict management is to determine the right efforts and strategies that can be adapted to the ongoing conflict. According to Navahandi, et al. [14], conflict management is not eliminating conflict but finding ways to manage conflict effectively by considering several factors, namely considering how complex the sources and problems are, the solutions to be used in the short or long term, the time spent on management, and how much power the person in conflict is. The most important element in conflict management is persuasion. In dealing with conflict, and empathetic attitude is needed that can understand how things are as seen by the important actors involved. Mulyasa showed that compromise (compromising), this approach has a balance of being concerned with oneself and others, as a middle way [15]. In this approach, everyone has something to give and receive something. This approach is most effective when other approaches fail, and the two parties seek a middle ground. This approach can be a difference-solver, so compromise is almost always used by all disputants to come up with solutions or solve problems.

Sharp and Kim argued that "creating programs how conflict is managed" means creating a program so that conflicts can be managed [16]. Saeed stated "conflict management is a practice of identifying and handling conflict in a sensitive, fair and efficient manner" [17]. This means that conflict management is the practice of identifying and dealing with conflicts in a manner that is reasonable, fair, and efficient. The types of conflicts that occur in an organization vary, depending on the existing individual interpreting and interpreting it.

No less important, the arrangements carried out by the institution that oversees this school in the fields of an institution, finance, and personnel are also supporting factors in conflict management in related schools. Conflict management applied by the principal is considered effective because it can manage conflict so that it does not always have negative impacts but on the contrary can make the organization more developed. However, in managing, of course, there are inhibiting and supporting factors. The supporting factors in conflict management in related schools are open colleagues, leaders who apply a transformational leadership style, the role of school committees, and institutions that are very helpful. The inhibiting factor is the principal's lack of experience in managing the school, and also the principal's lack of assertiveness in making decisions.

From the explanation of the types of conflicts, causes, and impacts caused by conflicts that occur in related schools, the principal implements an effective management pattern to manage the conflicts that occur so that they do not only cause negative impacts that can interfere with organizational effectiveness by working with FIP. Those are (1) structuring in various fields by FIP including institutional, financial and staffing systems, (2) schools collaborating with PAUD and also PLS regarding the provision of volunteers and shadow teachers, (3) compromising with teachers who feel they have a conflict to find solutions related to employment status, (4) compromise with the guardians of students with the help of the committee to restore their trust in the school and also commitment, (5) distribute tasks evenly related to school administration so that activities at school are not disturbed.

#### IV. CONCLUSION

From the above explanation, it can be concluded that conflict management in the Pedagogia KB / TK can be said to be effective in managing existing conflicts. So that conclusions can be drawn from the results of existing research, those are (1) conflicts that occur are task conflicts, process conflicts and also relationship conflicts, (2) the resulting impact is job stress there is a gap between fellow teachers and also conflicts of interest between schools with FIP, and class administration is neglected due to the increased workload, (3) the causes of the conflict are rolling leadership, differences in employment status, the weak ability of teachers to adapt to a new work atmosphere and also a lack of tendencies. (4) The strategy undertaken is collaboration, compromise. (5) Supporting factors in open peer conflict management, school committees, and

institutions that overshadow the school which are very helpful. The inhibiting factor is the principal's lack of experience in managing the school, and the principal is not yet firm in making decisions.

Several things recommended by the author regarding the results of existing research as a contribution of thought, such as (1) investigating the causes and types of conflict that occurred so that it could determine the strategy to be used, (2) considering the importance or absence of the conflict that was happening, the time and energy it would take, used in managing conflict, (3) the principal positions himself as a partner for fellow teachers.

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