IDEAL LEADERSHIP PROFILE IN RESOLVING CONFLICT IN SCHOOLS

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Abstract

Conflicts that occur in the school environment are not necessarily an indication of the death of an organization. In fact, conflict can be a catalyst for improvement if principals and school communities collaborate to find solutions. In overcoming conflicts, school principals must have the competencies needed for a leader as specified in the Regulation of the Ministry of Education and Culture in 2007. This research aims to identify the core competencies that school principals must have in order to effectively manage and resolve conflicts in schools. This research is a descriptive research of literature. The four general stages in literature research are (1) collecting notes that are in accordance with the topic, (2) integrating relevant theories as a process of integrating concepts found in the literature being studied, (3) analyzing the advantages and disadvantages of each source used, and (4) conducting an analysis and analysis of the scientific arguments from the results. The study reveals that several key elements contribute to the principal's ability to handle conflict effectively, including: (1) strong communication skills that include interpersonal, group, and organizational communication; (2) managerial ability in determining the priority of steps and processes; and (3) democratic leadership.
Keywords: Leadership, Communication, Managerial, Conflict

Abstrak

Konflik yang terjadi di lingkungan sekolah belum tentu merupakan indikasi matinya suatu organisasi. Faktanya, konflik dapat menjadi katalis perbaikan jika kepala sekolah dan komunitas sekolah berkolaborasi untuk mencari solusi. Dalam mengatasi konflik, kepala sekolah harus memiliki kompetensi yang dibutuhkan seorang pemimpin sebagaimana diatur dalam Peraturan Menteri Pendidikan dan Kebudayaan tahun 2007. Penelitian ini bertujuan untuk mengidentifikasi kompetensi inti yang harus dimiliki kepala sekolah agar dapat mengelola dan menyelesaikan konflik di sekolah secara efektif. Penelitian ini merupakan penelitian deskriptif kepustakaan. Empat tahapan umum dalam penelitian kepustakaan ialah (1) pengumpulan catatan yang sesuai dengan topik, (2) memadukan teori-teori yang relevan sebagai proses integrasi konsep yang ditemukan pada literatur yang dikaji, (3)menganalisa kelebihan dan kekurangan pada tiap sumber yang digunakan, dan (4) melakukan telaah dan analisa terhadap argumen-argumen ilmiah dari hasil tersebutStudi ini mengungkapkan bahwa beberapa elemen kunci berkontribusi terhadap kemampuan kepala sekolah dalam menangani konflik secara efektif, termasuk: (1) keterampilan komunikasi yang kuat yang mencakup komunikasi antarpribadi, kelompok, dan organisasi; (2) kemampuan manajerial dalam menentukan prioritas langkah dan proses; dan (3) kepemimpinan demokratis
Kata kunci: Kepemimpinan, Komunikasi, Manajerial, Konflik

INTRODUCTION

The word leader comes from the Anglo Saxon word lead, which means the ship's route that directs sailors, meaning that the ship's leader, namely the captain, must have the ability to direct the ship and its crew, which is analogous to an organization and its members to achieve the common goals that have been set.[1] The word leader itself began to be used in the 1300s, stating that a leader is someone who determines goals, motivates, and takes action against his subordinates.[2] Going further back, Cowley conveyed the understanding of a leader, namely that a leader is someone who succeeds in gathering other people to follow him.[3] Leadership is the ability of a person to influence, direct, and coordinate others to achieve common goals. Leadership involves communication skills, decision making, motivation, and resource management so that a group or organization can run effectively. A leader must have a clear vision, integrity, and the ability to inspire and guide his team members.

Leadership according to Stogdill in a book he wrote entitled: Handbook of Leadership: A Survey of Theory and Research published in 1974 wrote that the basic and most comprehensive definition of leadership is: (1) the focal point of the group process; (2) personality and its influence; (3) the art of getting persuasion fulfilled; (4) the practice of influencing; (5) actions or behavior; (6) forms of persuasion; (7) the power of relationships; (8) instruments for achieving goals; (9) an influence of interaction; (10) a difference in roles; and (11) initiation of structure.[4] While the most common understanding of leadership is the art of influencing people, namely the ability to influence subordinates or members to be obedient, loyal, easy to work with, and respectful so that they are able to understand, agree, and make plans to achieve all the needs or final goals that are expected.[5]

A similar definition was also conveyed by Hoy & Miskel that: "We define leadership broadly as a social process in which an individual or a group influences behavior toward a shared goal". The simple definition of leadership is the process of influencing the activities of an organized group towards achieving goals. In another sense, leadership is the ability and skill of a person who holds a position as a work unit leader to influence others, especially his subordinates, to think and

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[1] Muhamad Fatih Rusydi Syadzili, "Model Kepemimpinan Dan Pengembangan Potensi Pemimpin Pendidikan Islam," *CENDEKIA: Jurnal Studi Keislaman* 04, no. 02 (2018): 128–136, http://ejurnal.staiha.ac.id/index.php/cendekia/article/view/54/54.

[2] Tony Bush, "Leadership and Management Development in Education" (2008).

[3] Arthur Ernest Cowley, The Hittites (London: Published for the British Academy by H. Milford, 1920).

[4] Ralph M Stogdill, Handbook of Leadership: A Survey of Theory and Research. (Free Press, 1974).

[5] Roger Gill, "Leadership in the Public Sector–Is It Different," Leadership trust (2009); Bush, "Leadership and Management Development in Education"; Gary Yukl, "Leadership," Cases in Leadership (3rd. ed. pp. 1–42). Thousand Oaks, CA: Sage (2012).

act in such a way that through positive behavior he makes a real contribution to achieving organizational goals.[6]

There are several things that need to be considered so that leadership can play a good role, including: (1) the main basis for leadership effectiveness is not the appointment or designation, but rather the acceptance of the leadership by others, (2) leadership effectiveness is reflected in its ability to grow and develop, (3) leadership effectiveness requires the ability to "read" situations, (4) a person's behavior is not formed just like that, but through growth and development, (5) a dynamic and harmonious organizational life can be created if each member is willing to adjust their way of thinking and acting to achieve organizational goals.[7]

Conflict is an interaction process that occurs due to the emergence of incompatibilities or differences between two opinions obtained from each perspective or point of view that is held.[8] The definition of conflict (from the Latin word Configere, Conflictum = to clash with each other) has the meaning of all forms of clashes, collisions, incompatibilities, inconsistencies, disagreements, fights, oppositions and antagonistic-contradictory interactions.[9] The incompatibility and lack of alignment of goals that members have with the organization can give rise to prolonged conflict if a way out and a middle ground are not sought as soon as possible.[10] Other causes of conflict can arise from individual differences, lack of information, inconsistent rules, and an unsupportive environment.[11]

Some tips that can be done to reduce conflict are such as competing, namely competing quickly to win interests that are prioritized over the interests of other parties, avoiding conflict, namely trying to create a cool condition by holding interests below the interests of other parties even though the same conflict may arise again in the future, accommodation, namely giving in to other parties who have certain interests, compromise, namely each party in conflict sacrifices some of their interests to find a middle ground, and collaboration, namely creating a way out that is mutually beneficial for both parties in conflict.[12]

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[6] WAYNE K Hoy and CECIL G Miskel, "Theory Research and Practice," Educational administration (1987).

[7] Wahyudin Nur Nasution, "Kepemimpinan Pendidikan Di Sekolah," *Jurnal Tarbiyah* 22, no. 1 (2016).

[8] Deti Rostini et al., "Efektivitas Kepemimpinan Kepala Sekolah Dalam Manajemen Konflik," *EDUKASIA: Jurnal Pendidikan dan Pembelajaran* 4, no. 1 (2023): 173–180.

[9] Clinton F Fink, "Some Conceptual Difficulties in the Theory of Social Conflict," *Journal of conflict resolution* 12, no. 4 (1968): 412–460; Rostini et al., "Efektivitas Kepemimpinan Kepala Sekolah Dalam Manajemen Konflik."

[10] Kathleen M Eisenhardt, Jean L Kahwajy, and LJ Bourgeois III, How Management Teams Can Have a Good Fight (Harvard Business Review Press, 2009).

[11] Maree Roche, Jarrod M Haar, and Fred Luthans, "The Role of Mindfulness and Psychological Capital on the Well-Being of Leaders," Journal of occupational health psychology 19, no. 4 (2014): 476.

[12] Jess Benhabib and Mark M Spiegel, "The Role of Human Capital in Economic Development Evidence from Aggregate Cross-Country Data," Journal of Monetary economics 34, no. 2 (1994): 143–173.

Schools can be considered as one form of organization that has the potential for frequent conflict. This is because what is gathered in it are individuals with various characters and backgrounds. Both of these things greatly influence the diversity of views, thoughts, and communication styles. Several other things that contribute to conflict are such as Differences (individual differences); (b) Information deficiency (lack of information); (c) Role incompatibility (inappropriate rules); and (d) Environmental stress (unsupportive environment). This diversity is often the root of conflict within the school organization.[13] The impact of conflict that occurs in schools is like a less harmonious relationship between teachers and principals or teachers with teachers, more sensitive and easily provoked, gossiping behind each other's backs. These things in turn will reduce organizational cohesion and affect teacher performance.[14]

Conflicts that occur in schools are related to the principal, teachers, guardians, and students. Conflicts can occur because there may be a mismatch between the will of the principal and various elements of the school community. In mediating the conflict, it can be sufficient to rely on the leadership and communication style of the Principal. However, if it is felt that he is not able to find a way out, the principal needs to evaluate the leadership model and style that has been implemented so far or ask a higher authority to become a mediator.[15]

School leadership plays a very important role in creating a harmonious and conducive environment for learning. Conflict in schools, whether between students, teachers, or other education personnel, is a challenge that must be addressed with effective leadership. Schools with strong leadership will be able to create a safe, comfortable environment that supports student development. Effective leadership also helps resolve conflicts and encourages a culture of cooperation between teachers, students, and education personnel.

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[13] Junita Feronika and Hotmaulina Sihotang, "Kepemimpinan Kepala Sekolah, Pendidikan Karakter, Pendidikan Keluarga, Budaya Sekolah, Dan Kepemimpinan Guru (Studi Kualitatif Pengelolaan Konflik Antar Siswa Di Sd St. Caroline)," *Jurnal Manajemen Pendidikan* 5, no. 2 (2016): 283–298; Ernaliza Ernaliza, Happy Fitria, and Yessi Fitiani, "Peranan Manajerial Kepala Sekolah Dalam Mengatasi Konflik Guru," *Journal of Education Research* 1, no. 3 (2020): 245–250; Latinapa et al., "Pengaruh Gaya Kepemimpinan Kepala Sekolah, Kemampuan Komunikasi Interpersonal Guru, Dan Komitmen Kerja Guru Terhadap Pengendalian Konflik Di Sdn Kecamatan Ratolindo Kabupaten Tojo Una-Una," *Jurnal Normalita* 9, no. 3 (2021): 386–401, http://ejurnal.pps.ung.ac.id/index.php/JN/article/view/983; Rostini et al., "Efektivitas Kepemimpinan Kepala Sekolah Dalam Manajemen Konflik"; Della Dhienytha Oktavia and Wahyu Hidayat, "Komunikasi Kepemimpinan Dalam Penyelesaian Konflik Di Sekolah Leadership Communication in Conflict Resolution at Schools," *Nizamul 'Ilmi: Jurnal Manajemen Pendidikan Islam* 09, no. 01 (2024): 41–51; Muh. Wahyuddin S. Adam and Attin Lun, "Persepsi Guru Terhadap Kepemimpinan Kepala Sekolah Dalam Mengelola Konflik Di Smp Negeri 2 Kotamobagu," *Journal of Education and Teaching Learning* 2, no. 2 (2024): 107–113.

[14] Latinapa et al., "Pengaruh Gaya Kepemimpinan Kepala Sekolah, Kemampuan Komunikasi Interpersonal Guru, Dan Komitmen Kerja Guru Terhadap Pengendalian Konflik Di Sdn Kecamatan Ratolindo Kabupaten Tojo Una-Una"; Ernaliza, Fitria, and Fitiani, "Peranan Manajerial Kepala Sekolah Dalam Mengatasi Konflik Guru."

[15] Rostini et al., "Efektivitas Kepemimpinan Kepala Sekolah Dalam Manajemen Konflik."

From this explanation, it is felt necessary to know and dig deeper into what things need to be prepared by the principal in his role in controlling and resolving conflicts with teachers and students in the school environment he leads.

RESEARCH METHODS

The root word of research comes from English, namely research. The word research itself is a combination of two words, namely re which means back or repeating, and search means searching. From these two meanings we understand that the word research or research in Indonesian means searching again[16] Meanwhile, research in the Webster's New International Dictionary has the definition of investigation which is carried out carefully, cautiously and critically in revealing facts and principles.[17] Research also has a definition of a method of study and research that is intentionally attempted by individuals or groups through careful and near-perfect investigation of a problem in order to obtain a solution that is appropriate and in accordance with the problem taken or experienced.[18]

The method used in this study is library research. Library research limits its activities only to library collection materials or reading sources without requiring field research.[19] Literature study can be interpreted as a series of activities and actions in collecting reference data, library sources, reading, analyzing, recording, synthesizing, and processing research materials.[20] The four general stages in library research are collecting notes that are in accordance with the topic, combining relevant theories as a process of integrating concepts found in the literature being reviewed, analyzing the advantages and disadvantages of each source used, and conducting a review and analysis of scientific arguments from the results.[21]

In this study, the author will specifically select carefully scientific articles that are relevant to the topic to be reviewed, namely those related to the influence, leadership style, managerial, and communication of the principal and teachers on conflict management in schools. These articles are searched and found through the Google Scholar website or Google Cendekia, which is a website with high accuracy of truth, also functions as a scientific article search engine that is able to reach

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[16] Ine I Amirman Yousda and Zainal Arifin, "Penelitian Dan Statistik Pendidikan," *Jakarta: Bumi Aksara* (1993).

[17] Philip Babcock Gove, Webster's Third New International Dictionary of the English Language, Unabridged, vol. 1 (Merriam-Webster, 1981).

[18] Tyrus Hillway, "Introduction to Research," *(No Title)* (1964); Yousda and Arifin, "Penelitian Dan Statistik Pendidikan."

[19] Khatibah, "Penelitian Kepustkaan," *Jurnal Iqra'* 05, no. 01 (2011): 36–39.

[20] Mestika Zed, *Metode Penelitian Kepustakaan* (Yayasan Pustaka Obor Indonesia, 2008); Sugandi Miharja, "Menegaskan Definisi Bimbingan Konseling Islam, Suatu Pandangan Ontologis," *At-Taujih : Bimbingan dan Konseling Islam* 3, no. 1 (2020): 14.

[21] Wahyudin Darmalaksana, "Metode Penelitian Kualitatif Studi Pustaka Dan Studi Lapangan," *Pre-print Digital Library UIN Sunan Gunung Djati Bandung* 1 (2020): 1–6.

the entire world.[22] The articles that have been obtained are then assisted by the desktop mendeley software as a reference regulator. The articles that will be reviewed have a publication year limitation in the last 10 years (2016-2025) as follows:

Table 1. List of Literature Study Articles on Leadership Styles in Resolving Conflicts in Schools

Writer	Year	*Journal Name*	Article Title
The Story of Della Dhienytha Oktavia and Wahyu Hidayat	2024	Nizamul 'Ilmi: Journal of Islamic Education Management (JMPI), Vol. 9, No. 1	Leadership Communication in Conflict Resolution in Schools
Muh. Wahyuddin S. Adam & Attin Lun	2024	MJP Journal of Education and Teaching Learning, Vol.2, No.2	Teachers' Perceptions of Principal's Leadership in Managing Conflict at SMP Negeri 2, Mobagu City
Deti Rostini, Khalifaturramah, Sulaiman, & Norsyam Amaly	2023	EDUKASIA: Journal of Education and Learning, Vol. 4, No. 1	The Effectiveness of Principal Leadership in Conflict Management
Mufida M. Latinapa, Arfan Arsyad, & Arifin Suking	2021	Normalita Journal, Vol. 09, No. 3	The Influence of Principal Leadership Style, Teacher Interpersonal Communication Skills, and Teacher Work Commitment on Conflict Control at SDN Ratolindo District, Tojo Una-una Regency
Ernaliza, Happy Fitria, & Yessi Fitriani	2020	*Journal of Education Research*, Volume 1, No. 3	The Principal's Managerial Role in Resolving Teacher Conflicts

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[22] Makmur et al., "Pemanfaatan Google Scholar dalam Mendukung Persiapan Sistem Pembelajaran E-Learning di Politeknik Ilmu Pelayaran Makassar," *Jurnal VENUS* 6, no. 12 (2018): 110–129.

Writer	Year	*Journal Name*	Article Title
Junita Lorensi Feronika	2016	Journal of Educational Management, Vol. 05, No. 02	Principal Leadership, Character Education, Family Education, School Culture, and Teacher Leadership (Qualitative Study of Conflict Management Between Students at ST. Caroline Elementary School)

*Library research*has three main characteristics that need to be noted, namely (1) in library activities, researchers or writers will be faced directly with written information in the form of paragraphs, images or statistical figures and not with direct knowledge from the field, (2) the library data obtained means data that is ready to use or "ready to use", because researchers will rely entirely on the 'finished' results that have been obtained and written by other researchers in articles and literature that are used as references, (3) the library data obtained is secondary data obtained as a result of data processing by previous researchers who conducted research on the topic in the field.[23] According to the introduction containing the background and research methods, the framework of thought in this research is as follows:
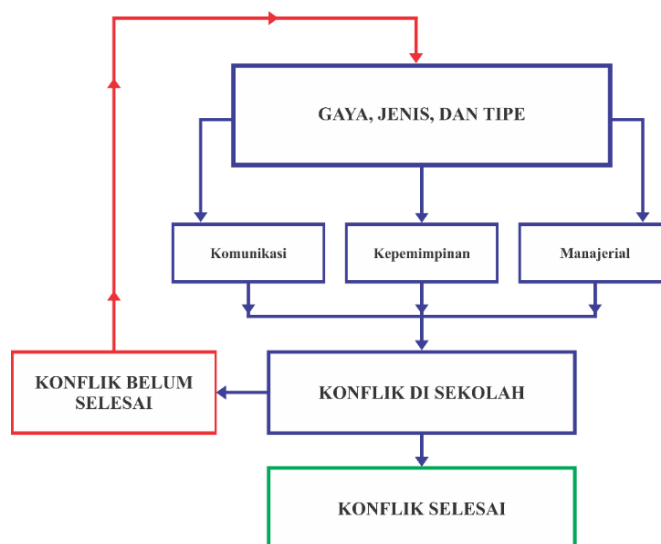
Figure 1. Thinking Framework

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[23] H Kaelan, "Metode Penelitian Kualitatif Interdisipliner," *Yogyakarta: Paradigma* (2012); Aziz Kurniawan, "Realitas Dan Solusi: Pembelajaran Abad 21 (Studi Kajian Kepustakaan)," *NALAR: Jurnal Pendidikan dan Kebudayaan* 3, no. 1 (2024): 1–7; Bashori Bashori et al., "Peran Kepemimpinan Di Lembaga Pendidikan Islam," *PRODU: Prokurasi Edukasi Jurnal Manajemen Pendidikan Islam* 2, no. 1 (2020): 38–49.

From the above framework of thinking, it shows that the style, type, and type of communication, leadership, and management possessed by the Principal will greatly influence the resolution of conflicts in the school. If the level of competence is good enough, it is certain that the principal along with the assistance and support of the school community will be able to resolve the conflict and vice versa. Handling unresolved conflicts will be an important and crucial note for the Principal to continue to evaluate the style, type, and type of leadership, communication, and management that have been applied so far along with the level of competence in their implementation in the school environment.The principal plays an important role in resolving conflicts in schools because he has the responsibility as a leader, manager, and mediator in creating a conducive learning environment. As a leader, the principal must ensure that every problem is resolved with a wise approach, prioritizing justice, and providing solutions that not only resolve conflicts but also prevent them from happening in the future. With effective leadership, the principal can maintain harmony in the school environment so that the learning process can run smoothly.

RESULTS AND DISCUSSION

The principal's main role as a leader in an educational organization or institution is to create ideal teaching and learning conditions and situations so that teachers can teach and students can learn well and achieve their development. In carrying out this role, the principal has two roles and responsibilities, namely carrying out school administration so that a good teaching and learning situation is created, and carrying out supervision and quality control so that teachers remain disciplined, enthusiastic, motivated, and free from conflict in carrying out their teaching responsibilities in guiding the growth of students at school. After reviewing and synthesizing the 6 articles written above, the following is the ideal capital that school leaders must have in dealing with conflicts in the school environment.

1. **Communication Skills**

   Communication is the process of conveying ideas from one or more sources to a recipient. This delivery process aims to influence and change the recipient's behavior.[24] From the above definition, it can be concluded that communication activity is the process of delivering messages from one person to another or a group, either directly or indirectly, using verbal or nonverbal language, with the aim and intention to influence the behavior of individuals or groups involved in the communication.Effective communication is one of the key skills a school leader must have to overcome various problems. Without good

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[24] Oktavia and Hidayat, "Komunikasi Kepemimpinan Dalam Penyelesaian Konflik Di Sekolah Leadership Communication in Conflict Resolution at Schools"; Latinapa et al., "Pengaruh Gaya Kepemimpinan Kepala Sekolah, Kemampuan Komunikasi Interpersonal Guru, Dan Komitmen Kerja Guru Terhadap Pengendalian Konflik Di Sdn Kecamatan Ratolindo Kabupaten Tojo Una-Una."

communication, conflicts can escalate, misunderstandings increase, and solutions are difficult to find. With effective communication, conflicts can be resolved in a fair, peaceful, and beneficial manner for all parties.

A leader has a demand to be able to be a communicative individual to be able to create a harmonious communication relationship between the leader and members. Harmonious communication will help the leader in providing direction, evaluation, correction, and mediation of activities carried out by members in achieving organizational goals. Good communication between school leaders and teachers, students, and parents can help solve problems faster. Leaders must be open, listen to complaints with empathy, and provide clear direction in finding solutions. Communication is an important element that creates an ideal leader image for two reasons. First, communication is a process used to carry out management functions such as planning, organizing, leading, and controlling. Second, communication is a series of activities that take up the most time of leaders or managers so that the quality of good relationships between leaders and members will be reflected in the quality of the communication process within the school organization.[25] A communicative leader who is skilled in communicating with his members will be able to resolve conflicts so that they do not drag on. On the other hand, if the leader does not have the ability to communicate, it can cause problems to linger and become more serious and have a negative impact on teacher performance at school. The application of a good communication model between leaders and members can also minimize the occurrence of conflicts in the future.[26]

The types or patterns of communication that can be applied by the principal in resolving conflicts are interpersonal communication, group communication, and organizational communication. The concept of intrapersonal communication in practice involves interaction between individuals in small groups by prioritizing feedback from each party involved in the communication. The intrapersonal communication model can use verbal or non-verbal language to influence the parties in conflict.[27] Qualitative and quantitative studies show that interpersonal communication skills are closely related to and have a direct and significant influence on conflict control and handling. In other words, if the interpersonal communication skills possessed by the principal are at a good level, it will

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[25] Oktavia and Hidayat, "Komunikasi Kepemimpinan Dalam Penyelesaian Konflik Di Sekolah Leadership Communication in Conflict Resolution at Schools."

[26] Rostini et al., "Efektivitas Kepemimpinan Kepala Sekolah Dalam Manajemen Konflik."

[27] Latinapa et al., "Pengaruh Gaya Kepemimpinan Kepala Sekolah, Kemampuan Komunikasi Interpersonal Guru, Dan Komitmen Kerja Guru Terhadap Pengendalian Konflik Di Sdn Kecamatan Ratolindo Kabupaten Tojo Una-Una"; Richard L Johannesen, "Richard M. Weaver on Standards for Ethical Rhetoric," *Communication Studies* 29, no. 2 (1978): 127–137.

have an impact on good conflict control, and vice versa if interpersonal communication skills are poor, it will not be effective in the conflict control process.[28]

This interpersonal communication eventually develops into group communication, namely interaction that occurs between several individuals in a group with the aim of achieving a perception or understanding of the same point of view so that they can achieve mutually agreed goals.[29] In handling conflicts, the principal must also actively carry out organizational communication by routinely holding meetings or discussions and deliberations with the aim of listening and collecting opinions in the form of constructive opinions, suggestions and criticisms in order to determine new policies for the benefit of all elements of the school.[30]

Several studies have shown that principals who have a flexible, relaxed, informal communication style and do not like to blame will be more appreciated by their members, especially if humorous elements are added, then the interpersonal communication carried out will be very effective in influencing members to be able to work together professionally and speed up conflict resolution.[31] Good communication from a leader plays a big role in resolving problems effectively and preventing further conflict. By actively listening, speaking clearly, maintaining professionalism, and building empathy and open dialogue, leaders can create a more harmonious and productive school environment.

2. Managerial Skills

The principal must have good managerial skills, this is regulated in the Regulation of the Minister of National Education No. 13 of 2007 concerning Principal Standards. It is explained that in addition to personal and social skills, the principal must have managerial skills to lead the school organization. Managerial means the ability to properly organize the processes and activities needed according to the priority ladder.[32] In the context of schools, the managerial task is to provide good services and facilities to educators and school members, and to play a major role in planning, delivering, organizing, implementing, controlling, and evaluating all school programs and activities from the conceptual level to

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[28] Latinapa et al., "Pengaruh Gaya Kepemimpinan Kepala Sekolah, Kemampuan Komunikasi Interpersonal Guru, Dan Komitmen Kerja Guru Terhadap Pengendalian Konflik Di Sdn Kecamatan Ratolindo Kabupaten Tojo Una-Una"; Oktavia and Hidayat, "Komunikasi Kepemimpinan Dalam Penyelesaian Konflik Di Sekolah Leadership Communication in Conflict Resolution at Schools."

[29] Michael Burgoon and Michael Ruffner, "Human Communication: A Revision of Approaching Speech, Communication" (1978).

[30] S. Adam and Lun, "Persepsi Guru Terhadap Kepemimpinan Kepala Sekolah Dalam Mengelola Konflik Di Smp Negeri 2 Kotamobagu."

[31] Oktavia and Hidayat, "Komunikasi Kepemimpinan Dalam Penyelesaian Konflik Di Sekolah Leadership Communication in Conflict Resolution at Schools."

[32] S. Adam and Lun, "Persepsi Guru Terhadap Kepemimpinan Kepala Sekolah Dalam Mengelola Konflik Di Smp Negeri 2 Kotamobagu."

the technical implementation. Managerial skills make the principal a manager who has a role in managing school management. The level of success of the school organization's goals is greatly influenced by the principal's skills in carrying out management functions such as planning, organizing, actuating, and controlling.[33]

Managerial ability is closely related to the principal's skills in managing and resolving conflict. This is because during conflict management, the principal is required to always be able to see the priority of the steps and processes that are prioritized so that the problems of the conflict that occur do not drag on and can be resolved immediately. The role of managerial ability in conflict management is like trying to be neutral so that the principal avoids the impression of taking sides, always providing opportunities to speak and express opinions, and actively working with the conflicting parties to find a way out of the problems that occur. In addition, to manage conflict, the principal also always provides motivation so that teachers focus on improving their competence and on their duties and responsibilities at school.[34]

3. Leadership Skills

Leadership ability can be interpreted as the ability to influence others in an organization in achieving common goals and interests. In the context of school organizations, this shows that success or failure in realizing the goals of the school organization is very much determined by the leadership ability of the principal in managing the resources they have.[35] In implementing his leadership skills, the principal will have his own leadership style. The principal's leadership style is interpreted as a way and pattern of behavior that is designed in such a way that is used by the principal in influencing his subordinates in the school so that the performance of the organization and its goals can be achieved according to the target.[36] Leadership styles can be authoritarian, democratic, and Laissez Faire (don't care).

The difference between style and type lies in several aspects. Style has a more specific focus on how the principal interacts with school members and the behavior carried out daily. This is different from the term type which has the meaning of a leadership model

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[33] Ernaliza, Fitria, and Fitiani, "Peranan Manajerial Kepala Sekolah Dalam Mengatasi Konflik Guru."

[34] Ibid.; Rostini et al., "Efektivitas Kepemimpinan Kepala Sekolah Dalam Manajemen Konflik"; S. Adam and Lun, "Persepsi Guru Terhadap Kepemimpinan Kepala Sekolah Dalam Mengelola Konflik Di Smp Negeri 2 Kotamobagu"; Oktavia and Hidayat, "Komunikasi Kepemimpinan Dalam Penyelesaian Konflik Di Sekolah Leadership Communication in Conflict Resolution at Schools."

[35] S. Adam and Lun, "Persepsi Guru Terhadap Kepemimpinan Kepala Sekolah Dalam Mengelola Konflik Di Smp Negeri 2 Kotamobagu."

[36] Latinapa et al., "Pengaruh Gaya Kepemimpinan Kepala Sekolah, Kemampuan Komunikasi Interpersonal Guru, Dan Komitmen Kerja Guru Terhadap Pengendalian Konflik Di Sdn Kecamatan Ratolindo Kabupaten Tojo Una-Una"; Bashori et al., "Peran Kepemimpinan Di Lembaga Pendidikan Islam."

or approach used by the principal as a whole or comprehensively.[37] For example, in the leadership type, the principal applies a transactional type that prioritizes productivity and achieving higher and more optimal results than before by providing additional rewards for teachers who succeed in achieving certain targets, and in daily practice or interactions, the principal applies a democratic leadership style which means that the principal always involves teachers by opening up space for discussion and discussion to determine the targets that will be given additional rewards.

Studies have shown that in resolving conflicts that arise in schools, the principal as a leader will be better able to resolve conflicts by using a democratic leadership style. This is because the democratic style is a leadership model that tries to listen and provide an opportunity to express opinions to all members in conflict, mediate to straighten out erroneous views and assumptions, then seek solutions or win-win solutions so that the conflict does not continue to float and can be resolved immediately.[38]

CONCLUSION

Conflicts that occur in the school environment are not the main indication of the destruction of a school organization. Conflicts that arise can be a medium for improvement if the principal and residents in the school organization support each other to solve problems. In resolving conflicts, the principal must have the required abilities to become a leader as regulated by the 2007 National Education Ministerial Regulation. Several important elements that will make the principal a leader with good conflict handling qualifications are to have: (1) communication skills that include interpersonal communication skills, group communication, and organizational communication, (2) managerial skills in setting priorities for steps and processes, and (3) leadership skills with a democratic approach style.By having these characteristics, a school leader can create a harmonious environment, so that all school residents can learn and work comfortably.

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[37] Taufik Ridho Iano, Nurhizrah Gistituati, and Universitas Negeri Padang, "Tipologi Gaya Kepemimpinan Yang Relevan Dari Perilaku Organisasi Di Sekolah" 17, no. 3 (2025): 53–61.

[38] Oktavia and Hidayat, "Komunikasi Kepemimpinan Dalam Penyelesaian Konflik Di Sekolah Leadership Communication in Conflict Resolution at Schools"; Kurniawan, "Realitas Dan Solusi: Pembelajaran Abad 21 (Studi Kajian Kepustakaan)"; Rostini et al., "Efektivitas Kepemimpinan Kepala Sekolah Dalam Manajemen Konflik"; Latinapa et al., "Pengaruh Gaya Kepemimpinan Kepala Sekolah, Kemampuan Komunikasi Interpersonal Guru, Dan Komitmen Kerja Guru Terhadap Pengendalian Konflik Di Sdn Kecamatan Ratolindo Kabupaten Tojo Una-Una"; Ernaliza, Fitria, and Fitiani, "Peranan Manajerial Kepala Sekolah Dalam Mengatasi Konflik Guru"; S. Adam and Lun, "Persepsi Guru Terhadap Kepemimpinan Kepala Sekolah Dalam Mengelola Konflik Di Smp Negeri 2 Kotamobagu."

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