THE ROLE OF LEADERS IN CONFLICT MANAGEMENT IN EDUCATIONAL INSTITUTIONS

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ABSTRACT

The existence of conflict in educational institutions is inevitable. In fact, such conflicts can intermittently occur unnoticed. The purpose of this research is to find out the role of leaders in conflict management in educational institutions. This research is a library study using data sources in the form of reference books and scientific journal articles. The research processed by reviewing the information that has been analyzed and appropriate, enriching the data source to strengthen the data analysis, and compiling the results of the research. The results of this study show the role of leaders in conflict management in educational institutions is urgently needed, such as concerning of mediation and negotiation. Conflicts can be resolved in certain skill ways such as competition, collaboration, compromise, and evasion.

Keywords: Conflict Management, Educational Institutions, Leaders

1.0 1.0 INTRODUCTION

The rapid development of the times demands that many educational institutions compete to improve the quality of education. Various strategies are carried out, one of which is by designing and implementing learning programs effectively and efficiently by maximizing the ability of all resources owned by educational institutions. This will work well if leaders are able to move all human resources synergistically. In achieving the goals that will achieve, there are often many challenges that can lead to conflict. Conflicts occur due to a variety of factors both internal and external. Internal factors causing conflict include the personality characteristics of each individual while external factors include communication and coordination problems as well as external pressures that can affect the performance of educational institutions (Fathorrahman & Zahiroh, 2018). The existence of conflict within an organization including educational institutions is inevitable. In fact, the conflict can intermittently occur unnoticed (Wijayanti et al., 2015). Conflicts are synonymous with negative connotations that are considered to inhibit performance and complicate the achievement of desired goals. However, in certain situations when the emergence of conflict can be a challenge that is especially beneficial for the development and improvement of educational institutions to be better than ever and to survive amid the rapid flow of global competitiveness (Suparto, 2007). Therefore, to answer the challenges of this conflict problem, there is a need for conflict control.

Conflict control is one of the tasks of a leader in an organization or institution. One indicator of a leader's success in managing tasks in educational institutions is being able to overcome the problems of conflict that occur in the internal institutions he leads (Hambali, 2017). A leader must truly know the characteristics of the leadership he or she runs as well as the character of the members he leads.In addition, the conflict management strategies implemented should also prioritize solution-based problem solving and resolution taking into account external aspects such as leadership, organizational climate, and organizational culture, as well as internal aspects such as motivation and work spirit (Muftitama, 2020). Therefore, it

takes a leader who is expected to be able to manage the conflict well, in addition to having a managerial competence in managing educational institutions (Muslim, 2014). The skills of managing these conflicts are poured into strategic measures through communication and coordination. Thus, the organization's objectives in this case educational institutions can be achieved and fulfilled (Sulistyorini, 2017).

2.0 2.0 RESEARCH METHODS

This research is a library study using data sources in the form of reference books and scientific journal articles.The research process is conducted by digging into general ideas, searching for information that supports research topics, organizing appropriate materials, finding data sources in the form of main library sources namely books and articles of scientific journals, re-organization of materials and records obtained from data sources, reviewing the information that has been analyzed and appropriate to discuss and answer the formulation of research problems, enriching data sources to strengthen data analysis, and compile the results of the research.

3.0 3.0 RESULTS AND DISCUSSIONS

3.1 Conflict
Conflict is a state of emotional strife either within one self or between two or more people, there is a quarrel, there is a conflict between values and goals to be achieved (Syarnubi, 2016).

Conflicts at the workplace or educational institution can lead to a lot of wasted work time, poor decisions, and motivation and productivity of work down (Dewi & Handayani, 2016). In fact conflict can occur to anyone, anytime and for any reason. Conflicts within a school educational institution can occur at all levels, whether intrapersonal, interpersonal, intragroup, intergroup, intraorganization, or interorganization (Mulyasa, 2003).

1. Intrapersonal conflict, i.e. internal conflict that occurs within the individual. These conflicts will occur when individuals have to choose two or more conflicting objectives, and individuals are concerned which to choose to implement. For example, the conflict between school work and private events. Intrapersonal conflicts can also be caused by demands for tasks that exceed the limits of an individual's abilities.
2. Interpersonal conflict, i.e. conflict that occurs between one individual and another. These conflicts occur when there are differences about specific issues, actions and objectives in which the joint results are decisive. For example, conflicts between educators in choosing learning resources that fit the purpose of learning.In addition, for example, conflicts between principals and math teachers.
3. Intragroup conflicts, i.e. conflicts between members in one group. Each group can experience the substantive or effective conflict. Substantive conflicts occur due to different skill backgrounds, when members of a committee come to different conclusions over the same data. Meanwhile, effective conflict occurs due to emotional responses to a particular situation. Examples of intragroup conflicts, e.g. conflicts that occur in some teachers in the Teacher Deliberations of Subjects.
4. Intergroup conflicts, i.e. conflicts that occur between groups. Intergroup conflicts occur due to interdependence, differences in perceptions, differences in goals, and increasing demands for expertise. For example, the conflict between art teachers and chemistry teachers where art teachers see that learning songs, singing and practicing breathing needs to be voiced loudly. However, the group of chemistry teachers was disturbed because the students who had them could not concentrate on learning.

5. Intraorganizational conflicts, i.e. conflicts that occur between parts of an organization. For example, conflicts between curriculum fields and student fields.

6. Interorganization conflicts, i.e. conflicts that occur due to interdependence with each other, conflicts occur depending on the actions of an organization that cause negative impact on other organizations. For example, a conflict occurs between a school and one of the community organizations (Khafidz Fuad Raya, 2016).

According to Smith, conflicts within an organization, including schools, are essentially stemming from communication problems, organizational structure, and human factors (Muliati, 2016). The conflict itself is always sourced in humans and their behavior, in addition to organizational structure and communication. Although there are several sources of conflict, the largest that often causes conflict is from the human factor itself which has a diverse and unique behavior. Therefore, there are often problems that are actually simple but because of unhealthy human behavior, it ends up being a big problem because of various provocations both within him and from the outside.

3.2 Conflict Management

Conflict management is the management of conflicts by the perpetrators or third parties to steer disputes towards certain outcomes, whether calm, positive, creative, consensus, or aggressive. In addition, Romli stated that conflict management is a way by the leaders in stimulating conflict, reducing conflict and resolving conflicts aimed at improving individual performance and the productivity of educational institutions (Wijayanti et al., 2015).

Conflict management can be said to be successful if it is able to develop and implement conflict strategies properly. Conflict management in conflict management namely (Murni, 2016):

1. Conflict management requires clear decisions. People in organizations in educational institutions need decisive action during conflicts. The leaders must manage the problems facing educational institutions by using force, knowing, digging up information, and then doing what is best to realize a set goal.

2. Conflict management requires tolerance to differences. Differences are always there in every organization in the institution. Personal tolerance of difference encourages us to manage the environment well, we are asked willingly to listen and accept other people's thoughts and ideas as input. Tolerance to differences will result in a balance of views.

3. Conflict management can reduce passive behavior. The problem that arises in passive management is ignoring everything. Passive force is more effective at low-level conflicts because it is an evasive strategy. Passive style gives a long and unaffected appearance, although passive leaders are generally as frustrated when in intense conflict. A calm-looking appearance can calm the other side, but the passive leader must communicate that he or she is trying to solve the problem, the issues will be associated with problem solving. While fear, anxiety and guilt can make any leader ineffective, passive leaders can feel lost control. One technique for increasing confidence is to see how conflict fits into the direction of conflict motion.

4. Conflict management requires a reduction in manipulative behavior. Manipulative behavior in conflict management is ineffective because it reduces trust and is inconsistent in dealing with conflicts, so manipulative behavior needs to be reduced in order for conflicts to be quickly reduced and resolved.

Blake and Mouton (1964) identified five modes of conflict management: forcing, pulling, tidying up, compromising, and solving problems. After that, a conflict is managed in these five different ways depending on whether the individuals involved, especially the leader,

have high or low attention to production and people (Montes et al., 2012). The combination of these dimensions results in five different styles: integrating, obliging, dominating, avoiding, and compromising.

1. Combining (integrating) high attention for yourself and others, is a style of describing parties who use cooperative behavior aimed at pursuing mutually beneficial solutions. This style implies focusing on points and shared goals rather than personal interests and involves working through conflicts with creativity, flexibility, and the exchange of open communications and information to achieve the best (or least acceptable) solution for all related parties.
2. Bond style or interest (low attention to self and high attention to others) is characterized by incomplete alternative evaluation and one-sided giving process – which reduces the quality of decision-making. The person who is obliged to ignore his or her own attention to satisfy the attention of the other party, and is characterized by actions such as walking with others, agreeing without critical evaluation, and giving in to the position of others.
3. Dominating style (high attention to self and low attention to others) has been identified by win-loss orientation or by coercive behavior to win positions on its own. This distributive style is a confrontational approach that results in one side being immune to the other. Commonly used tactics for resolving conflicts in this style include directive communication on this issue, persistent arguments for a person's position, and efforts to control interactions.
4. Evasive style (low attention to yourself and others) describes behavior that serves to explicitly minimize conflict, ignore it or quickly shift the conversation to a different issue. This has been attributed to a withdrawal situation, crossing, or a resigned situation.
5. Compromise is in the middle of the dimension of attention to self-interest and the attention of others. Compromise shows a low interest in pursuing a commonly acceptable outcome but without making a concerted effort to achieve it. Thus, both sides have some advantages and some disadvantages by letting give and receive where both parties provide some important needs or goals because they find that some results are not optimal to be accepted.

Conflict can have a positive or negative impact depending on the approach taken, so the role of a leader in conflict management is needed to reduce and resolve conflicts that occur in educational institutions.

3.3 The Role of Leaders in Conflict Management in Educational Institutions

An organization in an educational institution often has conflicts, so a leader who is not only able to communicate is needed but also has to be skilled in conflict management (Nugroho, 2019). The task of leaders of educational institutions in this context must be able to resolve conflicts both within themselves, conflicts between individuals, conflicts between groups, conflicts between units, conflicts between departments, conflicts between roles, and conflicts between organizations.

If a conflict occurs in an educational institution, it must be resolved immediately, so that it does not drag on because not only individuals, but also educational institutions will suffer losses. Leaders of educational institutions must quickly read potential conflicts, anticipate conflicts, and always create steps as effective as possible in resolving conflicts. The leader's role in mediation and negotiation is equally important in resolving conflicts in educational institutions. In the case of mediation, a leader as a third party or mediator helps resolve conflicts. With a mediation system, a leader must be able to take a neutral stance to reconcile the parties in conflict (Rifa'i, 2010). Meanwhile, regarding negotiation, a leader who has negotiation skills can enable those involved in conflict to communicate and discuss with each other to find the best alternative or solution for them and educational institutions (Suparto,

2007). Therefore, the role of leaders in conflict management in educational institutions is needed as a mediator to reduce and resolve conflicts and to find the best solution together.

Constructive conflict management requires the skills of a leader. Leaders must be able to adapt their conflict management behavior to certain situations and conditions. In some cases, it is better to deal with conflict, and in other cases it is better to avoid conflict or accommodate. Conflict can be resolved by means of certain skills such as competition, collaboration, compromise, and avoidance. Leaders of educational institutions can use their power to resolve conflicts that occur. The use of these skills depend on certain situations and conditions. This means that leaders of educational institutions can use these conflict management skills as needed.

4.0 4.0 CONCLUSION

Conflicts in educational institutions can occur at all levels, both intrapersonal, interpersonal, intragroup, intergroup, intra-organizational, and interorganizational conflicts. The role of leaders in conflict management in educational institutions is needed, such as concerning mediation and negotiation. In the case of mediation, a leader acts as a third party or mediator who helps resolve conflicts and is neutral. Meanwhile, regarding negotiation, a leader who has negotiation skills can enable those involved in conflict to communicate with each other and discuss finding alternatives or solutions that are best for them and educational institutions.

Conflicts can be resolved by means of certain skills such as competition, collaboration, compromise, and dodge. The use of these skills depend on certain situations and conditions. Leaders of educational institutions can use their power to resolve conflicts that occur.

5.0 5.0 BIBLIOGRAPHY

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