

THE ROLE OF THE SCHOOL LEADER IN MANAGING CONFLICT AT DARUSSALAM RANGAE SCHOOL, AMPHOE RANGAE, NARATHIWAT, THAILAND

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Article Information:

Received 2023-11-16

Revised 2024-04-25

Published 2024-06-30

DOI

<https://doi.org/10.35719/jieman.v6i1.223>

Keywords: Role, School Leader, Conflict

ABSTRACT

Conflict management is nothing but the efforts that need to be made to prevent and avoid conflicts, reduce risks, and not interfere with organizational performance. The purpose of this study is 1) To analyze the actions of the School Principal in managing conflicts between teachers and students, 2) To analyze how the actions of the Principal in managing conflicts between teachers and teachers, 3) To find out the inhibiting and supporting factors of the Principal in managing conflicts that occur in Darussalam School. The approach used in this study is a qualitative approach with a descriptive type of study. The data collection technique uses observation, interview, and documentation techniques. Data analysis used qualitative analysis with the Miles and Huberman model. Data validity uses triangulation of techniques and sources. The results of this study are 1) The action of the Head of School in managing conflicts between teachers and students is to use several stages in managing conflicts, namely identifying conflicts, the next step is reducing conflicts by coordinating, and the last one is resolving the root of the conflict. 2) The action of the Principal in managing conflicts between teachers and teachers is to apply the confrontation approach method, the compromise method, and the integration method. 3) The inhibiting factor in managing conflicts is the existence of parties who do not want to cooperate and cover up the chronology of the conflict. The supporting factors are the teachers' excellent cooperation and a strong sense of kinship.

INTRODUCTION

As a leader, the Principal facilitates the madrasah community, especially teachers, who aim to achieve the madrasah's vision, mission, and goals. Leadership includes three definitions: effort, the ability to carry out the effort, and the authority to make someone considered capable of leading. (Ab Samad et al., 2017) Institutional leaders must be able to play an active role and position themselves strategically in directing their institutions. (Grollmann, 2008) The school Principal is a teacher who is given additional duties to lead the school's education organization. School leaders, such as principals and vice-principals, are responsible for creating an environment conducive to learning and teaching. (Zunaidi Harun et al., 2020) They are not only administrators who manage school operations but also mediators who must be able to identify, analyze, and resolve conflicts effectively. (Ilhaamie &

How to cite: Jih, P. J., & Amru mayee. (2024). The Role Of The School Leader In Managing Conflict At Darussalam Rangae School, Amphoe Rangae, Narathiwat, Thailand. JIEMAN: Journal of Islamic Educational Management, 6(1), 118–130. <https://doi.org/10.35719/jieman.v6i1.223>



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Raudah, 2018) Managing conflict well is crucial for a school leader as it is directly related to student welfare, teacher productivity, and the overall school climate. School leaders should have good communication skills, empathy, and the ability to think critically and objectively. They should be able to listen to the various parties involved in the conflict, understand each other's points of view, and find fair and constructive solutions. In addition, school leaders should also be able to create policies and procedures that prevent conflict and build a school culture that supports cooperation and mutual respect. (Tschannen-Moran & Gareis, 2015)

To fulfill this need, one of the educational problems faced by the Darussala School so far is the problems or conflicts that occur among teachers in the vicinity, which results in low teacher performance. (Leithwood) If teachers have problems or conflicts with the Head of the Madrasah, this may decrease their performance. (Kasikam, 2018) Teachers are professional educators whose main tasks are to educate, teach, guide, train, assess, and evaluate students in early childhood education in formal education, primary education, and secondary education. (Hasgimianti et al., 2018) According to my initial observations, this institution is inseparable from the conflicts that occur in it.

There is a uniqueness in that since I attended the madrasa, there has been the same form of conflict until now, and the current school leader has been in charge for approximately three years and has been a teacher at Darussalam School for approximately 20 years. Of course, the Head of the School has experienced many conflicts, but there are also strategies that he has to deal with the conflicts that occur, and there are conflicts that occur during his tenure as Head of the Madrasah. (Adzhar Hudiya et al., 2017) During direct interaction with students and teachers, the description of the existing conflicts, namely the existence of differences of opinion, different desires and principles, lack of acceptance of the basis set by the Madrasah Chairman, and misunderstanding or miscommunication, was evident. (Mohd Ibrahim & K. Azeez, 2017) The existence of differences of opinion in a meeting or problem is common, but the leader's role is to manage how the existing differences of opinion become something beautiful and make decisions that all parties can accept.

RESEARCH METHODS

The approach used in this study is a qualitative approach with a descriptive type of study. (John W Creswell, 2020) The location of this study is Darussalam Scool Tessaban Road, Tanyongmas Subdistrict, Rangae District, Amphoe Rangae, Narathiwat, Thailand 96130. Community-532 posts. Closed. Principal: Nurihan Rengma. The informants included the Head of School, Vice Head of Curriculum Muhammad Sayuti Sa-u, Vice Head of Facilities and Infrastructure Yahya Sek, and Teacher Afdhol Muslim; data collection techniques included observation, interviews, and documentation techniques. Data analysis used qualitative analysis with the Miles and Huberman model. Data validity used source triangulation and technique triangulation. (Milles et al., 2018) The stages of this study are preparation, implementation, and report preparation.

RESULTS AND DISCUSSION OF FINDINGS

School Principal Manages Conflicts Between Teachers and Students at Darussalam School

The conflict that occurs between teachers and students is a conflict between groups, that is, a conflict that occurs between groups of students and teachers. This conflict occurs because of dependence, differences in perceptions, goals, and increased demands. From the

results of studies conducted in the field, the role of the Head of the School in managing conflicts goes well, and he is able to provide appropriate solutions by using several methods and strategies in conflict management. (Chua, 2014)

First, the initial step taken by the Darussalam School Principal in managing conflicts between teachers and students is the right action. By identifying the conflict, we can find out its root and resolve it by providing the right solution so that the conflict will not recur.

According to Murni, the first step of the School Principal in managing conflicts is to identify conflicts that exist in the institution and find out the causes of conflicts so that the School Principal can make the right decisions to manage conflicts in the future. At this stage, the conflict is analyzed to determine the source of the cause and the parties involved in the conflict. If the conflict is already in the open stage, it will be easily recognized, but if it is still in the potential (hidden) stage, it needs to be stimulated to become open and recognizable.

Second, the method of reducing conflict. After identifying the conflict, the school principal's next step in managing it is to use the conflict reduction method, which is implemented with several strategies, namely coordinating with staff and representatives to find solutions to the problems that occur. The method of reducing conflict is to reduce the antagonism arising from conflict. (RA et al., 2000) The method is conflict management, soothing a tense situation without questioning the cause of the conflict. Methods used to reduce conflict include providing information to each group about other groups by overcoming the negative impressions that have arisen so that they reject them, as well as multiplying pleasant contacts between existing groups so that they do not focus on conflict and no new conflicts occur. (Fazilah Patman et al., 2021)

Third, the method of managing conflicts. In addition to identifying conflicts and reducing them, the Principal tries to manage conflicts so that they can be resolved directly so that they can be resolved properly. The method of resolution is to resolve the conflict directly and have it managed by the Madrasah Principal. The management method is to solve the root of the conflict. (Izani Ibrahim & Yahya Don, 2014) Conflict can be managed using three fundamental aspects, namely: first, discipline. With discipline, differences in perception can be harmonized for all members of the organization so as to minimize the occurrence of conflict. Second, it is essential to consider experience in life stages. Conflicts can be managed by supporting subordinates to achieve goals according to their experiences and stages in life. Third, communication. Creating good communication will make the environment more conducive because applying effective communication in daily activities is a dynamic way to avoid conflict. (Relly Tasap, 2016)

School Leader Manages Teacher-Teacher Conflicts at School

Darussalam stated that every institution is not free from conflict, which can happen to anyone, whether teachers or students. Therefore, as the Head of the School, someone must be able to apply conflict management methods, namely the disagreements between two or more members or groups of organizations that arise because they need to share limited resources or different work activities or because they have differences in status, goals, values, and perceptions (Rohana Ahmad & Ahmad Martadha Mohamed, 2019).

According to the researcher's findings, the form of conflict that occurs between teachers at Darussalam School is Interpersonal Conflict (conflict between individuals). This conflict occurs when there are differences in specific issues, actions, and goals, where the joint outcome is decisive and influenced by emotional and anger factors. These factors can cause conflict and affect the process of conflict interaction. (Andrews IR & Tjosvold D, 1983)

Emotions are complex feelings that can be feelings of pleasure, displeasure, or neutral (mediocre feelings). The results of the study conducted in the field show that the School Principal's role in managing conflicts is well-defined. The Principal can provide appropriate solutions by using several methods and strategies to manage teacher conflicts. (Balay R, 2006) First, using the confrontation approach. In this method, the Principal gives time to both parties involved in the conflict to argue or express all their thoughts. The goal is to defuse anger by letting them vent their feelings so that the conflict can be muted and easily managed before it becomes bigger.

In the confrontation approach, the Principal reduces tension through face-to-face meetings between groups or individuals in conflict, aiming to identify and resolve the problem. Conflicting parties can debate and discuss all relevant issues until a decision is reached. (Beck & Betz M, 1975)

Second, using the compromising method. In this method, the Principal brings together the two parties involved in the conflict to compromise and find another solution through a closed meeting. The two conflicting parties are brought together to discuss, find solutions, and conduct evaluations.

The compromising method is a conflict resolution method that appeals to the parties involved to achieve more important goals for the organization's continuity. It involves separating the conflicting parties until a solution is reached and through arbitration, which involves the intervention of a third party. (Boyd D et al., 2011)

Third, the unifying or integrating method is used. In this method, the Principal will unite the two parties involved to analyze the conflict and provide an appropriate solution. If the conflict is resolved after bringing the two parties together, it will become bigger. To overcome this, the Principal uses the unifying method to quickly take care of the conflict that occurs directly.

The integrating approach is one approach to conflict resolution through exchanging information, the desire to find the points of agreement and differences that cause conflict, and the search for acceptable solutions to all parties. This approach encourages creativity, emphasizing self and others in bringing together information from different perspectives. (Behfar KJ et al., 2008)

Barrier and Supporting Factors of School Principals in Managing Conflict in Darussalam School

Barrier Factors

The barrier factor encountered in conflict management is the emotional instability of the parties involved in the conflict, which causes difficulties in communication and reluctance to accept the given settlement. The Principal's barrier factor in managing conflicts in Darussalam School is influenced by the emotions and anger of one of the parties involved.

The factors that influence conflict are emotions and anger. Emotions have a close relationship with the occurrence of conflict and the process of conflict interaction. Emotions can cause conflict and affect the process of conflict interaction. Emotions are complex feelings like pleasure, displeasure, or neutral (mediocre feelings). These are subjective feelings as a reaction to a person's experience. Emotions have an essential function for humans. Emotions can be constructive or destructive, positive or negative.

Supporting Factors

In addition to the barrier factors, there are also supporting factors for the Principal in managing conflicts, namely the cooperation between the parties involved, both from the Principal and his deputy and from outside the school who helped resolve the conflict that occurred. The roles and duties of each party, as well as the trust of the Head of the school, allow the teachers to fulfill their respective roles optimally, establish good communication, and strengthen the sense of close kinship among the school community.

With supporting factors, namely good communication, the Principal will find it easier to reduce conflict. Methods that can be used to reduce conflict include a. Providing information to each group about the other group but overcoming the negative impressions that have arisen so that they reject it. b. Increasing pleasant contacts between existing groups so that they do not focus on a conflict and no new conflicts occur. c. Requesting that group leaders negotiate and provide positive information between each group.

CONCLUSIONS

Based on the data analysis in the research on the role of the school principal in managing conflict at Darussalam School, it can be concluded as follows:

Intergroup Conflict and its Handling: The conflict that occurs is destructive or destructive and is an intergroup conflict between teachers and students. The Principal manages the conflict by conducting several stages. The first stage is to identify the conflict by analyzing its impact on the future so that the Principal can estimate the next step to provide the right solution. The second stage is to reduce the conflict by providing temporary policies and solutions for problems between teachers and students so that principals can manage conflict appropriately.

Interpersonal Conflict between Teachers: Interpersonal conflicts between teachers are influenced by emotional factors and anger. Principals use confrontation, compromise, and integrating approaches to manage these conflicts.

Inhibiting and Supporting Factors: The inhibiting factors in managing conflicts include the existence of parties who do not want to cooperate, the perpetrators of the conflict being challenging to communicate with, rejection of the solutions provided, lack of communication between the perpetrators of the conflict and the settlement party, and lack of clarity in providing information on the chronology of the conflict. Supporting factors in conflict resolution include good cooperation between teachers, staff, and vice-principals, good communication between teachers and students, and the duties and roles of teachers that run optimally.

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