

PRINCIPAL LEADERSHIP STYLE IN HANDLING INTERPERSONAL CONFLICTS AT MADRASAH IBTIDAIYAH ASWAJA SUMBERJO UMBULSARI JEMBER

Virly Ayunnisa¹, Nuruddin²

Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember, Indonesia

Corresponding author: firlyayu614@gmail.com

ABSTRACT

The purposes of this research are: 1) To describe how the leadership style of the madrasa head in dealing with conflicts between the head of the madrasa and teachers at Madrasah Ibtidaiyah Aswaja Umbulsari Jember. 2) To describe how the leadership style of the madrasa principal deals with conflicts between teachers at Madrasah Ibtidaiyah Aswaja Umbulsari Jember. 3) To describe how the leadership style of the madrasa principal deals with conflicts between students at Madrasah Ibtidaiyah Aswaja Umbulsari Jember. This research uses a qualitative research approach with a descriptive qualitative type. This study uses data analysis techniques from Miles, Huberman, and Saldana, namely data condensation, data presentation, and data verification/conclusion. The results of this study are: 1) The leadership style of the madrasa head in dealing with conflict between the madrasa head and teachers is a democratic leadership style with a collaborative conflict resolution strategy. 2) The leadership style of the madrasa head in dealing with conflicts between teachers and teachers is a democratic leadership style with compromise/negotiation conflict resolution strategies. 3) The leadership style of the madrasa principal in dealing with conflicts between students and students is a democratic leadership style with a collaborative conflict resolution strategy.

Keywords: Principal's Leadership Style, Conflict Resolution Strategy

Received: 19-01-2024	Revised: 08-02-2024	Accepted: 15-03-2024
----------------------	---------------------	----------------------

INTRODUCTION

The school or madrasa principal is an educational administrator in a high structural position with the fundamental mandate to direct, lead, and manage an educational institution. The institutional position and formal authority of a principal are regulated under national educational provisions, such as the Regulation of the Minister of National Education Number 28 of 2010 concerning the Assignment of Teachers as School/Madrasa Principals (Peraturan Menteri Pendidikan Nasional, 2010). A principal's administrative attitudes, behavioral patterns, and interpersonal approaches significantly shape the workplace atmosphere, organizational health, and subordinate performance. In educational management literature, these patterned administrative behaviors are conceptualized as leadership styles. Leadership style is an integrative pattern of managerial actions that encompasses both visible administrative procedures and underlying interpersonal dispositions used to influence followers toward educational goals (Veithzal Rivai, 2017).

As articulated by Veithzal Rivai (2017), leadership literature broadly categorizes three primary leadership styles: authoritarian, laissez-faire, and democratic. Authoritarian leaders operate predominantly through positional power, directive control, and top-down authority over subordinates. Conversely, leaders who adopt a laissez-faire approach grant subordinates complete autonomy, which can create structural ambiguity if left unmonitored. In contrast, democratic leaders serve as collaborative facilitators, making this style widely regarded as an optimal mediating approach in educational management. A democratic leader avoids unilateral bias, prioritizing collaboration, participatory deliberation, and shared decision-making (Veithzal Rivai, 2017). In primary Islamic institutions such as Madrasah Ibtidaiyah, democratic leadership is crucial for cultivating a harmonious institutional culture that aligns formal educational goals with community expectations, social harmony, and traditional Islamic values (Hermawan & Anwar, 2023).

During operational leadership, principals frequently encounter multifaceted organizational friction that impedes operations. These organizational hurdles are commonly identified as madrasa conflicts. Conflict constitutes an inevitable dimension of human interaction that continuously coexists with organizational development. As cited by Weni Puspita (2018) from Hardjana, conflict is a clash or disagreement between individuals or groups in which opposing actions interfere with mutual goals. In academic settings, conflict typically arises from underlying individual differences within socio-educational interactions, spanning various institutional tiers including intrapersonal, interpersonal, intragroup, intra-

organizational, and inter-organizational levels. This study focuses specifically on interpersonal conflict due to its direct impact on institutional harmony and instructional quality.

Interpersonal conflict occurs when individuals working together in a professional workflow hold opposing views on operational issues, strategic actions, or shared objectives (Mulyasa, 2015). In educational institutions, interpersonal friction routinely surfaces due to differences in personality traits, communication habits, personal values, background experiences, and professional expectations. As institutional demands and workplace interactions intensify, interpersonal disputes become inevitable, necessitating adept intervention by the madrasa principal. To manage internal friction effectively, a principal must possess advanced conceptual competence, refined interpersonal skills, and structured conflict resolution strategies to resolve existing disputes while preventing secondary conflicts.

METHOD

In this research, the researcher used a qualitative approach with a descriptive qualitative type. This type of research aims to describe a specific issue in more detail and depth, particularly the Madrasa Principal's Leadership Style in Handling Interpersonal Conflicts at Madrasah Ibtidaiyah Aswaja Umbulsari Jember. The researcher selected the subjects or informants using a purposive technique: the Madrasa Principal, Grade I Homeroom Teacher, Grade VI Homeroom Teacher, two Grade VI female students, and one student guardian. This study used observation, interviews, and documentation as data collection techniques (Sugiyono, 2014). For data analysis, the technique used was the data analysis model from Miles, Huberman, and Saldana (2014), consisting of data condensation, data display, and data verification/conclusion. To test data validity, the researcher used source triangulation and technique triangulation.

RESULTS AND DISCUSSION

1. Madrasa Principal Leadership Style in Handling Conflicts Between Principal and Teachers at Madrasah Ibtidaiyah Aswaja Umbulsari Jember

The madrasa principal bears full responsibility for resolving administrative and interpersonal problems within the institution. Leadership style integrates philosophy, conceptual skills, and administrative behavior to influence subordinate performance (Veithzal Rivai, 2014). Principals must be able to plan, set targets, take preventive action, implement corrections, and continuously evaluate institutional services (Mulyono, 2008). Crucially, principals must have conceptual mastery in controlling and resolving internal

disputes, aligning with Robert L. Katz's leadership framework, which holds that leaders must understand organizational complexities holistically and integrate interconnected components to achieve institutional goals (Wahjo Sumidjo, 2003).

Field findings at Madrasah Ibtidaiyah Aswaja reveal that conflicts between the principal and teachers primarily involve values and policy. Value conflict arises from divergent personal values and operational beliefs that trigger disagreement between parties, requiring mutual tolerance and non-coercive dialogic acceptance. Meanwhile, policy conflict stems from differing perspectives regarding problem-solving strategies or operational action plans. Policy friction often manifests when administrative directions proposed by the principal clash with the instructional habits or views of teaching staff, as detailed in the conflict management literature by Eko Sudarmanto (2021).

To navigate these administrative disputes, the principal employs a collaborative conflict resolution strategy. Collaboration is a problem-solving strategy in which leaders foster cooperation and commitment to create outcomes that benefit all involved parties, aligning with Thomas and Hillmann's theoretical model in Wirawan (2016). The principal at Madrasah Ibtidaiyah Aswaja Umbulsari consistently demonstrates cooperative behavior by involving teachers in decision-making processes and welcoming constructive feedback. By maintaining open communication and encouraging teacher participation, the principal resolves administrative friction efficiently. Consequently, the principal's leadership approach in managing principal-teacher conflict reflects a democratic leadership style paired with a collaborative resolution strategy.

2. Madrasa Principal Leadership Style in Handling Conflicts Between Teachers at Madrasah Ibtidaiyah Aswaja Umbulsari Jember

Interpersonal friction occurring among teaching staff at Madrasah Ibtidaiyah Aswaja is predominantly classified as pseudo conflict. Pseudo-conflict represents interpersonal strain caused by communication gaps or misunderstandings between individuals who share identical institutional objectives despite holding contrasting initial perceptions. In academic environments, misaligned perceptions regarding task allocation or instructional methods often trigger peer tension among teachers. Resolving pseudo-conflict requires structured clarification and objective identification of the underlying misunderstanding, as outlined in Eko Sudarmanto's conflict typology (Eko Sudarmanto, 2021).

The principal handles teacher-teacher disputes by applying a compromise/negotiation resolution strategy. Compromise involves a give-and-take mechanism where disputing individuals exchange concessions to reach a mutually acceptable agreement (Wirawan, 2016). This approach effectively minimizes secondary friction while ensuring equitable outcomes for both parties.

The principal avoids coercive tactics, refraining from imposing personal mandates onto subordinates while remaining open to faculty input. Instead of forcing unilateral apologies, the principal provides a neutral platform for both teachers to voice their perspectives, clarify miscommunications, and achieve mutual reconciliation. Furthermore, the principal provides professional guidance, respects individual potential, and utilizes deliberative dialogue to reach consensus. Therefore, the principal's leadership approach in handling peer conflicts among teachers represents a democratic leadership style combined with a compromise/negotiation strategy.

3. Madrasa Principal Leadership Style in Handling Conflicts Between Students at Madrasah Ibtidaiyah Aswaja Umbulsari Jember

Interpersonal disputes among elementary-grade students at Madrasah Ibtidaiyah Aswaja primarily present as ego conflict. Ego conflict stems from emotional reactivity and a reluctance to yield during peer disagreements. Resolving ego-driven conflict requires structured intervention where one or both parties acknowledge fault and exercise emotional restraint, as described by Eko Sudarmanto (2021).

The principal resolves student disputes using a collaborative conflict resolution strategy (Wirawan, 2016) while assuming the structural role of conflict mediator, as conceptualized by Gorton in Suhadi Winoto (2020). In this role, the principal acts as an impartial facilitator balancing individual interests with institutional harmony (Suhadi Winoto, 2020).

At Madrasah Ibtidaiyah Aswaja Umbulsari, the principal fulfills three developmental roles when managing student friction: motivator by encouraging positive behavior, educator by instilling moral values, and mediator by facilitating resolution. The principal follows a systematic mediation protocol by identifying root causes, issuing constructive guidance, and facilitating mutual apologies. Although homeroom teachers handle routine discipline, the principal remains actively informed to maintain open communication among administrators, teachers, students, and parents. Thus, the principal's approach to resolving student disputes reflects a democratic leadership style integrated with a collaborative conflict-resolution strategy.

CONCLUSION

The conclusions of this study are as follows: 1) The leadership style of the madrasa principal in resolving conflicts between the principal and teachers at Madrasah Ibtidaiyah Aswaja is a democratic leadership style paired with a collaborative conflict-resolution strategy. 2) The leadership style of the madrasa principal in handling conflicts between teachers at Madrasah Ibtidaiyah Aswaja is a democratic leadership style combined with a compromise or negotiation conflict resolution strategy. 3) The leadership style of the madrasa principal in managing conflicts between students at Madrasah Ibtidaiyah Aswaja is a democratic leadership style integrated with a problem-solving/collaborative conflict resolution strategy.

REFERENCES

- Afshari, M., Siraj, S., Ghani, M. F. A., & Sufean, H. (2012). Leadership styles and conflict management styles of secondary school principals. *The Journal of Educational Research*, 105(4), 275-286.
- Bush, T. (2011). *Theories of educational leadership and management* (4th ed.). SAGE Publications.
- Hermawan, D., & Anwar, M. (2023, April). The Effect of Student Management on Students at Madrasah Aliyah Negeri 1 Jembrana Bali's Religious Moderation Attitude. In *The 1st Annual Conference of Islamic Education* (pp. 29-41). Atlantis Press.
- Huberman, M., & Saldana, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). SAGE Publications.
- Mulyasa, E. (2015). *Manajemen dan kepemimpinan kepala sekolah*. Bumi Aksara.
- Mulyono. (2008). *Manajemen administrasi dan organisasi pendidikan*. Ar-Ruzz Media.
- Peraturan Menteri Pendidikan Nasional Nomor 28 Tahun 2010 tentang Penugasan Guru sebagai Kepala Sekolah/Madrasah. (2010). Kementerian Pendidikan Nasional.
- Puspita, W. (2018). *Manajemen konflik: suatu pendekatan psikologis, komunikasi, dan pendidikan*. Deepublish.
- Rahim, M. A. (2010). *Managing conflict in organizations* (4th ed.). Transaction Publishers.
- Rivai, V. (2014). *Manajemen sumber daya manusia untuk perusahaan*. PT RajaGrafindo Persada.
- Rivai, V. (2017). *Kepemimpinan dan perilaku organisasi*. Rajawali Press.
- Robbins, S. P., & Judge, T. A. (2019). *Organizational behavior* (18th ed.). Pearson.
- Sudarmanto, E., et al. (2021). *Manajemen konflik*. Yayasan Kita Menulis.

- Sugiyono. (2014). Memahami penelitian kualitatif. Alfabeta.
- Sumidjo, W. (2003). Kepemimpinan kepala sekolah. PT RajaGrafindo Persada.
- Tschannen-Moran, M. (2014). Trust matters: Leadership for successful schools (2nd ed.). Jossey-Bass.
- Winoto, S. (2020). Dasar-dasar manajemen pendidikan. CV. Bildung Nusantara.
- Wirawan. (2016). Konflik dan manajemen konflik: teori, aplikasi, dan penelitian. Salemba Humanika.