**THE CONFLICT MANAGEMENT IN PEDAGOGIA KINDERGARTEN OF FIP UNY**

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**Abstract**

This research aimed to know the conflict that occurred in Pedagogia Kindergarten of FIP UNY and the conflict management implemented by headmaster. The approach used in this research was a qualitative research with the study case research. The informants involved in this research were headmaster, vice headamaster of curriculum, the board of kindergarten, treasurer, and teachers. This research showed that the conflicts occurred in the school are the task conflict, process conflict, and relationship conflict. Those conflicts mostly caused by some factors such as the dominant role of the previous headmaster and there is no certainty in performance allowance and work agreement among teachers. Therefore, the implementation of school management becomes less effective. The characteristics of conflict management used by new headmaster are more opened, compromise, and collaboration.

**Keywords:** Conflict and Conflict Management.

**Introduction**

Most of organizations always face conflicts. It is a certainty because an organization consists of some individuals with different characeristics, needs, and purposes. Because its urgency, conflict management becomes an essential knowledge and skill which should be possessed by a leadaer or manager in an organization. Therefore, conflict is a must in an organization. The conflict possibly occurs can be task conflict, process conflict, and conflict among people. Maltarich (2018) states that relationship conflict can cause significant negative effects toward performance of organization, the approach of conflict management should also be adjusted with the kind of conflicts. Salleh (2012) states that a conflict is also caused by the responsibility ambiguously defined by headmaster and teachers, the difference of perceptions also possibly leads to a conflict. Therefore, a leader should have good skill in conflict management to be able to solve the problems faced. Marlina (2013) states that the types of leadership are also a specific characteristic of a leader in influencing the subordinates. What should be done by the workers is selected by the leader. How to behave in the work situation is also essential in forming the leadership style.

The style of management conflict should be adjusted with the problem faced. Nazari, K (2017) states that conflict management has significant effect towards the performance and stress level of workers. Otherwise, it cannot be denied that the conflict which occurs in an organization does not just appear and should go trhough certain steps. Therefore, the process of conflict according to Robbin and Timothy A. Judge (2008:175) is through 5 steps such as: (1) the potency of dispute or disharmony, (2) the cognition and personalization, (3) purpose, (4) behavior, (5) effect.

A conflict requires good communication skills to be handled. Communication skills of a leader must be qualified in order to affect the members in achieving organizational goals. The influence of this communication is also very important in determining the success of conflict management. Far (2015) states that there is a significant relationship between manager's communicative skills and the selection of strategies used in managing conflict. A leader must be able to provide direction and practice, collaborate with teachers to achieve common goals. This illustrates that every leader must have the ability to manage the conflicts that exist in their schools.

The leader of an organization must be able to recognize what the weaknesses and strengths of the organization are. Usman (2006: 107) states that an organization as a system and the main step in its planning in order to produce a good, consistent, realistic plan must consider several things such as: (1) the recent condition, (2) success and critical success factor, (3) past failure, (4) potential, challenge and obstacle, (5) the ability to turn weakness into strength, and threat into analytical opportunity, Strength, Weakness, Opportunity, and Threat. (6) involving related parties, (7) paying attention to commitment and coordinating related parties, (8) considering effectiveness and efficiency, democratic, transparency, reality, legalistic, and practical (9) coba kelayakan.

The conflict that occurred in Pedagogia Kindergarten of FIP UNY was a dysfunctional conflict, which caused the management of the school to be less effective. The conflicts that occur in this school are task conflict, process conflict and relationship conflict. The cause of the conflict began with the resignation of the former headmaster, followed by her management team in the middle of the school year. Teachers felt that headmaster was too dominating because headmaster was only helped by her own school management team. The teachers also felt that they were not very involved in the training to increase their skills, the former headmaster only sent her trusted people to attend the training and this naturally caused conflict in the school process. While the cause of conflict was the resignation of the headmaster and her team which burdened teachers. This is also caused by the lack of educators in this school who are tasked with the working of school management matters such as curriculum, finance, and new student admission (PPDB), because previously those works were only conducted by management teams formed by the former headmaster. The changing absolutely shocked teachers because they were not accustomed to do those kinds of works. They felt that the learning process matters were difficult enough and burdened them. They had many duties in term of learning process and then their burdens becoming greater by the additional works. The additionals works consumed their whole time. Whereas, the relationship conflict in school occurred because some causes such as the differences in point of view, character, goal, and also the most felt factor certainly about the difference of allowance and status. Some teachers had not received equal amount of salary although they had same burdens and working targets. Moreover, the most concerned cause was the unclear work status of teachers. Many teachers had not yet received the legitimation of their status in the institution although they had been serving in the institution for long time. Those problems described create gap among teachers and make unfriendly atmosphere in the school.

The new headmaster was not assertive in felt to be insecure in making policies and decision. It disappointed teachers badly and making them hopeless with the spirit of school system renewal. The teachers felt that the new headmaster was still looking for her leadership style. Kauts and Sharma (2017) say that school leadership is an important factor in every successful school program. The knowledge of leadership skills is a must for a school headmaster if he wants to create an effective school. Laila (2015) the majority of teachers agree that being a leader of a school should have the clear and consistent vision that is understandable for all school members. Therefore, leadership helps to achieve success in continuing school development and focus on creating highly motivated workers.

A conflict signs that a school is an effective school. Grenberg & Baron (356: 1993) state that a process produced by a person or a group of people is considered to have negative impacts. Hageman & Stroope (2012: 62) state that every conflict management needs various tools, methods, or strategies in every work. Wirawan (2009: 1) states that conflict is one of the essence of human life and development which has diverse characteristics. Conflict can also be interpreted as the differences in perspective and attitude causing the conflict between two or more parties in disputing the limited resource. A conflict can have positive and negative effects on organization’s performance depending on the nature of the conflict and how it is managed, Mulyasa (2011: 267). Robbin (2015: 306) argues that not all conflicts are good. Some conflicts can support the achievements of organizational goals and also improve performances. Those kinds of conflict are conflicts that are functional and constructive. Whereas, the short of conflict which can hamper the performance of workers is dysfunctional or distructive conflict.

Consequently, a conflict that occurs in an organization should be solved imediately because it can hinder the achievement of organizational goals. Therefore, a conflict management is totally needed. Sharp & Yamashita (2009: 111) propose "creating programs how conflicts can be managed" which means that a program should be created to manage the conflicts. Furthermore, Shih and Susanto (2010: 176) also require a certain action taken by someone to deal with a conflict. Saeed, *et* *al* (2014: 2015) mention that "conflict management is the practice of identifying and handling conflicts in a sensible, fair and efficient manner". It means that conflict management is the practice of identifying and dealing with conflicts in a reasonable and efficient way. The type of conflict that occurs in an organization also varied, depending on the person who interpret it. Robbins & Judge (2015: 402) state that there are three types of conflict, namely: task conflict, relationship conflict, and process conflict.

The bigger the conflict, the greater the skills needed to manage it. The cconflict can occur due to many factors. Dubrin (1984: 132) states that "a variety of personality and cultural differences among people contribute to job conflict" which means that the differences in the character and culture of a person contribute to conflict. Luthans (391: 2005) states that generally the causes of conflict are: the difference, information deficiency, role incompability, and environmental stress. Whereas, Ivancevich, Konopakse, & Matteson (2014: 306-308) state that the causes of conflict in organizations are: work interpedence, goal difference, and perceptual differences. The differences of opinion are common in an organization because every human being has different characters.

In achieving the more effective and efficient organizational goal, in the term of conflict management models are needed some factors as stated by Paryono, *et* *al* (2015), as follow: (1) listening to the process of conflict, (2) knowing the causes of conflict, (3) distinguishing the types of conflict, (4) choosing the right approach, (5) anticipating the possibility of adverse impacts on the organization. Because indirectly conflict management itself has an influence in achieving organization’s target.

Based on the reality that occurs in Pedagogia Kindegarten FIP UNY relating to conflict management, there are some question in this research as follow: 1) what conflicts occur in the Pedagogia Kindergarten OF FIP UNY?, 2) What are the factors causing conflicts in the Pedagogia Kindergarten of FIP UNY?, 3) what impact arises caused by conflicts that occur in the Pedagogia Kindergarten of FIP UNY?, 4) how does the implementation of conflict management in the Pedagogia Kindergarten of FIP UNY?.

**Method**

The approach used in this research was a qualitative approach with case study. According to Yin (2009: 9) the case study approach is more indicated by the type of research which some questions such as who, how and why. This research was conducted at Pedagogia Kindergarten of FIP UNY with involved some research subjects namely the headmaster, the vice headmaster of curriculum, the board of kindergarten, public relation, treasurer, and teachers. In this study, the key instrument was the researcher. According to Moloeng (2004: 121) the position of the researcher in qualitative research is quite complicated. 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 interview, observation, and also documentation technique. Meanwhile, the data analysis used the model of Miles, Huberman and Saldana (2014: 12) namely: data condensation, data display, drawing, and verifying conclusion.

**Result**

The conflict that occurred at Pedagogia Kindergarten of FIP UNY began with the resignation of the former headmaster who was shortly followed by the school management team in the middle of the academic year. The most of decision makings which was often not involved teachers also created disappointment and leaded the conflict. All important decisions regarding the school were only made by headmaster and her management team. Moreover, the duty of this management team is to conduct important tasks including to handle curriculum, finance, new student admission, etc. That certainly had an impact on school management which became less effective after being abandoned by the core team. The conflict of tasks and processes cannot be avoided because the lack of human resources provided in the school.

A further cause of the conflict was the lack of transparency of the former headmaster in doing school work with her team. This has an impact on the performance of the teachers in continuing the task after being left by the previous leader. Consequently, the situation became not conducive because teachers were shocked and burdened by the remaining works which was actually not their responsibility. Otherwise, teachers had many administrative tasks and also should provide learning materials and leanring media to be used in the next learning process. The situation occured due to the lack of human resources at the school who were actually responsible in doing school management tasks that previously supposed to be done by the management team. Most teachers felt that it was an injustice because they should sacrificed their whole time including the holiday and family time because the incomplete tasks in school should be worked at home. While the relationship conflict that occurs at school was caused by differences in character, point of view, and interest. However, the main factor that caused the conflict of relation in the school was the difference in allowances and the clarity of the work status. The new headmaster’s seemed to be still looking the ideal leadership style which made teachers feel less helped in solving their problems and obstacles while teaching. The new headmaster was less assertive in making decisions and policies. The causes of conflict that occurred in Pedagogia Kindergarten of FIP UNY include: (1) The role of the former headmaster who are too dominating and lacks of transparency, (2) the lack of teachers and education staffs, (3) the leadership style of the new headmaster, (4) the differences of teacher allowance and work status.

Pedagogia Kindergarten of FIP UNY should take some actions in term of task conflict, process conflict and relationship conflict which include: (1) holding a rolling of leadership, (2) involving a new headmaster in terms of training related to school management, (3) providing training to teachers in order to improve their skills, (4) providing assistances which are in charge of school administration, (5) and also giving full authority to new headmaster in implementing policies in order to manage existing conflicts such as: (a) giving more attentions to teachers and staffs who feel that they have a conflict of tasks and processes, (b) building interpersonal communication relationships among school members, (c) treating teachers and staffs as a peer, (d) sharing school administration tasks to all teachers while solving the lack of supporting human resources.

**Discussion**

Conflicts that occur in Pedagogia Kindergarten of FIP UNY are: (1) regarding task conflicts and process conflicts and relationship conflicts in achieving school goals, (2) conflict management models used by headmaster, (3) organizational productivity and teachers’ performance after the conflict occurred.

The conflict in Pedaogia Kindergarten is due to the resignation of the former headmaster and her team in the middle of the academic year. The former headmaster had been in the office from the beginning of this school until the middle of the academic year. The former headmaster's leadership had advantages in terms of school management. The authority of the leader maked teachers were quickly influenced by the policies and rules that had been made. Besides the advantages, there must also be shortcomings. The shortcomings of former headmaster felt by teachers such as the lack of transparency in school management and too dominating. The teachers also felt that they did not get their rights related to the clarity of their work status that should had been obtained long ago because they had fulfilled the specified conditions.

The school management after the resignation of the headmaster and her team became less effective. Because the remaining works must be done by some teachers who are accustomed to only teaching in class and have never been involved in the management matters before. Therefore, teacher are not ready because they got additional works from their main tasks which became their responsibility. The teachers also felt confused in continuing the tasks because they lacked experience to manage it. The teachers felt that the additional workloads had an adverse effect on their main tasks in terms of teaching and class administration. Justified again by the teacher with the initials AP that this additional task took her time with the family because although it was done at school, it still could not be completed because the teachers also had other tasks namely teaching and class administration which resulted in the assignment had to be brought home and reduced their time with family.

The lack of human resources caused by the resignation of the previous management team made the headmaster should make the decision to give the school administration tasks to teachers. But teachers also seem to lose their way in doing these tasks, especially in terms of finance, school administration, curriculum and also the new student admission. That is because previously teachers were not included by the former headmaster in managing those activities. It was also justified by IK as a school treasurer. He told that he did not understand how to manage finances properly. Therefore, the report made was only in the form of a simple report which contained expenses and incomes. He also told that he did not yet understand how to make the right accountability report. It makes the current school financial accountability report is only in the form of expenditure and income. Constraints that were faced were not enough there, the same thing was also felt in terms of the new student admission. The confusion that was felt was in terms of assessment.

Relationship conflict in this school was caused by the differences in character, point of view, and interest. Moreover, the main thing that causes the lack of familirity in the school is the difference in allowances and work status among teachers and it leads to a gap among them. Teachers at the school have the status of freelance daily employees and there are also those who have already gotten the Rector's Decree. But there are also some who only have decree from the former headmaster which is temporary. This unclear status makes teachers confused even though they feel they have fulfilled the specified requirements and have same work responsibilities. Certainly, the different status of teachers creates different amount of allowances among them. This happened because the former headmaster did not submit a proposal so teachers could get their rights. However, at this time the proposal to get a Rector's Decree has been submitted by the former headmaster and still in the progress.

Conflict management implemented by the new headmaster prioritizes and increases the intensity of communication among school members who aim to create a warm family relationship. The headmaster tries to be a good listener of every complaint, and also be open to criticism and advice given by teachers. Therefore, he can better understand and also feel the need to learn in terms of managing the school by knowing the weaknesses and strengths, as well as what are the obstacles and challenges faced by teachers in conducting their duties. Considering that the new headmaster has a bachelor degree in childhood education background and not management education. So, she does not understand how to manage school management to be more efficient and efficient. To be more open to the school community is felt to be important in managing conflict.

What was felt by teachers regarding the leadership style of the new headmaster is more humane than the previous headmaster. Teachers feel free to issue criticisms, give suggestions and solutions, and are more comfortable issuing complaints that they feel while conducting their responsbility at school. It certainly becomes good thing of new headmaster in managing conflict management in Pedagogia Kindergarten of FIP UNY. A more open style of leadership can make it easier to influence the people under her leadership. So the problems that are felt are quickly solved. The ability of new headmaster in handling conflicts can be said as an achievement. Although there are many problems that occur at school, it does not make the curriculum in the school disrupted and the public’s interest of the school is not diminished.

**Conclusion**

From the description of data and data analysis that has been generally stated, the conflict management in Pedagogia Kindergarten of FIP UNY has been able to be managed properly through the compromises and collaborations. Particularly, the conclusions of the study as follow: 1). Conflicts that occur in Pedagogia Kindergarten of FIP UNY are caused by the resignation of the former headmaster and her team, 2) the lack of teachers, 3) the difference in allowance and work status which lead to the conflict among teachers, 4) additional workloads burdened teachers, 5) the conflict management style adopted by the new school headmaster is sufficient, 6) the performance of the teachers and post-conflict organizational productivity in Pedagogia Kindergarten of FIP UNY has now recovered, and the pubic;s interest of the school has not diminished despite the changing of the leader.

**Suggestion**

Some things recommended by the author regarding this research as a contribution of thought, include: 1) based on the findings, there are various kinds of behavior of headmaster as the leader and manager in managing conflict including: being more open, preparing to be a good listener, emphasizing the importance of team work, 2) more assertive in making decisions for the common interest and also in creating policies, 3) prioritizing problems that are considered heavy and more important to be solved, 4) creating a curriculum team that aims to create a curriculum that is appropriate to the circumstances of the school, 5) involving another party in order to ask for help if it is needed. In this case, by involving FIP in solving problems that are deemed insoluble.

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