

Conflict Management in Schools: A Case Study of Riyadhhotul Arifin Junior High School

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Abstract: This study examines conflict management practices at Riyadhhotul Arifin Junior High School, focusing on the role of school principals in addressing conflicts to enhance organizational performance. The research employs a literature review methodology, synthesizing insights from relevant articles and books to analyze conflict management strategies in educational settings. The findings reveal that effective conflict management requires principals to assess situational factors, including the maturity level of involved parties and the source of conflict. Passive or active approaches must be contextually applied, with an emphasis on leadership authority, behavioral influence, and power dynamics. Conflict itself is neither inherently positive nor negative; its impact depends on management effectiveness. This study highlights the nuanced application of conflict management strategies in an Islamic junior high school context, emphasizing the interplay between leadership power, subordinate attitudes, and organizational outcomes. School principals must develop strong leadership and conflict resolution skills to foster a productive school environment. Tailored strategies considering internal and external conflict sources can improve institutional performance. The research contributes to the discourse on educational leadership by outlining context-specific conflict management approaches, offering a framework for principals to balance authority, interpersonal dynamics, and organizational goals.

Keywords: Conflict Management, Junior High School, School Principal

A. Introduction

The principal is the educational leader at the first level of education, who must be responsible for the progress and decline of the school he leads. It is not uncommon for the principal to receive threats; if he cannot advance his school, he will be transferred or dismissed from his position. Therefore, school heads are required to have various abilities, both in relation to management issues and leadership, in order to be able to develop and advance their school effectively, efficiently, independently, productively, and accountably (Brauckmann-Sajkiewicz & Pashiardis, 2022; Brinia et al., 2023). This condition requires various tasks that must be carried out by educational staff in accordance with their respective roles and functions, from the macro level to the micro

level, namely school-level education staff. An ideal school principal is able to synergize management capabilities and leadership capabilities simultaneously (Afandi et al., 2021). At the level of interaction behavior between organizational people and the empowerment of human resources, the two abilities are difficult to separate, because practically leadership and management are not easily differentiated (Lee & Kim, 2020; Nishii & Leroy, 2022). Leadership and management cannot be separated; leadership will inspire managers in carrying out their duties.

The duties of a school principal are often defined as EMASLIM, namely Educator, Manager, Administrator, Supervisor, Leader, Innovator, and Motivator. In carrying out duties, leadership will be applied. In other words, leadership must be integrated in implementing the duties of school principals. Apart from the duties of school principals, school principals must also master knowledge and skills regarding conflict management (Fernandez & Shaw, 2020). Because, in carrying out their duties, they will definitely face conflict; conflict can occur, whether it is conflict with the management of educational institutions, teachers, students, or staff. Without knowledge and skills in conflict management, they will not be able to resolve the conflicts they face. Conflict is one of the elements of human life and development that has diverse characteristics (Rahim, 2023; Zidny et al., 2020). Human beings have differences in gender, social and economic strata, legal systems, nations, tribes, religions, beliefs, and political trends, as well as culture and the goals of their lives. In the history of mankind, it is these differences that have always given rise to conflict.

As long as there are still existing differences, conflict cannot be avoided and will always occur. This is where it is true that the history of mankind is a history of conflict. Conflicts always occur in the world, in social systems such as countries, nations, organizations, and companies, and even in the smallest social systems, namely families and friendships. Conflicts have occurred in the past, are occurring now, and will certainly occur in the future. According to Stazyk & Davis (2021), conflict is defined as a discrepancy in the values or goals of organizational members. Kazanský (2022) stated that, in essence, conflict can be defined as all kinds of opposing or antagonistic interactions between two or more parties. Furthermore, Costumato (2021) said that organizational conflict is a conflict between two or more members or groups of an organization that arises because they have to share limited resources or work activities.

Conflict is interpreted as a discrepancy in the values or goals of organizational members. Conflict can be likened to a “double-edged sword”; on the one hand, it can be beneficial if it is used to carry out a job; on the other hand, it can cause loss and disaster if it is used to get into conflict or fight. Likewise in organizations, even though the presence of conflict often causes tension, it is still necessary for the organization’s progress and development. In this case, conflict can become powerful energy if it is managed well; it can even be used as a tool to carry out change, but it can ruin performance if it cannot be controlled.

Based on its benefits, conflict can be grouped into functional and dysfunctional conflicts (Akpaprep, 2022). Weingart et al. (2023) states that functional conflict is a confrontation between groups that increases performance benefits. Functional intergroup conflict can provide benefits for increasing organizational effectiveness and performance. This conflict is not only helpful but also a necessary condition for fostering creativity. Groups whose members are independent give rise to differences that produce better and more creative solutions. Functional conflict can lead to the discovery of more effective ways to adapt to environmental change objectives so that the organization can live and thrive. Dysfunctional conflict is confrontation or conflict between groups that is detrimental and hinders the achievement of organizational goals (Karabacak et al., 2023). Thus, every organization must be able to handle and manage as well as reduce conflict in order to have a positive impact and increase achievement, because conflict that is not managed well can damage the organization's achievement and performance.

Most experts classify views on conflict as consisting of old views (traditional) and new views (contemporary). The traditional view considers conflict as a negative event, and attempts are made to eliminate conflict, while the new view considers conflict unavoidable because optimal organizational performance requires moderate conflict (Akande et al., 2025; Widada, 2023). Furthermore, Tebetso (2021) stated that the interactionist view believes that an organization free from conflict is a static, apathetic, and unresponsive organization to the need for change. The old view considers conflict events as errors in communication, and humans are basically good, right, cooperative, and like goodness. Meanwhile, the contemporary view argues that conflict is good and should be encouraged to continue to emerge. This new view considers conflict to be a competition to gain awards. Conflict is a natural event that occurs within the organization. Basically, humans are not always bad, but they need to be directed to achieve and be willing to compete.

In dealing with conflict, leaders must be active in order not to become an element that inflames and escalates the conflict that occurs. Leaders must avoid attitudes and behavior of taking sides and favoritism, which will further harm the organization. Likewise, the leader must not allow the conflict to take place so that the organization's goals are difficult to achieve. Effective leadership must try to resolve ongoing conflicts by acting and behaving to help each member, without giving rise to taking sides to harm/damage one of the parties, to represent the organization's interests or mutual interests. Every organization, including educational institutions, requires its members to carry out cooperation in harmony. In order for organizational harmony to be maintained, it is necessary to organize, control, and organize so that the goals that have been set can be achieved. In every organizational group, there will definitely be interactions between one another, which have the potential for conflict to arise. The possibility of conflict can be caused by a sudden change, including new technological advances, intense competition, and differences in culture and value systems, as well as various types of individual personalities.

A school is a place characterized by a peaceful and non-violent atmosphere, behavior, and learning-teaching processes. That's how it should be. Students, teachers, and school staff interact and communicate in order to educate students so that they can grow into educated citizens and can create a situation that supports peace. However, all sorts of events can occur in relationships between various parties at school, including conflict. Conflict can involve students, people, people, and others. Conflict cannot be avoided, so it must be managed so that the situation becomes better, so that the conflict does not experience escalation and become a violation of violence. Organizational leaders are designed to be able to manage conflict through management as a conflict resolution tool. According to John-Eke & Akintokunbo (2020) conflict management is a method used by leaders to stimulate conflict, reduce conflict, and resolve conflict with the aim of improving individual work performance and organizational productivity. Conflict management implies the use of resolution and stimulation techniques to achieve the desired level of conflict. Conflict management is the steps taken by actors or third parties in order to direct disputes towards certain outcomes that may or may not result (Wang & Wu, 2020). resolution of conflict and calm, positive, creative, resourceful, or aggressive.

Conflict management is a process, just as city planning is a process. Furthermore, Minnery is of the opinion that the process of managing urban planning conflicts is part of a rational and iterative nature, meaning that the mode of management of urban planning conflicts in an effective manner means that the management of urban planning conflicts in an effective manner means that which is representative and ideal. Managing conflict constructively, creating mechanisms for resolving interpersonal problems, and building dialogue are some examples of activities that focus on the human empowerment aspect rather than traditional, conservative practices. This alternative mode can develop students' cognition and emotions so that they become people who have strong leadership skills, are independent, and are responsible for existing social problems. Conflict, unavoidable in an organization, is also true in educational institutions. Educational institutions that are not candidates for national leadership are also still faced with various challenges. in managing educational organizations, adequate personnel quality is needed in the sense of the placement of people who, according to the components, are required to perform effectively and efficiently.

The conclusion of the implementation plan carried out by Fahy et al. (2024) shows the existence of a significant relationship between the role of the school principal as a leader and productivity, corporate performance, and students. Therefore, to make education a goal, management is an important factor, because education must be managed by professional education administrators in the sense of being able to utilize existing resources and being able to manage conflicts well. So that the performance of organizational members can be improved optimally. By increasing the performance of organizational members, it can in turn increase organizational productivity.

Conflict management in schools is basically inseparable from education management in schools. Educational management is a whole process of joint activities in the field of education by utilizing as much as possible the existing resources that are managed to achieve educational goals. As for the results, what is expected from education management is the productivity of educational institutions. The productivity of educational institutions can be seen from effectiveness and efficiency. Effectiveness is the balance between even input and large and high output. As for efficiency, it is aimed at high motivation to learn, enthusiasm for learning, trust in various parties and payment, and time and energy in a small amount with maximum results. In this research, we choose Riyadhhotul Arifin Middle School as the place of research. Where the junior high school that has a vision of "achieving based on faith and piety" and a mission of "implementing effective teaching and guidance for students according to their respective potentials" is a junior high school that has students, teachers, and employees who adhere to five religions, namely Islam, Christianity, Catholicism, Hinduism, and Buddhism. In addition, students, teachers, and employees of Riyadhhotul Arifin Junior High School also consist of various ethnicities; there are Javanese, Balinese, Sundanese, Komerling, and so on. With the heterogeneity of the residents at Riyadhhotul Arifin Junior High School, it is essentially very vulnerable to conflicts between school residents. However, in reality, conflicts between school members rarely occur at Riyadhhotul Arifin Middle School. Even when conflicts do occur, they are at a low level. This results in the school remaining stagnant and without change.

This condition results in the school community, both students and teachers and employees, lacking motivation to improve, even though Riyadhhotul Arifin Middle School is a model school that has maintained its status until this year (2025). This is what prompted the principal to provide conflict stimulation to the school community. From the description above, as well as the results of initial observations, we can draw the conclusion that school principals are able to create, respond to, and resolve conflicts through management as a tool to achieve the goals of an educational institution. We are interested in conducting research at Riyadhhotul Arifin Middle School with the hope that we can analyze and describe conflict management through conflict stimulation and the impact of conflict management on increasing organizational productivity school at Riyadhhotul Middle School Arifin, Banyuasin Regency. This article answered the research question about how does conflict stimulation impact organizational productivity in Riyadhhotul Arifin Junior High School?

B. Methods

This research uses descriptive qualitative methods. This method is intended to collect data and facts as well as provide a detailed explanation and illustrate the problem to be solved. Human observation, direct interviews, documentation, and observation are your methods for obtaining descriptive data. This research is located at Riyadhhotul

Arifin Middle School, which is located in Air Batu Jaya Village, Talang Kelapak District, Banyu Asin Regency. The research was carried out from December 2024 to March 2025. The research was used to collect data related to the subject of this research on conflict management in schools. Data can be descriptive words or images from observation notes, interview results, official documents, personal documents, memorandums, and photos from cameras or mobile phones. The data source is the party or object from which the information originates. Otherwise, the data collected may not be relevant to the problem being researched. Data collection techniques use observation, interviews, and documentation. The focus of research is conflict management in schools at Riyadhhotul Middle School, Arifin. To answer the focus of research on Riyadhhotul Middle School, Arifin is needed. To answer the question of how conflict management stimulates conflict at Riyadhhotul Arifin Middle School and the impact of conflict management on increasing organizational productivity at Riyadhhotul Arifin Middle School, this research can be divided into two, namely primary data sources and secondary data sources. The person who was the main informant or object of the interview was the school principal. Meanwhile, the main informants are the deputy head of the education sector, the deputy head of the school for student affairs, the deputy head of the school for infrastructure, the guidance counselor, the head of the library, the head of the computer laboratory, the PAI teacher, the head of security at the school, teachers, spiritual coaches, parents, and students. To guarantee the validity of the data, researchers try to use tests to test the validity of the discovered data. This research tests the validity of the data based on criteria that guarantee the trustworthiness of the data obtained through the research. There are 4 criteria, namely credibility, transferability, dependability, and confirmability. Meanwhile, researchers only use 3 of the four methods to test data validity, namely credibility, dependability, and confirmability.

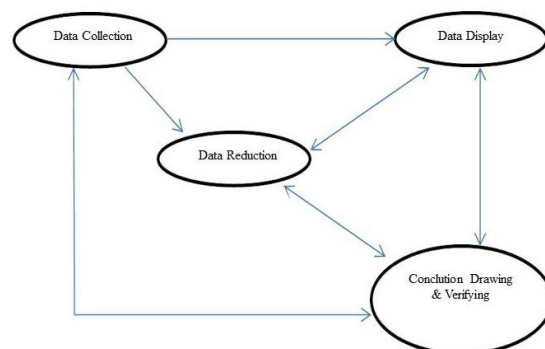


Figure 1. Interactive Model Data Analysis/Technical Diagram

In this research, we use an interactive analysis mode, which includes three interrelated components, namely data processing, data reduction, and conclusion drawing. Meanwhile, conceptualization, categorization, and description are developed on the basis of incidents that occurred in the field. Therefore, the activities of data management and data analysis are one and the same, and it is impossible to separate

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C. Results and Discussion

Conflict Management through Conflict Stimulation at Riyadhhotul Junior High School Arifin

Conflict management can be defined as a method or strategy for resolving and controlling a conflict that is currently occurring in an organization, with the hope of improving the situation and achieving the expected goals (Folger et al., 2024; Madalina, 2016; Väyrynen, 2022). Conflict management in Riyadhhotul Middle School Arifin covers conflict management planning, implementation of conflict management, and conflict management evaluation. Planning is the key to the management process; if there is no planning, then there is no purpose and there is no management process (Jung et al., 2024; Kerzner, 2025). In conflict management planning, the role of the school principal is very important, because if a school principal cannot plan well, then the conflict that occurs in the school cannot be resolved well so that it can affect the activities carried out in the school. Conflict management planning at Riyadhhotul Middle School Arifin has 3 stages of planning, covering problem identification, problem classification, and problem analysis.

Problem identification in conflict management planning conducted by the principal of Riyadhhotul Arifin Middle School through direct observation, reviewing documentation, and listening to complaints from vice principals, staff, and employees. The results of the study show that students of Riyadhhotul Arifin Middle School are heterogeneous, consisting of various ethnicities and religions, including Javanese, Sundanese, Komering, and Balinese. The religions embraced by students of Riyadhhotul Arifin Middle School are Islam, Hinduism, Buddhism, Catholicism, and Protestantism. With the diversity of ethnicities and religions, Riyadhhotul Arifin Middle School is very vulnerable to conflict. This means that in determining school activities, they must be truly prepared and tailored to the students' cultural and religious backgrounds. The problem that can trigger conflict is determining the rules for wearing Muslim clothing for students who are Muslim, while other religions still wear different uniforms. There are still students who are Muslim who are not yet able to read the Al-Qur'an well; this is because Islamic spiritual activities are not running well.

Basically, the academic achievements of Riyadhhotul Arifin Middle School students are in average condition. This can be seen from the results of participating in OSN

(National Science Olympiad) activities at the district level; this year, not many people have been able to achieve satisfactory achievements. According to the Deputy Head of School for Student Affairs, this is not due to the level of understanding or lack of coaching carried out in the school, but this is because the questions tested are more focused on student reasoning, even though in coaching students are given direction to answer questions rationally. Thus, students of Riyadhhotul Arifin Middle School can only reach the district level and are not yet able to achieve provincial-level achievements. However, the academic achievements achieved by students in the teaching and learning process are already in the good category. This can be seen from the student's learning completion, which has reached 95%, and the graduation rate of Riyadhhotul Arifin Middle School students has reached 100%.

In non-academic achievements, Riyadhhotul Junior High School student Arifin really dominates with very impressive achievements. This can be seen from students' participation in O2SN (National Student Sports Olympics) or FLS2N (National Student Competitions and Competitions) activities at the Banyuasin district level; Riyadhhotul Arifin Middle School was able to win the championship in all the branches they participated in. This is partly due to the fact that in this activity there is quite good coaching with a teacher who is competent in his field. Likewise, in the field of sports, the achievements of Riyadhhotul Arifin Middle School students are also very satisfying, especially in the fields of soccer, sepak takraw, and badminton. Selection for admission to Riyadhhotul Arifin Middle School is carried out by ranking report card scores from grade IV, semester 1, to grade VI, semester 1, but only four subject scores are considered (mathematics, Indonesian, science, and social studies). From this ranking, several students were not accepted into Riyadhhotul Arifin Middle School. However, this ranking method also gives rise to conflict, albeit at a low level. This conflict occurs between the student admission committee and the parents, especially the parents of non-Muslim students. According to the parents, if their children are not accepted at Riyadhhotul Arifin Middle School, then the students concerned cannot enter other schools, because apart from Riyadhhotul Arifin Middle School, there are no other middle schools in the neighborhood where the children live.

The school of Riyadhhotul Arifin Middle School has 8 people, and almost all of the students have educational backgrounds appropriate to the subjects being taught. There are only 2 (two) teachers whose educational background is not suitable for the subjects being taught, namely 1 (one) Indonesian Language teacher and 1 (one) Crafts teacher. However, the biggest thing in the teachers' council is that there are 8 people who have non-civil servant status. This causes many non-PNS teachers to have teaching hours at other schools. So, teachers have to only come to school when there are teaching hours. The work atmosphere at Riyadhhotul Arifin Middle School is dominated by the family atmosphere. All teachers, staff, and employees help each other in completing their tasks. The conflict is not very visible, so it seems stagnant without any efforts to increase productivity in it. The school's rules and regulations are led by the Head of School (KS), entering at 07.15 WIB, but the learning process

starts at 07.30 WIB. According to the Head of School Security (KKS), this resulted in delays for students, teachers, staff, and employees, because they thought there was still a tolerance of 15 minutes per hour of study time starting.

Riyadhotul Arifin Middle School will be used as a referral school in the Talang Kelapa sub-district area and this year has entered its second year. This calls for improvements in all areas, especially in meeting 8 (eight) national education standards, namely Graduate Competency Standards, Content Standards, Process Standards, Education and Educational Personnel, Facilities and Infrastructure Standards, Management Standards, Educational Financing Standards, and Educational Assessment Standards. There is a shortage of reading materials at the Riyadhotul Arifin Middle School Library even though the central government requires literacy for all students and teaching staff. In addition to the lack of reading materials, the reading interest of Riyadhotul Arifin Middle School students 'is very low. This can be seen from the list of low-dominant library competitions. The function of counseling guidance at Riyadhotul Arifin Middle School is still in the management function only, namely managing/solving the problems faced by students, both learning difficulties and educational problems, and also child delinquency problems. According to the Head of Counseling Guidance (KBK), the implementation of the rescue prevention function is only carried out in the guidance and counseling room; there are no special practices in the student's study room. After carrying out problem identification, the school principal classifies problems starting from identifying conflict sources, types of conflict, and also conflict classification.

From the interview results, the sources of conflict at Riyadhotul Arifin Middle School are as follows:

- a. School-student regulations: The school regulation that students must enter at 7:15 a.m., but the teaching and learning process only begins at 7:30 a.m., results in many students being late because they assume that there are still 15 minutes before the learning process begins. In addition, there is a policy of wearing Muslim clothing for Muslim students, which creates an impression of inequality in clothing. The lack of diversity in Friday morning activities also creates the impression of discrimination between Muslim and non-Muslim students.
- b. Teachers and guardians, in this case, occur because of the ranking system in the selection process for new student admissions. Which, in this case, results in students who cannot be accepted at Riyadhotul Arifin because the grades obtained by students are not included in the ranking, even though the student is non-Muslim, and if the student is not accepted at Riyadhotul Arifin Middle School, the student cannot continue his schooling because Riyadhotul Arifin Middle School is the closest school to the student's residence that can accept non-Muslim students, because other middle schools are located in the Islamic boarding school environment.

- c. Government policy, school library facilities. In this case, the government encourages students and teachers to be literate, that is, to be aware of reading. With this policy, the library acknowledges the lack of facilities that can increase students' interest in reading.

The type of conflict that occurred at Riyadhhotul Arifin Middle School, according to the principal, is a functional conflict. Functional conflict can be explained as a difference in thinking; this can be seen in the difference in thinking in the start time of the teaching and learning process with the entry time. There are initiatives or conflicts between individuals or groups that can be seen from the difference in uniforms on Fridays and the ranking system in accepting new students. This causes conflict between non-Muslim parents and teachers and school management. The existence of government policies regarding mandatory literacy also triggers conflicts in school infrastructure and government policies. The conflict that occurred at Riyadhhotul Arifin Middle School was classified as a low-level conflict. After grouping the problems/causes of conflict, an analysis of the problems/sources of conflict that arise is then carried out. Analysis is carried out to find out whether the categories are important and determine whether they can be resolved or can be postponed by paying attention to the organization's capabilities.

From the explanation that has been described above, it can be concluded that the conflict management planning at Riyadhhotul Arifin Middle School has been well-conceived, namely through problem identification, problem classification, and problem analysis. In the conflict management planning at Riyadhhotul Arifin Middle School, the principal has involved all stakeholders in the school. This is done so that existing conflicts can be resolved quickly and appropriately. Even though the school principal does not have a programmed conflict management plan, the school can plan conflict management well.

Implementation of Conflict Management

After carrying out the conflict management planning process, the principal carries out the conflict management implementation process. In carrying out this conflict management, the principal chooses to implement conflict management through conflict stimulation or creating conflict. Conflict stimulation implemented by the school principal involves several methods, including 1) setting performance standards, 2) creating uncertainty within the group, 3) conveying conflicting information, 4) distributing new tasks, 5) achievement awards, and 6) employee/subordinate motivation. How it is explained is as follows:

Firstly, in setting performance standards, KS recommends that all school members comply with the regulations that have been set so that they can achieve the standards that have been set. Even though there has been a change in the starting time from 07.30 WIB to 07.15 WIB, the Head of the School remains optimistic that the school

community will be able to comply with the school's regulation, even though at the start of implementation there are still many students and teachers who are late, but gradually the late students and teachers become fewer, and even no one is late anymore.

Second, the implementation of the method of growing uncertainty in this group is raised through the holding of a mukhadharah activity program every first Friday of the month for Muslim students. This is considered to have an element of uncertainty, because when Muslim students carry out these activities, non-Muslim students do not have a definite program, so that non-Muslim students only hang around outside the classroom. However, some school principals carry out consultations with representatives of school heads in the field of education to reprogram and organize the implementation of the Mukhadharah program, namely by directing non-Muslim students to the library and laboratory so that free time can be used for more productive activities.

Third, conveying conflicting information. In this case, it is related to a Friday uniform, where every Friday all students are required to wear a typical Friday uniform. Previously, there was a difference in uniform between Muslim and non-Muslim students, where Muslim students were required to wear Muslim clothing, and non-Muslim students still wore Friday uniforms, making them appear less cohesive and orderly due to the differences in uniform. However, there was finally a change in the Friday uniform, with all students wearing the typical Friday uniform. However, this change actually raises protests, especially from non-Muslim students, because it is very much in conflict with their religion, a unique idea of Muslim culture. In the end, it was explained by the vice principal of the school for student affairs that the uniform of the school was not new but rather a typical Friday uniform, so students could accept it well and wear a typical uniform of the school.

Fourth, distribution of new tasks. In this new distribution of tasks, the school principal assigned OSN and O2SN tutors to increase study hours for OSN and O2SN students when they come home from school (afternoon). With consideration so that OSN and O2SN participants are better prepared to face the Olympics in the best possible way. In addition to additional study assignments for OSN and O2SN students, in addition to implementing mandatory literacy, the school principal also provides new assignments to the head of the library to change the structure of the library by adding more bookshelves in the classrooms, gazebo, and also in front of the classroom. Fifthly, the achievement award carried out by the school principal is by giving award plaques and prizes; even though the value of the prize is not large, the meaning of the reward given is very large for the recipient.

Sixth, employee motivation carried out by school principals is done by giving awards to employees, inviting employees to share, and also by becoming a role model. From the explanation above, it can be concluded that in implementing conflict management

at Riyadhhotul Arifin Middle School, the principal (KS) chose to use conflict management through conflict stimulation; this was done so that all stakeholders could think innovatively together in resolving conflicts in the school. In addition, conflict stimulation was the right choice chosen by the principal because the stagnant conditions in the Riyadhhotul Arifin Middle School environment required conflict stimulation.

Conflict Management Evaluation

Evaluation is an important activity in the entire process of conflict management. By knowing the achievement of conflict management implementation and the resulting impacts, evaluation activities are a critical step because they are the basis for carrying out corrections or strengthening the previous steps. In this evaluation, the school principal does not have specific guidelines for evaluation; the method used by the school principal in this evaluation is only limited to observation, whether observing changes in the attitudes of the school community or observing student achievement records and other records from each representative of the school principal, religious teacher, school security, and guidance counselor (BK). According to researchers, conflict management through the stimulation of conflict at Riyadhhotul Arifin Middle School is in line with Islamic religious teachings; this can be seen from the method carried out by the school principal, wherein conflict management, the school principal always pays attention to shared principles. This is done so that the goals of the school organization can be achieved easily and produce the best results for the development of the school organization they lead. Apart from paying attention to shared principles, in conflict management, the principal of the school also always dialogues about everything that will be done with the stakeholders of the school he leads through peaceful dialogue. As has been done by the principal in conflict management at school, the principal always invites stakeholders to dialogue in order to obtain good agreements that will be implemented in the school he leads.

Impact of Conflict Management through Conflict Stimulation on Increasing Organizational Productivity at Riyadhhotul Arifin Middle School

With the existence of conflict management through conflict stimulation carried out by the principal, it has a good impact on organizational productivity at Riyadhhotul Arifin Middle School, including the following; a) Through the stimulation of setting performance standards by changing the school entry time policy from 07.30 WIB to 07.15 WIB, students, teachers, and employees gradually become more disciplined, and tardiness is reduced. Thus, the teaching and learning process can run more effectively and on time; b) Stimulation through the delivery of conflicting information, namely with the policy of uniformizing Friday uniforms, which initially caused controversy, but in the end, after being implemented and carried out, it can create a compact atmosphere and increase neatness in dress. As for the impact on parents, teachers, and employees, with the uniformity of students having a distinctive characteristic, the

uniform is a student of Riyadhotul Arifin Middle School; c) Through the stimulation of adding new tasks with the policy of adding study hours for students who will take part in OSN and O2SN in the afternoon, initially there were several teachers who did not agree with the reason that it was less effective because the students were tired, but in the end they agreed because the additional hours could improve student and school achievement. Apart from having an impact on students, this policy also has an impact on increasing the creativity and innovation of the teachers who support OSN and O2SN in looking for Olympic modules and materials, which, in addition to using modules from the National Education Department, they also look for modules from social media. So, the method of development that they use is more creative and innovative. There is a policy of placing bookshelves in the classrooms in order to support mandatory literacy. Initially, there were rooms that we thought were very important because by placing the bookshelves in the classrooms, the existing books would quickly become damaged. because it is placed in the open area, but with the creation of books that have been mutually agreed upon, the placement of bookshelves in the hallways of the classrooms is very beneficial and, in the end, can help in increasing students' interest in reading. As for the impact on teachers, the existence of mandatory literacy and the placement of bookshelves in classrooms can increase the spirit of teachers in the learning-teaching process. This is because by reading, students can more easily understand the subject matter being taught because you've read it a long time ago. The impact for employees is that they are more creative and innovative in arranging shelves and books more attractively and in strategic places so that students and teachers who want to read books can access my books easily and comfortably; d) Through stimulation, it creates uncertainty in the group through the mukhadharoh activity every first Friday of the month.

Initially, it was met with protests, because the activity was considered to reduce students' study hours and could cause conflict between students, because students at Riyadhotul Arifin Middle School are homogeneous students in terms of both religion and ethnicity, but with the explanation from the ROHIS supervisor and the curriculum department, the activity was finally able to run well and ultimately train children to dare to appear in front of the public. The existence of this activity also has an impact on increasing the spirit and creativity of teachers in training students who will appear in the hadrah/mukhadaroh event; teachers compete with each other to show their students' best performances. As for the policy of religious activities on Friday first hour, in the beginning there were also some teachers who were less likely to spend time, because it could take up time for studying and teaching. However, with the explanation from the principal of the school that the activity of adding religious material can increase students' understanding of the religion they profess, then the activity will ultimately receive support from all stakeholders and can be carried out according to what was planned.

From the explanation outlined above, we conclude that conflict management through conflict stimulation implemented by the principal has an impact on increasing

organizational productivity at Riyadhhotul Arifin Middle School. Although at the beginning of its implementation it met with conflict and protests from various parties, after approximately one year of implementation, it has begun to look better. Conflict stimulation is really needed in an organization; with the existence of organizational conflict stimulation, schools can change stagnant organizational conditions to become more innovative, critical, creative, and quickly responsive in responding to problems. As with the conditions at Riyadhhotul Arifin Middle School, there may be conflict stimulation in stagnant conditions; however, with the conflict stimulation implemented by the head of the school, the stagnant conditions can be transformed into more innovative, critical, creative, and quick responsesto problems. per ingredient.

D. Conclusion

This study examined conflict management through conflict stimulation and its impact on organizational productivity at Riyadhhotul Arifin Middle School. The findings indicate that the school principal employs conflict stimulation as a strategic approach to enhance school performance, given that existing conflicts are not highly disruptive. The conflict management process consists of three key stages: planning, implementation, and evaluation. In the planning phase, the principal ensures structured conflict resolution by involving all stakeholders in problem identification, classification, and analysis. Although there is no formalized conflict management plan, the principal effectively organizes strategies to address conflicts. In the implementation phase, conflict stimulation is applied to encourage innovative problem-solving among staff and students. This approach is deemed necessary due to stagnant conditions within the school environment. The principal utilizes several stimulation techniques, including setting performance standards, creating controlled uncertainty, distributing new tasks, recognizing achievements, and motivating school members. However, the evaluation phase lacks standardized guidelines, relying primarily on observational methods such as monitoring behavioral changes, academic records, and feedback from teachers and counselors.

The study also highlights the positive impact of conflict stimulation on school productivity, including: 1) Improved discipline among students and staff; 2) Enhanced academic and non-academic achievements; 3) Increased student engagement in reading and public speaking; 4) Strengthened religious understanding and Quranic recitation skills; and 5) Greater motivation, creativity, and innovation among teachers and employees. These outcomes demonstrate that well-managed conflict can serve as a catalyst for organizational growth rather than a disruptive force. The principal's strategic use of conflict stimulation has fostered a dynamic school environment where challenges are transformed into opportunities for improvement. To expand on this study, future research could explore: Comparative Studies, investigating conflict management approaches in different educational settings (e.g., public vs. private schools, urban vs. rural institutions) to identify best practices.

Longitudinal Impact Analysis. Assessing the long-term effects of conflict stimulation on school productivity, including potential risks of overstimulation. Standardized Evaluation Frameworks, developing structured evaluation tools for conflict management to replace informal observational methods. Teacher and Student Perspectives, conducting qualitative research to understand how educators and students perceive conflict stimulation and its influence on their performance. Cross-Cultural Conflict Management, Examining how cultural and religious values (particularly in Islamic schools) shape conflict resolution strategies. By addressing these gaps, future studies can provide deeper insights into optimizing conflict management in educational institutions, ultimately contributing to more effective leadership and organizational development.

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