



## **The Effectiveness Of Principal Leadership In Managing Conflict Management At SMPI Integral Luqman Al-Hakim Batam**

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**Abstract:** This study aims to assess the effectiveness of the principal's leadership in managing conflict management at SMPI Integral Luqman Al Hakim Batam, focusing on the strategies used by the principal in handling and resolving conflicts between students, teachers, and staff, and how external and internal factors influence the success of conflict management at the school. The research approach used was qualitative with a case study design, which collected data through in-depth interviews with the principal, teachers, staff, and students involved in the conflict situation, as well as participant observation and documentation studies. The results of the study showed that the principal applied an open communication approach, mediation, and problem-solving team in managing conflict, but the challenges faced included time constraints, disagreements between related parties, and lack of adequate resources. The principal's interpersonal skills and empathy greatly influenced the effectiveness of conflict management, although there was still room for improvement in terms of more systematic conflict management. This study concluded that the principal's leadership in managing conflict at SMPI Integral Luqman Al Hakim Batam was quite effective, but there needed to be increased leadership training and interpersonal skills development to create a more harmonious and conducive school environment.

**Keywords:** Leadership Effectiveness, Conflict Management, Luqman Al Hakim Integral School.

### **INTRODUCTION**

Education has a strategic role in producing quality human resources (Nurhayati & Rosadi, 2022). In an effort to achieve optimal educational goals, schools as formal educational institutions are required to have good management. One of the key factors in school management is the leadership of the principal. The principal has an important role in managing all activities in the school, including in dealing with and resolving internal conflicts that can arise between teachers, staff, management and stakeholders.

Conflict is an interaction process that occurs due to incompatibility or differences between two opinions (points of view), whether there is a match between the goals of members and the goals of the organization, leadership style, and reward systems that affect the parties involved, both



positive and negative influences (Eisenhardt, Kahwajy, & Bourgeois III, 1997). Other causes that can cause conflict according to are (a) Differences (individual differences); (b) Information deficiency (lack of information); (c) Role incompatibility (inappropriate rules); and (d) Environmental stress (unsupportive environment) (Uhl-Bien, & Hunt, 2011).

Conflict in the school environment is an unavoidable phenomenon, whether between students, between students and teachers, or between teaching staff and school management. This conflict, if not managed properly, can disrupt the learning process and create an atmosphere that is not conducive to student development. Therefore, the role of the principal as a leader is very crucial in managing the conflict in order to create a harmonious and productive school environment.

Effective principal leadership in conflict management can improve teacher motivation and performance, and create a positive school climate. Conversely, ineffective leadership in managing conflict can lead to decreased work enthusiasm, stress, and even lead to high staff turnover. At SMPI Integral Luqman Al Hakim Batam, challenges in conflict management are also a concern. As an educational institution that integrates academic curriculum and Islamic values, this school faces complex social dynamics. Therefore, it is important to assess the effectiveness of the principal's leadership in managing conflict, as well as the strategies and approaches used to resolve emerging problems.

This study aims to explore and analyze how the principal at SMPI Integral Luqman Al Hakim Batam manages conflict in the school environment, as well as the factors that influence leadership effectiveness in that context. Thus, the results of the study are expected to contribute to the development of educational leadership theory and provide practical recommendations for improving conflict management in schools.

Research on the effectiveness of principal leadership in managing conflict management at SMPI Integral Luqman Al Hakim Batam is very important because conflicts that occur in the school environment, both between students and between teaching staff, can have a direct impact on the learning process and school climate. The success of the principal in managing this conflict greatly affects the quality of education and comfort in teaching and learning activities. A principal who is effective in managing conflict can create a conducive environment for teachers and students, increase motivation, and reduce stress that can interfere with the education process.



Conversely, failure to manage conflict can reduce school performance and damage interpersonal relationships between related parties. Therefore, this study will provide important insights into how the principal at SMPI Integral Luqman Al Hakim Batam handles conflict, as well as its impact on the quality of education.

A study by Farooqi, Ali, and Ahmed examined the relationship between principals' conflict management styles and teacher performance in secondary schools in Pakistan. The results showed that integrative and accommodating conflict management styles had a positive impact on teacher performance, while avoidance, compromise, and dominance styles tended to have a negative impact. This study emphasizes the importance of principal training in conflict management to improve teacher performance (Ali, & Ahmed, 2023).

Previous research entitled "Principal Conflict Management Strategies and Student Satisfaction with School Climate." A study conducted by Amito, Oriangi, and Lamaro in Uganda examined the effect of principals' conflict management strategies on student satisfaction with school climate. This study found that strategies such as prioritizing members' views in resolving conflicts and collaborating with student leaders had a significant effect on student satisfaction. These findings suggest that an inclusive approach to conflict management can create a more positive school climate (Oriangi & Lamaro, 2023).

While previous research entitled "The Role of Conflict Management and Team Building in School Leadership Effectiveness." Research conducted by Emmanuel Ok examines the role of conflict management and team building in enhancing the effectiveness of school leadership. The study highlights that principals who are effective in managing conflict and building solid teams can create a positive school culture, improve teacher morale, student outcomes, and institutional stability. This study provides insight into the importance of conflict management and team building skills in school leadership (Ok, 2024).

The three relevant studies presented above can provide valuable perspectives on how principals' conflict management styles affect teacher performance, student satisfaction, and the effectiveness of school leadership. However, these studies have not specifically examined the context of Islamic schools, such as SMPI Integral Luqman Al Hakim Batam. Therefore, this study is expected to fill this gap and contribute to the development of educational leadership theory in the context of Islamic schools.



This study will make a significant contribution to the development of knowledge in the field of educational leadership, especially in conflict management in Islamic schools. By focusing on SMPI Integral Luqman Al Hakim Batam, this study will increase understanding of how principal leadership can influence conflict management in a school environment that combines academic curriculum with Islamic values. This study will also identify the challenges faced by principals in handling conflicts in the school and provide practical recommendations to improve the effectiveness of conflict management. Another contribution of this study is integrating educational leadership theory with an Islamic religious approach in managing social dynamics in schools, which in turn can be a reference material for further research.

This study offers significant novelty because it examines the effectiveness of principal leadership in managing conflict management at SMPI Integral Luqman Al Hakim Batam, which has a unique context as an Islamic educational institution. This study not only focuses on the general approach to conflict management, but also considers the values and principles of Islamic education that are the basis for principals in dealing with and resolving conflicts in the school environment. As part of the Islamic education system, principals at SMPI Integral Luqman Al Hakim Batam are expected to carry out leadership roles that reflect Islamic teachings, so this study will provide a new perspective on how Islamic values are applied in conflict management.

Another uniqueness of this study is the qualitative approach used, which explores in-depth understanding of the perceptions, experiences, and real practices carried out by principals, teachers, and other stakeholders in managing conflict. Previous studies have focused more on general aspects of conflict management in regular schools or with a more theoretical approach, while this study provides a more contextual and specific analysis of religious-based schools, as well as internal factors that influence the principal's decision to resolve conflict.

In addition, this study fills a gap that has not been answered by previous studies related to the role of the principal in managing conflict that occurs in the context of Islamic education. Previous studies have focused more on academic or managerial aspects, but not many have explored the application of Islamic spiritual and ethical values in resolving conflicts in Islamic school environments. Therefore, this study not only enriches insight into conflict management, but also contributes to the development of effective Islamic educational leadership in the context of conflict in Islamic schools in Indonesia.



Overall, this study has the potential to introduce a more relevant and holistic model of principal leadership in managing conflict, which integrates Islamic principles with effective managerial practices, and can also provide policy recommendations for the development of conflict management in Islamic schools in general.

## **METHOD**

This study uses a qualitative approach with a case study design (Sugiyono, 2016). The qualitative approach was chosen because it allows researchers to explore the phenomena that occur in depth and gain an understanding of the experiences, perceptions, and actions of principals, teachers, and other related parties in managing conflict management at SMPI Integral Luqman Al Hakim Batam (Hadi & Arikunto, 2009). This method is suitable for obtaining richer and more contextual data on the dynamics that occur in conflict management in the school environment.

The subjects of this study consisted of principals, teachers, and teaching staff at SMPI Integral Luqman Al Hakim Batam. This study will involve the principal as a leader who is responsible for conflict management, teachers who are directly involved in learning activities and interactions with students, and other staff who play a role in supporting the principal's policies. The selection of these subjects is based on the consideration that they are the main actors directly involved in the conflict resolution process at school (Creswell, 2017).

The data collection techniques used in this study include: 1) Interviews conducted with the principal, teachers, and other school staff. The purpose of the interview was to dig deeper into their experiences and perceptions related to the principal's leadership in managing conflict, including the challenges they faced and the strategies used to resolve conflict in schools. 2) Direct observation of interactions and dynamics that occur in schools, both in the classroom and outside the classroom, in order to understand how conflicts occur and how principals and teachers handle the situation. 3) Documentation where researchers will collect relevant documents such as conflict reports, school policies, meeting notes, and other documents that can provide further insight into the policies and actions taken by principals in dealing with conflict (J. Moleong, 2016). .

The data obtained from interviews, observations, and documentation studies will be analyzed using thematic analysis. This analysis procedure involves identifying and grouping themes that emerge from the collected data, both from interviews and observations. The first step is the



transcription of the interview, then the researcher will read and understand the data as a whole, looking for patterns or themes related to conflict management by the principal. Furthermore, the researcher will group these themes to get a clearer picture of the effectiveness of the principal's leadership in managing conflict. This analysis will produce a deep understanding of the factors that influence the effectiveness of conflict management and the strategies used by the principal (Moleong, 2018).

This method is expected to provide a more comprehensive understanding of conflict management at SMPI Integral Luqman Al Hakim Batam and the effectiveness of the principal's leadership in resolving conflict problems in the school environment.

## **RESULT AND DISCUSSION**

### **Types of Conflicts Occurring at SMPI Integral Luqman Al-Hakim**

Based on observations and interviews, interpersonal conflicts between teachers and students are the most frequent type of conflict occurring at SMPI Integral Luqman Al-Hakim. These conflicts generally relate to differences in perceptions about discipline, teaching methods, and ineffective communication. The principal acknowledges that differences in expectations between teachers and students are one of the main sources of tension. According to Muslim, interpersonal conflicts can occur due to unclear communication and differing values. (Muslim, 2020) In interviews, teachers also stated that these conflicts often arise when there is a mismatch in the approach between educators and students. Observations show that these conflicts affect the learning climate in the classroom. Therefore, effective communication strategies are crucial to managing these interpersonal conflicts.

Furthermore, conflicts among school staff members were also found to be a significant form of internal conflict. These conflicts arise due to differences in opinions in decision-making and uneven distribution of tasks. The principal mentioned in interviews that unclear roles and responsibilities are the main triggers for these conflicts. According to Maunah, structural conflicts like these often occur because of mismatches in organizational design and ineffective communication (Maunah, 2015). Observations also revealed tensions between administrative staff and teachers that impacted work coordination. These conflicts reduce productivity and work



morale. Therefore, clear organizational structure management and transparent task distribution are highly necessary.

Value conflicts are also identified at SMPI Integral Luqman Al-Hakim, primarily due to the diverse cultural and social backgrounds of students and teachers. These conflicts occur when there are differences in norms and perspectives in interactions and school rule enforcement. Interviews with teachers show that value conflicts often cause emotional tensions that are difficult to resolve quickly. De Dreu and Gelfand explain that value conflicts tend to be harder to manage because they involve individual identity and fundamental principles (De Dreu & Gelfand, 2008). Field observations also note that these conflicts can impact classroom atmosphere and social interactions among students. The principal states the need for a sensitive approach and open dialogue to ease value conflicts. Inclusive approaches and respect for differences are the solutions developed.

Process conflicts are another form observed at SMPI Integral Luqman Al-Hakim, related to disagreements about how tasks are carried out. Observations found that unclear procedures often cause confusion and tension among staff and teachers. In interviews, some teachers complained about policy changes without adequate socialization, leading to confusion. Juhn argues that process conflicts can damage work effectiveness if not promptly addressed (Juhn, 1995). The principal acknowledges the need to improve SOPs and policy communication to minimize process conflicts. Handling these conflicts is important to maintain smooth school operations. By clarifying work mechanisms, process conflicts are expected not to hinder cooperation.

Role conflicts were also found at SMPI Integral Luqman Al-Hakim, where individuals experience mismatches between task expectations and their capacity. The principal mentioned in interviews that sometimes teachers are given additional administrative duties that do not match their expertise. Katz and Kahn explain that role conflict can cause stress and reduce performance (Katz & Kahn, 2015). Field observations indicate tensions arising from uneven workload distribution. This conflict impacts teachers' motivation and work spirit. To address this, the principal attempts to redistribute tasks according to competence. Training and support are also provided to help teachers perform their new roles.

Group conflicts also emerge at SMPI Integral Luqman Al-Hakim, particularly between groups of teachers and administrative staff related to differing interests and perceptions of school policies. Observations show tensions that hinder work coordination. The principal states that



differences in vision and work goals are the main causes. According to Jehn and Mannix, intergroup conflicts can reduce organizational cohesion and productivity (Jehn & Mannix, 2001). In interviews, teachers expressed the need for dialogue spaces between groups so differences can be resolved constructively. Mediation efforts and regular meetings facilitated by the principal have started to show positive results. This approach is expected to strengthen relationships between groups and enhance collaboration.

Finally, resource conflicts also become an issue at SMPI Integral Luqman Al-Hakim, mainly related to limited facilities and funds. The principal mentioned in interviews that competition over classroom use, laboratories, and budget allocation is a source of tension. Herdiansyah identifies resource conflicts as one of the common causes of organizational tension (Herdiansyah, 2019). Field observations support this with complaints from teachers and staff about inadequate facilities. Unequal resource distribution creates feelings of unfairness that worsen the conflict situation. The principal strives to implement a transparent and participative resource management system. This step is expected to reduce tensions and create a more harmonious working climate.

### **Strategies and Steps Taken by the Principal in Managing Conflict**

The first strategy applied by the principal in managing conflict at SMPI Integral Luqman Al-Hakim is creating open communication among all involved parties, including teachers, students, and administrative staff. Observations show that the principal regularly holds weekly meetings as forums for discussion and expressing aspirations. In interviews, the principal emphasized the importance of dialogue as a means to prevent misunderstandings that could trigger conflicts. According to Sari, effective communication is the main foundation in organizational conflict resolution (Sari, 2016). The principal also uses an active listening approach to understand every complaint and need so that solutions can be formulated together. Open communication plays a significant role in building trust and reducing interpersonal tensions. In this way, emerging conflicts can be detected and resolved before developing into larger problems.

The second step taken is direct mediation when conflicts disrupt the working atmosphere. Observations note that the principal acts as a neutral mediator inviting the involved parties to discuss constructively. In interviews, the principal explained that he tries to maintain objectivity and ensure all voices are heard fairly. This aligns with the views of Fisher, Ury, and Patton, who emphasize the importance of mediation in achieving win-win solutions (Ury, & Patton, 2011). The



principal also equips himself with negotiation skills to facilitate impartial resolution. Mediation not only resolves existing conflicts but also strengthens relationships among school community members. This approach has proven effective in reducing recurring conflicts at SMPI Integral Luqman Al-Hakim.

Besides mediation, the principal implements an empowerment strategy through conflict management training for teachers and staff. Field observations show routine training aimed at improving communication skills and problem-solving. In interviews, several teachers admitted feeling more confident facing difficult situations after participating in the training. According to Asil et al., such training is important for developing interpersonal competencies within organizations (Asil, Lutfiani, Amalia, & Syarifudin, 2023). Training not only enhances skills but also raises awareness of the importance of maintaining workplace harmony. The principal also encourages the formation of small working groups to discuss internal problems. This strategy helps reduce conflict escalation and builds a collaborative work culture.

The principal also applies transparency policies in decision-making as one of the conflict prevention steps. Observations show that all policies and changes at the school are openly announced and explained in detail to all parties. In interviews, the principal emphasized that openness aims to avoid prejudice and speculation that can trigger dissatisfaction. According to Mühl, transparency is a key factor in building trust and reducing organizational conflict. (Mühl, 2014) With transparency, teachers and staff feel involved, thus maintaining work motivation. This policy also encourages active participation from all school members in the decision-making process. These efforts effectively create a conducive and harmonious organizational climate.

In handling emotional and personal conflicts, the principal applies an empathetic approach by giving special attention to affected parties. Observations note that the principal often conducts face-to-face meetings to listen to complaints personally. In interviews, the principal revealed that empathy helps reduce hurt feelings and opens space for reconciliation. Goleman explains that emotional intelligence, especially empathy, is crucial in effective conflict management (Goleman, 2024). The principal also teaches the importance of self-control and assertive communication to teachers and students. This approach strengthens social bonds and reduces the risk of recurring conflicts. As a result, the school atmosphere becomes warmer and supports the positive development of all parties.



The principal also uses a preventive approach by building an inclusive school culture that respects differences. Observations found routine programs such as religious activities, sports, and arts involving the entire school community. In interviews, the principal explained that these activities serve as media to strengthen solidarity and reduce potential conflicts. According to Amin, building social capital through joint activities can reduce social conflicts. (Amin, 2017) This inclusive culture fosters a sense of togetherness and strengthens collective identity. The principal actively encourages the participation of all elements in creating a harmonious environment. This strategy has proven effective in lowering the frequency of conflicts and increasing job satisfaction.

Finally, the principal conducts regular evaluations of conflict management strategies through reflection forums and feedback from all stakeholders. Observations note the existence of evaluation sessions every semester involving teachers, staff, and student representatives. In interviews, the principal emphasized the importance of evaluation to determine the effectiveness of the steps taken and to formulate improvements. Panggabean states that evaluation and feedback are integral parts of the conflict management cycle (Panggabean, 2015). This evaluation also promotes transparency and accountability in the conflict management process. Through evaluation, the principal can adjust strategies according to the school's needs and dynamics. This approach makes conflict management more responsive and sustainable, thus keeping the school environment conducive for learning and working.

### **The Effectiveness of School Principal Leadership in Conflict Resolution**

Observations and interviews at SMPI Integral Luqman Al-Hakim indicate that the principal plays a vital role in resolving conflicts occurring within the school environment. The principal actively acts as a mediator striving for peaceful and fair resolutions. In interviews, the principal emphasized that an open dialogue approach is the key to overcoming tensions between conflicting parties. According to Rahim, effective leadership in conflict management is characterized by the ability to manage communication and mediate differences constructively (Rahim, 2023). Observations also found that the principal frequently holds regular meetings to listen to the aspirations and complaints of all parties. This participative approach strengthens a sense of justice and reduces the potential for recurring conflicts. Therefore, an inclusive leadership style significantly contributes to successful conflict resolution.



Besides mediation, the principal also implements preventive strategies to avoid new conflicts through enhancing effective communication and policy transparency. Observations show routine socialization of school rules and procedures that are clearly conveyed to teachers, students, and staff. In interviews, the principal stated that openness of information makes all parties feel valued and reduces misunderstandings. Robbins and Judge, assert that open communication and transparency are primary factors in effective conflict management (Robbins & Judge, 2019). The principal also encourages a culture of feedback so that problems can be promptly identified and resolved. As a result, the school climate becomes more conducive and conflicts are minimized early on. Thus, proactive leadership in communication is an important aspect of effective conflict resolution.

The principal also equips teachers and staff with conflict management training as an effort to build internal capacity in problem-solving. Observations note the existence of regular training programs focused on developing communication skills and conflict resolution. In interviews, some teachers stated that the training increased their confidence in professionally handling disagreements. According to Fisher, Ury, and Patton, improving negotiation and communication skills is crucial in achieving win-win solutions in conflicts (Fisher et al., 2011). The principal views this training as a long-term investment to create a harmonious work environment. This strategy successfully reduces the frequency of escalated conflicts in the school. In this way, the principal's leadership not only resolves conflicts but also builds independent resolution capacity.

An empathetic approach and personal attention also become effective steps taken by the principal in resolving emotional conflicts. Observations show that the principal routinely holds face-to-face meetings with involved parties to personally listen to complaints and perspectives. In interviews, the principal emphasized that understanding individual feelings and needs greatly helps the reconciliation process. Goleman, states that emotional intelligence, especially empathy, is a critical aspect of effective leadership (Goleman, 1998). The principal also teaches the importance of emotional control and assertive communication to teachers and students. This approach strengthens interpersonal relationships and reduces resistance in conflict resolution. As a result, the conflict resolution process becomes more humane and sustainable.

The principal implements regular evaluation and monitoring mechanisms as part of efforts to maintain the effectiveness of conflict resolution. Observations note the existence of conflict



evaluation forums held every semester involving teachers, staff, and student representatives. In interviews, the principal explained that this evaluation helps identify successes and obstacles in conflict handling. Robbins and Judge, emphasize that evaluation and feedback are important parts of a sustainable conflict management cycle (Robbins & Judge, 2015). Through evaluation, the principal can adapt strategies and take corrective actions according to the dynamics occurring. This evaluation also increases transparency and accountability in conflict management. This systematic approach strengthens the effectiveness of the principal's leadership in problem-solving.

An inclusive and collaborative school culture also becomes an indicator of the principal's effectiveness in managing conflicts. Observations show that the principal actively develops joint activities such as sports and arts involving the entire school community. In interviews, the principal stated that these activities function as media to strengthen solidarity and tighten relationships among school community members. Labonte, mentions that social capital built through collective activities can reduce social conflict (Labonte, 1999). This inclusive culture creates a conducive environment for resolving differences peacefully. The principal also encourages the active participation of all parties in decision-making. This proves that effective leadership is not only reactive but also proactive in conflict prevention.

Finally, the principal uses an adaptive and flexible approach in adjusting conflict resolution strategies according to situational needs. Observations show that the principal often applies a personal approach and selects different resolution techniques based on conflict characteristics. In interviews, the principal emphasized that there is no single formula in conflict resolution, so creativity and adjustment are necessary. According to MacDuffie, effective leadership in conflict management requires the ability to adapt to organizational context and dynamics (MacDuffie, 2011). The principal combines negotiation, mediation, and facilitation techniques for optimal results. This adaptive approach helps maintain harmony and overall school effectiveness. Therefore, flexibility is one of the keys to the principal's success in conflict management.

### **Supporting and Inhibiting Factors in Conflict Management**

Observations and interviews at SMPI Integral Luqman Al-Hakim show that one of the main supporting factors for conflict management is open and effective communication among all school members. The principal emphasized in interviews that routine dialogues and discussion forums provide space for parties to express aspirations and complaints without fear. According to Robbins



and Judge, open communication strengthens understanding and reduces the potential for misunderstandings that often trigger conflicts (Robbins & Judge, 2015). Observations note that weekly meetings and policy socialization run smoothly and help create a conducive work climate. Teachers and staff also acknowledge the benefits of transparent communication in easing tensions. With good communication, the conflict resolution process becomes faster and more effective. Therefore, communication is an important foundation for successful conflict management.

Another supporting factor is the inclusive and participatory leadership practiced by the principal. In interviews, the principal stated that involving teachers and staff in decision-making increases a sense of ownership and shared responsibility. Observations show that the principal actively encourages participation in meetings and policy formulation. According to Rahim, participative leadership can reduce resistance and accelerate conflict resolution (Rahim, 2023). Teachers and staff feel heard and appreciated, making them more open to accepting solutions. This inclusive leadership supports the creation of a harmonious and collaborative work environment. Thus, leadership becomes a key factor in the success of conflict management.

Besides supporting factors, several main inhibitors hinder conflict management in this school, one of which is limited resources, especially time and energy. The principal revealed in interviews that a busy schedule reduces the time available for optimal mediation. Field observations show that sometimes the conflict resolution process is hampered due to multitasking and high workloads. According to Pondy, resource limitations can worsen conflicts by causing dissatisfaction and stress (Pondy, 1967). These limitations cause some conflicts to remain unresolved and potentially recur. Teachers and staff also feel they lack sufficient time support to thoroughly address problems. Therefore, time management and resource allocation become significant challenges in conflict management.

Another identified inhibitor is the lack of communication and conflict resolution skills among teachers and staff. Observations show that some conflicts arise due to ineffective communication and difficulties in openly expressing issues. In interviews, some teachers admitted they lacked adequate skills to handle interpersonal conflicts. Rostini et al. state that limited communication skills are a major barrier to effective conflict resolution (Sulaiman, & Amaly, 2023). The principal realizes the importance of training and capacity development to address this



issue. However, limited time and resources hinder regular training implementation. This creates an urgent need to improve the communication competence of all school members.

An unsupportive organizational culture is also a barrier to conflict management at SMPI Integral Luqman Al-Hakim. The principal revealed in interviews that resistance to change and unwillingness to admit mistakes complicate conflict resolution. Observations show some staff tend to hold their positions without compromise. According to Schein, rigid and defensive organizational cultures can hinder learning and positive change (Schein, 2010). This causes conflicts to be difficult to solve effectively and often prolonged. The principal strives to build a culture of openness and learning, but the process is still gradual. Thus, cultural change becomes a strategic challenge in conflict management.

Lack of systemic support from outside the school also becomes an inhibiting factor, such as limited policies and assistance from the education office. The principal stated in interviews that often conflict resolution requires regulatory support and resources that are not yet adequate. Field observations show inflexible policies hinder the principal in taking appropriate actions. According to Mayer, organizational support and regulation are crucial to providing a foundation for effective conflict management (Mayer, 2012). Policy mismatches hinder the principal from optimally performing their function. Therefore, synergy between schools and related institutions is needed to support conflict resolution. This is an important area that needs improvement for effective conflict management.

Technology also affects conflict management, both as a supporter and inhibitor. Observations show that the use of digital communication applications helps the principal disseminate information quickly and broadly. However, in interviews, some teachers complained about a lack of digital skills causing miscommunication and delays in handling conflicts. According to Alavi and Leidner, information technology can accelerate coordination and communication processes but requires user adaptation (Alavi & Leidner, 2001). Lack of digital literacy becomes a barrier to optimal technology utilization. The principal attempts to conduct basic technology training, but this is still in development. Therefore, developing technological competence is an important factor in supporting effective conflict management in the digital era.

**Implications of Findings for the Development of School Leadership**

Observations and interviews indicate that effective school principal leadership plays a significant role in creating a conducive and harmonious school climate. Principals who manage conflicts well can enhance teacher motivation and the quality of learning. According to Leithwood, Harris, and Hopkins, effective school leadership positively impacts student learning outcomes and teacher well-being (Harris, & Hopkins, 2020). Observations note that the principal at SMPI Integral Luqman Al-Hakim applies a participative leadership style involving all stakeholders. This helps build a sense of togetherness and collective responsibility. These findings imply the need to develop more inclusive and communicative leadership. Therefore, leadership development programs should emphasize conflict management and interpersonal communication skills.

The findings also indicate that principals need to be equipped with proficient mediation and negotiation skills to effectively and fairly resolve conflicts. Interviews with the principal reveal that the role of mediator is crucial to ease tensions and maintain good relationships among school members. Robbins and Judge, emphasize that these skills are an integral part of effective leadership in educational organizations (Robbins & Judge, 2019). Observations show that principals with mediation abilities are more successful in maintaining school environment stability. Hence, leadership development must include intensive communication and mediation training. With this provision, principals can manage differences constructively. This also increases the trust of all school members in their leaders.

Responsive leadership to the needs and dynamics of the school is another important implication of the research findings. Principals who can adjust conflict management strategies to specific situations are more effective in maintaining harmony. Interviews with the principal stress the need for flexibility and creativity in decision-making. Goleman, highlights the importance of emotional intelligence and adaptability in successful leadership (Goleman, 1998). Observations note that responsive principals are capable of addressing various issues promptly and appropriately. This implication encourages leadership development that prioritizes emotional intelligence and adaptability. This is important so that leaders can face the constantly changing challenges in the school environment.

The study's findings also underline the importance of building an inclusive and collaborative school culture as part of leadership development. The principal at SMPI Integral Luqman Al-



Hakim actively initiates joint activities that strengthen social capital and school community solidarity. Putnam, Wilson, and Turner, explain that social capital can enhance social cohesion and reduce conflict. In interviews, the principal stated that collective activities strengthen relationships and build mutual trust (Putnam, Wilson, & Turner, 1990). Observations show that an inclusive school environment is more conducive to learning and collaboration. This implication demands leadership development capable of building a strong and united school community. Leadership that encourages active participation will produce a healthier and more productive school atmosphere.

Next, limited resources and time become inhibitors that must be considered in school leadership development. The principal acknowledges that a busy schedule and administrative burdens hinder optimal focus on conflict management. Pondy, explains that resource limitations can obstruct conflict resolution and organizational effectiveness (Pondy, 1967). Observations note that lack of time for mediation and training impacts the increase of unresolved conflicts. Therefore, leadership development should address time management and task prioritization. Principals need to be equipped with delegation and time management skills. This is crucial so they can perform leadership functions more effectively.

Leadership development should also integrate information technology training to support communication and conflict management. Observations show that the use of communication technology accelerates information dissemination and coordination. The principal in interviews stated that technology facilitates task management and school condition monitoring. (Alavi & Leidner, 2001) State that information technology plays an important role in the effectiveness of modern organizations. However, limited digital skills among teachers pose a distinct challenge. Therefore, leadership development must include technology training for all school staff. This will strengthen communication and collaboration capabilities in conflict resolution.

Finally, the findings imply the need for leadership development based on continuous evaluation and reflection. Principals routinely evaluate the effectiveness of conflict management and adjust strategies based on feedback from teachers and staff (Robbins & Judge, 2019). Affirm that evaluation and feedback are crucial parts of a successful management cycle. Observations also show that reflection forums provide space for ongoing improvement in leadership. Thus, leadership development must instill a culture of continuous evaluation and learning. This ensures



principals remain responsive to changes and school needs. Adaptive and reflective leadership is the key to the long-term success of school management.

## **CONCLUSION**

This study shows that the leadership of the principal at SMPI Integral Luqman Al Hakim Batam has a very important role in managing conflict management in schools. An effective principal in leadership can create a conducive environment for conflict resolution, both between students, between teachers and students, and between teachers and other parties. From the results of the study, it was found that the principal plays an active role in identifying emerging problems, facilitating dialogue, and ensuring that the policies taken are fair and in accordance with Islamic educational values. Conflict management carried out by the principal prioritizes good communication, solution-based resolution, and collaboration between all parties involved. In addition, the principal has also been shown to be able to manage stress and pressure that arises from conflict in a wise and constructive manner. However, there are several challenges faced in managing this conflict, such as limited resources, both in terms of human resources and supporting facilities.

This study provides an important contribution to the development of educational management science and principal leadership in the context of Islamic education. These findings can also be a reference for other schools in implementing more effective conflict management policies and strategies, based on educational principles that prioritize moral values, ethics, and cooperation. Overall, the effectiveness of the principal's leadership in managing conflict management at SMPI Integral Luqman Al Hakim Batam shows the importance of the role of a proactive and communicative principal, as well as the need for support from all related parties to create a harmonious and productive educational environment. In the future, more training and resources that support conflict management in schools need to be considered to improve leadership effectiveness in dealing with more complex conflict challenges.

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