

Conflict Management and Resolution at SMKN 1 (the State Vocational School 1) Depok, West Java, Indonesia

INFO PENULIS INFO ARTIKEL

<p>Lusi Triana Depok National Vocational High School 1, Depok, West Java, Indonesia lusi.triana@gmail.com +6281380408773</p>	<p>ISSN: 2963-8933 Vol. 1, No. 3, Oktober 2022 http://jurnal.ardenjaya.com/index.php/ajpp</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------

Dadan Zulkifli*
Jakarta Technical University of Fisheries,
Technology of Aquatic Resources Management,
Indonesia
belfyludaputri@gmail.com
+6281310195765

© 2022 Arden Jaya Publisher All rights reserved

Saran Penulisan Referensi:

Triana, L., & Zulkifli, D. (2022). Conflict Management and Resolution at SMKN 1 (the State Vocational School 1) Depok, West Java, Indonesia. *Arus Jurnal Psikologi dan Pendidikan*, 1(3), 88-100.

Abstrak

Konflik dapat merusak pencapaian tujuan yang diperlukan jika terjadi dalam suatu organisasi, oleh karena itu, dampaknya dapat diminimalkan dengan mengawasi perjuangan secara tepat. Tujuan dari penelitian ini adalah untuk menggambarkan konflik dalam suatu organisasi, khususnya di Sekolah Profesi Negeri di Depok sehubungan dengan variabel apa saja yang dapat menimbulkan konflik, bagaimana pendekatan penanganan konflik, dan dampak pelaksanaan organisasi dari konflik. Penelitian yang dilakukan menggunakan studi kepustakaan. Identifikasi keaslian dan kualitas literatur dilakukan oleh peneliti dengan mencari dan menyusun daftar referensi dengan perangkat lunak seperti Google Scholar, dan desktop Mendeley (citation and reference manager). Temuan studi mengungkapkan bahwa (1) ada tiga kemungkinan interpretasi konflik, yaitu makna positif, netral, dan negatif, dan (2) Baik elemen internal maupun eksternal di dalam organisasi tertentu dapat menjadi sumber konflik. Dampak internal mencakup hal-hal seperti perbedaan kepribadian, stres, dan penurunan produktivitas, sedangkan pengaruh eksternal mencakup hal-hal seperti komunikasi yang tidak memadai, kurangnya sumber daya, pelecehan seksual, dll., (3) dan strategi resolusi konflik membutuhkan kemampuan kepemimpinan. Ada delapan metode untuk menyelesaikan perselisihan: musyawarah, intrusi pihak ketiga, konfrontasi, negosiasi, kompromi, mediasi, konsiliasi dan konsultasi, dan alokasi sumber daya, dan (4) konflik dapat mengganggu kinerja seseorang, tetapi tidak semua perselisihan itu buruk; Jika dikelola dengan baik, perbedaan pendapat bahkan bisa bermanfaat.

Kata Kunci: Konflik, manajemen, konflik manajemen, pencarian referensi, sekolah kejuruan negeri

Abstract

Conflict can undermine the achievement of the necessary goals if it occurs in an organization then its impact can be minimized by properly monitoring the struggle. The purpose of this study is to describe the conflict in an organization, especially at SMKN 1 Depok about what variables can cause conflict, how to approach the conflict, and the impact of organizational implementation of the conflict. The research was conducted using a literature study. Identification of the authenticity and quality of literature is carried out by researchers by searching and compiling reference lists with software such as Google Scholar, and the Mendeley desktop (citation and reference manager). The study findings reveal that (1) there are three possible interpretations of the conflict, namely positive, neutral, and negative meanings, and (2) both internal and external elements within a particular organization can be a source of the conflict. Internal impacts include things like personality differences, stress, and decreased productivity, while external influences include things like inadequate communication, lack of resources, sexual harassment, etc., (3) and conflict resolution strategies require leadership skills. There are eight methods for resolving disputes: deliberation, third-party intervention, confrontation, negotiation, compromise, mediation, conciliation and consultation, and resource allocation, and (4) conflict can interfere with one's performance, but not all disputes are bad; if managed well, disagreements can even be beneficial

Key Words: Conflict, management, management conflict, reference searches, state vocational schools

A. Introduction

Conflict which is a fundamental social process (Zulkifli *et al.*, 2019a) is a thing that occurs in organizations naturally and unavoidably (Ehwanudin, 2021); Egerová and Rotenbornová, 2021). Conflict is a part of men's and organizations' daily lives that cannot be separated (Zulkifli *et al.*, 2019b). Conflicts between individuals or groups in the organization can occur due to differences in the structure of society (Subkhan *et al.*, 2022) such as disparities in the group's skill and membership, as well as objectives among the participants the occurrence of multiple roles or ambiguities in responsibilities, or it may be due to differences in the system of giving gifts or wages given (Egerová & Rotenbornová, 2021). Conflicts in an organization are inevitable, but they can be minimized (Lumi *et al.*, 2020). Organizational conflicts can occur between individuals and individuals, leadership individuals and individual members of the organization, individuals with groups, or between certain groups and other groups (Peter and Nsibande, 2022).

The management of conflict can also be a sign of an effective company. It is because the output is comprehensive, taking into account every area of the financial, human, work-related, and environmental performance (Maulana Amirul Adha *et al.*, 2019). Conflict is the process of interaction that arises due to differences in viewing points of view that occur in an organization as a result of the level of specialization, legal clarity, compatibility between the goals of the member with the objectives of the organization, leadership style, and a positive and negative compensation system (Chandolia & Anastasiou, 2020). In the process of interaction between an individual in the subsystem, there is no compatibility between individuals who are executed. Individual differences or other differences often cause conflict. Handling conflicting individuals and groups must be directed at joint work relationships to achieve organizational goals (Anggraeni *et al.*, 2020; Maisyaroh *et al.*, 2020).

Conflict resolution will not be separated from the leader's role; properly managed and controlled conflicts can lead to organizational benefits as a whole (Ramadhini and Manafe, 2022). Conflicts that are not handled properly and escalate openly, on the other hand, can harm the organization's interests (Isaac Nyarko *et al.*, 2015). As a result, managers or leaders in the organization must be able to effectively manage conflicts within the organization so that

organizational goals can be met without obstacles that create conflicts. One of the skills that a leader or manager should possess is the ability to manage a conflict (Nurhalim, 2022).

Conflict is an inextricable part of human life; it is a part of a person's socio-culture and professionalism (Subkhan *et al.*, 2022). Conflicts are normal and often occur in institutions such as educational institutions (Uzun and Ayik, 2017). Conflicts in the world of education are common and have a significant impact on the educational institution itself as well as the members of the organization or workers in the institution, but many conflicts exist, and some of them have a positive impact, so not all conflicts that occur in an institution are negative because if there is a conflict in an agency or institution, the institution can correct itself and become better than those mistakes (Ghaffar, 2019b). Conflict will arise due to triggers, including the emergence of distrust between individuals and other individuals, and also due to poor communication that results in anger from the other person (Sugianto and Setiawan, 2020). According to Sasikala *et al.*, (2021) Poor communication, different values, differing interests, scarce resources, personality clashes, and poor performance are the primary causes of conflict. Conflicts in an organization can impede the achievement of desired goals (Nurhalim, 2022). The conflicts also occurred in Vocational High Schools, especially in State Vocational High School 1 Depok, West Java, Indonesia. These conflicts must be handled and managed properly to benefit the organization and reduce their impact. As a result, a study is required to describe conflict within an organization, what factors cause conflict, conflict resolution approaches, and the impact of conflict on organizational performance.

B. Methodology

The literature study method was used in this study. Waldt (2021) said that literature studies can be derived from a wide range of sources, including newspapers, magazines, the internet, journals conference papers, certain official government or technical reports, theses or dissertations, biographies, indexes or data sets, dictionaries, encyclopedias, Wikipedia, bibliographies, directories, guidebooks or manuals, indexing or abstracting sources, and books.

1. Research Design

The literature study studies a variety of reference books and articles based on previous research findings from national and international journals relevant to the topic of discussion (Adha *et al.*, 2019). This information and data support the author's ideas, which serve as the foundation for writing articles (Irawan, 2021) on conflict management in organizations.

2. The Technique of Data Collection

Data is gathered by first reading and reviewing the literature from the summary section of the literature source. Researchers' steps in conducting an extensive literature review are as follows: (1) starting with collecting primary literature sources, namely research results from the most recent international and national journal articles, followed by other literature sources, (2) reading abstracts or summaries, to quickly and accurately determine the relevance of sources to research topics, the information obtained in this way is faster and more in line with the topic of discussion, (3) understanding research findings and main ideas of literature, continued with the sections, (4) make notes directly on the note card to aid in the preparation of sub-sub topics of discussion. (Nurhalim, 2022), and (5) write complete library source data or references for each source obtained (6) recreate new sentences or phrases to avoid plagiarism activities (7) and the last is the communication phase, which is deciding how to convey information, analysis, and conclusions and their implications (Williams, 2018).

3. The Technique of Data Analysis

Researchers use Google scholar software and Mendeley desktop "citation and reference manager" to conduct reference searches, determine the authenticity or quality of literature, and compile reference lists (Juharyanto; *et al.*, 2020).

C. Findings and Discussion

1. Findings

1.1 Organization Conflict

Conflict is always closely related to behavior between people living in social or organizational context space; it is because of differences in employees' personalities and values (Addai and Arhin, 2019). There will usually be conflicts between individuals or between groups in an organizational environment (Rzepka and Olak, 2016; Sasikala *et al.*, 2021). Conflicts usually occur between individuals in the educational environment, or also occur between educational institutions for example, in the scope of education (Ertürk, 2022). Conflict in school organizations can be defined as antagonistic psychological relationships, hostile emotional attitudes, differences in values, antagonistic interactions, and indirect resistance. (Setiawan, 2018).

Conflict is also defined as a state in which there is a disagreement about the intent of needs, ideas, beliefs, values, or goals (Thakore, 2013) Hussein and Al-Mamary, 2019). According to Peter and Nsibande (2022), Organizational conflicts occur when one group's goal-oriented behavior clashes with or is threatened by the goals of another group. Generally speaking Valente (2016) argues that Conflict is closely related to a motive, goal, desire, or expectation shared by two individuals or groups that cannot be fulfilled concurrently. Such disagreements may exist in reality or perception (Addai and Arhin, 2019) and they can take the form of disapproval of the goals set. Conflict is a term that refers to a variety of interests or disagreements, such as disputes, conflicts of interest, competing interests, or simply issues (Stepanova *et al.*, 2020). Furthermore, Christos (2022) more specifically describes the conflict in schools caused by administrative processes and procedures, as well as unavoidable interpersonal relationships. Hussein and Al-Mamary (2019) said that conflict could be a unique reality that is realized and goes with all perspectives of human life continuously. The word conflict contains numerous implications, there is a negative, and a positive sense as well as a neutral understanding (Yuningsih, 2011). In a positive sense, conflict is associated with working hard, being happy, productive, creative, reflective, dynamic, fresh, cooperative, coordinative, sharing, respective, challenging, rational, growing, and developing. In a negative sense, conflict is associated with work sabotage (violence, barbarism, destruction), reduced work intensity, overload, lack of cooperation, uncommitted, unmotivated, and unproductive, irrationalism, uncontrollable emotions, riots, war strikes, and so on (Hamdi *et al.*, 2021). In a neutral sense, conflict is defined as the natural result of the diversity of individual human beings with different traits, interests, and goals in life (Nurhalim, 2022). From some of the understandings above, it can be concluded that conflict is the result of insecurity and incompatibility between individuals and groups in terms of fulfilling the resulting goals.

A conflict can take the form of destructive or constructive (Riaz and Junaid, 2013; Lumi *et al.*, 2020; Christos, 2022). Destructive conflicts cause harm to the people or organizations involved (Hussein and Al-Mamary, 2019). Such conflicts are common when two members of an organization are unable to work together due to mutual annihilation or when members of a committee are unable to act due to a lack of understanding of the group's goals (Khan *et al.*, 2016). Conflict can be constructive if conflict management is a priority in a work environment. Conflict management in an organization can create a very good and conducive work environment that is free from violence, hatred, and disrespect and avoids financial, psychological, or physical harm to employees and employers (John-Eke and Akintokunbo, 2020). Constructive conflict or functional conflict has a positive effect on dealing with a problem so that it becomes better which supports the achievement of group goals and improves group performance (Sjerly Maria Lumi *et al.*, 2020).

Saranani (2015) stated that conflict occurs for two reasons: (1) internal conflict, which is a conflict that occurs within oneself, such as one's own beliefs and principles; and (2) external conflict, which occurs between individuals with other individuals or with the surrounding environment. Furthermore, Parashar and Sharma (2020) explain that an internal conflict happens within the organizational people and an external one takes place with the people or groups outside the company.

1.2 Sources of Conflict

Conflict arises because of previous conditions. This condition is known as the source of conflict (Dermaku and Balliu, 2021). According to (Coleman *et al.*, 2007) conflicts can increase if an individual works selfishly, or if there is a conflict with one another. Dermaku and Balliu (2021) said that there are three types of conditions known as sources of conflict, namely: (1) Communication, (2) Structure, and (3) Personal Variables.

1. Communication, Poor communication is a type of communication that leads to misunderstandings among the parties involved and can lead to conflict.
2. Structure, understanding the structure in the context used here consists of size (group), level of specialization given to group members, clarity of jurisdiction (work area), congruence between member goals and group goals, leadership style, rewards, system, and the degree of interdependence between groups. Unequal task dependence, power differences, role conflict, and workflow patterns can all be structural sources of conflict (Kiitam *et al.*, 2016).
3. Personal Variables, personal factors, which include each individual's value system and personality characteristics that cause individuals to be unique (idiosyncratic) and different from others, are another potential source of conflict.

Furthermore, Isa (2015) said several factors may cause conflicts in an organization, namely: (1) poor communication, (2) personality differences, (3) unequal distribution of resources, (4) stress, (5) sexual harassment, (6) the implications of job conflict on productivity and organizational survival (7) members leave the organization, (8) decrease in productivity.

1. Poor communication becomes one of the most serious problems in an organization. Poor communication can be due to differences in language, different understandings, and failures in conveying something. Communication is not only an activity to convey information but also about friendship, building awareness and understanding, negotiations, and agreements to support school programs (Juharyanto *et al.*, 2020).
2. Differences in personality in an organization are common and cannot be avoided, because members of an organization come from different backgrounds and experiences which ultimately shape their personality, if the members of the organization cannot understand each other and respect these differences, conflicts or problems will arise. Therefore, it is always necessary to find a way to resolve any conflicts that arise, because unresolved conflicts can pose a threat to the organization with disputes, fights, protests, loss of resources, and even ideological differences (Aloysius, 2013).
3. Unequal distribution of resources in an organization will lead to conflict. Inequality will trigger social conflict. Conflict resolution can be done by using the principle of sharing. This means that an organization must have an administrative policy to distribute existing resources evenly and sustainably so that there is no conflict (Ferreira *et al.*, 2022). Broussard *et al.*, (2019) also state that organizations may need to be aware of other sources of differential treatment that cause ethical issues.
4. Stress is generated by the interaction between the individual and the external environment. Stress is a condition of a person who feels excessive mental or emotional stress, which is generally characterized by anxiety, tension, and frustration (Maizaldi *et al.*, 2019; Mazo, 2015).
5. Valentina (2021) stated that sexual harassment is a problem for someone because of the discomfort associated with sexual problems as a result of repeated harassment by someone, whether it is conversation or behavior that damages the person's dignity because it is demeaning or humiliating, or creates a situation that is intimidating, hostile, or offensive to that person. According to Isa (2015), sexual harassment will be a conflict between personnel in the organization if no code of ethics regulates it.
6. Job conflict's effects on productivity and organizational survival. Work conflict's effects on productivity and organizational survival are, among others, marked by the emergence of work disruptions, decreased productivity, project failures, absenteeism, turnover, and termination of employment (Parashar and Sharma, 2020).
7. Members leave the organization; It is said that organizational members will leave the organization because of unfavorable organizational conditions such as putting a lot of pressure on employees (Parashar and Sharma, 2020). This condition can lead to conflicts in the workplace.
8. Reduced productivity, someone who is not focused on doing work will have lower productivity, causing a conflict between members and leaders. (Pratiwi *et al.*, 2020).

Some scientists explain the things that trigger conflicts, among others, are:

1. Conflicting differences in culture, personality, values, beliefs, attitudes, needs, tastes, goals, interests, and power are listed as factors that cause conflict (Göksoy & Argon, 2016).
2. It said that there are many potential causes of conflict in the school, such as differences in perceptions, limited resources, overlapping authority, poor communication network, task inter-dependence, role conflict, and Inequitable treatment (Isabu, 2017).
3. Conflict arises when people's ideas, values, beliefs, ambiguous rules, opposing goals, claims, beliefs, values, wishes, actions, and feelings diverge (Eneken Titov, 2018).
4. Individual differences, unclear authority structures, differences in attitudes, and task symmetries; and differences in time horizons can all lead to conflict (Ghaffar, 2019b)
5. Task interdependence, goal incompatibility, bureaucratic elements, communication problems, differences in performance standards, and differentiation are the factors that cause conflicts (Al-Assaf & Rawashdeh, 2019).
6. Enshrines the fact that conflict can be either personal or organizational, and that it is caused by differences in culture, ideas, aspirations, behaviors, and goals (Christos, 2022).
7. Conflicts are defined as events that occur as a result of problems between individuals or groups within an organization as a result of working together, manifested by the disruption or interruption of normal activities due to differences in opinions, values, and feelings between individuals. or organizations (Shabani *et al.*, 2022).

1.3 Factors causing conflict

The antecedent conditions that lead to conflict are frequently used to classify conflict. An appropriate way has been found to classify conflicts based on their sources for a proper understanding of their nature and implications. This classification is described in brief below. According to Ghaffar, (2019a) they consist of (1) affective conflict, (2) substantive conflict, (3) conflict of interest, (4) value conflict (5) goal incompatibility, (6) Conflict between realistic and non-realistic (8) retributive conflict, (9) misattributed conflict, (10) displace conflict.

1. Affective conflict; Um and Oh (2021) said that affective conflict comes from interpersonal conditions and in this sense, affective conflict is a conflict that is detrimental because it will complicate decision-making, and it is difficult for the partnership to go according to the plan or target.
2. Substantive conflict; Substantive conflict is associated with intellectual opposition among participants, which stems from the agenda's content such as disagreement about an organization's current strategic position (Erurun, 2004).
3. Conflict of interest; A conflict of interest occurs when an individual believes that what is best for him is not the same as what is best for another person or organization (Krasniqi, 2022).
4. Conflict of values; this conflict arises when two social entities have opposing values or ideologies on specific issues. This is also known as ideological conflict.
5. Goal conflict; this conflict will occur if the circumstances or desired outcomes are not compatible with each other. Goal conflict is usually associated with negative effects such as reduced motivation and well-being (Gorges *et al.*, 2022).
6. Realistic versus non-realistic conflict; Realistic conflict is associated with disagreement that is "mostly rational or goal-oriented". This conflict provides a resolution even though the goals are different, the occurrence of frustration over special needs, and ideological differences, through this conflict participants' expectations are achieved. Nonrealistic conflict, on the other hand, "is an end in itself with little to do with a group or organizational goals". Conflict in this case is not aimed at specific outcomes and rarely achieves positive outcomes other than the release of tension. (Kiitam *et al.*, 2016).
7. Institutionalized versus non-institutionalized conflict; the former is characterized by situations in which actors follow explicit rules and exhibit predictable behavior, and their relationship is stable, as in line-staff conflict or labor-management negotiations. Where these three conditions do not exist, the majority of racial conflict is non-institutionalized.
8. Retributive conflict; this conflict is distinguished by a situation in which the opposing entities or factions believe that a protracted conflict is required to punish the opponent. In other words, each party's gains are determined in part by incurring costs on the other party.
9. Misattributed conflict; refers to the incorrect assignment of conflict causes (behaviors,

parties, or issues). For example, an employee may incorrectly attribute to his or her supervisor a cut in the employee's department budget that was made by higher-level managers over the supervisor's objection.

10. Displace conflict; this type of conflict occurs when conflicting parties either direct their frustrations or hostilities at non-conflicting social entities or argue over minor, non-major issues.

1.4 Conflict Handling Approach

The conflict-handling approach can be carried out through the approach of deliberation, third-party interference, confrontation, bargaining, and compromise (de Vries *et al.*, 2012).

1. Deliberations

Deliberation is a special way of communication that involves reciprocal and non-coercive reasoning between open-minded actors. It's conducted to find the best solution to the problem. Deliberation is considered capable of resolving conflicts because it can produce "mutual understanding" and "work agreements" and neither side loses (Johansson *et al.*, 2022).

2. Third-party interference

If the opposing parties refuse to negotiate or have reached an impasse, third-party intervention is required. It says that to prevent infighting between members that causes meta-organizational stagnation, an organizational architecture that resolves internal disputes through external enforcement is needed (Heine and Kerk, 2017).

3. Confrontation

The confrontation is carried out by gathering the parties to the conflict and asking them directly for their opinions in the meeting/session, with the leader acting as a moderator. This method can be used to resolve a conflict rationally, and one must accept the other party's opinion and stance based on more rational and correct reasons.

4. Negotiation

Negotiation is the process of controlling conflict by exchanging agreements for the benefit of the two parties in conflict. The goal of the bargaining process is not to force the conflicting parties to give up something important to their group.

5. Compromise

A compromise approach is used to resolve conflicts by finding a middle ground that is acceptable to both parties. Both sides got what they wanted, but not completely, and neither side lost completely. Karakose and Kocabas (2009) said that collaboration is usually considered the best method of dealing with conflicts. This is known as the win-win strategy. There is no requirement for both parties to relinquish the rewarded position. Instead, both parties will be more open to each other in search of new and higher goals.

While he describes the solution to organizational conflict resolution as follows:

1. Mediation

The most common method of conflict resolution is mediation. It entails an impartial third party assisting two individuals or groups in reaching an agreement that is acceptable to all parties. Mediation can be effective if both parties have faith in the mediator.

2. Conciliation and consultation:

The solution to this conflict is more voluntary, or the willingness of the conflicting party, so it can be said to be less formal.

3. Increase resources:

Instead of making haphazard last-minute allocations, this conflict management plan anticipates the proper distribution of resources (Thakore, 2013).

1.5 Relationship of Conflict to Performance

Conflict and performance are inextricably linked, but they are not causal conditions. Organizational conflicts can increase or decrease a person's performance, depending on the extent of the perception of the parties involved. On the other hand, not all successful parties are free of conflict (Arifin *et al.*, 2020). According to Pfajfar *et al.*, (201,9) the types of conflicts can be used to determine how conflicts affect performance:

1. Functional Conflict, This conflict is constructive in the sense that it can improve the quality of decisions taken, stimulate creativity and innovation, increase attention and curiosity among its members, and serve as a channel for communicating problems and easing tensions.
2. Dysfunctional Conflict, This conflict occurs because there are parties who do not carry out

their functions so it interferes with the overall performance of the organization.

Omisore (2014) has described several forms of conflict, namely: (1) Task conflict: this conflict arises because of a disagreement between the content of the task and the purpose of the work. (2) Process conflict: this conflict arises because of differences of opinion due to the division of tasks and tasks that must be completed.

2. Discussion

The descriptions of conflict can be synthesized as a disagreement that occurs in an organization when a person's behavior is hampered by the behavior of others, with indicators: (1) conflict between individuals, (2) disputes in achieving goals, (3) contradicting norms and values, (4) mutually negating behavior, (5) conflict due to creativity or new ideas in achieving goals.

The pointers have got to be distinguished early by the administration. The settling class speed can empower existing clashes to the organization positively. Since a struggle that's hushed will harm personal conditions and the work environment which eventually makes the organization harmed. There are six most prominent factors causing conflict, among others, (1) incompatible goals; According to Al-Assaf and Rawashdeh (2019), the goal of incompatibility is regarded as one of the most significant sources of conflict within organizations), (2) value differences; Hussein and Al-Mamary (2019) confirms that the conflict within the individual is usually related to value, where there is no conformity between his role and his values and beliefs, (3) reliance; the existence of interdependence in completing work can trigger conflict if members of a team rely on each other to complete a job. Because there are mistakes made by one team, it will have an impact on the other party. Al-Assaf and Rawashdeh (2019) stated that different units in all organizations rely on each other, and work must be coordinated between the various units and functions (4) limited resources; Al-Assaf and Rawashdeh, (2019) said the main source of conflict in an organization is usually competition for limited resources among members of groups, departments, divisions, and subunits), (5) ambiguous rules; Isabu (2017) explained conflict can occur when two or more parties claim authority over the same activity or task, and (6) miscommunication; Isa (2015) said poor communication is a major cause of conflict in an organization, which is the result of communication style differences or a failure to communicate effectively. Furthermore, Gamil and Abd Rahman (2022) say that poor communication is the most frequent problem and becomes critical, both within the group and between the leader. Communication plays a significant role in conflict resolution and conflict management (Nyarko *et al.*, 2015). Conflicts can only be resolved by communication. Therefore, interpersonal communication skills are one of the most important individual qualities of a leader (Ertürk, 2022).

The six most prominent factors causing conflict necessitate good management to avoid interfering with the achievement of organizational goals. If these six factors are not managed properly, the conditions of the employees and the working atmosphere will become unfavorable. This condition will lead to the worst conditions for an organization eventually.

Conflict within the organization can worsen organizational conditions, If the conflict is handled properly, it will benefit both groups and organizations (Dermaku and Balliu, 2021). Factors causing conflict can be classified as follows:

1. Affective conflict; Um and Oh (2021) said that affective conflict comes from interpersonal conditions (anger, frustration, and other negative feelings) and in the sense, affective conflict is a conflict that is detrimental because it will complicate decision-making, and is it difficult for the partnership to go according to the plan or target.
2. A substantive conflict; Eruzun (2004) explained that Substantive conflict is associated with intellectual opposition among participants, which stems from the agenda's content such as disagreements between group members' ideas and opinions about the task at hand.
3. Conflict of interest; A conflict of interest occurs when an individual believes that what is best for him is not the same as what is best for another person or organization (Krasniqi, 2022).
4. Conflict of values; this conflict arises when two social entities have opposing values or ideologies on specific issues. This is also known as ideological conflict.

5. Goal conflict; this conflict will occur if the circumstances or desired outcomes are not compatible with each other. Goal conflict is usually associated with negative effects such as reduced motivation and well-being (Gorges *et al.*, 2022).
6. Realistic versus non-realistic conflict; Realistic conflict is associated with disagreement that is "mostly rational or goal-oriented". This conflict provides a resolution even though the goals are different, the occurrence of frustration over special needs, and ideological differences, through this conflict participants' expectations are achieved. Nonrealistic conflict, on the other hand, "is an end in itself with little to do with a group or organizational goals". Conflict in this case is not aimed at specific outcomes and rarely achieves positive outcomes other than the release of tension. (Kiitam *et al.*, 2016).
7. Institutionalized versus non-institutionalized conflict; the former is characterized by situations in which actors follow explicit rules and exhibit predictable behavior, and their relationship is stable, as in line-staff conflict or labor-management negotiations. Where these three conditions do not exist, the majority of racial conflict is non-institutionalized.
8. Retributive conflict; this conflict is distinguished by a situation in which the opposing entities or factions believe that a protracted conflict is required to punish the opponent. In other words, each party's gains are determined in part by incurring costs on the other party.
9. Misattributed conflict; refers to the incorrect assignment of conflict causes (behaviors, parties, or issues). For example, an employee may incorrectly attribute to his or her supervisor a cut in the employee's department budget that was made by higher-level managers over the supervisor's objection.
10. Displace conflict; this type of conflict occurs when conflicting parties either direct their frustrations or hostilities at non-conflicting social entities or argue over minor, non-major issues.

There are eight approaches to conflict resolution: deliberation, third-party intervention, confrontation, bargaining, compromise, mediation, conciliation and consultation, and resource improvement. All of these methods are effective when used under certain conditions and with the proper precautions. Good conflict management allows the organization to run smoothly (Ariyanti *et al.*, 2020). This is in line with the results of research conducted by Rahmadayanti *et al.*, (2021) that used the compromise method. It could bridge the gap between the two positions and make concessions to reach a compromise or resolve the conflict.

D. Conclusion

Several conclusions can be drawn from the discussion, as follows:

1. Conflict can be interpreted in three ways. Specifically, the positive meaning of this at the presence of conflict causes the organization to develop, followed by the neutral meaning that conflict has no effect on the organization and can be considered merely a variation. Then there's the negative meaning, where conflicts lead to lower organizational performance and divisions.
2. The external and internal factors of the individual organization can both contribute to conflict. Personality differences, stress, decreased productivity, and so on are examples of internal factors. External factors can include communication issues, a lack of resources, sexual harassment, and so on. A principal who is unable to lead effectively will only cause problems for the school organization.
3. The approach to conflict resolution necessitates leadership abilities. Deliberation, third-party interference, confrontation, bargaining, compromise, mediation, conciliation, and consultation resource improvement are the eight approaches to conflict resolution; and
4. Conflict can impair an individual's performance, but not all conflicts are negative; conflicts can have a positive impact if they are managed properly.

E. References

- Addai, S.-P., & Arhin, S. (2019). Destructive Conflict: A Determinant of Employee Productivity in Ghana Highways Authority, Adumkumasi. *Global Scientific Journals*, 7(12), 1425–1436.
- Adha, Maulana Amirul & Gordisona, Saverinus; Ifatin, Nurul; Supriyanto, A. (2019). Comparative

- Analysis of Indonesian and Finland Education Systems. *TADBIR*, 3(2), 145–160.
- Adha, Maulana Amirul, Supriyanto, A., & Timan, A. (2019). Improvement Strategy for Madrasah Graduates Using the Fishbone Method. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, 5(01), 11–22.
- Al-Assaf, A. H., & Rawashdeh, A. S. (2019). Impact of Factors Causing Internal Conflict on the Effectiveness of Managing and Handling Conflict in the Jordanian Banks. *Review of Applied Scio-Economic Research*, 17(1), 58–72.
- Aloysius, O. I. (2013). Review on Personality Conflicts of Interest. *International Studies Review*, 8(24), 141–146. <https://doi.org/10.5539/ijbm.v8n24p141>
- Anggraeni, S. A., Amelia, I., Wulandari, P., Oktavianingrum, R., Adha, M. A., Gunawan, R. M., & Juharyanto. (2020). The Efforts of School Principal in Improving Quality of Learning Through Non-Thematic Learning Supervision in Elementary School. *Advances in Social Science, Education and Humanities Research*, 501(1), 346–350. <https://doi.org/10.2991/assehr.k.201204.067>
- Arifin, I., Juharyanto, Sul-toni, Saputra, B. R., Maulana Amirul Adha, Bhayangkara, A. N., & Karine Rizkita, Wulandari, P. (2020). One-Roof School Principal Excellence Leadership Development Model in Indonesia. *Advances in Social Science, Education and Humanities Research*, 487(Ecpe), 250–255. <https://doi.org/10.2991/assehr.k.201112.044>
- Ariyanti, N. S., Adha, M. A., Sumarsono, R. B., & Sul-toni, S. (2020). Strategy to Determine the Priority of Teachers' Quality Problem Using USG (Urgency, Seriousness, Growth) Matrix. *International Research-Based Education Journal*, 2(2), 54–62. <https://doi.org/10.17977/um043v2i2p54-62>
- Broussard, G., Rubenstein, L. S., Robinson, C., Maziak, W., Gilbert, S. Z., & DeCamp, M. (2019). Challenges to ethical obligations and humanitarian principles in conflict settings: a systematic review. *Journal of International Humanitarian Action*, 4(15), 1–13. <https://doi.org/10.1186/s41018-019-0063-x>
- Chandolia, E., & Anastasiou, S. (2020). Leadership and conflict management style are associated with the effectiveness of school conflict management in the region of epirus, Epiruseece. *European Journal of Investigation in Health, Psychology and Ed Education*, 10(1), 455–468. <https://doi.org/10.3390/ejihpe10010034>
- Christos, G. (2022). Causes and implications of organizational school conflicts: A theoretical approach. *International Journal of Education and Research*, 10(2), 77–88. www.ijern.com
- de Vries, G., Jehn, K. A., & Terwel, B. W. (2012). When Employees Stop Talking and Start Fighting: The Detrimental Effects of Pseudo Voice in Organizations. *Journal of Business Ethics*, 105(2), 221–230. <https://doi.org/10.1007/s10551-011-0960-4>
- Dermaku, A., & Balliu, E. (2021). Views on Conflict related to the Causes of Conflict and the Management Strategies. *International Journal Papier Public Review*, 2(1), 18–22. <https://doi.org/10.47667/ijppr.v2i1.67>
- Egerová, D., & Rotenbornová, L. (2021). Towards Understanding of Workplace Conflict: an Examination Into Causes and Conflict Management Strategies. *Problems of Management in the 21st Century*, 16(1), 7–18. <https://doi.org/10.33225/pmc/21.16.07>
- Ehwanudin. (2021). Organizational Conflict Management in Islamic Education Perspective. *Journal of Research in Islamic Education*, 3(2), 12–31. <https://doi.org/10.1108/978-1-78769-677-820181007>
- Eneken Titov, A. V. and K. K. (2018). Conflict in Organization: Indicator for Organizational Values. In A. A. V. Boas (Ed.), *IntechOpen* (Vol. 32, Issue tourism, pp. 137–144). <https://doi.org/DOI:10.5772/intechopen.75496>
- Ertürk, R. (2022). Conflict in schools: A qualitative study. *Participatory Educational Research*, 9(1), 251–270. <https://doi.org/10.17275/per.22.14.9.1>
- Eruzun, A. (2004). *Affective and Substantive and Interpersonal Conflict Management Styles in the Turkish Organizational Context*.
- Ferreira, I. A., Gisselquist, R. M., & Tarp, F. (2022). On the Impact of Inequality on Growth, Human Development, and Governance. *International Studies Review*, 24(1), 1–28. <https://doi.org/10.1093/isr/viab058>
- Gamil, Y., & Abd Rahman, I. (2022). Impact of poor communication on dispute occurrence in the

- construction industry: a preliminary exploratory study of Yemen construction industry. *International Journal of Construction Management*, 0(0), 1–7. <https://doi.org/10.1080/15623599.2022.2092388>
- Ghaffar, A. (2019a). Conflict in Schools: Its Causes & Management Strategies. *Journal of Managerial Sciences*, III(December), 212–227.
- Ghaffar, A. (2019b). Conflict in Schools : Its Causes & Management Strategies Conflict. *Journal of Managerial Sciences*, III(2), 212–227.
- Göksoy, S., & Argon, T. (2016). Conflicts at Schools and Their Impact on Teachers. *Journal of Education and Training Studies*, 4(4), 197–205. <https://doi.org/10.11114/jets.v4i4.1388>
- Gorges, J., Neumann, P., & Störzländer, J. C. (2022). Teachers Between a Rock and a Hard Place: Goal Conflicts Affect Teaching Motivation Mediated by Basic Need Satisfaction. *Frontiers in Psychology*, 13(876521), 1–16. <https://doi.org/10.3389/fpsyg.2022.876521>
- Hamdi, R., Sulaiman, & Aslamiah. (2021). Conflict Management at State Junior High Schools 2 and 3 Anjir Muara in Barito Kuala Regency, Indonesia. *Journal of K6 Education and Management*, 4(4), 433–441. <https://doi.org/10.11594/jk6em.04.04.06>
- Heine, K., & Kerk, M. (2017). Conflict resolution in meta-organizations: the peculiar role of arbitration. *Journal of Organization Design*, 6(3), 1–20. <https://doi.org/10.1186/s41469-017-0013-2>
- Hussein, A. F. F., & Al-Mamary, Y. H. S. (2019). Conflicts: Their types, and their negative and positive effects on organizations. *International Journal of Scientific and Technology Research*, 8(8), 10–13.
- Imron Arifin; Juharyanto; Sultoni; Bagus Rachmad Saputra; Maulana Amirul Adha; Athalla Nauval Bhayangkara; Karine Rizkita; Wulandari, P. (2020). Assistance in Writing Scientific Articles Eligible for National Journals Based on Online Citation ISBN for Educators in Bondowoso Regency. *Jurnal Karinov*, 3(1), 1–21.
- Irawan, R. (2021). Literature Study : Utilization of Android-Based Learning Media Using Adobe Flash CS 6 (As An Educational Solution During The Covid-19 Pandemic) Literature Study : Utilization of Android-Based Learning Media Using Adobe Flash CS 6 (As An Educational Sol. *Journal of Physics: Conference Series*, 6(1940 012127), 1–11. <https://doi.org/10.1088/1742-6596/1940/1/012127>
- Isa, A. A. (2015). Conflicts in Organizations: Causes and Consequences. *Journal of Educational Policy and Entrepreneurial Research (JEPER)*, 2(11), 54–59.
- Isaac Nyarko, A., Patricia, M., Mohammed-Aminu, S., & Felix, S. (2015). The Role of Conflict Management in Improving Relationships at Work: The Moderating Effect of Communication. *Journal of Emerging Trends in Economics and Management Sciences*, 6(6), 367–376.
- Isabu, M. O. (2017). Causes and managemenschool-relatedlated conflict. *African Educational Research Journal*, 5(2), 148–151.
- Johansson, A., Lindahl, K. B., & Zachrisson, A. (2022). Exploring prospects of deliberation in intractable natural resource management conflicts. *Journal of Environmental Management*, 315(115205), 1–14. <https://doi.org/10.1016/j.jenvman.2022.115205>
- John-Eke, E. C., & Akintokunbo, O. O. (2020). Conflict Management as a Tool for Increasing Organizational Effectiveness: A Review of Literature. *International Journal of Academic Research in Business and Social Sciences*, 10(5), 299–311. <https://doi.org/10.6007/ijarbss/v10-i5/7198>
- Juharyanto, Bafadal, I., Arifin, I., Saputra, B. R., & Adha, M. A. (2020). The use of conventional communication technology as an effective principal leadership strategy in strengthening the therolmulti-stakeholderders forum for school quality improvement. *Elementary Education Online*, 19(4), 1963–1973. <https://doi.org/10.17051/ilkonline.2020.762773>
- Karakose, T., & Kocabas, I. (2009). An investigation of ethical culture in educational organizations. *African Journal of Business Management*, 3(10), 504–510.
- Khan, K., Hussainy, S. K., & Iqbal, Y. (2016). Causes, Effects, and Remedies in Conflict Management. *The South East Asian Journal of Management*, 10(2), 152–172. <https://doi.org/10.21002/seam.v10i2.7733>
- Kiitam, A., McLay, A., & Pilli, T. (2016). Managing conflict in organisational change. *International Journal of Agile Systems and Management*, 9(2), 1–14.

- <https://doi.org/10.1504/IJASM.2016.078575>
- Krasniqi, V. (2022). Conflict of Interest as a Negative Phenomenon of Society. *International Journal of Social Science Research and Review*, 5(8), 29–37. <http://dx.doi.org/10.47814/ijssrr.v5i8.529>
- Maisyaroh, Juharyanto, Bafadal, I., Wiyono, B. B., Adha, M. A., Saputra, B. R., & Ariyanti, N. S. (2020). Implementation of Principal Instructional Leadership in Facilitating Learning Independency Policy on 4.0 Industrial Era Orientation in Indonesia. *Advances in Social Science, Education and Humanities Research*, 487(Ecpe), 206–211. <https://doi.org/10.2991/assehr.k.201112.037>
- Maizaldi, M., Amin, B., & Samiaji, J. (2019). Estimated Total Carbon Stock Stored in Wetlands Sungai Tohor Village, Tebing Tinggi Timur District, Meranti Islands Regency, Riau Province. *Dinamika Lingkungan Indonesia*, 6(2), 60. <https://doi.org/10.31258/dli.6.2.p.60-66>
- Mazo, G. N. (2015). Causes, Effects, and the Coping Mechanisms among Bachelor of Science in Social Work Students in A Philippine University. *Journal of Education and Learning*, 9(1), 71–78. <https://doi.org/10.31686/ijer.vol3.iss8.424>
- Nurhalim, A. (2022). Conflict Management And How To Manage Conflict In Organizations. *Primanomics: Jurnal Ekonomi & Bisnis*, 6(1), 011–021. <https://doi.org/DOI:https://doi.org/10.33751/jhss.v6i1.4980>
- Omisore, B. O. and A. R. A. (2014). Organizational Conflicts: Causes, Ef, facts, and Remedies. *International Journal of Academic Research in Economics and Management Sciences*, 3(6), 118–137. <https://doi.org/10.1177/019263656504930005>
- Parashar, B., & Sharma, R. (2020). Impact of Conflicts on Productivity at Workplace. *Proceedings of the International Conference on Research in Management & Technovation 2020*, 24, 143–146. <https://doi.org/10.15439/2020km11>
- Peter, M. S. M. J. E. M. S. B. M., & Nsiband, E. N. (2022). Understanding the Causes of Conflict in Public Schools: A Qualitative Analysis of the Teachers' Views in Six Schools in Tshongwe Circuit, UMkhanyakude Education District. *International Journal of Social Science Research and Review*, 5(7), 423–435.
- Peter T. Coleman, Robin R Vallacher, Lan Bui-Wrzosinska, A. N. (2007). Intractable Conflict as an Attractor: A Dynamical Systems Approach to Conflict Escalation and Intractability. *American Behavioral Scientist*, 50(11), 1454–1475. <https://doi.org/10.1177/0002764207302463>
- Pfajfar, G., Shoham, A., Makovec Brenčič, M., Koufopoulos, D., Katsikeas, C. S., & Mitreğa, M. (2019). Power source drivers and performance outcomes of functional and dysfunctional conflict in exporter–importer relationships. *Industrial Marketing Management*, 78, 213–226. <https://doi.org/10.1016/j.indmarman.2017.03.005>
- Pratiwi, F. D., Gunawan, I., Mahardika, B. A., Cahyaning, C. N., Amaliah, P. U., Adha, M. A., Lestari, S. P., & Juharyanto. (2020). Principal's Role in Thematic Learning Supervision That Works in Elementary School. *Advances in Social Science, Education and Humanities Research*, 501(Icet), 176–181. <https://doi.org/10.2991/assehr.k.201204.031>
- Rahmadayanti, I. W., Samsudin, M., & Widigdo, M. S. A. (2021). Conflict management and the role of stakeholders in the school. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 05(03), 95–105.
- Ramadhini, C., & Manafe, L. A. (2022). The Leader Effective Communication in Solving Employee Conflict; REACH Analysis. *International Journal of Economics Development Research*, 3(2), 172–188.
- Riaz, M. K., & Junaid, F. A. (2013). Workplace Conflict: Constructive or Destructive. *SSRN Electronic Journal*, April. <https://doi.org/10.2139/ssrn.2247886>
- Rzepka, A., & Olak, A. J. (2016). Conflicts of Human Behavior in Organizations and the Influence of Human Factor on Innovation. *Journal of Business and Management*, 18(11), 35–41. <https://doi.org/10.9790/487X-1811063541>
- Sabina Valente, A. A. L. and Z. N. (2016). School Conflicts: Causes and Management Strategies in Classroom Relationships. In *Intech* (pp. 225–240). <https://doi.org/http://dx.doi.org/10.5772/intechopen.95395>
- Saranani, F. (2015). Role Conflict and Stress Effect on the Performance of Employees Working in

- Public Works Department. *The International Journal of Engineering and Science (IJES)*, 4(6), 1–10.
- Sasikala, D. P., Santhiya, C., & Swetha, K. (2021). Conflict management in work place. *Palarch's Journal of Archaeology of Egypt/Egyptology*, 18(8), 4749–4758.
- Setiawan, F. (2018). Managing Conflict in Islamic Educational Institutions. *Jurnal Pendidikan Islam*, 7(1), 410–424. <https://doi.org/10.29313/tjpi.v7i1.3801>
- Shabani, G., Behluli, A., & Qerimi, F. (2022). The Impact of Conflict Management Styles on Organizational Performance: A Comparative Analysis. *Emerging Science Journal*, 6(4), 758–775. <https://doi.org/10.28991/ESJ-2022-06-04-07>
- Sjerly Maria Lumi, J. R., Sumual, S. D., & M.Wulur, M. (2020). Conflict Management in Organizations at Sariputra Indonesia University, Tomohon. *International Journal of Education, Information Technology and Others (IJEIT)*, 3(3), 595–605. <https://doi.org/10.5281/zenodo.4326484>
- Stepanova, O., Polk, M., & Saldert, H. (2020). Understanding mechanisms of conflict resolution beyond collaboration: an interdisciplinary typology of knowledge types and their integration in practice. *Sustainability Science*, 15(1), 263–279. <https://doi.org/10.1007/s11625-019-00690-z>
- Subkhan, M., Yatno, N., Pudjiastuti, S. R., Kurniati, P., & Rumiati, S. (2022). Mitigating Conflicts in Society With an Understanding of Civic Education. *Jhss (Journal of Humanities and Social Studies)*, 6(1), 011–018. <https://doi.org/10.33751/jhss.v6i1.4980>
- Sugianto, A., & Setiawan, V. (2020). Organizational Conflict Management In Creating Effective Communication of Higher Education Employees (Case Study at Darul 'Ulum University Jombang). *Jurnal Penelitian Komunikasi Dan Opini Publik*, 24(2), 186–199. <https://doi.org/10.33299/jpkop.24.2.2925>
- Thakore, D. (2013). Conflict and Conflict Management. *IOSR Journal of Business and Management (IOSR-JBM)*, 8(6), 7–16.
- Um, K. H., & Oh, J. Y. (2021). The mediating effects of cognitive conflict and affective conflict on the relationship between new product development task uncertainty and performance. *International Journal of Project Management*, 39(1), 85–95. <https://doi.org/10.1016/j.ijproman.2020.11.003>
- Uzun, T., & Ayik, A. (2017). Relationship between Communication Competence and Conflict Management Styles of School Principals. *Eurasian Journal of Educational Research*, 68, 167–186. <https://doi.org/10.14689/ejer.2017.68.9>
- Valentina Beghin. (2021). Violence and harassment in the world of work: A guide on Convention No. 190 and Recommendation No. 206. In *International Labour Office* (Vol. 206, Issue 1).
- Waldt, G. Van Der. (2021). Elucidating the application of literature reviews and literature surveys in social science research. *Administratio Publica*, 29(1), 1–20.
- Williams, J. K. (2018). A Comprehensive Review of Seven Steps to a Comprehensive Literature Review. *Qualitative Report*, 23(2), 345–349.
- Yuningsih, A. (2011). The Arena Model of Conflict Strategies Approach. *Jurnal Sosial, Ekonomi, Dan Humaniora*, 195–202.
- Zulkifli, D., et al., (2019a). Conflict analysis of the management of fishery resources on the East coast of Sumatra, Indonesia. *International Journal of Fisheries and Aquatic Studies*, 7(1), 75–78.
- Zulkifli, D., Suyasa, I. N., Maulita, M., & Suharti, R. (2019b). Conflict analysis of the management of fishery resources in Kalimantan, Indonesia. *International Journal of Fisheries and Aquatic Studies*, 7(4), 78–85.