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## Principal Implementation in Managing Conflict

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### Abstract

This study tried to describe the principal in managing conflict of the application negative impact of the implementation of the Full Day School. This research was conducted using a qualitative approach with a phenomenological method. These results indicate that the principal can perform a variety of strategies to fix conflict so as not to interfere with the performance of teachers, child's comfort, and confidence of parents

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### Keywords

Leadership, Principal, Managing Conflict



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## INTRODUCTION

This full-day school education system has emerged in several schools labeled as favorite or superior in public schools. That is, an education system that focuses on learning education but the quality of student input is no longer a priority, which makes the board of teachers lazy towards their students, as stated by Huda, Tsaqifah, Burhanuddin (2015). The culture of administrators and observers of education because schools are seen as fundamental in the school's ability to implement quality or school quality.

This was developed into something more varied, finally a kind of full day school program emerged.(FDS) This plan creates pros and cons on all sides where assumptions or negative thoughts towards this program. This is all normal, even Wijiayan, Sudana, and Sumarni (2008) stated that it is normal for every curriculum to have new problems so that in the implementation stage it is very hampered by several aspects, but later this technician will run properly according to the plan that was carried out.

Full Day School certainly cannot be implemented in all schools, although Huda (2010:57) stated that autonomy in education is a new vehicle to address various educational quality issues in Indonesia through the concept of empowering educational institutions to manage their resources. This opinion is reinforced by Degeng, Utari, and Akbar (2016) who stated that each region has local wisdom values that are characteristic of that region. A small example of diversity in schools is the classroom as a student environment that has different characteristics because it has different students. Class diversity can be obtained from the diversity of cultural backgrounds, race, tribe, religion, ethnicity, gender, economic level of parents, and others (Degeng, Pranandari, and Hanurawan, (2016). In the Full Day School system, it goes hand in hand with the formation of positive and negative impacts.

These concerns are not will emerge if we know the background of the need for Full Day School. Some parents currently have jobs that take up time from morning to evening, if the children come home at noon there is no one to greet and accompany them at home. This view is reinforced by the view of Mr. Muhadjir Efenddy (2016) as Minister of Education and Culture that the purpose and concept of Full Day School is to (1) provide additional hours, but in these additional hours students will not be faced with boring subjects. Activities carried out after class hours are extracurricular. From these activities it is hoped that they can train 18 characters, some of which are honesty, tolerance, discipline and love of the homeland. Thus, it is likely that students will not follow the flow of negative social circles because they are under school supervision, such as drug abuse, brawls, promiscuity, and so on. As expressed by Degeng, Su'udiah, and Kuswandi (2016) that the unavoidable changes of the times have an impact on various things, including the world of education. If previously education was implemented based on the behaviorist paradigm, now it has shifted to constructivism, (2) other considerations are the relationship factor between parents and children, usually students have gone home at 1 o'clock. It cannot be denied that in urban areas, parents generally work until 5 o'clock in the afternoon. Between 1 and 5 o'clock in the afternoon, it cannot be ascertained who is responsible for the child because the school has also released them while the family does not accompany them. If students remain at school, they can complete their schoolwork until their parents pick them up after work. After that, students can go home with their parents and then be safe under the supervision of their parents, and (3) this program is considered to be able to help teachers to get a teaching duration of 24 hours/week as a requirement to pass the teacher certification process.

### **METHOD**

This research is a qualitative study with a phenomenological approach. Data collection used interview, observation, and document study techniques. Interviews were conducted with several informants, namely parents of students who come home from work at 5 p.m., children who participate in Full Day School, the principal, and teachers. Observations were conducted by participating in Full Day School activities for several weeks. Data collection instruments, in addition to the researcher as the key instrument, also used a recorder and a camera to take photographs. The interviews were conducted freely, so as not to appear formal and critical. Thus, the data obtained flowed as desired. Questions asked ranged from what makes teachers feel uncomfortable about Full Day School, how comfortable children are with Full Day School support services, and various attitudes and strategies used by the principal when experiencing conflict, especially during the observation. The answers obtained, both recorded and written, were then simplified according to the research focus and then analyzed with reference to supporting theories. Observations were conducted by observing each activity, both structured and unstructured, with the aim of establishing familiarity so that informants can be invited to communicate frankly without any suspicion. This research report is prepared in narrative form to explain the information obtained qualitatively.

### **RESULTS AND DISCUSSION**

The Full Day School concept also experiences pros and cons because it disrupts previously implemented regulations and interests, with cross-dimensions both internally and externally at school. Responding to the negative impacts resulting from the emergence of the Full Day School discourse is prone to bringing disputes and the opportunity to become a wider conflict due to differences in interests and disturbing comfort between one individual and another. The negative impact of Full Day School for teachers, namely reducing time to conduct teaching and learning evaluations and plan programs for the next day's lessons, the longer the teacher is at school, the less time they have to plan the learning program for the next day. The Full Day School curriculum makes teachers' tasks more numerous because they have to be at school all day, the peak of teacher achievement and teacher performance will slow down and emotional sensitivity is unstable due to fatigue, the opportunity for conflict will arise horizontally between colleagues due to jealousy and vertically with the principal due to work demands and complaints and with parents of students due

to each other's shirking of responsibility for looking after children. This is found when children experience incidents that injure physically and psychologically. In addition to teachers, school facilities must also be reviewed first before implementing Full Day School, whether they support the implementation of the system because if this is not done and paid attention to, this can cause conflict between the school and the parents of students, because many parents are very critical regarding the comfort of their children.

Leadership is the most important factor that determines whether a school organization will run smoothly or not. The word "lead" has several meanings that are closely related to the notion of pioneering, leading, guiding, encouraging, taking the first step/initiative, moving first, acting first, setting an example, moving others through influence, and so on, as explained (Permadi, 1996:9) where Leadership is an effort to influence many people through communication to achieve goals (Dubrin, 2009:4). Leadership is also one of the important factors that influence the failure or success of a school. The principal is a leader in a formal educational institution who has very large duties and responsibilities. In an educational institution, the figure of the leader is a very determining aspect and influences the movement and work results of its personnel. The principal's participation in improving the quality of education is fundamental. In his leadership, a principal in this case tries to increase opportunities to hold regular meetings for teachers and fellow principals in maintaining a conducive atmosphere (Goleman, 1999).

The principal consists of two words, namely "head" and "school" the word head can be interpreted as a chairman or leader in an organization or institution. School according to the Indonesian dictionary means a building or institution for learning and teaching as well as a place to receive and give lessons. It can be said that the principal is a person who is assigned by a third party, to lead an educational institution or school. In carrying out his duties the principal is responsible for the quality of the school and the quality of the human resources managed. The principal in achieving the vision and mission of education needs to be supported by leadership skills and be a good example for subordinates as emphasized by Burn (1978) "is a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents".

Burn (1978) also stated, "[Transforming leadership] occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality..." Although the appointment of a principal is not done haphazardly, it does not automatically make the principal

professional in carrying out his duties. In carrying out his duties as a formal leader of an educational institution, the principal must at least be able to function as an educator, manager, administrator, supervisor, leader, innovator, and motivator. Leadership is a process for an individual to influence a group of individuals to achieve a goal. To be an effective leader, a principal must be able to influence all members of the school he leads. From a leadership character perspective, conflict occurs due to subordinate dissatisfaction with the effectiveness of leadership. Managing conflict means resolving conflict in a positive way. There are three strategies for principals to handle conflict due to the impact of Full Day School. First, the win-lose strategy. The win-lose strategy can be deceptive. The conflict is actually only resolved on the surface, but the losing party is not truly satisfied. The win-lose strategy requires a solution for the disputing parties, which results in one of them having to lose. This strategy is not recommended unless the conflict is ongoing and cannot be resolved by the parties involved alone and is disrupting the organization's performance. Second, a win-lose strategy can be found in three situations: (a) there is a compromise between all parties involved, each party must give up their original demands, (b) the parties use an arbitrator. This arbitrator then proposes a solution that does not satisfy either party 100 percent, and (c) the parties are forced to comply with the rules without any concessions. Both parties lose because the rules are strictly followed. A win-lose strategy is used when you need a quick solution. In this case, there is usually not enough time for negotiation, but this strategy only provides a short-term fix, because it only focuses on a quick solution rather than addressing the root of the problem. Third, a win-win strategy is directed at the root of the problem that gave rise to the conflict.

Implementing this strategy requires patience and flexibility from the mediator. The key is to concentrate on identifying a solution that is acceptable to everyone. Achieving this win-win solution requires mutual trust and the ability to listen. The parties involved must avoid competitive attitudes and focus solely on winning. Conflict always involves individuals, parties, or groups of people, involves a core issue, has a developmental process, and has underlying conditions, causes, and triggers.

## CONCLUSION

Based on the explanation above, the following conclusions can be drawn. First, the socialization of the implementation of Full Day School to parents, schools, teachers, and children did not immediately result in a good and optimal implementation. Negative impacts that could potentially become conflicts were still

found due to the implementation of Full Day School. Second, the dissatisfaction of teachers, parents, and students in responding to negative impacts that could potentially cause conflict will be a burden for the principal. Therefore, as a leader and manager in implementing his strategy, the principal usually applies a conflict strategy to minimize losses due to the negative impact of conflict on the school he leads. The principal manages conflict with a win-lose, win-win, lose-lose strategy.

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