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Management conflict of school heads on katolik elementary school St. Antonius Airmadidi

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Abstract
Conflict is part of every organization that actually continues to exist in every phenomenon of human life that is inevitable or unavoidable even eliminated. As long as the pulse and heart rate are still functioning, and as long as humans are still interacting with their environment, as long as that conflict continues to accompany their side of life. Therefore conflict cannot be avoided. Conflicts can only be muted and eliminated. This is more clearly confirmed in Kambey, (2005: 6) that "conflict in organizations is inevitable because of the complexity of human nature, the complexity of relationships between people (human relationships) and the complexity of organizational structures (organizational structure). This research is a case study research using a qualitative approach, because the nature of the data collected is qualitative patterned (Nasution, 1996: 18), to build knowledge through understanding and discovery (Danim, 2002: 36). Therefore, in this study the researchers sought to identify the relationships between statements to be used in the framework of theory development. In this context, researchers are data collection tools that interact directly by positioning themselves as teachers at the research location. The results showed that the principal's view of "conflict management" still adheres to the traditional view where conflict is felt as something that interferes with the organization's activities and is detrimental, so the principal's role as a conflict manager has not been fully implemented according to the mechanisms and theories put forward by experts. This is interesting to study and study more deeply as a positive reference for educational organizations in North Minahasa Regency.

Keywords: Management conflict, school heads

1. Introduction

Conflict is part of every organization that actually continues to exist in every phenomenon of human life that is inevitable or unavoidable even eliminated. As long as the pulse and heart rate are still functioning, and as long as humans are still interacting with their environment, as long as that conflict continues to accompany their side of life. Therefore conflict cannot be avoided. Conflicts can only be muted and eliminated. This is more clearly confirmed in Kambey, (2005: 6) [9] that "conflict in organizations is inevitable because of the complexity of human nature, the complexity of relationships between people (human relationships) and the complexity of organizational structures (organizational structure). All problems concerning the human aspect are complicated if not properly developed, will damage the organization. Conversely, if handled carefully, will be an essential factor for the achievement of effectiveness and organizational goals. Facing the dynamics of this change certainly highlights a variety of diverse problems, ranging from conflicts between individuals, individuals and groups, between groups within the organization, to the problem of decision making or policy controversy related to various authorities held by the principal. This fact provides an opportunity for the creation of conflicts caused by differences of opinion, interests, and various assumptions in decision making. The problems that arise that need to be recognized, even problems that are still tangible potential need to be encouraged to emerge in the hope that it can be anticipated or found a solution.

One strategy that can be used to cause organizational dynamics is to create conflict. Remembering the Catholic St. Antonius Airmadidi is an organization that is expected to be always dynamic in line with the dynamics of the development of science and technology, so the strategy of creating conflict can be used as a method to avoid organizational stagnation. The presence of conflict can be used as a form of dynamics in an organization and can even be used as a positive force.

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In this situation the role of the principal as a mediator of the conflict situation is very important. The role of the principal as a "Manager" is to stimulate conflict towards harmony, so that the conflict functions as an effective trigger for the enthusiasm and creativity of the group. To understand the process of conflict management in the school organization environment, the researchers conducted research with case studies in St. Catholic Primary School. Antonius Airmadidi. The selection of research sites, based on the interesting characteristics that exist in the study location, namely: Strategic Location of the School. Even the location of this school is close to the Airmadidi traditional market, but the students never roam there, because the discipline applied in this school has become inherent in the students. There are several schools that are quite close to this school, but this school is still in demand as seen from the number of students who are not much different from other schools. Various achievements have been achieved by this school such as the champions of reading, writing, arithmetic, subject competitions and also winning the National Bible Intelligent Contest in 2019. Extra-curricular activities such as the drum band also make people interested in sending their children to this school.

Catholics Elementary School St. Antonius Airmadidi is an organization of educational institutions which consists of people who interact and cooperate with each other, both students and students, teachers and students, teachers and teachers, teachers and principals, even with stakeholders in achieving organizational goals (schools). In this interaction, of course, never escape from conflict because of the various views, ideas, attitudes, behavior of each member of the organization.

In accordance with the results of observations in the field, especially in St. Catholic Primary School Antonius Airmadidi, the school principal, has not yet implemented conflict management, because he still believes in the old paradigm where the conflict has a greater negative influence, even conflict management is considered less effective in improving school quality. Some other problems that arise based on the observation of researchers that there are still educational staff (teachers) who have a dual role that should be more focused on the main tasks and functions as teachers, but also must take care of school administration. Teacher welfare is minimal and non-current also creates conflict within oneself because two demands in the form of personal needs and demands of work that are running unbalanced. Conflicts between school principals and teacher groups who consider the leadership policies unilateral and less transparent. Principals are less responsive to teacher needs, and the fate of foundation teachers is not clear.

In general, this study aims to obtain the results of an analysis of conflict management in St. Catholic Primary School. Antonius Airmadidi. Specifically, this study aims to obtain analysis results and descriptions of: 1. Principal conflict management in elementary schools Antonius Airmadidi. 2. Factors influencing conflict management of Principals in St. Antonius Airmadidi.3. Strategies for overcoming conflict management in primary school St. Antonius Airmadidi.

2. Literature Review
Conflicts that occur in schools, as well as conflicts that occur in the community that is related to problems in the organization. Conflicts that occur in schools can be divided

into: (1) conflicts within the individual himself; (2) conflicts between individuals; (3) conflicts between groups; and (4) conflicts between organizations (Goleman, 1995; Yuki, 1994). Conflicts within individuals, occur in individual teachers who get excessive burden or if we accept too much responsibility from the school, and the individual cannot deal with it, it will become stressful so that it triggers conflict within the individual himself. (Goleman, 1987). Conflict between groups, occurs between groups of teachers in schools. The conflict occurs because of differences or conflicts in age, or seniority, idealism, interests, needs, political alliances, and so on. While conflicts between organizations are due to differences or competition between organizations in achieving their respective goals.

Conflicts due to emotional factors can be caused by feelings of anger, distrust, displeasure, fear and resistance, as well as clashes between personalities at school, such as teachers often arrive late, and go home prematurely, often not entering class with various reasons, indifferent to the work environment, like to isolate themselves from relationships, like to create problems with fellow teachers, think aggressively, strike, damage school equipment, and / or make theft on a small scale, are problems in schools that lead to the occurrence conflict situations and must be faced by the principal (Owens, 1991) [14].

According to Mulyasa (2003: 117) [4], one of the factors that determines the success and sustainability of an organization is a leader. In the context of schooling, the leader in question is the school principal whose tasks are as leaders and managers (Depdiknas, 2000: 3) [2]. As the person who leads, a Principal is required to conduct leadership activities. The Principal's leadership refers to the principal's efforts to influence, encourage, guide and mobilize teachers, staff, students' parents and other parties involved to work/ participate in achieving the stated goals (Mone 2000: 11). Meanwhile, as the person who manages the school, a school principal is required to be able to regulate all the potential of the school to function optimally (Ministry of National Education, 2000: 3). In the context of conflict management, managing conflict is also regulating the potential for conflict within school organizations to remain optimal. For conflict to be managed, according to Mulyasa (2003: 117) [4] a school principal must know as early as possible a conflict exists. Actions that must be taken by the principal are: (1) creating reciprocal communication, (2) using the services of a third party, (3) using the services of formal employees.

The basic reason why a conflict (or interaction) needs to be managed, can be seen from the opinion of Terry and Frangklin (2003: 247) which states that functional conflict will turn into dysfunctional conflict, according to Terry and Frangklin, management is needed to prevent and eliminate chaos. to ruin. From the opinion of Terry and Frangklin, it appears that to prevent the emergence of dysfunctional conflicts or destructive conflicts management needs. Because the principal is a manager, in carrying out his role, he must act as a conflict manager.

This is in line with the opinion of Kartono (2002: 337) [11] who asserted that managing conflict in organizations is a core task of administrators (administrators) and managers. To carry out the task of managing conflict, a principal as a conflict manager is required to be able to carry out conflict management activities which include: planning conflict analysis, conflict evaluation, and conflict resolution (Ministry of national education, 2000: 214).

In the context of conflict in educational organizations in Indonesia, Khoirul Anwar in the Journal of Islamic Education Studies and Research (2018) regarding the urgency of implementing conflict management in educational organizations, found that conflict in schools has positive and negative impacts, and can encourage innovation, creativity and adaptation depending to the extent where is the application of conflict management in managing conflict. Conflict management models are important to apply in overcoming conflicts in schools. The leading models of conflict management are: competition, avoidance, collaboration, compromise and accommodation.

In the University of Jambi Research Journal Series 4, Conflict Management (Conflict Resolution Efforts in Organizations) by Mohamad Muspawi. The strategies used by managers and employees in handling and resolving conflicts are: a) Avoidance. Avoiding conflicts can be done if the issue or problem that triggers the conflict is not too important. Avoidance is a strategy that allows the parties to the confrontation to calm down. b) Accommodating. Give others the opportunity to set up a problem-solving strategy, especially if the issue is important to others. c). Competition. This method is used if we have more information and more expertise than others. d). Compromise. Each gives and offers something that benefits all parties. e). Collaboration. Troubleshooting together.

STIE Semarang Journal with the title Conflict Management in an Organization by Jefri Heridiansyah (2014) [8] who wrote in the form of: (a) Causes of conflict, (b) Types of conflict, (c) Role of conflict management in organizations, (d) Conflict relating to the ambiguous role, (e), the impact of conflict, (f) strategies to overcome conflict. From these 3 relevant studies, the researcher draws a conclusion that can be used as a framework for thinking in this paper, namely conflict management is needed in the management of an organization in this case at school. A well-managed conflict will become an innovation and trigger creativity in advancing an organization. Therefore, a manager in this case the Principal must have knowledge and skills in conflict management so that conflicts that occur in the school environment can really be managed properly. Thus the conflict does not become an obstacle in the organization but instead creates a positive influence on the teaching and educational staff, for the sake of improving the quality of schools.

3. Research Method
This research is a case study research using a qualitative approach, because the nature of the data collected is qualitative patterned (Nasution, 1996: 18) [12], to build knowledge through understanding and discovery (Danim, 2002: 36) [1]. Therefore, in this study the researchers sought to identify the relationships between statements to be used in the framework of theory development. In this context, researchers are data collection tools that interact directly by positioning themselves as teachers at the research location. Thus the data and information collected from information sources appear naturally and do not appear to be interrogative. Therefore this research can be referred to as a field study (field research) because it is intensively studied about the background of the current situation and position, as well as environmental interactions of certain social units as they are (Danim, 2002: 54-54) [1].

So in this case the research carried out using qualitative research methods because the natural object is in accordance with the actual situation so that researchers can study in depth through observation, interviews, and documentation about conflict management by the Principal at the Catholic Elementary School St. Antonius Airmadidi.

In this study, the authors chose the location of research in St. Catholic Primary School. Antonius Airmadidi. The study began since the Decree of Research was published. The reason for the researchers choosing this location is that this school is a school owned by a foundation so that it has 2 heads, namely the local government, in this case the education office and also the church, in this case the Manado diocese's Catholic education foundation. This can lead to conflict if it is not managed properly.

Given the focus of research is conflict management in educational organizations with case studies in St. Catholic Primary School. Antonius Airmadidi, then the respondent to provide information about the situation and condition of the background of the study were the principal as the conflict manager and the teachers as individuals who felt the conflict. For problems of sources and forms of conflict, the teacher is the main respondent, while for problems related to managing conflict, the principal is the main respondent. Thus, in this study teachers and principals have the same opportunity to be the main respondents adjusted to the existing problems. Complementing information from key respondents, school committees are also a source of information. To maintain confidentiality (according to respondents' requests), the name and place of the interview was disguised by the researcher.

4. Result and Discussion
The school chosen as the location of the study was St. Catholic Primary School Antonius Airmadidi. The school is one of the St. Antonius Airmadidi, who is in North Minahasa Regency under the Manado Diocese Catholic Education Foundation. Catholic Primary School Antonius Airmadidi is an elementary school which was established on January 1, 1920. However, although it was established in 1920, this school does not yet have a proper building. With the conditions as they are, this school continues its activities and serves the children who attend school there. It was only in 1977 that the school had a proper building to be used as a place of education.

4.1 How is conflict management in elementary schools Antonius Airmadidi
After interviewing several sources, it can be found that: The principal's task in this matter as the highest leader in the St. Catholic Primary School Antonius Airmadidi has given a policy in the process of running an organization in the school where this is very influential in the process of school progress. So that this school has quite a lot of students because it has the trust of the general public. Policies made by the school principal and agreed upon by the parties involved in this school environment, namely the weekly program, the monthly program and the annual program. It has been done routinely, because it has been mutually agreed upon.

It turned out that the teachers were still lacking in discipline when seeing the results of interviews with the speakers. This has become a concern of the principal with direct summons

and reprimands because they are considered to be able to interfere with the smooth teaching and learning process which can lead to incomplete subjects. Then it turns out that it can be influenced by conflicts within the teacher that is the teacher is often late. These teachers often use conventional methods. Conflicts between teachers can also affect organizational management in schools where findings from interviews that teachers find it difficult to be disciplined, triggering problems of injustice because of late class entry to start lessons makes other classmates have to temporarily take over the assignment even though the actual duties as a mayor are numerous. Conflict between teachers in school organizations is because the lack of discipline from the teachers must violate the rules that have been mutually agreed upon namely the programs that have been made namely weekly, monthly and even annual programs.

The above findings explain that the role of the leadership in seeing the process of implementing policies in schools is good but there is no intensive supervision and lack of personal communication to listen to problems that may never be revealed at school meetings. This is the concern of researchers in which the principal has made a policy that has been mutually agreed upon in carrying out the duties and responsibilities, but there are still many violations made by the teacher. The condition of the workload that is not only teaching but also doing work for the benefit of the school, in fact it is seen to be a factor in the emergence of conflicts within the teacher, between teachers and between teachers and school organizations.

This forces organizational leaders, including school principals, to have the ability to manage conflict and utilize conflict to improve the performance and productivity of school organizations. Wahab (2008) cites Hendricks's description that conflict management is what leaders make when assessing or calculating conflict. While Tosi in Wahab (2008) argues that conflict management in organizations is the responsibility of the leader (manager) both line manager (supervisor), middle level manager (middle manager), and upper level manager (top manager), so an active role is needed to directing conflict to be productive.

4.2. What factors influence conflict management in St. Catholic Primary School Antonius Airmadidi

Triggers conflicts where policies do not emerge emotion in the teacher, will cause anger so that the result is not hamonious work between homeroom teacher and subject teacher which results in incomplete student eye, and injustice seen from lack of supervision to teachers who are often late or often late didn't even go to school.

The results of the interview findings revealed that undisciplined teacher behavior was apparently caused by cases of accounts payable, social jealousy and others between the teacher and also other parties, where this contributed to the occurrence of conflict within the school which caused teachers to feel uncomfortable in carrying out the task. The results of interviews revealed that the condition of teachers as educators often experienced problems. Professional teachers will certainly carry out their duties and responsibilities well, but if they cannot control themselves, it triggers a conflict where emotions in the teacher will cause anger, resulting in disharmony between the homeroom teacher and the teacher, resulting in incomplete subjects, as well as the condition of injustice which is seen from the lack of supervision and reprimands

from the school principal which were seen only given to teachers who were young when violating the rules.

The results of interviews from several informants revealed that conflict within the school was not only due to the policies and tasks given by the principal, as well as differences in tasks between the subject teacher and the homeroom teacher. But there are some cases where there are debts, social jealousies and so on, where this contributes to conflicts in the school and if this is not resolved quickly it will make the teacher's work uncomfortable where the achievement of subject completeness will be slower. The purpose of conflict management is to achieve optimal performance by maintaining conflict remains functional and minimizing the adverse effects of conflict. Furthermore, conflict is useful in achieving the goals to be fought for and maintaining the relationship between the parties involved in the conflict remains good. Given that failure to manage conflict can hamper the achievement of organizational goals, the choice of conflict control techniques is the concern of the leadership of the organization.

The process of conflict management or management suggests hints of a conflict situation approach, namely: beginning with self-assessment, analyzing issues around the conflict, reviewing and adjusting the results of self-exploration, arranging and planning meetings between individuals involved in the conflict, monitoring viewpoints from all individuals involved, develops and describes solutions, selects solutions and takes action, and plans their implementation. Field studies find that problem solving is closely related to constructive conflict resolution and good regulatory outcomes, while forcing others to accept their position is associated with ineffective conflict management. Experimental studies have found that more attention about the outcome of one person and others results in a good joint outcome. More attention to the end result itself by not paying attention to the end result of others tends to produce a desire to master and persuade. Finally, low attention to the end result of one's own but more attention to the end result of others, will lead to poor mutual benefits (Johnson, 2012).

Implementation of School Based Management is also very closely related to the significance of the role of the principal. The authority given to schools results in the principal having a crucial and strong role in the political decisions of education in the school he leads, as a result of the complexity of the management of school organizations and the growth of a new work ethic in schools (Development Team, 2007). As a result, the principal as the highest decision maker in education politics in schools, absolutely needs conflict management skills, if he does not want internal school conflicts to become more widespread, exalative, or open.The principal can carry out several steps in conflict management, namely: planning conflict analysis, evaluating conflict types, and selecting conflict management strategies. So according to Soetopo & Supriyanto (2003) in Mulyasa (2003) [4] conflict management by the school principal can be said to be successful if it meets the following criteria.

5. Conclussion

Based on the results of research and discussion the researchers concluded, namely as follows:

Starting from the exposure of data and analysis of data that has been stated in general regarding conflict management in the Catholic Primary School of St. Antonius Airmadidi has

not been managed well because there are still many policies that do not work as they should where conflicts that occur in the Catholic St. SD. Antonius Airmadidi is caused by conflicts within teachers, between teachers, between teachers and school organizations, in this case school policies. The principal resolves problems using the style of collaboration (collaboration), avoiding (avoiding) and joint problem solving.

Conflicts that occur in the school environment are caused by two factors, namely internal factors which are caused due to school policies that are not implemented by teachers and external factors or the environment outside the school, concerning family, social and economic problems.

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