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## Conflict Management Training for Elementary School Principals to Create a Harmonious Learning Environment

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### Abstract

Conflict Management Training for Elementary School Principals aims to improve the principal's ability to manage conflicts that arise in the school environment in order to create a harmonious and conducive learning atmosphere. This program is designed to provide an in-depth understanding of the basic concepts of conflict management, conflict resolution strategies, as well as the application of effective communication techniques in solving problems in the educational environment. Training implementation methods include interactive lectures, group discussions, conflict case simulations, and field practice assistance. The training participants are elementary school principals from various regions with diverse problem backgrounds. This activity was carried out over three intensive days with a participatory approach that encouraged active involvement of participants in each session. The results of the training showed a significant increase in participants' understanding of conflict management, their ability to analyze the causes of conflict, and the application of effective resolution strategies. In addition, participants also reported increased confidence in dealing with conflict situations and their ability to create a more harmonious work atmosphere at school. The conclusion from this service activity is that conflict management training can be a strategic step in supporting elementary school principals to create a conducive and productive learning environment. This program is recommended to be implemented on an ongoing basis with adjustments to the specific needs of each school.

**Keywords:** Conflict Management, Training, Elementary School Principals.

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## INTRODUCTION

The elementary school environment is an important place in the process of forming students' character and personality. As an initial educational institution, elementary schools have a strategic role in building a conducive learning atmosphere to support children's intellectual and emotional development. However, the dynamics of the relationship between students, teachers and parents often present challenges in the form of conflict that can disrupt the harmony of the school environment. Therefore, effective conflict management skills are an essential skill for elementary school principals in carrying out their duties (Rahmat, 2021).

Conflicts in the school environment often arise due to differences in individual perceptions, interests or backgrounds. Conflicts can occur between students, between teachers, and between teachers and students' parents. If not managed well, this conflict can have a negative impact on the learning atmosphere and student development. In this context, the school principal plays a central role as a leader who is responsible for creating solutions and maintaining harmony in the educational environment (Hidayat, 2023).

Conflict management in an educational context involves various approaches, ranging from effective communication, mediation, to implementing conflict resolution strategies based on educational values. School principals who are able to manage conflict constructively will have a positive impact on the quality of learning and the welfare of all school members. This shows the importance of conflict management training to increase the competence of school principals in overcoming existing problems (Yusuf, 2022).

The conflict management training program for elementary school principals is designed to provide an in-depth understanding of the basic concepts of conflict management. This training not only aims to increase knowledge, but also the practical skills of school principals in applying conflict resolution techniques. Thus, school principals are expected to be able to become effective facilitators in creating a harmonious learning environment (Siregar, 2020).

Apart from improving technical skills, this training also emphasizes the importance of effective communication as one of the keys to success in conflict management. Open and empathetic communication can help school principals understand the root of the problem and create solutions that are acceptable to all parties. In this case, an assertive communication-based approach is one of the main focuses in training (Putri, 2021).

This training also integrates educational values in every step of conflict resolution. This approach is important to ensure that the solutions produced are not only pragmatic, but also support the formation of student character in

accordance with the moral and ethical values taught at school. Thus, this training contributes directly to efforts to improve the quality of education holistically (Hakim, 2024).

As a leader, the principal has the responsibility to create an organizational culture that supports cooperation and respect for differences. This training also provides insight into the importance of building an inclusive and participatory school culture as an effort to prevent conflict in the future. School principals who are able to apply these principles will be able to build a more harmonious and productive school community (Sutrisno, 2023).

Studies show that conflict management training has a significant impact on increasing the principal's ability to manage problems in the school environment. Ongoing training programs can help school principals to develop leadership skills that are adaptive and responsive to the various challenges they face (Anwar, 2022).

With conflict management training, it is hoped that elementary school principals will be able to manage conflict more effectively and create a learning environment that supports the educational process. This program is also a strategic step in improving the quality of education through more focused and solution conflict management. The success of this program will make a significant contribution to achieving national education goals (Fahmi, 2023).

This training not only provides benefits for individual school principals, but also has a positive impact on the entire school community. By creating a harmonious learning atmosphere, students can learn more optimally, teachers can teach with more focus, and parents feel more confident in the education system at school. Thus, conflict management training is a strategic solution to face challenges in today's world of education (Amalia, 2020).

## **METHOD**

This training implementation method is designed to create a comprehensive and in-depth learning experience for participants. The training was carried out through an interactive lecture method featuring experienced speakers in the field of conflict management. This lecture aims to provide a theoretical understanding of the basic concepts of conflict management, the importance of effective communication, as well as conflict resolution strategies that are appropriate to the educational context (Hidayat, 2023). This approach utilizes modern technology such as multimedia presentations to facilitate participant understanding.

Next, participants engage in group discussions designed to encourage collaboration and exchange of experiences among school principals. This

discussion helps participants discuss the problems faced in their respective schools and identify potential solutions based on relevant case studies. This activity is important to create space for school principals to share insights and enrich their perspectives in managing conflict in the educational environment (Putri, 2021).

Conflict case simulations are an important component of this training, where participants are divided into small groups and given conflict scenarios that often occur in schools. Each group is asked to act out the situation and find the best solution using the approach they have learned. This simulation aims to train participants' communication and decision-making skills in dealing with conflict directly and effectively (Rahmat, 2021).

Field practice assistance is also a crucial method in this training. During this session, participants are given the opportunity to implement the conflict management techniques they have learned in the simulation into more realistic conditions, such as interacting with school staff or dealing with minor conflicts in an educational environment. This mentoring is carried out by experienced facilitators and aims to provide constructive feedback and guide participants in applying theory into practice (Sutrisno, 2023).

This training program was carried out for three intensive days with a participatory approach. Each session is designed to encourage active involvement of participants, so that they not only receive the material passively, but are also actively involved in the learning process. This approach is expected to strengthen participants' understanding, as well as equip them with skills that can be directly applied to create a harmonious and conducive learning environment in their school (Yusuf, 2022).

## RESULTS AND DISCUSSION

The results of this training showed a significant increase in participants' understanding of conflict management. Based on pre- and post-training evaluations, the majority of participants reported an increase in their understanding of basic conflict management theories and concepts. They are now able to identify the types of conflicts that can arise in the school environment, such as conflicts between staff, conflicts between teachers and students, and conflicts between parents and the school. This is in line with research which shows that a good understanding of conflict management can improve problem solving skills (Yusuf, 2022).

During the simulation session, participants demonstrated better abilities in analyzing the causes of conflict. They can identify factors that cause conflict to arise, such as differences in views, poor communication, and lack of

understanding between individuals. This understanding is important because analyzing the causes of conflict is the first step in developing an appropriate resolution strategy (Rahmat, 2021). Participants felt better prepared to deal with more complex conflict situations in their schools.

The implementation of conflict resolution strategies is also an aspect that has experienced significant improvement. Participants are trained to use approaches such as mediation and negotiation based on the principles of effective communication. These techniques help them reach agreements that benefit all parties, which in turn creates a more harmonious work environment (Putri, 2021). This is in line with previous research which emphasizes the importance of communication skills in conflict resolution (Hidayat, 2023).

In addition to increased understanding and analytical skills, participants also reported increased confidence in dealing with conflict situations at school. They feel more confident to implement learned solving strategies, even under challenging conditions. This increase reflects the results of studies which state that conflict management training can increase individuals' self-confidence in managing interpersonal relationships (Sutrisno, 2023).

From the results of the training, it is known that participants are not only able to identify and analyze conflict, but can also manage and reduce the impact of conflict effectively. This contributes to creating a more conducive working atmosphere in schools, which is important for students' academic and social development. A harmonious school environment has a positive influence on student motivation and learning performance, as stated by Yusuf (2022).

Participants also reported that the skills gained during the training made it easier for them to build better working relationships between teachers and staff, as well as between the school and parents. Parental involvement in a harmonious educational process is important to support children's educational success (Hidayat, 2023). With a more open and participative approach to communication, principals can reduce tensions and create more positive relationships.

The results of the case simulation also revealed that the participants were able to quickly apply the theory they had learned to real situations. This shows the effectiveness of training methods that prioritize direct practice, which contributes to strengthening participants' knowledge and skills (Rahmat, 2021). This participatory approach was proven to help participants practice and adapt conflict resolution strategies to suit their needs.

On the other hand, participants considered that field practice assistance provided valuable experience in honing their skills. The facilitator provides constructive feedback that encourages participants to be more confident and

creative in resolving conflicts. This approach also makes it easier for participants to understand nuances that may not be visible in the simulation but are important in real situations (Putri, 2021).

Overall, this training succeeded in making a positive contribution in increasing the ability of school principals to manage conflict. They now have the tools and knowledge necessary to create a harmonious learning environment at school. This supports research which shows that developing managerial and communication skills in educational leaders can lead to improving the quality of education (Sutrisno, 2023).

## CONCLUSION

The conclusion from this service activity is that conflict management training has great potential to improve the ability of elementary school principals to create a harmonious and productive learning environment. Through this training, participants are able to understand important concepts in conflict management and apply effective resolution strategies in dealing with various conflict situations that may occur in their schools. This contributes to creating an atmosphere that is more supportive of the learning process and collaboration between educational staff, students and parents.

This training also emphasizes the importance of effective communication and leadership skills that can facilitate constructive conflict resolution. By improving the ability of school principals to manage conflict, they can reduce potential problems that disrupt teaching and learning activities and create a more conducive atmosphere for all school members. Increasing participants' confidence in managing conflict is a positive indicator of the success of this training.

It is recommended that this training program be implemented on an ongoing basis with adjustments to the specific needs of each school. Through a sustainable approach, it is hoped that school principals can continue to develop their skills in conflict management and adapt them to the dynamics that exist in the school. In this way, a harmonious learning environment can be created optimally, supporting academic growth and student character development.

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