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## Principal Conflict Management Strategies in Building a Harmonious School Environment

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### Abstract

In any organization, including schools, conflicts between school principals and administrators are inevitable. However, effective conflict management is crucial for fostering positive communication, collaboration, and trust among leaders and administrators within the school environment. This study aims to analyze conflict management strategies employed by school principals to create a harmonious school environment. Using a qualitative research approach and a literature review, the study examines relevant prior studies. The research process involves data collection, source assessment, data analysis, and manuscript compilation. The study's findings reveal the importance of implementing conflict management policies, procedures, and training programs. These include anti-conflict policies, open communication policies, student-parent involvement policies, conflict resolution procedures, conflict reporting procedures, and evaluation and follow-up procedures. Additionally, conflict management, effective communication, and counseling training are essential for building a harmonious school environment. The practical contribution of this research lies in enhancing the capacity of school principals in conflict management practices by providing valuable information on conflict management strategies. The theoretical contribution is the development of a more comprehensive theory of conflict management for school principals, thereby contributing to a harmonious school environment.

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### Introduction

A harmonious school environment is highly desired by all school members, education stakeholders, and education customers. A harmonious school environment is one that is conducive, safe, and comfortable for all school members, including teachers, employees, students, and parents (Magfirah, 2024). A harmonious school environment is characterised by the development of good relationships, effective communication, and strong cooperation among all parties involved in the educational process at school (Ahmat et al., 2025).

Creating a harmonious school environment is very urgent in all aspects of education. This is because creating a harmonious school environment can make the school community feel safe,

comfortable, and appreciated by their colleagues (Nisa et al., 2024). Positive social relationships will grow and develop among teachers, employees, and students because of a harmonious school environment. Conflicts and violence that can cause security disturbances will gradually decrease. School members will develop positive characters, such as empathy, tolerance, and responsibility, at school (Haryato et al., 2024).

Conflict can disrupt a harmonious school environment and usually occurs in three forms: verbal, psychological, and physical disputes. Verbal disputes include ridicule, insults, and cursing, which can cause trauma and fear in victims (MAGFIRAH, 2024). Psychological conflict arises through actions such as exclusion and cynical views, which negatively affect the emotional and psychological well-being of the school community and students. Meanwhile, physical conflict involves aggressive actions, such as pushing, kicking, and hitting (Ahmat et al., 2025).

Creating a harmonious school environment requires principals who have conflict management skills (Nisa et al., 2024). Conflict management skills include the ability to identify, analyse, and resolve conflicts effectively and efficiently in schools. These skills also involve understanding other perspectives, managing emotions, and finding solutions acceptable to all parties.

Principal conflict management strategies are essential in efforts to build a harmonious school environment. This is because any unresolved conflict can damage relationships with fellow school members, hinder students' academic and non-academic achievements, and create a negative school climate (Saat et al., 2015). Therefore, principals must have clear and focused strategies so that in managing conflicts, they can create a harmonious school environment (Wicaksono & Waruwu, 2025). Conflict management strategies can include applying positive values, effective communication, strict enforcement of rules, planning and implementing conflict management policies, establishing conflict management procedures, and conducting conflict management training (Panggabean, 2017).

Based on observations in the field, it appears that principals lack effective conflict-management strategies for fostering a harmonious school environment. Moreover, given the current conditions in schools, various types of conflicts have arisen. First, conflicts that occur in schools disrupt academic and non-academic activities. Second, existing conflicts have not been properly resolved, resulting in poor communication, a lack of collaboration, and a loss of trust. Third, the principal and school officials no longer work as a solid team due to the disharmonious school environment.

Previous research related to conflict management strategies in building a harmonious school environment was first studied by Nurus Sauqiyah et al. (2024), with the title *Conflict Management Strategies: Effective Solutions for Principals in Resolving Disputes Among Teachers in Educational Institutions*. The results of the study show that effective strategies include confrontation to achieve win-win solutions, open communication, conflict management training for teachers, and improvement of organisational practices and school structure (Sauqiyah et al., 2024). Second, Hanuf Fatkhul Janah (2025) conducted research titled *School Principal Leadership Strategies in Conflict Management in Educational Environments*, which showed that the main strategies adopted by school principals in handling conflicts include effective communication, mediation, collaboration, staff training and development, empowerment, and conflict evaluation (Rohaini & Fathoni, 2025). The third was researched by Nurul Izzah Muslim et al. (2025) with the title *Conflict Management in Maintaining Harmony Between Teachers and Students at SMK Yapis Santong in 2025*, which showed that there are several factors that cause conflicts between teachers and students, such as differences in perception, academic pressure, and ineffective communication. The conflict management strategies practised are mediation, open communication, and a personal

approach. Character building and the application of cooperative values are also carried out to reduce the potential for conflict (Muslim, 2025). Fourth, Dayu Ahmat (2025), with *Conflict Management Strategies in Building a Harmonious Educational Environment*, showed research results that conflicts between students arise in three main forms: verbal, psychological, and physical disputes. The strategies applied include prevention and conflict management, such as teaching positive values, effective communication, strict enforcement of classroom rules, and anti-conflict programs. In addition, teachers also showed a proactive response to student disputes by intervening directly, providing counseling, and involving parents. With good management, conflicts between students can be minimized, creating a more harmonious learning environment (Ahmat et al., 2025).

Although previous studies have examined conflict management strategies in school environments, a significant research gap exists, as existing studies remain limited to single-pair relationships — such as teacher-to-teacher or teacher-to-student dynamics — without integrating all school members within a single comprehensive research framework. Furthermore, prior research has predominantly described strategies implemented by teachers at the classroom level, rather than by school principals as institutional leaders who hold the strategic authority to build harmonization across the entire school community. Most critically, no research has yet bridged the gap between conflict management strategy theory and actual field conditions — where unresolved conflicts have cumulatively damaged communication, eroded trust, weakened team cooperation, and disrupted both academic and non-academic activities — while simultaneously measuring the empirical effectiveness of such strategies in creating a sustainably harmonious school environment.

The novelty of this research focuses on the principal's conflict management strategies in building a harmonious school environment. First, effective conflict management strategies focus on policies, procedures, and training in building a harmonious school environment. Second, conflict management strategies are analyzed by combining the perspective of conflict management theory with the practice of principal leadership in managing conflict in schools. Third, it highlights the importance of effective communication and the participation of all school elements in creating a harmonious environment.

The purpose of this study is to determine the policies, procedures, and training of conflict management as a principal's conflict management strategy in building a harmonious school environment. The expected benefits of this study are theoretical contributions to principal conflict management and practical benefits for researchers, principals, and teachers in their efforts to improve the quality of education and create a harmonious learning environment. This study is expected to be a reference for further development in conflict management in the educational environment.

## **Method**

This study uses the library research method with a literature review approach. A literature review is part of research that examines and analyses previous studies relevant to the topic under study (Creswell, 2019). The steps taken by researchers in conducting a literature review are as follows. First, researchers search for or collect as much data and information as possible related to the research topic, such as books, journals, articles, and other documents (Tuginem, 2023).

Second, the researcher assesses the sources found to ensure they are accurate, relevant, and reliable in thereby building the theoretical basis and context for the research. Third, the researcher analyses the data and information to answer the formulated research questions. The final step is

for researchers to compile a draft of the research journal that includes all the results of the analysis of the data and information that has been collected (Tuginem, 2023).

## **Findings and Discussion**

### **Findings**

The principal's conflict management strategy plays an important role in managing educational units. Effective conflict management can help create a safe, comfortable, cool, and peaceful school environment for students, teachers, and employees. The learning process will run effectively because it is supported by a harmonious school environment. Campus residents and students will be satisfied with a calm, peaceful school environment. Likewise, public trust in the school's reputation will continue to grow as the learning process runs effectively.

The results obtained from this study can be described as follows:

**Table 1**  
**Principal Conflict Management Strategies in Building a Harmonious School Environment**

<b>Creating Conflict Management Policies</b>	<b>Establishing Conflict Management Procedures</b>	<b>Conducting Conflict Management Training</b>
Anti-Conflict Policy: Principals can establish clear policies prohibiting conflict in schools and the consequences that will be imposed on those involved in conflicts.	Conflict Resolution Procedures: The principal can establish clear procedures for resolving conflicts at school, including steps to be taken by school leaders and members of the school community.	Conflict Management Training: Principals can conduct conflict management training for teachers and school staff to improve their ability to manage conflicts at school.
Open Communication Policy: The principal can establish a policy that encourages open communication between school officials and students to prevent conflicts and resolve issues before they arise.	Conflict Reporting Procedure: The principal can establish clear procedures for reporting conflicts at school, including who to contact and how the reporting process will be carried out.	Effective Communication Training: Principals can conduct effective communication training for teachers and school staff to improve their ability to communicate with students and parents.
Parent Involvement Policy: school principals can create policies that involve parents in the conflict resolution process at school (MAGFIRAH, 2024).	Evaluation and Follow-up Procedures: School principals can establish clear procedures on how to evaluate and follow up on conflicts that have occurred at school (Ahmat et al., 2025).	Counseling Training: School principals can conduct counseling training for teachers and school staff to improve their ability to provide counseling to students and parties involved in conflicts (Rohaini & Fathoni, 2025).

Based on the explanation in Table 1 above, it can be explained that the results obtained in this study are the principal's conflict management strategies in building a harmonious school environment, carried out in the following ways. First, creating conflict-management policies, including anti-conflict policies, open-communication policies, and student-parent involvement policies. Second, creating conflict management procedures, including conflict resolution, conflict reporting, and evaluation and follow-up procedures. Third, creating conflict management training, effective communication training, and counselling training in build a harmonious school environment.

## **Discussion**

### **Creating Conflict Management Policies to Build a Harmonious School Environment**

The principal, as the top manager, has the obligation to design and formulate conflict management policies in order to build a harmonious school environment (Jamali, 2018). In designing and formulating conflict management policies, the principal, together with the vice principal, teachers, and employees, identifies potential sources of conflict in the school, forms a conflict management team, and develops clear, transparent policies to address conflicts that arise. The principal then trains teachers and employees on how to handle conflicts in order to build a harmonious school environment and develops conflict prevention programs to prevent conflicts from occurring at school (Sumaryati, 2019).

The principal continues to build effective communication with the school community to prevent conflicts and build a harmonious school environment. Then, they supervise and evaluate the conflict management policy to ensure the program is effective in fostering a harmonious school environment (Susanto & Dwianansya, 2024). The stronger the supervision and evaluation of the conflict policy, the more harmonious and conducive the school environment will be.

Conflict management policies in building a harmonious school environment include anti-conflict policies, open communication policies, and student-parent involvement policies (Sumaryati, 2019). These conflict management policies must be made systematically and effectively, and can increase transparency and accountability in conflict handling. Then it can build trust within the school community in the school institution and reduce errors and mistakes in conflict handling, and play a role in improving the quality of education in schools.

#### **1. Anti-Conflict Policy**

Anti-conflict policies are designed to prevent, reduce, and resolve conflicts that may arise in the school environment (Ahmat et al., 2025). This anti-conflict policy is created to foster a harmonious, safe, and productive school environment for all parties involved. The better the anti-conflict policy is formulated, the more harmonious and conducive the school environment will be.

The purpose of the anti-conflict policy is to prevent unnecessary conflicts and reduce the likelihood of conflicts occurring. Furthermore, the negative impacts of past conflicts need to be reduced, and the resulting losses minimised (Azhari et al., 2025). Furthermore, it aims to increase the satisfaction and trust of all parties in the school and the community, and to build a harmonious, safe, and productive environment for all.

The principal, as the decision-maker, can create clear, targeted policies regarding the prohibition of conflict and the consequences to be imposed on school members and students involved in conflict. The prohibition of conflict in schools is a rule or norm that prohibits conflict or disputes between individuals or groups within the school environment. The consequences of sanctions

imposed on parties involved in conflict can include warnings, suspension of rights, fines, exclusion, and legal action (Sumaryati, 2019).

Anti-conflict prohibitions established by the principal can include prohibitions on violence, discrimination, insults, and the spread of hatred. The prohibition of violence is a prohibition on the use of threats of violence to resolve conflicts, and the prohibition of discrimination is a prohibition on discrimination based on race, religion, gender, or other discriminatory characteristics (Jamali, 2018). Meanwhile, the prohibition on insults and harassment applies to individuals and groups, and the prohibition on spreading hatred or provocation that can trigger conflict in the school environment.

The consequences and sanctions for those involved in conflicts are 1) administrative sanctions, in the form of reprimands, postponement of promotion or demotion of teachers and employees, and postponement of promotion for students, 2) legal sanctions, in the form of fines, imprisonment, or other legal actions in accordance with applicable laws and regulations, 3) social sanctions, in the form of ostracism, loss of trust, and damaged reputation, 4) economic sanctions, in the form of material losses, such as compensation or damages, 5) disciplinary sanctions, in the form of postponement or revocation of certain rights, such as the right to take part in certain activities (J. I. Herman et al., 2020a; Jamali, 2018).

## **2. Open Communication Policy**

Open communication is a communication process that allows all parties to express their opinions, feelings, and needs freely and honestly. In the context of schools, open communication between school staff and students can help prevent conflicts in an effort to create a harmonious school environment (H. Herman et al., 2023).

The purpose of open communication is to prevent conflicts arising from misunderstandings or ineffective communication and to increase trust between school staff and students. It also aims to improve the quality of relationships between school staff and students. Furthermore, it aims to increase student participation in school activities (Sumaryati, 2019).

When making policies, the principal must encourage open communication among school members and students to prevent conflicts and solve problems. Open communication policies can be implemented by: 1) actively listening and empathizing with the opinions and feelings of school members and students, 2) using clear and easy-to-understand language, 3) avoiding unnecessary arguments and confrontations, 4) encouraging school community members and students to participate in discussions and decision-making, and 5) using effective communication media when interacting with school community members and students (H. Herman et al., 2023).

The expected benefits of creating an open communication policy are to increase the satisfaction of school members and students and improve the quality of education by creating a conducive learning environment. It also builds trust between school members and students and prevents conflicts arising from misunderstandings or ineffective communication. Thus, open communication between school members and students is very helpful in preventing conflicts and fostering harmonious relationships among them (J. I. Herman et al., 2020a; Sumaryati, 2019).

## **3. Student Parent Involvement Policy**

The involvement of parents in the conflict resolution process at school is a process that involves parents in helping to resolve conflicts that arise between students, teachers, or other parties at

school. This involvement can help improve the quality of conflict resolution and build better relationships between schools and parents (H. Herman et al., 2023; Jamali, 2018).

The objectives of involving parents in the conflict management process are 1) to improve the quality of conflict resolution by considering the perspectives and needs of students and parents, 2) to build trust between the school and parents, 3) to increase parental participation in school activities and the child's educational process, and 4) to improve the quality of relationships between the school, students, and parents (H. Herman et al., 2023; Jamali, 2018).

The principal can create policies that involve parents in the school's conflict resolution process. The role of student parent involvement is to provide information about students and families relevant to the conflict and to help identify problems and student needs (H. Herman et al., 2023). Then, help find solutions that meet the needs of students and schools, supervise their implementation, and provide feedback. Furthermore, they build networks with schools and other parties to support student learning achievement and the school's reputation.

The benefits of student-parent involvement are to build and increase parent and student satisfaction with the conflict resolution process and improve the quality of education by creating a conducive learning environment. Then, build trust between the school and parents and improve student learning outcomes by increasing parental support and participation (Azhari et al., 2025; Hermansyah et al., 2022). Thus, the involvement of parents in the conflict resolution process at school is very important in improving the quality of conflict resolution and building better relationships between schools and parents.

## **Establishing Conflict Management Procedures in Building a Harmonious School Environment**

The principal, as the top manager, not only formulates conflict management policies but also establishes conflict resolution procedures to foster a harmonious school environment (Susanto & Dwianansya, 2024). The establishment of conflict management procedures aims to improve efficiency, reduce time, and enhance quality by ensuring conflicts are handled fairly, objectively, and professionally (Jamali, 2018). Effective conflict management procedures can prevent conflicts from escalating and damaging the relationships between the parties involved, as well as increase the satisfaction of the parties involved and build trust in the institution or organisation (Susanto & Dwianansya, 2024).

The conflict management procedures established in schools include: conflict resolution, conflict reporting, and conflict evaluation and follow-up. The principal must consistently adhere to these three conflict management procedures, and the conflict management team must be committed to maintaining a harmonious school environment (H. Herman et al., 2023). This is because these three conflict management procedures can regulate the conflict management process from start to finish and reduce errors and mistakes in conflict management. It is also important to increase transparency, accountability, and trust among the parties involved and the wider community to support conflict prevention and management in schools (Rokhman et al., 2023).

### **1. Conflict Resolution Procedures**

Conflict resolution procedures are a systematic process for resolving conflicts that arise between individuals or groups within an organisation or community. These procedures are designed to help identify problems, find solutions, and implement fair and effective decisions (J. I. Herman et al., 2020a; Sumaryati, 2019).

Conflict resolution procedures aim to resolve conflicts in a fair and effective manner, as well as to increase trust between the parties involved in the conflict. They also aim to improve the quality of relationships between the parties involved in the conflict and increase efficiency in resolving conflicts (Jamali, 2018).

The principal must establish clear procedures for resolving conflicts at school, including the steps that must be taken by students, teachers, and school staff. This is because the functions of conflict resolution procedures are 1) to identify the issues causing the conflict, 2) to find solutions that suit the needs and interests of the parties involved, 3) to implement the agreed decisions, 4) to monitor the implementation of decisions and provide feedback, and 5) to improve communication between the parties involved in the conflict (H. Herman et al., 2024; Sumaryati, 2019).

The conflict resolution procedure is carried out in several steps. First, identify the issues causing the conflict and gather relevant information. Second, collect relevant data and information about the conflict, including statements from the parties involved. Third, analyse the issues and identify the root causes of the conflict. Fourth, develop solutions that suit the needs and interests of the parties involved. Fifth: conducting discussions and negotiations with the parties involved to reach an agreement. Sixth: making fair and effective decisions to resolve the conflict. Seventh: implementing the agreed-upon decisions. Eighth: monitoring the implementation of decisions and conducting evaluations to ensure that the conflict has been resolved effectively. Step nine: document the conflict resolution process and the agreed decision, and Step ten: follow up to ensure that the conflict does not recur in the future (Rokhman et al., 2023).

The principal, in his/her role as a teacher and employee, cannot be separated from four main things: 1) identifying the problems that cause conflict and reporting them to the authorities, 2) collecting relevant data and information about the conflict, 3) helping to find solutions that suit the needs and interests of the parties involved, and 4) implementing the agreed decisions. Meanwhile, the roles of parents and students are: 1) identifying problems that cause conflict and reporting them to the authorities, 2) helping to find solutions that suit the needs and interests of the parties involved, and 3) implementing the agreed decisions (Sumaryati, 2019).

Conflict resolution procedures are very important in resolving conflicts that occur in schools because they can bring benefits in terms of increasing the satisfaction of the parties involved in the conflict. They can also improve the quality of relationships between the parties involved in the conflict. Furthermore, they can benefit in increasing efficiency in resolving conflicts and building trust between the parties involved in the conflict.

## **2. Conflict Reporting Procedure**

The conflict reporting procedure is a formal process for reporting and handling conflicts that occur at school. This procedure is designed to help students, teachers, and school employees report conflicts that occur and get the help they need (Susanto & Dwianansya, 2024). The purpose of the conflict reporting procedure is to improve safety and comfort for teachers, employees, and students at school. Then, to improve efficiency and satisfaction for teachers, employees, and students in the conflict-handling process at school.

The conflict reporting procedure process consists of 1) reporting by teachers, staff, and students to the authorities, 2) collecting relevant data and information about the conflict, 3) analyzing the problem and identifying the root causes of the conflict, 4) developing solutions that suit the needs and interests of the parties involved, 5) implementing the agreed-upon decisions, and 6) monitoring

the implementation of decisions and conducting evaluations to ensure that conflicts have been resolved effectively (Jamali, 2018).

The principal can establish clear procedures for reporting conflicts at school, including who to contact and how the reporting process will be carried out. Conflict reporting procedures include:

- a. Written Reports: Conflict reports can be submitted in writing to the authorities.
- b. Verbal Reports: Conflict reports can be made verbally and submitted to the authorities.
- c. Reporting Forms: Use the school-provided conflict reporting forms.
- d. Online System: Using an online system to report conflicts (Herman et al., 2025).

The role of the authorities is to 1) receive conflict reports and process them according to procedure, 2) collect relevant data and information about the conflict, 3) analyse the problem and identify the root causes of the conflict, and 4) develop solutions that are in line with the needs and interests of the parties involved (Susanto & Dwianansya, 2024). Thus, the conflict reporting procedure can help resolve conflicts that occur in schools effectively and efficiently.

### **3. Evaluation and Follow-up Procedures**

Evaluation and follow-up on conflict resolution in schools are processes used to assess its effectiveness and take action to prevent similar conflicts from occurring in the future. The purpose of evaluating and following up on conflict resolution in schools is to improve the effectiveness of conflict resolution in schools and to prevent similar conflicts from occurring in the future (Herman et al., 2025). It also aims to improve the safety and comfort of students and school staff and to increase student and school staff satisfaction with the conflict resolution process.

The process of evaluating and following up on conflict resolution in schools is carried out in the following ways: first, collecting data and information about the conflict resolution process; second, analyzing data and information to assess the effectiveness of conflict resolution; third, identifying problems and shortcomings in the conflict resolution process; fourth: developing plans to improve the effectiveness of conflict resolution, fifth: implementing the plans that have been developed, and sixth: monitoring and evaluating the implementation of the plans (Herman et al., 2025; H. Herman & Khalaf, 2023; Jamali, 2018).

The principal can create clear procedures for evaluating and following up on conflicts that occur at school. Evaluation and follow-up of conflict resolution at school are carried out by: a. using surveys to collect data and information about the conflict resolution process, b. conducting interviews to collect data and information about the conflict resolution process, c. analysing documents related to the conflict resolution process, and d. holding evaluation meetings to discuss the evaluation results and develop follow-up plans (Hasanah et al., 2024).

Follow-up on conflict resolution in schools by: a. developing policies related to conflict resolution, b. conducting training to improve the ability of school staff in resolving conflicts, c. supervising the implementation of the conflict resolution process, d. conducting continuous evaluations to ensure that the conflict resolution process remains effective (Susanto & Dwianansya, 2024). Thus, evaluation and follow-up on conflict resolution in schools can help improve its effectiveness and prevent similar conflicts from occurring in the future.

### **Conducting Conflict Management Training in Building a Harmonious School Environment**

The principal, as the top manager, not only makes conflict management policies and establishes conflict handling procedures, but also conducts conflict management training to build a

harmonious school environment (Susanto & Dwianansya, 2024). Conducting conflict management training aims to improve school members' ability to manage conflicts that occur at school and to build a harmonious, conducive school environment for the teaching and learning process. Conflict management training can also improve relationships among teachers, staff, and parents, reducing unnecessary conflicts and addressing those that do occur in an effective manner (Jamali, 2018).

Conflict management training in schools includes conflict management, effective communication, and counselling. If these three types of conflict management training can be implemented consistently and well, a harmonious school environment will be permanently realised (Herman et al., 2025). To that end, these three types of conflict management training must play a role in improving effective communication skills in managing conflicts and building empathy and understanding of other people's perspectives. They should also develop the ability to manage emotions, deal with difficult situations, and make effective decisions in managing conflicts to create a harmonious school environment (Hasanah et al., 2024).

### **1. Conflict Management Training**

Conflict management training is an educational process designed to improve individuals' or groups' ability to manage and resolve conflicts effectively (Saat et al., 2015). The purpose of conflict management training is to improve individuals' or groups' ability to manage and resolve conflicts and to increase their effectiveness in doing so. It also aims to improve the safety and comfort of individuals or groups in the workplace or community, and to increase their productivity and performance.

School principals can conduct conflict management training for teachers and school employees to improve their ability to manage conflicts at school. Types of conflict management training include: 1. Basic Training: Training designed to introduce the basic concepts of conflict management, 2. Advanced Training: Training designed to improve the ability of individuals or groups to manage more complex conflicts, 3. Specialised Training: Training designed to meet the specific needs of individuals or groups in managing conflicts, and 4. Online Training: Training designed to be accessible online (Susanto & Dwianansya, 2024).

Conflict management training is expected to play a role in improving the ability of individuals or groups to manage and resolve conflicts and increase effectiveness in resolving conflicts. It plays a role in improving the safety and comfort of individuals or groups in the work environment or community. Furthermore, it can also play a role in increasing the productivity and performance of individuals or groups and in improving relationships between individuals or groups in the work environment or community (Herman et al., 2025; J. I. Herman et al., 2020).

Conflict management training can help individuals and groups improve their ability to manage and resolve conflicts and increase their effectiveness in doing so. It can also help improve the safety and comfort of individuals or groups in the workplace or community (H. Herman & Khalaf, 2023). Furthermore, it can improve the productivity and performance of individuals or groups and increase their satisfaction in the workplace or community.

### **2. Effective Communication Training**

Effective communication training in conflict resolution at school is an educational process designed to improve the ability of teachers, staff, and students to communicate effectively to resolve conflicts that arise at school. The purpose of effective communication training in conflict resolution at school is to improve the ability of teachers, staff, and students to communicate

effectively to resolve conflicts and to increase the effectiveness in conflict resolution at school (Aminuddin, 2024). It also aims to improve the safety and comfort of students and school staff, and to improve relationships between teachers, employees, and students.

Effective communication training in conflict resolution at school plays a significant role in improving the ability of teachers, school employees, and students to communicate effectively to resolve conflicts. Communication training also plays a role in improving the effectiveness of conflict resolution, as well as the safety and comfort of students, teachers, and employees at school. The relationship between teachers, school employees, and students has improved with effective communication, and student and school employee satisfaction with the conflict resolution process has also increased at the school (Saat et al., 2015).

School principals can implement effective communication training for teachers and school employees to improve their ability to communicate with students and parents (Herman et al., 2025). The components of effective communication training in conflict resolution at school include: 1. Verbal communication, which aims to improve effective verbal communication skills. 2. Nonverbal communication, which aims to improve effective nonverbal communication skills. 3. Active listening, which aims to improve active listening skills. 4. Emotion management, which aims to improve the ability to manage emotions in communication. 5. Conflict resolution, which aims to improve the ability to resolve conflicts effectively (Hasanah et al., 2024).

Effective communication training in conflict resolution at school can help improve the ability of teachers, staff, and students to communicate effectively in order to resolve conflicts that arise. This is because effective communication training in conflict resolution at school can improve the ability of teachers, employees, and students to communicate effectively to resolve conflicts and increase the effectiveness of conflict resolution at school (J. I. Herman et al., 2020b). Effective communication training can also improve the safety and comfort of students, teachers, and staff, and increase their satisfaction with the school's conflict resolution process.

### **3. Counselling Training**

Counselling training in conflict management at school is an educational process designed to improve the ability of teachers, school employees, and counsellors to provide counselling and support to students experiencing conflict. The purpose of counselling training in conflict management at school is to improve the ability of teachers, employees, and counsellors in providing counselling and support to students experiencing conflict (Imayani et al., 2025; Saat et al., 2015). Then, to improve effectiveness in resolving conflicts at school. Furthermore, it aims to improve student safety and comfort and relationships among teachers, staff, and students at school.

The principal can hold counselling training for teachers and school staff to improve their ability to provide counselling to students involved in conflict (Herman et al., 2025). The types of counselling training in conflict management at school are: 1. Individual counselling training, which is training designed to improve the ability of teachers, school staff, and counsellors in providing individual counselling to students. 2. Group counselling training, which is training designed to improve the ability of teachers, school staff, and counsellors in providing group counselling to students. 3. Crisis counselling training, which is designed to improve the ability of teachers, school staff, and counsellors to provide crisis counselling to students experiencing acute conflict (Aminuddin, 2024).

Counselling training in conflict management is carried out in several steps. The first step is to identify the needs of students experiencing conflict. The second step is to develop a counselling

plan that suits the students' needs. The third step is to conduct individual or group counselling for students. The fourth step is to evaluate the effectiveness of counselling and make changes if necessary. The fifth step is to follow up to ensure that students have received the necessary support (Susanto & Dwianansya, 2024). The components of conflict management counselling training provided at schools include: a. Counselling theory, to improve knowledge of counselling theory and counselling techniques. b. Effective communication is the ability to communicate effectively with students. c. Emotional management is the ability to help clients manage emotions when providing counselling. d. The plan is to improve the ability to develop counselling plans tailored to students' needs. e. Evaluation and follow-up, aimed at improving the ability to conduct evaluations and follow-ups in counselling (Imayani et al., 2025). These counselling training components can help improve the ability of teachers, staff, and counsellors to provide counselling and support to students experiencing conflict.

## **Conclusion**

In accordance with the research objectives, this study shows that the principal's conflict management strategy in building a harmonious school environment can be carried out in the following ways. First, by creating conflict management policies, including anti-conflict policies, open communication policies, and student-parent involvement policies. Second, creating conflict management procedures, including conflict resolution, conflict reporting, and evaluation and follow-up procedures. Third, creating conflict management training, effective communication training, and counselling training in build a harmonious school environment. The practical contribution of this research is to improve the capacity of school principals in conflict management by providing information on conflict management strategies in help build a harmonious school environment. Meanwhile, the theoretical contribution is to help develop a better and more comprehensive theory of conflict management for school principals in an effort to build a harmonious school environment.

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