

**DEVELOPMENT OF CONFLICT MANAGEMENT STRATEGIES IN  
MIDDLE SCHOOLS TO IMPROVE RELATIONSHIPS BETWEEN  
TEACHERS AT SMPIT NURUL FAJRI, WEST CIKARANG DISTRICT,  
BEKASI REGENCY**

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**ABSTRAK**

Penelitian ini bertujuan untuk mengembangkan strategi manajemen konflik di SMPIT Nurul Fajri, Kecamatan Cikarang Barat, Kabupaten Bekasi, guna meningkatkan hubungan antar guru. Konflik antar guru sering kali terjadi akibat perbedaan metode pengajaran, pembagian tugas yang tidak adil, dan kebijakan sekolah yang tidak melibatkan pendapat guru. Penelitian ini menggunakan pendekatan kualitatif dengan teknik pengumpulan data melalui wawancara mendalam, observasi partisipatif, dan dokumentasi. Hasil penelitian menunjukkan bahwa konflik antar guru berdampak pada penurunan kolaborasi, meningkatnya stres, dan merusak suasana kerja yang kondusif untuk pengajaran. Meski ada beberapa upaya manajemen konflik yang dilakukan oleh sekolah, efektivitasnya masih terbatas. Penelitian ini mengusulkan beberapa strategi manajemen konflik yang lebih efektif, seperti pelatihan manajemen konflik, forum diskusi yang lebih terstruktur, dan keterlibatan lebih besar dari guru dalam pengambilan keputusan kebijakan sekolah. Dengan penerapan strategi-strategi tersebut, diharapkan hubungan antar guru dapat diperbaiki, suasana kerja menjadi lebih harmonis, dan kualitas pendidikan dapat meningkat. **Kata Kunci:** Manajemen Konflik, Hubungan Antar Guru, Pengelolaan Konflik, SMPIT, Pendidikan Berbasis Islam

**ABSTRACT**

*This research aims to develop conflict management strategies at SMPIT Nurul Fajri, West Cikarang District, Bekasi Regency, in order to improve the relationship between teachers. Conflicts between teachers often occur due to differences in teaching methods, unfair division of duties, and school policies that do not involve teachers' opinions. This study uses a qualitative approach with data collection techniques through in-depth interviews, participatory observation, and documentation. The results of the study show that conflicts between teachers have an impact on decreased collaboration, increased stress, and damage the work atmosphere conducive to teaching. Although there are several conflict management efforts carried out by schools, their effectiveness is still limited. This study proposes several more effective conflict management strategies, such as conflict management*

*training, more structured discussion forums, and greater involvement of teachers in school policy decision-making. With the implementation of these strategies, it is hoped that the relationship between teachers can be improved, the work atmosphere will be more harmonious, and the quality of education can be improved.*

**Keywords:** *Conflict Management, Teacher Relations, Conflict Management, SMPIT, Islamic-Based Education*

## INTRODUCTION

Conflict between teachers in the high school environment is a common phenomenon, although basically school is a place to build productive professional relationships. In the context of SMPIT Nurul Fajri, which is located in West Cikarang District, Bekasi Regency, conflicts between teachers, both direct and indirect, have the potential to affect the performance, quality of teaching, and even the welfare of the teachers themselves. This phenomenon is important to pay attention to, because conflicts that are not managed properly can damage the work atmosphere, reduce the enthusiasm and motivation of teachers, and have an impact on the quality of education provided to students.

At SMPIT Nurul Fajri, although the majority of teachers have the same educational background and goals in educating, differences in views, teaching methods, and individual interests often give rise to conflicts that are not visible on the surface but are quite influential in the dynamics of teacher interaction in schools. As an Islamic-based educational institution, SMPIT Nurul Fajri emphasizes the importance of the values of cooperation and Islamic ukhuwah, but the challenge of managing conflicts between teachers is still a problem that needs to be overcome immediately to create a harmonious and productive work environment.

The importance of this research lies in the need for an effective conflict management strategy to improve the relationship between teachers at SMPIT Nurul Fajri. Conflicts between teachers, if not managed properly, can lead to tension in professional relationships that affect their performance, both in teaching and in collaboration between peers. Therefore, this study aims to identify and develop appropriate conflict management strategies to improve the relationship between teachers at SMPIT Nurul Fajri. This is very relevant considering the importance of

a harmonious relationship between teachers as a determining factor in creating a conducive learning atmosphere.

There is a gap in research related to conflict management in secondary schools, especially in the context of faith-based schools such as SMPIT. Much research has been done on conflict management in the educational environment, but research focused more on developing conflict management strategies to improve teacher relationships in secondary schools based on religious values is still very minimal. Previously, most research on conflict management was more focused on conflicts between students or between students and teachers, while research on conflict management among fellow teachers as part of professional interaction still received less attention (Widodo, 2021; Anwar, 2020).

A relevant theory to explain this phenomenon is the Conflict Theory of Coser (1956), which states that conflict within a group, if managed well, can be a positive force that drives innovation and performance improvement. In the context of schools, conflicts between teachers can be a trigger to improve their communication and collaboration patterns if seen as an opportunity to develop. In addition, Organizational Justice Theory (Adams, 1965) can be used to explain how teachers' perceptions of fairness in the distribution of workloads and rewards affect relationships between teachers. If teachers feel that they are treated fairly, conflicts between them can be more manageable, and the relationship between teachers will be more harmonious.

Relevant previous research has shown that effective conflict management in schools can reduce tension levels and improve collaboration among teachers. For example, research by Harahap and Ningsih (2020) found that transparent and dialogue-based conflict management can improve relationships between teachers, especially in dealing with differences of opinion that arise. Another study by Putra and Aminah (2021) revealed that managerial training in conflict management for teachers can increase job satisfaction and cooperation between teachers in secondary schools. However, there is no research that specifically focuses on conflict management strategies to improve teacher relationships in Islamic-based schools, especially in SMPIT such as SMPIT Nurul Fajri. This research is expected to fill this gap by providing appropriate recommendations for faith-based schools.

The urgency of this research is very clear, given the importance of good conflict management to create a healthy and productive school environment. In the context of SMPIT Nurul Fajri, where Islamic values are strongly emphasized in teaching and learning activities, the management of conflicts between teachers is more important to maintain harmony and solidarity among them. A proper conflict management strategy will not only reduce tensions between teachers, but will also improve their performance as educators, which in turn will have a positive impact on the quality of education provided to students.

The main objective of this study is to develop an effective conflict management strategy at SMPIT Nurul Fajri that can improve the relationship between teachers. With this research, it is hoped that practical solutions can be found that can be implemented by schools in managing conflicts between teachers more constructively, increasing cooperation between them, and creating a more harmonious and productive work atmosphere.

This qualitative descriptive research aims to analyze the development of conflict management strategies between teachers at SMPIT Nurul Fajri, West Cikarang, in order to improve professional relations based on Islamic values. This location was chosen because of its unique religious characteristics in responding to social dynamics. Data was collected comprehensively through semi-structured in-depth interviews to explore teacher perceptions, participatory observations to monitor daily interactions, and documentation studies of internal policies and school meeting records. Data analysis uses a thematic approach according to Braun & Clarke (2021), which includes the stages of transcription, coding, and theme preparation to identify the causes of conflict as well as effective resolution strategies. The validity of the findings is guaranteed through triangulation of sources and techniques to obtain a holistic and credible picture of the phenomenon. The results of the research are presented in the form of an in-depth narrative that is expected to be able to provide recommendations for institutional conflict management that are in line with Islamic principles and the need to harmonize relationships between educators in the school environment.

## **DISCUSSION**

Based on the results of in-depth interviews, participatory observations, and documentation, the main findings of this study can be categorized into several important aspects, which include the factors that cause conflicts between teachers, the impact of conflicts on teachers-to-teacher relationships, existing conflict management strategies, and the development of more effective strategies to improve teachers-to-teacher relationships at SMPIT Nurul Fajri.

### **Factors Causing Conflicts Between Teachers**

Based on interviews with teachers, it was found that several factors often trigger conflicts between them. One of the main causes is the difference of views regarding the teaching methods used in schools. Some teachers tend to use traditional teaching methods that they already master, while others try to implement new, more modern and technology-based methods. These differences in teaching approaches often create tension, as each party feels that their method is the most effective.

In addition, the division of tasks and workload at SMPIT Nurul Fajri is also a significant factor in fostering conflict. Teachers feel that some of them get lighter tasks, while others are forced to handle more responsibilities, such as being subject coordinators or organizing various school activities. This unfairness in the division of tasks often leads to feelings of dissatisfaction among teachers, leading to tension in the relationship between them.

Differences of views on the policies implemented by school management are also a source of conflict. Some teachers feel that established policies, such as how students are graded or curriculum rules, do not take into account their input. The feeling that the policy was imposed without sufficient consultation led to dissatisfaction and tension between teachers and school management.

### **The Impact of Conflict on Teacher Relations**

The conflict that occurred at SMPIT Nurul Fajri had a significant impact on the relationship between teachers. Although the majority of teachers strive to maintain their professionalism, the tensions that occur often hinder cooperation between fellow teachers. One of the main impacts felt is the decrease in collaboration in teaching activities. Teachers involved in conflict feel

uncomfortable working together in planning learning or other school activities. This decreases the effectiveness of collaboration and negatively impacts the quality of teaching provided to students.

Ongoing conflict also increases stress levels among teachers. Some teachers report feeling depressed by the tension, which leads to a decrease in motivation at work. Teachers who feel unappreciated or marginalized in school dynamics are more likely to experience job dissatisfaction, which in turn affects their performance in the classroom.

In addition, tension between teachers also affects the overall atmosphere of the school. The misalignment between teachers creates an atmosphere that is less conducive to work and collaboration. Meetings or meetings between teachers that aim to formulate policies or teaching strategies become less effective due to the remaining tensions, thus creating obstacles in the decision-making process and policy implementation in schools.

### **Existing Conflict Management Strategies**

Currently, SMPIT Nurul Fajri has implemented several conflict management strategies, although its effectiveness still needs to be improved. One of the strategies used is to hold regular meetings to discuss the problems faced by teachers. In some cases, these meetings provide an opportunity for teachers to express their views and find solutions together. However, while these meetings provide room for discussion, some teachers feel that the results of the discussions are often not followed up with clear follow-up, so conflict issues are not resolved effectively.

In addition, school management strives to carry out a fairer division of duties. However, some teachers still feel unfair in the division of tasks, especially in terms of workload distribution. They feel that some of their colleagues do not get the workload commensurate with their contribution to the school. This less transparent division of tasks exacerbates tensions among teachers.

Another approach applied is individual conflict resolution between teachers involved in conflict. Although some teachers have managed to resolve their problems in this way, this individualized approach is less effective in resolving

larger conflicts and often exacerbates tensions if there is no more open and formal dialogue between the parties involved.

### **Development of More Effective Conflict Management Strategies**

Based on the existing findings, this study proposes several more effective conflict management strategies to improve relationships between teachers at SMPIT Nurul Fajri. One of the proposed strategies is conflict management training for teachers. This training aims to improve communication, negotiation, and conflict resolution skills among teachers. By having these skills, teachers can manage conflicts that arise in a more constructive way, without having to sacrifice the professional relationships that have been built.

In addition, a more structured and open discussion forum is needed between teachers and school management. This forum should be a forum for teachers to express their opinions freely and contribute to decision-making that affects their activities. This forum also needs to be equipped with a clear follow-up mechanism, so that any issues discussed can be addressed immediately with the right solution. With a structured discussion forum, teachers will feel more appreciated and involved in decision-making.

Another very important strategy development is greater involvement of teachers in school policy-making. Teachers need to be given the opportunity to participate in curriculum planning and school policies that are directly related to their duties and responsibilities. This involvement will create a sense of ownership of the policies taken and reduce the feelings of injustice that are often a source of conflict.

In addition, the system of rewards and recognition of teachers' achievements needs to be improved. The award is not only in the form of financial incentives, but also recognition of teachers' contributions in the teaching process and school activities. This award will increase teachers' motivation to work better and more harmoniously in collaborating with their peers.

Based on the findings in this study, it can be concluded that conflicts between teachers at SMPIT Nurul Fajri are caused by various factors, including differences in teaching methods, unfair division of duties, and school policies that do not involve teachers' opinions. This conflict negatively impacts relationships

between teachers, decreases collaboration, and increases stress among teachers. While there are several strategies in place to manage conflict, their effectiveness still needs to be improved. The development of more effective conflict management strategies, such as conflict management training, structured discussion forums, teacher involvement in decision-making, and a better reward system, is expected to improve teachers-to-teacher relationships and create a more harmonious environment at SMPIT Nurul Fajri.

### **Conflict Management Strategies**

The results of this study show that conflicts between teachers at SMPIT Nurul Fajri have several causative factors involving differences in teaching methods, unfair division of duties, and differences of views on policies implemented by school management. This conflict has an impact on the relationship between teachers which tends to reduce the level of collaboration, increase stress, and damage the work atmosphere that should be conducive to teaching. In this discussion, the findings will be analyzed by linking relevant theories that can provide a deeper understanding of the phenomenon that occurs at SMPIT Nurul Fajri.

#### *Factors Causing Conflicts Between Teachers*

The difference in teaching methods used by teachers at SMPIT Nurul Fajri can be explained through the Conflict Theory proposed by Coser (1956). According to Coser, conflicts within a group, if managed well, can be a positive force that encourages innovation and improved performance quality. In this context, although there are tensions arising from differences in teaching methods between more senior and younger teachers, these differences should be used as an opportunity to enrich the teaching approaches used in schools. However, without proper management, these differences can actually be a source of tension that is detrimental to the relationship between teachers.

In addition, the unfair division of tasks is one of the main triggers of dissatisfaction among teachers. This can be explained using the Theory of Organizational Justice from Adams (1965). This theory states that individuals will feel dissatisfied if they feel they are not treated fairly in terms of workload distribution and rewards. In this case, some teachers feel that the uneven division

of tasks makes them more burdened, while others feel unappreciated for not being given enough assignments. This injustice exacerbates tensions between teachers and worsens the work atmosphere at school.

Differences of opinion about school policies, such as student assessments or curriculum, are also important factors in triggering conflicts. The Theory of Perception of Justice from Greenberg (1990) states that dissatisfaction in the organization often arises when individuals feel that the decisions made do not take into account their needs and perspectives. Teachers at SMPIT Nurul Fajri feel that the policies implemented often do not involve them in the decision-making process, so they feel marginalized and not appreciated. This leads to the emergence of tensions and conflicts that damage professional relationships between teachers.

#### *The Impact of Conflict on Teacher Relations*

The impact of conflicts that are not managed properly is quite significant on the relationship between teachers. One of the main impacts found in this study is a decrease in the level of collaboration between teachers. This is in line with the Social Interdependence Theory put forward by Thibaut and Kelley (1959), which emphasizes that relationships between individuals in a group will be stronger if they have a common goal and are interdependent to achieve that goal. In the school context, teachers who feel isolated or unappreciated tend to be reluctant to cooperate and collaborate in planning learning or school activities. This decreases the effectiveness of teaching and reduces the quality of learning that students receive.

In addition, the tension that occurs due to conflict also increases the level of stress among teachers. Karasek's Theory of Work Stress (1979) shows that individuals who face stress at work, especially as a result of interpersonal conflicts, will experience a decline in psychological and physical health. Teachers who are involved in conflict and feel unsupported or valued in their work environment tend to experience higher stress, which can affect their performance in the classroom. Ongoing stress can also have an impact on motivation and job satisfaction, which in turn decreases productivity and teaching quality.

The misalignment between teachers also affects the overall work atmosphere at the school. Bass's Transformational Leadership Theory (1985) posits

that leaders who are able to create a harmonious and supportive work environment can motivate their members to work better. In this case, if conflicts between teachers are not managed properly, the work atmosphere created will tend to be negative, which affects the productivity and quality of teachers' work. This less harmonious atmosphere can also hinder the achievement of school goals and lower morale among other teachers.

#### *Existing Conflict Management Strategies*

Although SMPIT Nurul Fajri has implemented several strategies to manage conflicts between teachers, the results of the study show that its effectiveness is still limited. One of the strategies is regular meetings to discuss the problems faced by teachers. However, these meetings tend not to produce adequate solutions, and problems are often not resolved with concrete steps. This is in line with the Conflict Resolution Theory of Fisher and Ury (1981), which states that in resolving conflicts, it is important to seek a solution that is fair and beneficial to all parties involved. If the solution provided is only temporary or not supported by clear actions, the conflict will continue to recur and not be resolved properly.

The application of an individual approach to conflict resolution can also be a less effective strategy, especially for larger or multi-party conflicts. This approach often does not solve the root of the problem, and only resolves the symptoms temporarily. Organizational Justice Theory also states that an approach that focuses only on individuals without involving groups or teams can exacerbate dissatisfaction and increase tensions within the group (Adams, 1965). Therefore, a more inclusive and inclusive approach to conflict management is essential to create a more permanent solution.

#### *Development of More Effective Conflict Management Strategies*

Based on the findings, this study proposes several more effective strategies to manage conflicts between teachers at SMPIT Nurul Fajri. One of the main strategies proposed is conflict management training for teachers. This training aims to improve teachers' ability to manage conflicts in a more constructive and dialogue-based way. The Interpersonal Communication Theory of Guetzkow and Gyr (1954) states that good communication skills between individuals in a group are essential to prevent and resolve conflicts. Training in communication skills will

assist teachers in dealing with tensions and resolving disagreements professionally and peacefully.

In addition, a more structured and open discussion forum is needed between teachers and school management. The forum can be set up as a space where teachers can express their opinions freely without fear or worry, and school management can listen and respond to existing issues. The Theory of Involvement put forward by Vroom (1964) states that the involvement of individuals in the decision-making process can increase their sense of responsibility and commitment to the decisions made. With a transparent and inclusive forum, teachers will feel more valued and better prepared to work together in creating a harmonious work atmosphere.

In this discussion, it was found that conflicts between teachers at SMPIT Nurul Fajri were caused by various factors, including differences in teaching methods, unfair division of duties, and policies that did not involve teachers' opinions. This conflict negatively impacts relationships between teachers, decreases collaboration, and increases stress among teachers. Relevant theories, such as Conflict Theory, Organizational Justice Theory, and Interpersonal Communication Theory, provide a deeper understanding of the causes and impacts of conflict, as well as how appropriate conflict management strategies can improve relationships between teachers. The development of more inclusive strategies, such as conflict management training and structured discussion forums, is expected to create a more harmonious and productive work environment at SMPIT Nurul Fajri.

## **CONCLUSION**

Research on conflict management at SMPIT Nurul Fajri concluded that tensions between teachers are triggered by unfair division of tasks, differences in teaching methodologies, and lack of involvement of teachers in school policy-making. This conflict has a systemic impact on decreased collaboration, increased work stress, and the creation of an uncondusive teaching atmosphere, which ultimately reduces the quality of learning for students. Although schools have made efforts to mitigate through regular meetings, the strategy is considered ineffective because it has not touched the root of the problem in a structured manner. The results of the study emphasized the urgency of developing a more inclusive and

participatory conflict management strategy to improve professional relationships. Key recommendations include the procurement of conflict management training for teachers, the establishment of more formal open discussion forums between educators and management, and the implementation of a fairer reward system to increase the sense of appreciation. With better and transparent conflict management, this Islamic-based school is expected to be able to create a harmonious and productive work environment. Success in reducing this tension will not only improve the emotional well-being of teachers, but also ensure the achievement of higher quality educational goals in a sustainable manner and serve as a reference for similar educational institutions in dealing with their internal social dynamics.

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