A Conflict Management Model to Develop Teacher Performance at Muhammadiyah Wirobrajan III Elementary School, Yogyakarta

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ABSTRACT

This study aims to analyze an effective conflict management model in improving teacher performance at Muhammadiyah Wirobrajan III elementary school Yogyakarta. Conflict in the workplace, especially in educational environments, often affects the productivity and performance of educators. Therefore, good conflict management is very important to create a conducive working atmosphere and improve the quality of teaching. This study uses a qualitative research method by collecting data obtained through in-depth interviews, observations, and document analysis to examine conflict management at Muhammadiyah Wirobrajan III elementary school. This study focuses on how internal conflicts in schools are handled and how these management strategies affect teacher performance. Data collection was carried out through interviews with the principal, teachers, and staff, as well as direct observation of the school environment. The results of the study indicate that unresolved conflicts can hinder teacher productivity, which ultimately impacts the quality of education. Therefore, the application of an effective conflict management model is very important. This study identifies key strategies in conflict resolution, including early detection of conflict, thorough analysis, and selection of appropriate solutions to resolve disputes constructively. The proposed conflict management model emphasizes a collaborative approach, encouraging conflicting parties to work together to find mutually beneficial solutions. This model aims to improve teacher performance, improve teaching quality, and support the achievement of educational goals. This study contributes to the field of educational management, especially in conflict resolution strategies to improve teacher performance.

Keywords: conflict management, teacher performance, school leadership, collaborative approach, educational management.

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INTRODUCTION

In everyday life, the existence of conflict cannot be avoided. The cause of conflict is the mismatch between expectations and reality [1]. Conflict can occur anywhere, be it personal conflict, group conflict, or organizational conflict. Conflict does not need to be feared, in fact its existence is a challenge to be able to resolve it properly. Resolving conflict properly is actually a new strength to be more innovative and has great potential for the development of an organization (Bercovitch, 2019; Furlong, 2020; Jeong, 2018). Conflict is essentially a perception (Robbins & Judge, 2015)[5]. Conflict will not surface if no one is aware of its existence. Conflict often creates oppositional attitudes between the two parties, to the point where the parties involved view each other as obstacles and disruptors to the achievement of their respective goals. The process of a conflict is a conflict or incompatibility in interaction [6]. Conflict is a situation where two or more parties have different perspectives, goals, or interests [7]. Incompatibility that arises from differences in perspective will trigger conflict. Conflict is related to human feelings, including feelings of being ignored, belittled, belittled, and unappreciated. These feelings can at any time trigger conflicts that will affect activities.

Dynamic organizations cannot be separated from the existence of conflict. Conflict is a natural part of the interaction between individuals who have different interests, goals, and views. Organizational conflict is caused by a mismatch between two or more members or groups of the organization that arises because of the fact that they must share limited resources or work activities and/or because of the fact that they have different statuses, goals, values, or perceptions [8].

Conflict management requires a deep understanding of the concept of conflict management in order to establish harmonious relationships. Conflict management is a process of action and reaction taken by the conflict actors or third parties rationally and in a balanced manner, in order to control the situation that occurs between several parties [9]. Conflict management is a process of planning and controlling conditions that are not appropriate and occur between the conflicting parties. Efforts to resolve the conflict are important, so an appropriate resolution model is needed so that the conflict can be resolved completely. An effective conflict management model is a peaceful and sustainable resolution model. Ineffective conflict management can disrupt the balance of resources and damage relationships between individuals involved in the organization.

Every organization that involves many people cannot be free from conflict, including educational institutions. Conflict in educational institutions is a common phenomenon and can arise from various sources. Conflicts and differences of opinion and disagreements in learning methods are common things that cannot be avoided in the dynamics of educational institutions. Educational institutions to achieve success require someone who is tough in managing the institutions they lead in order to realize a conducive organizational climate. Leadership is the main factor in building and encouraging the achievement of educational quality through maximum teacher performance, in accordance with the goals to be achieved [10].

Principal leadership is a determining factor so that every school personnel led has high motivation and energy in facing various changes caused by demands and challenges both internally and externally. One of the major roles of the principal in the school organization is to be able to create a conducive, comfortable work environment, competitive professional work relationships, tolerance, togetherness, a sense of family and solidarity [11]. Being a

principal is not only required to be able to communicate, but also must be skilled in conflict management. The principal as a leader in his institution should have the capacity and way to resolve every problem or conflict that occurs in the school. The principal as a leader in the school can use his power to resolve the conflict that occurs.

The effectiveness and success of a school is determined by the leadership of the principal in leading and providing services and maintaining everything smoothly and continuously in improving teacher performance (Santosa, 2016). The principal must have a high awareness that each school personnel has different characteristics. Heterogeneous characteristics will give rise to various ways of thinking. Such conditions trigger conflicts between personnel in the school. The principal plays a role in helping to manage conflicts in the school. The principal as a leader must be able to develop the ability to resolve conflicts that arise in the school he leads[13].

Education has a very important role, because the essence of education is a conscious effort to develop personality and abilities. Education can produce individuals who are knowledgeable and have skills that can determine their role in the future. Education is a process of interaction that occurs between teachers and students, so teacher performance should receive attention in management because it is closely related to the productivity of school institutions or organizations [14]. Teacher performance plays an important role in an educational institution. Optimal teacher performance has been shown to affect school quality and improve student achievement.

Teachers have a very important role, function, and position in delivering the success of education [15]. Teachers are central figures in the implementation of education in schools. The role of teachers cannot be replaced even by any technology. Teachers play a role as implementers in the teaching and learning process. Teachers are the parties who always deal directly with students so that they have more opportunities to educate students to become an educated generation and have good morals and character.

One of the determining factors that is a benchmark for the success of the educational process in schools is teacher performance. Teacher performance in question is the results of teacher work that are reflected in planning, implementing and assessing the learning process whose intensity is based on the teacher's professional discipline in learning. Factors that influence teacher performance are very diverse and interact with each other. Factors that influence teacher performance include adequate competence, a safe and healthy work environment, opportunities to develop knowledge, work motivation, work discipline, and a sense of belonging [16].

The current low performance of teachers is caused by teaching that is not in accordance with their competencies, overlapping work schedules, and unclear task structures [17]. Factors that influence teacher performance include their abilities, motivation, support received, the existence of the work they do, and the relationship between teachers and the organization [18]. The low performance of teachers at Muhammadiyah Wirobrajan III Elementary School is caused by several factors such as uneven workload, jealousy between teachers, and less harmonious communication.

Improving teacher performance is the most important requirement to improve the quality of education and produce quality graduates. The role of teachers in learning is as facilitators, administrators, supervisors, and motivators [19]. Improving teacher performance can be done in various ways, including by providing various training, assignments, and training that are planned, directed, and sustainable to achieve effective and efficient teacher performance.

Good teacher performance in carrying out their duties and obligations as professional educators can ensure the continuity of a quality and sustainable learning process. Teacher performance is closely related to the learning process and activities, namely learning and teaching activities. The learning process that takes place creatively and pleasantly can encourage students to actively participate in the learning process. Ideal learning must help students develop optimally through various activities that allow students to feel happy, prosperous, and have a better quality of life (well-being) [20]. Learning cannot be separated from the learning components between the learning objectives to be achieved, subject matter, learning methods, learning media, and evaluation.

The main tasks of teachers and additional tasks given to teachers require interaction and cooperation with each other. In the process of interaction, there are gaps or differences in viewing a problem [14]. Such a situation can affect performance and even have an impact on the achievement of school goals, visions, and missions, so appropriate conflict management is needed so that conflicts can be controlled and do not interfere with the activities and performance of each personnel [7]. Conflicts that occur if left alone without a fair and proportional resolution, will grow bigger and drag on. Any conflict, no matter how small, is important to be resolved immediately so that it does not become a conflict that leads to disputes and can result in decreased performance.

Efforts to improve teacher performance through conflict management in several schools have not achieved maximum results[21]. Conflicts still occur frequently in educational institutions. Conflicts in educational institutions can occur between principals and teachers, conflicts between teachers and fellow teachers, teachers and guardians, conflicts between principals and guardians, and even conflicts between students. Conflicts that occur between students can be in the form of discrimination, intolerance, bullying, both verbal and non-verbal, and even physical violence.

Data from the Education Report Card released by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) shows that the school security climate indicator has decreased. A decrease of almost three points for junior high school level, which was originally 68.25 to 65.29. A drastic decrease of more than five points for senior high school level, which was originally 71.96 to 66.87 (Kompas, 2023). Although there has been a decrease in the school security climate indicator, the percentage shown in the education report card is still high. Along with the issuance of Permendikbudristek Number 46 of 2023 concerning the Prevention and Handling of Violence in Educational Units (PPKSP) in August 2023, it is hoped that it will be able to prevent violence in schools.

Conflicts between parents and teachers can be caused by various factors, such as differences in views, cultural backgrounds, parenting styles, differences in goals and expectations, and ineffective communication from each party [22]. High workloads and pressure to achieve educational targets can also worsen the situation. The diverse backgrounds of parents make their ways of thinking diverse, thus creating the potential for conflict [23].

The many conflicts that occur can disrupt a conducive learning climate, damage harmonious relationships, reduce the quality of learning, and have negative psychological and emotional impacts on the individuals involved [24]. Conflicts that are not handled properly will also have an impact on anxiety, stress, depression, discomfort, and even violence. Based on data from the Federation of Indonesian Teachers' Unions (FSGI) submitted through a written statement to Kompas.com (2024), cases of violence in educational units in 2023

increased and reached 30 cases. The role of the principal as a leader of an organization in a school must be able to resolve existing conflicts and control them.

Good management is needed to manage conflict in an organization or school [25]. In conflict resolution, there are several important elements, if arranged systematically, it will have a positive impact on the progress and development of educational institutions. Conversely, ignoring conflict can have a negative impact on the development of students and damage the good name of educational institutions, as well as result in a decrease in the level of public trust. Establishing good cooperation within an organization is an urgent matter. This means that the achievement of the goals of an organization in an educational institution is highly dependent on harmonious cooperation between its members. In an organization, the more harmonious the cooperation between members, the higher the level of productivity [26].

Managing conflict is an activity to avoid differences of opinion, maintain communication with other parties that is carried out continuously and integrated into other work units, so that organizational goals can run effectively and efficiently [26]. The challenges that occur due to very rapid changes in society require serious, sustainable management from the principal and taking creative and innovative steps to adapt to developments in the times. Given the many factors that cause conflict in an educational institution, the principal is expected to be able to manage existing resources and be able to manage conflicts in the educational institution he leads. Therefore, the manager's task in this case is not only to reduce conflict, but how the leader or manager manages the conflict in order to find the most beneficial method or strategy for the progress of the organization.

This research is motivated by the need to resolve conflicts that occur among teachers at Muhammadiyah Wirobrajan III elementary school, Yogyakarta City. Effective conflict management can create a more harmonious and collaborative work atmosphere, which will support improved teacher performance. This research focuses on the development of a conflict management model applied at Muhammadiyah Wirobrajan III elementary school. The selection of Muhammadiyah Wirobrajan III elementary school as the research location is based on the real conditions faced by the school in managing conflicts and the importance of the role of teachers in creating a quality learning environment. This research is expected to contribute to formulating practical and theoretical solutions that can be used by other schools with similar problems. Therefore, researchers are interested in conducting research related to conflict management and teacher performance with the title "Conflict Management Model to Develop Teacher Performance".

METHOD

This study uses a qualitative research method. Qualitative research is research in the form of words. Meleong explains that qualitative research is research that will collect data in the form of words obtained through interviews with people and observed behavior [27]. Qualitative research is a research approach that aims to understand and explain social phenomena in depth through interpretation of the context, experience, and perspective of individuals involved in the phenomenon. Qualitative research focuses on the meaning, social construction, and complexity of the phenomenon being studied [28]. The main purpose of qualitative research is to gain a deep understanding of the phenomenon being studied. This research was conducted at Muhammadiyah Wirobrajan III elementary school. The reason the researcher took Muhammadiyah Wirobrajan III elementary school as the research location

was because the researcher saw that there were often conflicts at the school. This is due to several factors such as the large number of teachers, the location of the school which is densely populated, and so on. Data notes according to evidence of truth, materials used as research support. There are two types of data sources, namely primary and secondary [29]. The data sources in this study are primary and secondary sources. The primary data sources in this study were obtained through in-depth or semi-structured interviews; the researcher conducted interviews with the head of synchronization, head of education staff, head of student affairs, head of religious affairs, head of finance, principal and two teachers at Muhammadiyah Wirobrajan III elementary school. Secondary data is an indirect data source, namely through other people or documents, such as activities obtained through the mass media. The data analysis technique used in this study is the data analysis technique with the Miles & Huber case study approach which consists of four stages, namely the data collection stage, data reduction, data presentation, and verification or conclusion drawing stage[30].

Data analysis in this study utilized Atlas.ti 9 software to design a concept map of the conflict management model to develop teacher performance at Muhammadiyah Wirobrajan III elementary school, Yogyakarta City. The stages carried out by the researcher in this process are as follows: 1) Data Collection. The researcher collected data from various sources related to Muhammadiyah Wirobrajan III elementary school in the context of conflict management. 2) Initial Data Processing. The researcher conducted initial data processing including organizing, coding, and monitoring the relationship between data. 3) Data Analysis Using Atlas. Ti 9. The researcher identified patterns, themes, and relationships that emerged from the collected data. 4) Formation of Concept Maps. The researcher compiled a concept map that reflects the findings of the data analysis. Use the Atlas.Ti 9 feature to comprehensively visualize the relationships and concepts that emerged. 5) Validation of Concept Maps. The researcher validated the concept map through a review process and discussion with related parties or experts to ensure the accuracy and validity of the interpretation of the results. 6) Preparation of conclusions and recommendations. The researcher presents the conclusions of the concept map of the conflict management model at Muhammadiyah Wirobrajan III elementary school. Provide relevant recommendations to support the conflict management model.

RESULTS AND DISCUSSION

Muhammadiyah Wirobrajan III elementary school, as part of efforts to improve teacher performance, it is important to develop an effective conflict management model. This model aims to provide concrete steps in handling and resolving conflicts, with the hope that a good resolution can improve relationships between teachers, improve their performance, and create a more harmonious work environment. The results of this study were obtained through a series of in-depth interviews with various sources at Muhammadiyah Wirobrajan III elementary school. During the interview process, the researcher gained a deeper understanding of the strategies and steps taken by the school in resolving conflicts at Muhammadiyah Wirobrajan III elementary school.

The first step in conflict resolution is to identify the source or root cause of the conflict. In a school context, this could include differences of opinion regarding teaching methods, division of tasks, or communication problems between teachers. This identification process involves observing and gathering information from the parties involved to understand

the dynamics that are occurring. At this stage, it is important to identify the type of conflict that is occurring, for example interpersonal conflict, intergroup conflict, and the location of the conflict within the work environment.

Once the source of the conflict has been identified, the next step is to analyze the causes of the conflict in depth regarding teacher performance and the overall work environment. In this stage, it is important to understand the extent to which the conflict affects student motivation, job satisfaction, and learning outcomes. This root cause analysis also includes finding the main sources of conflict and the potential triggers for the conflict.

After understanding the roots, causes, and impacts of conflict on the performance of individuals or groups involved, the next process is to determine a conflict resolution strategy that is appropriate to the situation and goals that have been set, as well as the relationship between the parties involved. Choosing the right strategy will affect the outcome of the conflict resolution. Some strategies that can be chosen include avoiding, giving in, compromising, or collaborating. Each strategy has advantages and disadvantages depending on the context and level of urgency of the conflict.

The next step is to develop an action plan to resolve the conflict. This plan should include concrete steps that the parties must take to improve relations and prevent similar conflicts from occurring in the future. The plan should also include a timeline and resources needed for implementation. The next stage is the evaluation and follow-up of the plan that has been prepared. The parties involved must ensure that the agreed solution is implemented properly. This process also involves monitoring to see if the conflict can actually be resolved and whether the changes implemented have a positive impact on teacher performance.

The last stage is improvement and prevention. To avoid similar conflicts in the future, it is necessary to make fundamental system improvements in the aspects of communication, roles, and school policies. Improving internal communication, such as providing clear and open information, can reduce misunderstandings and strengthen relationships between individuals or groups. In addition, improvements in the arrangement of clearer roles and responsibilities will minimize confusion, thereby minimizing the potential for conflict. Schools need to revise policies or procedures that may be a source of tension, by ensuring that the policies implemented are fair and transparent. With these improvement steps, schools can create a more stable and conducive work environment, and prevent conflicts that can interfere with performance.

The views from various parties provide a broader picture and combine diverse perspectives, so that a holistic picture is formed regarding the school's efforts in handling and overcoming the conflicts that occur. With the variety of perspectives obtained from the interviews, it is seen that this school is able to resolve and find a conflict management model to develop teacher performance. Through an approach based on open communication, fair negotiation, and a commitment to mutually beneficial solutions, this model is expected to improve overall teacher performance. The success of this model of course depends heavily on the active participation of all parties involved and the commitment to continue to maintain cooperation and harmony in the workplace. Therefore, consistent implementation and continuous evaluation are key to ensuring that conflicts can be managed well, thus creating a conducive atmosphere for teacher professional development and improving the quality of education in schools.

The Conflict That Occurred at Muhammadiyah Wirobrajan III Elementary School

Conflict is an unavoidable dynamic in an organization, including at Muhammadiyah Wirobrajan III elementary school. Based on research findings, there are several conflicts that need special attention, both internal between teachers and external with parents and the surrounding environment. These conflicts are urgent to be resolved immediately because they can have a direct impact on teacher performance and the work atmosphere at school [31]. In this discussion, these conflicts will be analyzed based on their level of urgency and relevance to efforts to improve teacher performance.

The conflict that occurred at Muhammadiyah Wirobrajan III elementary school shows the dynamics that are typical of an educational unit. Internal conflicts, such as disharmony between new and senior teachers, are often triggered by gaps in work culture adjustments (see appendix 3 page 104). New teachers tend to have difficulty understanding existing expectations and norms, while senior teachers are less proactive in providing guidance (see appendix 3 page 105). On the other hand, external conflicts with parents or the surrounding community are more often triggered by differences of opinion on school policies, such as rules, parking arrangements, and religious activities (see appendix 3 page 106). These conflicts are considered urgent because they have a direct impact on teacher performance and the school's image in the eyes of the community.

Conflicts that are not immediately resolved can have a significant impact on teacher performance[14]. Tensions between teachers, for example, can reduce the effectiveness of collaboration in lesson planning or carrying out school assignments (See Appendix 3, page 108). Teachers who feel unsupported by colleagues or feel isolated from the work community tend to lose motivation, which ultimately affects the quality of teaching. External conflicts with parents or the community can also disrupt teachers' work focus, especially when the complaints or tensions involve them directly.

To resolve the conflict that occurs, a conflict management model is needed that is not only able to identify the problem, but also provides strategic solutions that are appropriate to the organizational context. This model must be able to facilitate communication between the parties involved in the conflict and encourage collaboration to find solutions. For example, a mediation-based approach can be used to resolve internal conflicts between new and senior teachers, while an open communication-based approach can help manage complaints from parents or the surrounding community.

Effective conflict resolution not only solves existing problems but also contributes to improving teacher performance [32]. When conflict is managed well, teachers feel more appreciated and supported, thus creating a more conducive work environment [33]. This in turn increases motivation, productivity, and collaboration among teachers. In addition, harmonious relationships with parents and the community also strengthen trust in the school, which ultimately creates a more positive learning atmosphere for students [34].

By managing conflict effectively, Muhammadiyah Wirobrajan III elementary school can not only solve existing problems, but also create a healthier work culture. Implementing the right conflict management model will be a strategic step to improve teacher performance while strengthening the relationship between the school and the community.

Analyzing Conflict to Improve Teacher Performance

Conflict in educational organizations is not only a challenge, but also an opportunity to improve performance if managed properly. At Muhammadiyah Wirobrajan III elementary

school, various conflicts that occur, both internal and external, have a direct impact on the work environment and teaching effectiveness. In this discussion, conflicts will be analyzed based on the causal factors, their impact on teacher performance, and the potential for conflict management strategies to turn challenges into opportunities for improvement.

Internal conflicts among teachers are often influenced by differences in mindset, work experience, and communication [35]. One example found is the gap between senior teachers and new teachers. New teachers often find it difficult to adjust to a long-established work culture, while senior teachers are less proactive in guiding their new colleagues. This situation creates tension that has the potential to hinder collaboration in lesson planning and the implementation of school tasks. If not handled immediately, this kind of conflict can reduce teacher work motivation and reduce the quality of teaching in the classroom [36].

Meanwhile, external conflicts with parents or the community also have a significant impact on teacher performance [37]. Examples include parents' dissatisfaction with school policies or community complaints regarding shared facilities, such as parking areas. This kind of tension not only affects the image of the school but also disrupts teachers' concentration and focus in carrying out their duties. In some cases, teachers become directly involved in the conflict, which ultimately increases work stress and reduces their productivity.

Unmanaged conflict can be a serious obstacle to teacher performance. When the work environment is filled with tension, teachers tend to lose their work spirit, which ultimately affects the quality of interaction with students and learning outcomes. On the other hand, if conflict can be managed with the right approach, it can strengthen relationships between individuals and create a more conducive work atmosphere [38]. Therefore, conflict management is not only important for solving problems but also for creating synergy in achieving educational goals.

Efforts to improve teacher performance through conflict management require conflict management strategies that are in accordance with the characteristics of educational organizations. One strategy that can be applied is mediation, where the parties involved in the conflict are brought together to find a common solution. In addition, communication training and the development of an inclusive work culture can help reduce the gap between new and senior teachers. External conflict, an open communication-based approach and participatory dialogue with parents and the community can be used to build trust and create harmonious relationships [39].

Effective conflict management not only solves existing problems but also has a long-term impact on teacher performance [40]. Teachers who work in a harmonious environment tend to have higher motivation, better productivity, and more positive relationships with students. In addition, good conflict management also strengthens the school's image as a professional and trusted institution, which in turn supports the creation of an optimal learning atmosphere [41].

Analyzing the conflict in depth and implementing the right conflict management strategy, Muhammadiyah Wirobrajan III elementary school can turn challenges into opportunities to improve teacher performance. A planned approach based on effective communication will provide results that not only resolve conflicts but also strengthen a positive work culture in schools.

Conflict Management Model at Muhammadiyah Wirobrajan III Elementary School

Conflict management model is an important part of efforts to create a harmonious work environment and support the improvement of teacher performance. In Muhammadiyah Wirobrajan III elementary school, various conflicts that arise, both internal and external, require the right approach so as not to hinder the learning process and the relationship between the school and its community. In this discussion, it will be explained based on the results of the study and adjusted to the characteristics of the conflict in this school.

Managing internal conflicts between teachers, especially between new and senior teachers, a mediation-based approach and communication training can be applied [42]. Mediation allows the parties involved to discuss their problems with the help of a mediator, such as a principal or team coordinator. Communication training can also help improve teachers' interpersonal skills so that they are better able to understand their colleagues' perspectives. In addition, building a collaborative work culture through activities such as group discussions or joint training can also reduce gaps and increase solidarity among teachers [43].

External conflicts, such as tensions with parents or the surrounding community, an open communication-based approach is the main strategy [44]. For example, schools can hold regular meetings with parents to convey school policies transparently and listen to their input. Participatory dialogue with the surrounding community is also important to ease tensions related to the use of shared facilities, such as parking areas. This approach not only helps resolve existing conflicts but also builds trust and a sense of belonging to the school among the community.

In addition to resolving existing conflicts, prevention strategies also need to be implemented to minimize the potential for future conflicts. One preventive measure is to establish clear communication procedures, such as a structured complaint mechanism for parents and teachers. Forming a conflict management team consisting of representatives from teachers, principals, and school committees can also help anticipate and respond to conflicts proactively [45]. In addition, involving teachers and parents in decision-making related to school policies can create a sense of involvement and reduce the potential for disagreement.

The principal has a central role in managing conflict at Muhammadiyah Wirobrajan III elementary school. As a leader, the principal needs to act as a facilitator who can bridge the differences between the parties involved. In addition, the principal is also able to provide an example in effective communication, support teacher professional development, and ensure that all policies taken are oriented towards the common interest. Inclusive and adaptive leadership is the key to creating a conducive and harmonious work environment [46].

Ensuring the effectiveness of conflict management, evaluation and monitoring need to be carried out periodically. This evaluation can involve measuring the impact of strategies on teacher performance, work atmosphere, and relationships with the community. In addition, feedback from teachers, parents, and the community can also be used as material to improve the strategies that have been implemented. With a sustainable approach, schools can create a conflict management system that is more responsive and relevant to the needs of the organization [47].

With an effective conflict management model, Muhammadiyah Wirobrajan III elementary school can create a more harmonious work environment, support teacher performance, and strengthen relationships with the community. A comprehensive approach is

the key to optimally managing the dynamics of educational organizations. Success in managing this conflict not only has a positive impact on teacher performance, but also on achieving overall educational goals. The use of a conflict management model not only helps maintain harmony between students, teachers, and employees, but also encourages the development of important social skills for all school residents. This shows the school's commitment to creating an inclusive, safe, and comfortable learning environment for all parties, thus impacting the development of teacher performance.

CONCLUSION

Conflict is an unavoidable dynamic in an educational organization, including in Muhammadiyah Wirobrajan III elementary school. Based on the research results, the conflicts that occur in this school can be categorized into two main types, namely internal conflict and external conflict. Internal conflict involves interactions between teachers, especially between new teachers and senior teachers, which are often triggered by differences in work styles, ineffective communication, and gaps in adaptation to organizational culture. Meanwhile, external conflict involves the relationship between the school and parents and the surrounding community, which is often influenced by differences in perceptions of school policies and the use of shared facilities.

Conflict that is not managed well has a negative impact on teacher performance. Tensions between teachers can reduce the effectiveness of collaboration, lower work motivation, and affect the quality of learning in the classroom. External conflicts, such as tensions with parents, can also disrupt teachers' concentration in carrying out their duties. However, if conflict is managed with the right approach, this situation can be an opportunity to improve interpersonal skills, strengthen a collaborative work culture, and create a more conducive work atmosphere.

This study successfully identified relevant conflict management strategies to be implemented in Muhammadiyah Wirobrajan III elementary school. These strategies include a mediation-based approach to resolve internal conflicts, communication training to improve teachers' interpersonal skills, and participatory dialogue to bridge external conflicts. This approach focuses not only on conflict resolution, but also on prevention through the establishment of an inclusive work culture and transparency in decision making.

The conflict management model proposed in this study aims to create a more harmonious environment by integrating approaches that are appropriate to existing needs and conditions. This model combines four main approaches, namely accommodation, collaboration, compromise, and avoidance. The conflict management model proposed at Muhammadiyah Wirobrajan III elementary school begins with an accommodation approach, where the parties involved in the conflict prefer to give in in order to maintain good relations and harmony in the school environment. This approach is applied when one party feels that conflict resolution is not comparable to the impact caused and prioritizes the sustainability of positive relations.

Collaboration is used in more complex situations, where both parties work together to find a mutually beneficial solution by involving open communication and a deep understanding of each other's needs. If both parties have almost equal interests but cannot be fully met, compromise becomes an option, where both parties make concessions to reach a

fair resolution for all parties. Avoidance is applied in situations where the conflict is considered not important enough or not worth discussing further, with the aim of reducing tensions temporarily. By integrating these four models, Muhammadiyah Wirobrajan III elementary school can manage conflict flexibly and effectively, create a more harmonious environment, and support the achievement of better educational goals.

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