INTERPERSONAL CONFLICT BETWEEN STUDENTS IN SCHOOL: HOW DO THE PRINCIPALS RESOLVE IT?

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Abstrak

Kepala sekolah merupakan penentu masa depan lembaga sekolah. kegagalan dan keberhasilan suatu lembaga sekolah banyak ditentukan oleh kepala sekolah. Kepala sekolah sebagai seorang yang menentukan titik pusat suatu lembaga sekolah yang memiliki peran yang kompleks diantaranya dalam menyelesaikan konflik. Konflik yang sering terjadi di sekolah adalah konflik interpersonal antar siswa. Konflik yang sering terjadi karena adanya sebuah perselisihan dan perbedaan antar siswa satu dengan siswa yang lainnya. Penelitian ini menggunakan pendekatan kualitatif dengan jenis deskriptif. Hasil penelitian menunjukkan bahwa Faktor terjadinya konflik interpersonal siswa disebabakan oleh adanya sebuah perselesihan, adanya sebuah perbedaan pendapat saat bediskusi kelompok, adanya perbedaan prestasi yang kurang pandai dan yang pandai serta adanya perbedaan dari segi latar belakang ekonomi siswa. Strategi dalam pengelolaan konflik interpersonal antar siswa dengan tiga strategi, strategi penyelesaian konflik dari guru wali kelas, penanganan dari guru BK, kemudian strategi penyelesaian konflik dari kepala sekolah sebagai solusi terakhir dari penyelesaian konflik yang terjadi pada siswa. Peranan kepala sekolah dalam pengelolaan konflik interpersonal antar siswa adalah menganalisis konflik, evaluasi konflik dan pemecahan suatu konflik yang dialami oleh siswa yang terlibat dalam konflik.

Kata Kunci: *Konflik, Konflik Interpersonal, Peran Kepala Sekolah*

Abstract

The principal is the determinant of the future of the school institution. The failure and success of a school institution are largely determined by the principal. The principal is a person who determines the central point of a school institution which has a complex role, including resolving conflicts. Conflicts that often occur in schools are interpersonal conflicts between students. Conflicts often occur because of a dispute and difference between one student and another. This study uses a qualitative approach with a descriptive type. The results showed that the factor of the occurrence of student interpersonal conflicts was caused by a dispute, a difference of opinion during group discussions, the difference in achievement between the less intelligent and the intelligent, and the differences in the economic background of the students. Strategies in managing interpersonal conflicts between students with three strategies, conflict resolution strategies from homeroom teachers, handling from BK teachers, then conflict resolution strategies from school principals as the final solution to resolving conflicts that occur among students. The principal's role in managing interpersonal conflicts between students is to analyze conflicts, evaluate conflicts and resolve conflicts experienced by students involved in conflicts.

Keywords: *Conflict, Interpersonal Conflict, Principals' Role*

INTRODUCTION

Conflict is motivated by individual differences when interacting, these differences include knowledge, intelligence, beliefs, and so on. Conflict is natural and not none in education who has never experienced a conflict between its members or with their superiors. Education is a conscious and planned effort to be able to provide guidance or assistance in reaching maturity and achieving goals so that students can carry out their duties. his life independently.

In the world of education, conflict is a natural thing as long as it does not use elements of coercion and violence as a solution. Conflicts can be encountered accidentally, whether the conflict is realized or not. Everywhere someone is present, conflict may occur. conflict can happen because of yourself or cause by someone else.

The principal as a leader must understand what factors can lead to conflict, either individual conflict or group conflict. Knowing the conflict factors that occur, will make it easier for the principal in carrying out his duties and resolving any problems that arise in his institution so that it triggers a conflict.

By knowing the factors that cause conflicts, the principal must have a strategy for resolving the conflicts that occur. Conflict resolution strategies so that they can be resolved properly. The activity plan is carefully and precisely formulated at the beginning of the activity, according to the causes of the conflict.[1]

The main problem of educational services is related to increasing the effectiveness of the principal's leadership. The principal as a leader in the school has an important responsibility in solving problems to be able to realize the vision, mission, and goals of the school. [2] Understanding the factors that cause conflicts that occur in schools will make it easier to resolve conflicts that occur so that they will get positive developments. In the world of education which is never free from conflict, then in need conflict management functions in schools, implementation of conflict management and conflict management strategies.

The environment of educational institutions often occurs in conflicts that can hinder or hinder the interests of others, especially between students. Conflicts that often occur in schools are conflicts interpersonal. Conflicts that occur in the school environment which is a gathering place for students with different cultures and customs. Therefore, the gap between individuals cannot be avoided, so there is a conflict.

Conflict interpersonal is a conflict that occurs because of differences in personal factors (personality). Conflict interpersonal or conflict between two or more people caused by many factors, which often occurs in conflict interpersonal is because of the difference. [3] Conflict interpersonal can be influenced by an individual's perception of a communication interpersonal so this thing needs how to manage. Conflict occurs because of failure of interaction (communication) caused by different individual perceptions. This conflict can be corrected if a person realizes that his perception is

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[1] Weni puspita, "*Manajemen Konflik (Suatu Pendekatan Psikologi,Komunikasi dan Pendidikan)*", (Yogyakarta: Deepublish, 2012), 116.

[2] Hendrikus Nai & Wiwik Wijayanti, "*Pelaksanaan Tugas dan Fungsi Kepala Sekolah Pendidikan Menengah Negeri*", Jurnal Akuntabilitas Manajemen Pendidikan, Vol. 6, No. 2, September 2018, 2.

[3] Gusti Ayu Agung Desy Aristantya Dewi & Made Artha Wibawa, "*Pengaruh Konflik Interpersonal dan Beban Kerja terhadap Setres Kerja pada Kantor Sekretariat Daerah Kota Denpasar*", Jurnal Manajemen Unud, Vol. 5, No. 8, 2016, 2.

wrong and will be better if he knows that perception tends to be wrong. Conflict interpersonal is also a conflict that often arises in the school environment. So that it requires proper handling so that conflicts experienced by students can be resolved properly and do not lead to acts of violence, especially involving friends or groups such as student fights.

In this global era, with increasingly rapid technological advances and having entered the digital world, the interaction between humans as social beings is getting easier. Different views, values, and goals are very vulnerable to triggering a conflict. A conflict is not something we have to avoid, but how we can manage the conflict so that the conflict can be resolved.[4]

Student conflict is a conflict that occurs in the world of education, the potential for student conflicts that occur in schools can increase due to student conflicts themselves. The conflict between students occurs because of cause and effect, many factors can lead to conflict, for example, there are differences of opinion between one student and another.

The ability to manage conflict is an ability that often attracts the attention of principals intensively. This is because managing existing resources often collide with various conflicts that have occurred such as conflicts interpersonal. [5] In dealing with conflict, of course, each individual has his way, both a constructive and destructive way. Conflict resolution is also carried out to avoid a bigger conflict. Conflict interpersonal What happens will essentially hinder the development of students in learning and socially. In general, conflict interpersonal Unfinished business can create distance between students who have been involved in conflict interpersonal, even widen into group divisions. This happens because some students refuse to express conflict interpersonal faced.

The process of conflict interpersonal starts from a conflict of views, interests, actions, personalities, unclear communication, or provocation from other parties. After an individual responds to conflict, it will start a smooth resistance until resistance open. Finally, the conflict will have an effect, either positive or negative, depending on how the settlement is done.

A solution that is seen by someone using all knowledge, attitudes, and skills in creating communication and interaction relationships can make the parties involved feel safe from each other from threats, feel valued, and can create a conducive atmosphere and get the opportunity to be able to develop their potential in conflict resolution efforts.[6]

In this study, the researchers chose SMPN 4 Pamekasan as the research location. Because at school there is conflict interpersonal has often happened, the researcher wants to know the problems of the conflict that occur. The resolution of conflicts that occur in schools is resolved by deliberation together with counseling guidance teachers (BK) and parents of students. Parents of students are given a summons letter to the school so that conflicts that occur can be resolved properly. The principal plays a role in

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[4] Ainur Rofiq,"*Manajemen Konflik dalam Meningkatkan Kedisiplinan Guru*", Jurnal Manajemen Pendidikan Islam, Vol. 3, No. 2, 2018, 2.

[5] Ahmad Muslim, " *Manajemen Konflik Interpersonal di Sekolah*", Jurnal Paedagogy, Vol. 1, No. 1, 2014, 1.

[6] Rusdiana, "*Manajemen Konflik*", (Bandung: CV. Pustaka Setia, 2015), 182.

resolving conflicts. Because when the principal is directly involved in dealing with conflict, the conflict will quickly occur solved to create an effective educational process.

In settings of school, often we find fight cases, action bullying, or brawls that occur due to conflict interpersonal. This happens because of the lack of knowledge and skills of students in solving conflicts. So in need of students' skills in solving conflicts. So it is necessary to have a special skill to not only deal with problems but also be able to solve these problems.

According to Mr. Saiful Anam, conflicts in schools often occur. The emergence of a conflict caused by various forms of conflict needs strategies in conflict management so that mistakes don't happen to understand between the two parties. Therefore, efforts to management Conflicts in schools are very important because they can have a major effect on the implementation of educational activities in schools, therefore there is a need for handling that must be done by the principal in managing a conflict that occurs.[7]

Actually, this research is not the first time. There have been several other studies that have investigated the same theme, either in the form of theses, journals, or articles as follows: *First*, thesis research written by Raden Fatah State Islamic University (UIN) student, entitled "Overcoming Interpersonal Conflict Using Rational Emotive Behavior Therapy Group Counseling". It describes the problem of interpersonal conflict which is in common with the research that the author examines. While the difference is that this research is more directed to counseling guidance while the researcher is more directed to the role of the principal in overcoming interpersonal conflicts.

Second, the journal was written by A. Mufirah Nurul Kusuma Wardhani and Andi Agustang, with the title "The Role of Homeroom Teacher in Resolving Conflicts Between Students at SMA Negeri 1 Pinrang". It describes the resolution of conflicts between students. This is an equation with the research that the author has examined. Meanwhile, the difference is that the role of the class teacher is the homeroom teacher, while this study focuses on the role of the school principal.

Third, a research thesis was written by a student at the Islamic University of Sultan Syarif Kasim Riau, entitled "Conflict Management Style in Resolving Interpersonal Conflicts for Educators at Madrasah Aliyah Diniyah Puteri Pekan Baru". This study focuses on the interpersonal conflicts of educators. The similarities are in terms of themes, namely interpersonal conflicts. While the difference is in the way of completion where this study uses a management style method while the researcher uses the principal's strategy.

RESEARCH METHODS

This type of research approach is qualitative. According to Bodgan and Taylor in Lexy J. Moleong, the qualitative research method is a research procedure that produces descriptive data in the form of written and spoken words from the observed behavior. As for this type of research the author uses descriptive. This research was conducted at SMPN 4 Pamekasan, which became the source of data from interviews with homeroom teachers, students, Guidance and Counseling teachers, and principals at SMPN 4 Pamekasan.

In this study, data collection techniques are one of the main activities carried out by researchers with the following techniques: a) Interviews In this study, researchers

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[7] Saiful Anam, The Principal Of SMPN 4 Pamekasan, *Direct Interview at* 3th December 2020.

used unstructured interviews, where the questions asked were not predetermined so that researchers received more in-depth information. This interview was conducted with homeroom teachers, students, Guidance and Counseling teachers and principals at SMPN 4 Pamekasana regarding students' interpersonal conflicts. b) Observation In this study, the researcher used non-participant observation (not participating), because student interpersonal conflicts do not occur every day at school and the researcher is not part of the SMPN 4 Pamekasan institution. c) Documentation, in this study, the researcher also uses documentation because it supports and completes the data that has been obtained and is completely valid.

In this study, the data analyzed were data collected in notes or interview transcripts, field notes or the results of observations and documentation. The stages of data analysis were carried out at the time of data collection and after data collection as a whole. The stages are as follows: a) Condensation of data, b) Presentation of data, and c) Drawing conclusions and verification of data is the process of formulating the meaning of the research results expressed in short sentences, solid and of course easy to understand. The techniques for checking the validity of the data are, a) extension of participation, b) persistence of observation, c) triangulation of sources and methods.

RESULTS AND DISCUSSION
Factors Causing Interpersonal Conflict Between Students at SMPN 4 Pamekasan.

Conflict is a conflict, dispute, and difference of understanding between individuals that occur in social and organizational life which can have a negative or positive impact and this depends on how the leader manages the conflict. [8] Conflict is a problem caused by someone. The existence of a difference between individuals will be a factor causing conflict.

Educational institutions are not free from problems, whether they arise from the school administration, teachers, facilities and infrastructure, students, and other cases. However, this is a problem or conflict in the scope of students which causes various kinds of conflicts.

The factor of interpersonal conflict between students in SMPN 4 is because of the differences between students. These differences are in terms of differences of opinion during group discussions, differences in student achievement, and student economic differences. These differences can cause reactions from these students as a form of effort to get a good reputation from the teacher. But in the end, because there are many differences between students, it will trigger student conflicts.

Differences of opinion during group discussions during learning can lead to conflict. Because of these differences, they are reluctant to communicate with students. Because students feel that during group discussions it is a competition to get high marks from the teacher during the learning process.

Economic differences or student backgrounds can also cause conflicts between students in the classroom because they have the same personality as other students. Several students are from the class of capable people, thus making these students less sociable and interacting with other students who are considered unequal to themselves

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[8] Amin J. Al-Fatih, *"Strategi Kepala Madrasah dalam Mengelola Konflik di MA Al-Hikmah Jakarta"*, (UIN Syarif Hidayatullah Jakarta, 2020), 14.

because some students are also underprivileged. This can cause students to be reluctant to communicate it can trigger conflict.

The conflict that occurred in SMPN 4 can be analyzed that the conflict that occurs in these students is a type of conflict that arises between students who feel there is a discrepancy so it is called interpersonal conflict. This interpersonal conflict needs to be resolved by motivating students, advising, providing direction, and encouraging students to accept differences so that they do not interfere with the teaching and learning process of students in the classroom.

Interpersonal conflict is a conflict that occurs in students caused by a difference in students' thoughts such as students attitudes and emotions. Conflicts often occur because of disputes between students.

Table 1.3 Incidents of interpersonal conflict between students:

No	Conflict Event	Impact
1	Difference of opinion during group discussion	don't want to communicate with each other
2	Differences in student achievement	Lack of self-confidence so that negative thoughts among students because they perceive a competition.
3	Student economic differences	Lack of socializing and rarely interacting with other students because they are considered unequal to themselves.

One of the factors that cause students interpersonal conflicts is students emotions. In adolescence, emotions at these ages are very easily influenced by other people, because at the age of puberty, children's emotions are not unstable so it is easy for their emotions to rise quickly. Misunderstanding between students can also trigger conflict. This is the cause of psychological pressure on students. Individuals, in general, have different characteristics, in this case, students who are interacting even though the goal is just joking but the perception of the recipient of the communication is wrong, so most likely that is the wrong perception of the recipient. In other words, conflict can occur. When there is an interactive process between students, but in this case, there is one student who has a different perception, conflict cannot be avoided.

Strategies in Overcoming Interpersonal Conflicts Between Students at SMPN 4 Pamekasan

Every problem or conflict that occurs in an institution, especially in educational institutions, of course, has a strategy or way to overcome it in managing conflicts between students.

Strategies in dealing with effective conflict within a school organization can be resolved in various ways, depending on how the school manages the conflict so that it becomes a solution to resolving the conflict.[9]

Strategy is the main factor used by schools to be able to develop institutional effectiveness. Conflict management strategies are needed in an organization so that

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[9]Ibid., 25

conflicts that occur can be resolved properly they can lead to positive things for the continuity of a school organization.

Sometimes conflict is not well received, therefore conflict must also be managed properly so that conflict can bring change, and development and increase student learning motivation. There are many ways to resolve conflicts, such as opening up, accepting feedback, and putting trust in others.

Conflicts will occur anywhere and anytime, but problems there must be a way of solving them like homeroom teachers in managing conflicts that occur at SMPN 4, namely overcoming by finding and finding a problem that occurs and reconciling students in conflict. In general, SMPN 4 uses three strategies to deal with student interpersonal conflicts: First, student conflicts are handled by the homeroom teacher. Second, it is submitted to the Guidance and Counseling teacher. Third, conflicts are handled by the principal, which is the last step if the homeroom teacher and Guidance and Counseling teachers have not been able to find conflicted students.

First, the homeroom teacher in dealing with students involved in the conflict was called in and then given directions on how to resolve the conflict that was being experienced and advised so that the incident would not happen again. If one or three times a warning is given, it still repeats again, it will be submitted to the guidance and counseling teacher.

Second, in resolving conflicts between students, the first step is to call the students involved into the Guidance and Counseling room and invite the students involved to explain the conflict that is happening in turn. Then the guidance and counseling teacher provides awareness about the problems of each conflicting party in a subtle and patient way. If up to three are given a warning but keep repeating it again, it will be submitted directly to the principal as the final solution to the problems that occur.

Third, the principal in resolving conflicts between students, the first step is the same as the homeroom and guidance and counseling teachers calling the students concerned into the principal's room and then providing guidance, motivating, and advising him so that the current conflict does not happen again. If the student still violates it, he will be punished by writing a statement of violation and asking for parental signatures, and calling the parents of students involved in school to discuss the conflict that is happening to the student.

The State Junior High School (SMPN) 4 Pamekasan is good at managing conflict and using strategies to resolve the ongoing conflict by identifying the problem, consulting the parents of the students involved and the parties involved such as the homeroom teacher, and guidance and counseling teachers to be able to solve the problem. conflicts and find solutions to resolve conflicts that are currently happening. Overall, the management of student conflicts at SMPN 4 is carried out according to their respective sections which are then submitted to the principal as the last step in handling conflicts that occur.

Strategy in overcoming conflict is a step in achieving peace in a problem that occurs. Overcoming a conflict can be done by creating a relationship and positive thinking toward students and fostering self-confidence and being able to establish good communication between others.

In an effort to provide solutions related to how the school strategy in resolving conflicts that occur so that it does not become a prolonged conflict, this is a way that can be taken or carried out by the principal as the holder of the highest position in educational institutions to mediate in overcoming problems faced.

In general, strategies for managing interpersonal conflicts between students are as follows: a) The Lose-Lose approach to dealing with this conflict is that both parties to the conflict suffer losses or both lose. This approach can be taken in several forms: First, compromise or take a middle ground from the disputed issue. Second, to pay attention to one of the conflicting parties, this method is often done by confiscation or bribery. Third, use a third party outside the conflicting parties. Fourth, is to use existing regulations to solve the problem that becomes the conflict. This method is used if the conflicting parties want to take refuge in bureaucratic regulations. In these four approaches, essentially both parties to the conflict are at a loss. b) The win-Lose approach, this strategy is a method commonly used to resolve conflicts in American society. In a competitive culture, one party in a conflict situation will try to exert its power to win and defeat the other party. The big problem with a win-lose strategy is that someone always loses. People who suffered from this defeat might have learned something from the win-lose process, and the loser has a grudge and wants to take revenge. A strategy that is probably very healthy is to give both parties the possibility to win. c) A Win-Win Approach, this win-win conflict resolution strategy may be to the liking of both people and organizations. More energy and creativity are devoted to solving problems than to defeat others. The two conflicting parties can be found in a deliberation forum and both receive the same benefits. .[10]

The Principal's Role in Overcoming Student Interpersonal Conflicts at SMPN 4 Pamekasan

The principal provides positive input to students in conflict, where the advice is given is in the form of sentences that are well received by students. Giving good advice is often not listened to by students or only heard for a moment, for the next day students will throw a tantrum again.

The task is something that is assigned to someone to do, then the principal's task in managing conflicts that occur between students at SMPN 4 is a big responsibility in managing student conflicts where each student in the class has a different nature or character.

Principals can manage conflicts that occur in schools if they can master and apply competencies in the schools they lead. Mastery of competence through performance carried out in daily activities by Permendiknas RI No. 13 of 2007 concerning the competency standards of school principals, namely: a) The principal's personality competence can be seen from the principal's personality regarding Noble Morals, developing a culture and tradition of noble character, being a role model for the community at school, having personality integrity as a leader, having a strong desire to develop himself as a principal, being open in carrying out his duties and functions, controlling himself. in dealing with problems at work as a school principal and has the talent and interest in the position as an educational leader. b) Principal managerial

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[10] Thoha, "*Kepemimpinan Dalam Manjemen*". (Jakarta: PT Raja Grafindo Persada, 2003), 109.

competence is the principal's ability to prepare school plans for various levels of school organizational development planning to the needs of school leadership in the context of optimally utilizing school resources, managing school facilities and infrastructure, and managing school relations with the community and stakeholders. c) Entrepreneurial competence is the ability of the principal in realizing the aspirations of an independent life which is characterized by a strong business mentality. d) Principal supervision competence is the principal's ability to plan academic supervision programs in the context of increasing teacher professionalism and carrying out academic supervision of teachers in order to increase teacher professionalism. e) Social competence is a person's ability to communicate, collaborate, cooperate and give to others. In other words, social competence is the ability to be able to live together in their social environment in collaboration with their social environment and make a positive contribution to their social environment.

From the results of research at SMPN 4 that in resolving conflicts, the principal is more of managerial competence, because the principal's job is to manage all activities at school, both managing conflicts that occur among students and so on.

The principal as the highest position holder in an educational institution has a very important role, especially his role in resolving educator conflicts, as Soewadji Lazaruth has stated in his book which is almost the same as E. Mulyasa's opinion that the head of the madrasa has seven functions, including, the principal school as an educator (educator), manager, administrator, supervisor, leader (leader), innovator and motivator.

Based on the research results, principals have played many roles in resolving interpersonal conflicts between students at SMPN 4:

a. Principal as Educator (educator)

In carrying out his role as an educator, the head of the madrasa must have a high focus on the development of the competencies possessed by the teacher as well as on the development of the teaching and learning process, therefore it is necessary to provide guidance and directions to teachers both physically and spiritually with the hope teachers will have high enthusiasm in improving their competence so that they can have a good influence on the teaching and learning process.

Based on the results of interviews conducted by researchers with homeroom teachers and guidance and counseling teachers as well as school principals at SMPN 4 the principal has carried out his role as an educator in resolving student conflicts, where the principal in resolving student conflicts always provides direction and guidance that refers to the physical and spiritually conflicted students.

b. Principal as manager

In addition to his role as an educator, the head of the madrasah also has a role as a manager where the head of the madrasa is a determinant in the management of educational institutions, especially in the management of educator conflicts because when conflict cannot be managed properly, the teaching and learning process will not run well and it will greatly affect the development the competence of teachers and students, therefore it is necessary to have good management from the head of the madrasa in resolving educator conflicts.

Based on the results of research in the field the principal has carried out his role as a manager in resolving student conflicts where the principal can manage conflicts that occur among students quickly and well, so in this case the management

carried out by the principal can be said to be good because the principal will not allow student conflicts to occur for a long time.

c. Principal as administrator

In his role as an administrator, especially with regard to financial management, in order to achieve an increase in teacher competence it cannot be separated from the cost factor, therefore the head of the madrasa must be able to manage school administration.

d. Principal as a supervisor

In this case, the principal carries out his role in an effort to help provide the professional development of educators and other staff.

e. Principal as Leader (leader)

In his role as a leader, the head of the madrasa is one of the keys to determining success or failure in achieving a goal that has been set in an educational institution. The head of the madrasa as a leader in an educational institution is required to have a high sense of responsibility, be confident, and honest, and also have the courage to take risks because the head of the madrasa is the driving force in the educational institution he is leading. The head of the madrasa as a leader must also be able to influence and give suggestions to educators in order to improve their performance of educators.

From the results of interviews that researchers conducted with school principals and BK teachers and school principals, it was found that the principal succeeded in carrying out his role as a leader in resolving conflicts where the principal could provide direction to students who were in conflict by providing understandings about the importance of forgiveness. each other so that conflicts can be resolved quickly.

f. Principal as an innovator

The principal in carrying out his role as an innovator will be seen in how he carries out his work in a constructive, creative, delegate, rational, and objective manner.

g. Principal as a motivator

As the highest position holder, the principal must be able to influence his subordinates so that all components of education can develop properly. From the results of interviews that the researchers conducted with the head of the madrasa and several teachers, it was found that the head of the madrasa had played his role as a motivator in resolving educator conflicts.

CONCLUSION

Based on the findings and discussion of the research results above, it can be concluded as follows: a) Factors that occur in student interpersonal conflicts at SMPN 4 are caused by a dispute, a difference of opinion during group discussions, differences in the achievements of those who are less intelligent and those who are smart, and differences in terms of economics/student background. b) Strategies in managing interpersonal conflicts between students at SMPN 4 with three strategies, conflict resolution strategies from homeroom teachers, handling from Guidance and Counseling teachers, then conflict resolution strategies from school principals as the final solution to resolving conflicts that occur in students. c)The role of the principal in managing

interpersonal conflicts between students at SMPN 4 is analyzing conflicts, evaluating conflicts, and solving conflicts experienced by students who are involved in conflicts.

Suggestions in this study are intended as a follow-up to the above explanation, it is necessary to give some suggestions as follows: a) Principals should further improve competence in conflict management, both those that have been implemented and those that have not, and be able to minimize anticipating conflicts. b) Home room teachers and guidance and counseling teachers should be able to make the right strategy so that conflicts that occur can be easily resolved.

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