CONFLICT MANAGEMENT STRATEGY IN PRINCIPAL LEADERSHIP FROM AN ISLAMIC PERSPECTIVE

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Abstrak

Konflik adalah salah satu masalah yang dihadapi banyak organisasi khususnya organisasi non-profit seperti lembaga pendidikan (sekolah). Pemimpin atau kepala sekolah berperan penting dalam mengelola konflik agar dapat mencapai visi, misi, dan tujuan organisasi. Artikel ini bertujuan untuk mendiskripsikan tentang pertama, hakikat, aktivitas dan pengelolaan konflik. Kedua, hakikat dan peran kepemimpinan kepala sekolah. Ketiga, strategi pengelolaan konflik dalam kepemimpinan kepala sekolah perspektif Islam. Metode penelitian yang digunakan adalah studi literatur, peneliti melakukan pengumpulan data dari berbagai sumber, mereduksi, dan menganalisis, serta mengambil kesimpulan. Hasil penelitian menunjukkan bahwa pertama, hakikat konflik adalah perbedaan pendapat, sedangkan aktivitas konflik berkenaan dengan kompetisi, pengelolaan konflik dilakukan dengan Introspeksi, evaluasi, identifikasi, dan mengetahui pilihan. Kedua, hakikat kepemimpinan adalah mempengaruhi sedangkan peran kepemimpinan kepala sekolah diantaranya sebagai pejabat formal, manajer, pemimpin, supervisor, administrator, pendidik, dan sebagai staff. Ketiga, strategi pengelolaan konflik dalam kepemimpinan kepala sekolah perspektif Islam diantaranya meliputi cara pandang dan perilaku kepemimpinan.
Kata kunci: Pengelolaan Konflik; Kepemimpinan; Sekolah.

Abstract

Conflict is one of the problems faced by many organizations, especially non-profit organizations such as educational institutions (schools). School leaders or principals play an important role in managing conflict in order to achieve the vision, mission and goals of the organization. This article aims to describe first, the

nature, activities and management of conflict. Second, the nature and role of school principal leadership. Third, conflict management strategies in the leadership of school principals from an Islamic perspective. The research method used is literature study, researchers collect data from various sources, reduce and analyze, and draw conclusions. The research results show that: first, the essence of conflict is differences of opinion, while conflict activities are related to competition, conflict management is carried out through introspection, evaluation, identification, and knowing options. Second, the essence of leadership is influencing, while the principal's leadership role includes as a formal official, manager, leader, supervisor, administrator, educator, and as staff. Third, conflict management strategies in Islamic perspective principal leadership are leadership perspectives and behavior.

Keywords: Conflict Management; Leadership; School.

A. INTRODUCTION.

Conflict in an organization is something that cannot be avoided and is an inherent part of one another. Conflict in an organization occurs at various levels such as interpersonal to group levels, where this level occurs both in one division, between divisions to conflicts involving superiors and subordinates. The working principles of the organization are structured and hierarchical with the division of responsibilities and authorities and tasks.[1]

A manager who wants to develop an organization needs to understand the factors that cause conflict. Both conflicts between individuals and individuals, conflicts within groups and between groups, internal conflicts and external conflicts.[2] The larger the organization, the more complex the situation and conditions and its environment. This complexity includes many things, such as the complexity of knowledge flows, the complexity of communication, the complexity of decision making, the complexity of delegation of power, the complexity of networks and/or relationships between organizations and others.

Complexity related to human resources (HR) can be a source and potential for conflict in an organization. HR conflict, where people from different backgrounds have different goals and work motivations. A manager or leader and/or principal is required to be able to manage conflict[3] so that it can resolve and support the achievement of the organization's vision and mission.

Studies on conflict management in organizations, especially non-profit organizations such as educational institutions, according to the results of research studies, are still rarely found, especially related to conflict management strategies

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[1] R Firdaus Wahyudi, dan Suriati, *Urgensi Kompotensi Pemimpin Dalam Mengelola Konflik Organisasi.* Jurnal kajian komunikasi dan penyiaran Islam. 2023 Volume 5 No. 1

[2] Sofia, N. N. (2021). Manajemen konflik di pesantren melalui kultur pesantren dan gaya kepemimpinan kyai. Jurnal Studi Islam dan Kemuhammadiyahan (JASIKA), 1(1), 1-16.

[3] Ernaliza, E., Fitria, H., & Fitiani, Y. (2020). Peranan Manajerial Kepala Sekolah dalam Mengatasi Konflik Guru. Journal of Education Research, 1(3), 245–250. https://doi.org/10.37985/jer.v1i3.28

in the leadership of principals from an Islamic perspective. Several related studies include: *First*, a case study study at SMP Negeri 10, Banjar Regency, South Kalimantan entitled The Effectiveness of Principal Leadership in Conflict Management. Written by Deti Rostini and friends, it resulted in a democratic conflict resolution and if the principal has competence (pedagogical, managerial, entrepreneurial, personality, and social), then the conflict that occurs can be resolved democratically and the conflict can be a motivation in achieving common goals.[4]

Second, Optimizing Conflict Management in the Leadership of Mi Principals written by Moh. Ferdi Hasan and Shaleh. It resulted in an effective communication strategy, fair conflict resolution, and the development of an inclusive school culture. The principal demonstrates the ability to listen with empathy, clear and open communication, and build relationships of mutual respect. Collaborative approaches, mediation, and emphasis on common interests contribute to fair conflict resolution.[5]

Third, Conflict Management in Multicultural Islamic Education written by Ana Bintari, Musyarapah Musyarapah with research results stating that the principal resolves conflicts with full responsibility, managing differences of opinion, perspectives, goals and ways of achieving goals between individuals, groups, or organizations by utilizing all resources.[6]

As a relatively new science in Islamic education management, conflict management can provide an alternative and solution[7] in managing non-profit organizations, especially educational institutions, especially Islamic educational institutions. so that it is hoped that by implementing the science of conflict management, educational institutions can resolve organizational problems in order to achieve their vision and mission more effectively and efficiently.

The principal as a leader and manager or leader of a school or madrasah organization must be able to manage and have a strategy in conflict management. Leaders must be able to prepare themselves and plan as well as control and or evaluate everything that happens in the institution they lead. So that everything that has happened, is happening and is predicted to happen can be managed well in order to achieve the common goals of all education stakeholders. Because of some of the things mentioned above, the main purpose of this study is to describe

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[4] Rostini, D., khalifaturramah, K., Sulaiman, S., & Amaly, N. (2023). Efektivitas Kepemimpinan Kepala Sekolah dalam Manajemen Konflik. EDUKASIA: Jurnal Pendidikan Dan Pembelajaran, 4(1), 173-180. https://doi.org/10.62775/edukasia.v4i1.234

[5] Hasan, M. F. (2023). Mengoptimalkan Manajemen Konflik Dalam Kepemimpinan Kepala Sekolah MI. Jurnal Cerdas Proklamator, 11(2), 169-176.

[6] Bintari, A., & Musyarapah, M. (2023). Manajemen Konflik dalam Pedidikan Islam Multikultural. Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah, 7(4), 1718-1728.

[7] Gandhi, N., Wedanthi, P. H., & Alfinuha, S. (2021). Pelatihan Emotional Intelligence untuk Meningkatkan Kemampuan Manajemen Konflik Pada Siswa SMA. Journal An-Nafs: Kajian Penelitian Psikologi, 6(2), 165-178.

the strategy for managing conflict in the leadership of the principal from an Islamic perspective.

B. RESEARCH METHOD

The researcher uses a literature study method, where the researcher collects data from various literature such as books, journal articles, website articles, and others. Data reduction is also carried out by the researcher so that the focus of the research remains within the corridor and in accordance with systematic and structured scientific principles. The researcher analyzes the data in order to find research objectives that are in accordance with the theme and title of the research and keywords. The conclusion is drawn by the researcher after reviewing the data that has been collected, reduced and analyzed in accordance with the research objectives.

C. RESULTS AND DISCUSSION
1. Nature, Activities and Conflict Management

The nature of conflict in the Great Dictionary of the Indonesian Language is defined as a quarrel; disagreement; conflict.[8] Another meaning states that conflict is not one opinion, conflicting and disagreeing. The definition of conflict management is the ability to control conflict with certain skills and management principles. Effective management if it is able to develop and implement conflict strategies well.[9]

According to TA. Brata[10], it is stated that conflict is divided into 3 types, namely first, conflict of interest (Interest), Interest factors will make someone do or not do something. Second, emotional conflict (Emotion), emotional factors that are always caused by emotions related to the main part of human interaction, such as anger, hatred, fear, and others. Third, value conflict (Values), the components or factors that conflict are the most difficult to resolve because values are something that cannot be touched and expressed in reality.

The types of conflict in organizations vary, which can be grouped according to the context of the conflict, the parties in conflict, and the content of the conflict. The following are some forms of conflict:[11] *first*, Personal Conflict and Interpersonal Conflict. *Second*, Conflict of Interest. *Third*, Realistic Conflict and Non-Realistic Conflict. *Fourth*, Destructive Conflict and Constructive Conflict.[12]

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[8] https://kbbi.kemdikbud.go.id/entri/konflik. Diakses tanggal 17 Oktober 2023

[9] Bashori, B. (2020). Resolusi manajemen konflik (kajian manajemen konflik di lembaga pendidikan islam). Civic-Culture: Jurnal Ilmu Pendidikan PKN dan Sosial Budaya, 4(2).

[10] Brata, T. A. (2011). Peran Kepemimpinan Dalam Mengendalikan Konflik. Jurnal Media Wahana Ekonomika, 7(4), 56-64.

[11] Wirawan, W. (2009). Konflik dan manajemen konflik: Teori, aplikasi, dan penelitian. Jakarta: PT Bumi Aksara.hal.,55.

[12] Miyarso, E. (2007). Manajemen konflik mahasiswa sebagai metode pembelajaran alternatif. *Majalah Ilmiah Pembelajaran*, *3*(2).

Some activities and types of conflict that occur in Islamic educational institutions include: Intrapersonal conflict, Interpersonal conflict, Intergroup conflict, Conflict within groups, Intra-organizational conflict, Conflict between different organizations.[13] Conflicts that occur in educational institutions include: conflict between teachers, conflict between teachers and students, conflict between students, conflict between teachers and principals, conflict between educational institutions and the surrounding community.[14]

According to Spiegel (1994) there are several things that need to be done in managing conflict, including: 1) Competing. This attitude is taken when we try to put our interests above the interests of others, one solution is to feel like a win-win solution. 2) Avoiding conflict. This attitude is taken when the other party physically or mentally avoids or postpones the situation. 3) Accommodation or altruistic. This means that when someone gives in and sacrifices their interests, the other party takes advantage of the conflict situation. 4) Compromise. This is possible when sacrificing some interests to achieve a common goal. 5) Collaborating to work together to achieve a common goal or each other's goals.

Conflict management and handling can be done in several effective and efficient ways. One of them is by knowing the capabilities of the organization and the capabilities of the conflict that occurs. There are various ways to manage conflict, including:

a. Introspection How often to resolve conflicts, Common styles used, basis and understanding of conflict.

b. Evaluation of the parties is very important to know the parties. what preferences they have, what values and attitudes they have towards conflict and feelings towards conflict. The chances of success in managing conflict will be better if you look at the conflict from all angles.

c. Identify the source of the conflict as explained above. Conflict will not happen by itself. The source of the conflict must be identified so that the subject of handling it is more oriented towards the subject in conflict.

d. Know the options for resolving or overcoming conflict and choose the right one.

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[13] Anita, A., Putri, A., Harahap, N., & Murtafiah, N. H. (2022). Manajemen Konflik Dalam Meningkatkan Produktivitas Organisasi Lembaga Pendidikan Islam. At-Tajdid: Jurnal Pendidikan Dan Pemikiran Islam, 6(2), 135-147.

[14] Pratama, M. A. S., Setiawan, F., Andriana, E., & Maziya, T. Manajemen Dalam Penanganan Konflik Dalam Lembaga Pendidikan.

2. The Nature and Role of Principal Leadership

Leadership is the ability to influence a group with a goal and can also be formulated as the process of influencing the actions of a person or group to achieve goals in certain situations.[15] There are several different thoughts and definitions of leadership conveyed by several experts, including the following:

Leadership is the behavior of a leader, which aims to lead group activities in the right order to achieve common goals. Leadership is the ability of a leader by influencing, motivating and enabling others to participate in the activities of an organization or school institution. Leadership is the influence of leaders to subordinates. Subordinates have trust, pride, loyalty and respect for their superiors and are motivated to meet needs and expectations.

Leadership is a way or effort of a manager to influence, encourage, direct, build relationships and motivate employees and other close colleagues to act or participate in achieving predetermined goals. Leadership is a process of activity where leaders make others do something to achieve the desired results by leading, directing, influencing and acting as a figure. Leadership is someone who is able to influence others by communicating directly or indirectly with the aim of making people understand, be aware and want to follow what the leader directs with their wishes.

From the several definitions above, it can be concluded that leadership is a characteristic of a person in a manager who is able to lead, encourage, provide comfort, serve, loyalty, respect, guidance, leadership, communication skills, interact and build relationships.

The role of a leader in elevating his subordinates greatly influences his leadership style. Managers are expected to be able to do this as an example in their leadership in all situations, and are able to provide motivation when in a difficult position so that their subordinates have confidence in their superiors.

Oemar Hamalik mentioned in his work, there are five things that must be studied in order to become a leader who plays a good role in the organization he leads, namely: [16] 1) Role as a catalyst. Leaders must be able to promote understandings with awareness among the many people they lead and act in the interests of all members. Members feel that their leader's work is useful not only for themselves, but also benefits all parts of the organization as a whole. 2) Role as a facilitator. Leaders must be able to advance and develop organizations that are included in the group they lead in order to bring about changes in group awareness in the organization they lead, which will likely increase the development of the organization.

3) Role as a problem solver. Leaders must be able to act quickly and appropriately to problems, organize and try to solve problems as quickly as

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[15] Said, A. (2019). Kepemimpinan kepala sekolah dalam melestarikan budaya mutu sekolah. EVALUASI: Jurnal Manajemen Pendidikan Islam, 3(1), 257-273.

[16] Yuniaty, D. (2013). Peran Pimpinan Dalam Menyelesaikan Konflik Di Organisasi. Program Studi Sekretari, Universitas Negeri Yogyakarta.

possible. Leaders must be able to determine when and how to provide assistance to staff or groups so that they can adapt to each step in solving existing problems. 4) Role as a source liaison. A leader is required to find references that are in accordance with the circumstances and needs of the organization. With these resources, managers can help organizations or groups find ways to approach the problem to get the help you need to solve the current problem

5) Role as a communicator. A leader must be able to convey his ideas to others, which in turn are communicated to others, and those ideas are communicated to others. Communication must be two-way so that the ideas conveyed can be discussed widely, including the implementing party and the target group who must master effective communication techniques.

In general, the role of the principal in carrying out his duties is as follows:[17] 1) The principal as a formal official. A leader who plays a leadership role that cannot be fulfilled by people without thinking. Whoever is appointed as principal must be appointed according to certain procedures and requirements, such as: educational identity, teaching for at least 5 years, age, title and honesty. 2) The principal as a manager. The principal is the leader, planner, organizer, manager and supervisor of the school he leads. This is based on the available management functions, namely. planning, organizing, acting and leading. Furthermore, the role of the principal in their respective schools as education managers includes seven functions, namely forecasting, innovation, making designs or policies, planning, searching for tarbiyah resources, providing facilities and supervision.

3) The principal as a leader. Leadership is an important force in the management landscape, so effective leadership is the key to becoming an effective leader. The nature of leadership is to follow, the willingness of others or subordinates to follow the wishes of the leader, which makes someone a leader. In other words, leaders are not formed without followers. 4) The principal as a supervisor. The principal-manager is an activity that guides teachers to do the right thing in educating and teaching their students. In general, there are 3 types of monitors: group monitoring, individual monitoring, and clinical monitoring.

5) The principal as an administrator. In school management, the principal acts as the head of administration or as a system administrator. Therefore, it is the principal's job as an administrator to manage the school's routine activities. Routine school tasks include overseeing the organizational structure, managing content, and conducting evaluations and supervision. 6) The principal as an educator. As we know, an educator is someone who educates. Education is understood as a provision of moral and intellectual education (leadership-education) so that education can be interpreted as a process of changing the attitudes and behavior of a person or group of people in order to mature and train humans. activities As an educator, the principal must be able to teach, encourage

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[17] Akhmad Said, *Kepemimpinan Kepala Sekolah Dalam Melestarikan Budaya Mutu Sekolah,* 2018 Evaluasi Vol. 2. No. 1 Malang. Hal. 260-262

and improve at least four types of values, namely spiritual, moral, physical and artistic.

7) The principal as staff. The role of the principal is not only as a formal official who has the power to make decisions and give directions or orders, but he also acts as an employee. Because the position of the principal is in a larger organizational environment or external to the school, led by another larger organization, either directly or indirectly (subordinates) that act above the principal. Therefore, in addition to his function as a supervisor, the principal also has responsibilities as an employee. This is a person who has the task of supporting the supervisor in the process of managing the organization of educational institutions.

In accordance with the roles above, managers, leaders, and or principals must be able to lead the organization. When individuals or groups experience differences of opinion that lead to problems, a leader must be able to handle the problem completely with authority, without siding with the conflicting parties, so that the problem can be resolved properly and no party feels disadvantaged. Therefore, the role of leadership is very important for every leader of an organization to create a pleasant, harmonious and friendly atmosphere so that the goals of the organization can be achieved and the image of the organization can grow to be better.

3. Conflict Management Strategy in Principal Leadership from an Islamic Perspective

Because of the two discussions above, it can be seen that conflict is one of the problems faced by many organizations, especially educational institutions (schools). Managers or principals play an important role in managing conflict so that it can be resolved and can be a path to achieving the vision and mission of the organization or educational institution (school). Leaders or principals must use the most appropriate, effective and efficient approach in resolving conflicts that arise. This approach includes a constructive approach, communication, mediation and problem solving. In addition, managers or principals must ensure that conflicts that arise can be resolved safely, effectively and efficiently. Leaders or principals must also ensure that the approach chosen is in accordance with the situation, conditions, environment and circumstances and that the conflict can be resolved.

Furthermore, Islam as a religion of rahmatan lil alamin has provided guidance and instructions as well as strategic steps in conflict management. As a monotheistic religion, Islam provides guidance through the Qur'an and al-Hadith as qauliyyah verses that must be the basis and guidelines for all mankind. In addition, conflict management in Islam can also be learned from several historical

facts, culture, customs, and methods that have been taught by predecessors as a concrete form of kauniyyah verses.[18]

There are several important things in conflict management in Islamic perspective leadership. First, that conflict is sunnatullah that has been taught to humans since the beginning of the plan for the creation of humans as khalifatullah fil-ardl. The angels have different perspectives so that it is recorded in the Qur'an about dialogue and or opinion polls between God and angels.[19] Second, conflict occurs because of dissatisfaction and because it feels more noble (arrogance) than something that has just existed and or a form of taqdis (sanctifying God through affirmation of absolute transcendence and unification).[20] The command of the Devil (a more senior/older creature) to prostrate to the Prophet Adam AS (a more junior/newer creature) is mentioned and repeated 9 (nine) times in the Qur'an and is an important lesson in understanding a conflict, especially regarding leadership for the new generation (Bany Adam).

Third, the history of the son of the Prophet Adam AS about sacrificing in order to resolve the conflict. The conflict between the sons of the Prophet Adam AS is immortalized in the Qur'an so that it becomes an important lesson that conflict at one level (between the sons of Adam AS) and is categorized as interpersonal conflict and destructive conflict[21], can occur and must be resolved in a wise manner and in accordance with religious commands (Islam).

Fourth, the conflict that occurred between several prophets and apostles with their families and/or people (family, religious and ethnic conflicts),[22] for example the Prophet Noah AS with his children and people to the strategy of destruction with water, the Prophet David with the story of his ambition so that he repented, the Prophet Joseph with his brothers, the Prophet Moses with the Pharaoh and his people, and others. Fifth, several conflicts are mentioned in the Al-Qur'an through historical stories other than prophets and apostles, for example

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[18] Susilawati, S. (2022). Menuju Integrasi Ilmu-Ilmu Keislaman Dengan Ilmu-Ilmu Umum (Integratif Antara Kajian Yang Bersumber Ayat-Ayat Qauliyah Dan Ayat-Ayat Kauniyah). Cross-border, 5(1), 939-954.

[19] War'i, M. (2020). Dialog Inklusif: Dari Kebenaran Subjektif Menuju Kebenaran Objektif (Tinjauan Semiotik-Hermeneutik Al-Quran Surat Al-Baqarah Ayat 30-33). Dialog, 42(1), 21–38. https://doi.org/10.47655/dialog.v42i1.318

[20] Muhtolib, M., & Fauzi, U. (2020). Wawasan Al-Qur'an Tentang Respon Iblis Terhadap Perintah Sujud: Studi Pendekatan Teologis dan Sufistik. Al Ashriyyah, 6(2), 121-136. https://doi.org/10.53038/alashriyyah.v6i02.104

[21] Siti Nurjanah. (2022). Manajemen Konflik dalam Kisah Qabil dan Habil serta Relevansinya dengan Pendidikan Islam. Excelencia: Journal of Islamic Education & Management, 2(01), 59-72. https://doi.org/10.21154/excelencia.v2i01.517

[22] Rasyad, R. (2021). Konflik dalam Al-Quran. Jurnal Ilmiah Al-Mu'ashirah: Media Kajian Al-Qur'an dan Al-Hadits Multi Perspektif, 18(1), 12-29.

the story of Ashabul Kahfi with the strategy of being alone and sleeping in a cave for 309 years,[23] etc.

Some of the above are important lessons in dealing with conflicts more effectively and efficiently and need to be studied further, so that principals and/or leaders can find solutions and are expected to be able to manage conflicts towards the vision and mission of educational institutions. Therefore, conflict management strategies in the leadership of principals from an Islamic perspective include perspectives and behaviors. Perspectives are intended to see from various points of view and/or perspectives and/or from seeing the conflicts that arise to their roots. Ta'aruf strategies (understanding and accepting differences in character, thoughts and culture in order to build a harmonious social life)[24] and tabayyun (researching, understanding, finding out or verifying) and/or opinion polls are one alternative implementation of this strategy. Principals are expected to be leaders who are willing and able to listen to the opinions of stakeholders so that the leadership of the principal can run democratically, adaptively, and with a sense of family, especially in dealing with internal conflicts.

Leadership behavior is one of the main keys in managing conflict. Through a good personality, a principal (leader/caliph) can act fairly in determining attitudes and conflicts and be able to direct them to the vision and mission of the institution or school without following lust. Commands and lessons to the Prophet David AS. must be a guideline for school principals in behaving as caliph (leader, successor and successor):

يٰدَاوٗدُ اِنَّا جَعَلْنٰكَ خَلِيْفَةً فِى الْاَرْضِ فَاحْكُمْ بَيْنَ النَّاسِ بِالْحَقِّ وَلَا تَتَّبِعِ الْهَوٰى فَيُضِلَّكَ عَنْ سَبِيْلِ اللّٰهِ ۗ اِنَّ الَّذِيْنَ يَضِلُّوْنَ عَنْ سَبِيْلِ اللّٰهِ لَهُمْ عَذَابٌ شَدِيْدٌ ۢ بِمَا نَسُوْا يَوْمَ الْحِسَابِ

(Allah says,) "O David, indeed We have made you a caliph (ruler) on earth. So, judge between people with justice and do not follow your desires, for they will lead you astray from the path of Allah. Indeed, those who go astray from the path of Allah will receive a severe punishment, because they forgot the Day of Reckoning." (QS. Shad: 26)

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[23] Istiqomah, S., & Hanifah, I. R. U. (2022). Kisah Ashabul Kahfi Dalam Al-Qur'an: Kajian Komparatif Antara Tafsir Al-Misbah Dan Tafsir Ibnu Katsir. JUSMA: Jurnal Studi Islam Dan Masyarakat, 1(1), 46-57.

[24] Kamaluddin, A. (2022). Kontsruksi Makna Taaruf Dalam Al-Qur'an (Upaya Membangun Harmonisasi Kehidupan Sosial). Al-Tadabbur: Jurnal Ilmu Al-Qur'an dan Tafsir, 7(02).

D. CONCLUSION

After the researcher conducted and analyzed several of the above, it can be concluded that: *first*, the nature of conflict is a difference of opinion, conflict and disagreement between one another with internal and external factors that arise. While conflict activities are related to competing, avoiding conflict, accommodation, compromise, collaboration. Conflict management can be done through introspection, evaluation of the parties, identification of the source of the conflict, and knowing the options for resolving or overcoming the conflict.

Second, the essence of leadership is to lead, encourage, provide comfort, serve, loyalty, respect, guidance, leadership, communication skills, interact and build relationships. While the leadership roles of the principal include the principal as a formal official, the principal as a manager, the principal as a leader, the principal as a supervisor, the principal as an administrator, the principal as an educator, and the principal as staff.

Third, the strategy for managing conflict in the leadership of the principal from an Islamic perspective through the perspective and behavior of leadership must continue to be explored and studied and implemented, so that it is expected to be able to find wisdom. This article finds that the principal has an important role in managing conflict so that conflict can be resolved and can be a path to achieving the vision and mission of the organization or educational institution (school).

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