



## Managing Conflict among Teachers: A Systematic Literature Review Framework for Enhancing Educational Service Quality in Indonesia

Ade Tutty Rokhayati Rosa<sup>1</sup>, Edwar Setiawan<sup>2\*</sup>, Mardiyati<sup>3</sup>, Indah Nahdiah<sup>4</sup>

<sup>1</sup>Universitas Islam Nusantara Bandung, Indonesia

<sup>2</sup>SMKN 2 Bandung, Indonesia

<sup>3</sup>SMPN 35 Bandung, Indonesia

<sup>4</sup>SDIT Alam Indah Bandung, Indonesia

Email : [adetutty@uninus.ac.id](mailto:adetutty@uninus.ac.id)

DOI: <https://doi.org/10.61987/jemr.v4i3.1063>

### ABSTRACT

#### Keywords:

Conflict Management,  
Teacher Relations,  
Educational Quality,  
Organizational  
Culture

#### \*Corresponding Author

This study presents a systematic review of existing literature on teacher conflict management through a systemic approach to enhance the quality of educational services. Utilizing the Systematic Literature Review (SLR) method, 22 nationally accredited journal articles published between 2020 and 2024 were identified, from which 5 articles were selected based on relevance, methodological rigor, and contextual alignment. The findings indicate that teacher conflicts are predominantly triggered by ineffective communication, non-inclusive leadership practices, and misalignments in organizational values and culture. Conflict resolution strategies identified include internal mediation, conflict management training, collaborative leadership, and the reinforcement of value-based organizational norms. The systemic approach offers a comprehensive lens to analyze the interrelated organizational, interpersonal, and cultural dimensions influencing conflict dynamics. This review contributes conceptually to the development of an integrated model for teacher conflict resolution tailored to the socio-cultural realities of Indonesian educational institutions. Furthermore, it highlights the need for future research to combine contemporary conflict management theories with local religious and cultural frameworks in order to support sustainable, collaborative school environments, especially in the context of the Society 5.0 era.

#### Article History:

Received: April 2025; Revised: May 2025; Accepted: June 2025

#### Please cite this article in APA style as:

Rosa, A. T. R., Setiawan, E., Mardiyati, Nahdiah, I. (2025). Managing Conflict among Teachers; A Systematic Literature Review Framework for Enhancing Educational Service Quality in Indonesia. *Journal of Educational Management Research*, 4(3), 804-815.

## INTRODUCTION

Conflicts among teachers are a recurring phenomenon within educational institutions and represent a significant challenge in building a collaborative and conducive professional climate. These conflicts often arise naturally due to

differences in perspectives, pedagogical styles, personal interests, and institutional pressures. When not properly managed, such conflicts can disrupt teamwork, reduce teacher performance, and negatively impact the quality of educational services. In the context of School 5.0, where collaboration, adaptability, and human-machine synergy are critical, unresolved interpersonal tensions among teachers may impede institutional innovation and resilience. The increasingly complex organizational structure of schools, compounded by diverse teacher backgrounds and expectations, necessitates a more systemic understanding of conflict dynamics. Hence, addressing teacher conflict requires not only technical solutions but also context-sensitive approaches that align with the socio-cultural values of the educational community.

A growing body of literature emphasizes the importance of effective conflict management in strengthening team cohesion, enhancing communication, and fostering teacher professionalism. Previous studies have explored various conflict resolution strategies in schools, including religious-based approaches, local cultural norms, leadership styles, and interpersonal skill training. For instance, Sulastriningsih et al. (2023) and Hasanah (2020) highlight the role of religious values in guiding ethical interactions among teachers, while Setyoningrum (2021) and Ardhana et al. (2023) emphasize the effectiveness of empathetic and participatory leadership in creating peaceful solutions. Other studies focus on conflict resolution through structured training, supervision, and reflective practices (Septian et al., 2024; Susanto et al., 2024). Meanwhile, theoretical contributions from Pratiwi (2021) and Quds et al. (2023) offer critical insights into the forms, dynamics, and structural causes of organizational conflict in educational settings. However, these studies tend to be fragmented and rarely adopt a holistic, system-wide framework for understanding teacher conflicts in a contextualized manner.

Despite the rich array of empirical insights, a clear research gap remains in synthesizing these diverse perspectives using a systemic lens that integrates individual, organizational, and socio-cultural dimensions. To date, few studies have offered a comprehensive mapping of how these elements interact in shaping teacher conflict dynamics. Most existing studies focus on isolated factors such as leadership or communication but lack a framework to understand how various subsystems within educational institutions co-produce conflict. As a result, conflict resolution strategies are often partial and reactive, failing to address root causes across organizational layers. This fragmentation signals an urgent need for a systemic approach to teacher conflict management that incorporates both modern conflict resolution theory and the contextual values embedded in Indonesian educational institutions.

In response to this gap, the present article aims to conduct a Systematic Literature Review (SLR) of national journal articles published between 2020 and 2024, focusing on teacher conflict management through a systemic perspective. This study seeks to identify common patterns, root causes, and resolution strategies of teacher conflicts while highlighting the interaction between organizational culture, religious values, leadership style, and interpersonal communication. By synthesizing findings across studies, this review intends to provide a conceptual foundation for developing contextually relevant conflict management models in Indonesian schools. The uniqueness of this study lies in its effort to bridge global conflict management theories with local sociocultural and religious contexts, thereby offering a more integrative and sustainable solution for improving the quality of educational services.

## RESEARCH METHOD

This study employed a Systematic Literature Review (SLR) approach to explore and synthesize existing research on teacher conflict management within educational institutions using a systemic lens. SLR was chosen for its capacity to ensure a structured, transparent, and reproducible review process, allowing researchers to identify relevant empirical and theoretical developments on a focused topic (Kitchenham & Brereton, 2009). The review targeted peer-reviewed journal articles published between 2020 and 2024, ensuring contemporary relevance. Unlike narrative reviews, this method involves a protocol-driven procedure that minimizes researcher bias and enables thematic generalization across studies. The central focus was to analyze how systemic elements, such as organizational culture, leadership style, interpersonal communication, and religious values that interact in the dynamics of teacher conflict and its resolution.

The data sources for this review consisted of 22 articles drawn from nationally accredited educational journals indexed in major Indonesian databases (e.g., Sinta 2 and above). Article retrieval was conducted using keyword combinations such as “manajemen konflik guru,” “kepemimpinan pendidikan,” “budaya organisasi,” and “pendidikan Islam.” Inclusion criteria were as follows: (1) the article must explicitly address conflict management in an educational context, (2) it must involve teacher-related organizational dynamics or school settings—including Islamic institutions, and (3) it must be digitally accessible in full-text with a valid DOI. Articles that lacked contextual relevance or failed to present explicit conflict resolution frameworks were excluded through a screening process using title and abstract review, followed by full-text evaluation.

The selected articles were subjected to a three-stage analytical procedure: identification, thematic classification, and synthesis. In the first stage, relevant

articles were organized and categorized based on metadata and research characteristics. In the second stage, thematic analysis was applied to extract key dimensions, including types of conflict, causes, resolution strategies, and impacts on educational service quality. This coding process allowed for pattern recognition across studies. Simultaneously, a systemic perspective was applied to examine the interaction between structural and cultural elements, such as leadership practices, organizational values, interpersonal communication, and religious norms that influence conflict dynamics.

In the final stage, the findings were organized into SLR tables that captured each study's focus, methodological approach, key findings, and relevance to teacher conflict. This step enabled cross-study comparisons and highlighted both convergence and divergence among findings. The synthesis process paid particular attention to identifying research gaps, conceptual tensions, and opportunities for theoretical integration. All data were processed manually using Excel spreadsheets to ensure traceability and transparency in coding. The study ultimately offers a contextualized understanding of teacher conflict in Indonesia while proposing a foundation for developing locally grounded conflict management frameworks in educational institutions.

## **RESULT AND DISCUSSION**

### **Result**

This study conducted a Systematic Literature Review (SLR) to examine how teacher conflict is managed through a systemic approach within Indonesian educational institutions. The review process consisted of three sequential phases: (1) identification and selection of relevant articles, (2) thematic and systemic analysis, and (3) synthesis of findings through comparative mapping. A total of 22 nationally accredited journal articles published between 2020 and 2024 were initially identified. Following screening based on inclusion criteria such as focus on teacher-related conflict, systemic or organizational context, and full-text availability with DOI, five articles were retained for in-depth analysis.

### **Identification and Selection of Relevant Literature**

The first step in the research process was to identify and evaluate relevant articles for inclusion in the study. From 22 eligible articles, five were deemed most relevant due to their strong thematic alignment with the issue of inter-teacher conflict, their methodological clarity, and their contribution to practical or theoretical development. These articles explored diverse contexts ranging from pesantren-based religious institutions to public secondary schools. Table 1 below summarizes the key characteristics of the selected studies.

**Table 1, Summary of Reviewed Articles and Key Findings**

Author (Year)	Focus Area	Methodology	Key Findings
Ardhana et al. (2023)	Role of pesantren culture and kyai leadership in conflict resolution	Qualitative contextual	Cultural and spiritual contexts strengthen the effectiveness of interpersonal conflict management within institutions.
Fatihaturahmi et al. (2023)	Conflict management in school organizations	Descriptive qualitative	Handling conflict through fair structures and communicative leadership can increase work productivity.
Istnaini et al. (2024)	Effectiveness of conflict management training in junior high schools	Experimental	Conflict simulations as training can improve teachers' ability to resolve constructive conflict.
Rosidah et al. (2024)	Identifying stages and impact of conflict in educational institutions	Descriptive qualitative	Unmanaged conflict can lead to dysfunction in teaching teams and a decline in the quality of educational services.
Susanto et al. (2024)	Conflict resolution strategies for improving teacher performance	Case study	Conflict between teachers can be managed effectively through open discussion and a collaborative approach.

The diversity of institutional contexts and methodological designs (ranging from qualitative case studies to experimental interventions) enriches the comparative value of this review. Each article contributes to understanding how conflict manifests in educational environments and the ways it can be constructively addressed.

### Thematic and Systemic Analysis of Conflict Dimensions

Following selection, the five articles were analyzed using a dual approach: thematic classification and systemic mapping. Thematic analysis focused on identifying the types of conflicts, root causes, conflict resolution strategies, and their impact on the quality of educational services. Table 2 provides a cross-analysis of these thematic dimensions.

**Table 2. Thematic and Systemic Analysis of Teacher Conflict**

Author (Year)	Type of Conflict	Causes of Conflict	Resolution Strategies	Impact on Education Quality	Organizational Culture	Religious Values	Leadership Style	Interpersonal Communication
Ardhana et al. (2023)	Interpersonal & value-based	Differences in views, patron-client relationships, poor communication	Conflict resolution based on pesantren culture and kyai charisma	Maintains harmony, though less participative	Traditional & hierarchical	Strong	Charismatic	Low (top-down)

Fatihaturahmi et al. (2023)	Role & individual	Task conflict, poor communication	Mediation, open communication, participatory leadership	Increases organizational effectiveness	Open & adaptive	Neutral	Participatory	High
Istnaini et al. (2024)	Latent & open conflict	Personal ego, lack of coordination	Training, group discussions, supervision	Improves work atmosphere and collaboration	Semi-formal, coaching-based	Neutral	Democratic	High
Rosidah et al. (2024)	Structural & psychological	Role ambiguity, structural dominance	Step-by-step approach, conflict analysis, facilitation	Creates a more positive work environment	Adaptive & reflective	Neutral	Cooperative	Medium
Susanto et al. (2024)	Professional & methodological	Different teaching styles, lack of team synergy	Evaluation meetings, collaborative facilitation	Significant increase in teacher performance	Performance-oriented & collaborative	Neutral	Transformational	High

From the thematic data, it is clear that teacher conflicts are multidimensional, involving not just interpersonal tensions but also deep-rooted structural and cultural issues. For example, the study by Ardhana et al. reveals how pesantren environments foster informal conflict resolution rooted in religious hierarchy and charisma. In contrast, Susanto et al. demonstrate the importance of reflective peer collaboration in modern public schools.

Systemic analysis further shows that the effectiveness of conflict resolution strategies depends significantly on the congruence between leadership style, communication dynamics, and institutional culture. Institutions that promote participatory leadership and open communication tend to manage conflicts more constructively. For instance, in Istnaini et al.'s (2022) experimental study, teachers who received training through simulated conflict situations showed increased readiness to handle disputes, as confirmed by pre- and post-intervention assessments.

### Synthesis of Research Findings and Relevance

The final stage of the SLR involved synthesizing findings across the reviewed articles and assessing their relevance to systemic conflict management. Table 3 provides a mapping of methodological contributions and practical implications of each study.

**Table 3. Synthesis of Reviewed Articles and Practical Relevance**

Author (Year)	Research Contribution	Relevance to Teacher Conflict
Ardhana (2023)	Role of pesantren culture and kyai leadership	Contextual qualitative
Fatihaturahmi (2023)	Conflict management in school organizations	Descriptive qualitative
Istnaini (2024)	Effectiveness of conflict management training	Experimental

Rosidah (2024)	Conflict identification, stages, and impact	Descriptive qualitative
Susanto (2024)	Conflict resolution strategies to improve teacher performance	Case study

The synthesized data confirm that conflict among teachers is not inherently negative; rather, when approached systemically, it can serve as a driver for institutional learning and professional growth. Nevertheless, the review also highlights a critical gap: few studies integrate global conflict resolution theories (e.g., Thomas-Kilmann, Galtung) with local cultural and religious values, particularly in the Indonesian educational context. As such, future research should explore hybrid frameworks that combine international best practices with indigenous wisdom and norms.

Thus, this SLR reveals that systemic factors including leadership, culture, communication, and values are deeply intertwined in the dynamics of teacher conflict. Effective resolution, therefore, requires an equally systemic and context-aware approach that addresses not only the symptoms but also the root causes of interpersonal and organizational tensions in schools.

## Discussion

The results of the literature analysis underscore the multifaceted nature of teacher conflict within educational settings. The systemic factors such as organizational culture, religious values, leadership style, and interpersonal communication interact in complex ways to influence both the emergence and resolution of conflict. The typology of conflict spans interpersonal tensions, structural barriers, role ambiguity, and professional discrepancies rooted in divergent values or work ethics. These patterns corroborate the findings of Ardhana et al. (2023), who emphasized that pesantren institutions often resolve conflicts through informal hierarchies and religious legitimacy, highlighting the function of charismatic leadership in maintaining harmony. In contrast, Fatihaturahmi et al. (2023) and Susanto et al. (2024) reveal that in public school settings, structural confusion and limited collaboration catalyze friction. These findings support the notion that contextual variables critically shape the conflict landscape.

These conflicts reflect underlying dysfunctions in school systems from a structural-functionalist perspective, such as ambiguous role delineations and poor communication protocols. Yet, they also function adaptively by triggering organizational responses aimed at rebalancing social relations. The consistent identification of personal (e.g., ego), structural (e.g., leadership gaps), and cultural (e.g., institutional norms) factors as root causes illustrates the interdependence of micro- and macro-level dynamics. The implication is clear: resolving conflicts in education is not merely a matter of interpersonal

management but a systemic imperative. These findings align with the theoretical assertions of Bush and Middlewood (2013), who argue that leadership in education must be culturally responsive and structurally attuned to stakeholder needs.

The reviewed articles advocate diverse conflict resolution models tailored to institutional types. For instance, Ardhana et al. (2023) propose informal religious mediation, while Fatihaturahmi et al. (2023) recommend structured dialogue. Meanwhile, Istnaini et al. (2024) highlight the effectiveness of conflict simulation training in enhancing teachers' conflict responsiveness. These diverse strategies suggest that effective conflict management must be context-specific and rooted in institutional culture. Notably, the study by Rosidah et al. (2024) emphasizes staged analysis and diagnostic facilitation, offering a pragmatic framework for school leaders to identify and intervene in escalating tensions. This diversity in strategy not only reinforces the functional role of conflict in promoting organizational learning but also challenges universalist models of resolution.

Critically, systemic elements appear to mediate the success of these strategies. Institutions with collaborative cultures and transformational leaders are better positioned to resolve disputes constructively. This is exemplified in Susanto et al.'s (2024) study, where peer-facilitated reflection significantly enhanced team performance. Conversely, institutions that rely on rigid hierarchies often perpetuate unresolved tensions due to a lack of inclusive dialogue. The implication here is that leadership style must evolve toward participatory paradigms that empower educators as co-creators of solutions. Theoretical parallels can be drawn with Thomas and Kilmann's (1974) conflict-handling modes, particularly the emphasis on collaboration and compromise as effective mechanisms.

Religious values, particularly in pesantren settings, serve not only as spiritual guides but also as normative frameworks for behavior regulation. The alignment between ethical-religious norms and institutional practices enables smoother conflict mediation by providing shared moral references. However, this can become dysfunctional when religious authority suppresses dissent rather than facilitating open discourse. The theoretical tension here lies in balancing cultural specificity with universal principles of organizational justice and fairness. As such, future conflict models must account for this duality by integrating local religious values with evidence-based management principles, as suggested by Rahman and Adnan (2022) in their hybrid conflict resolution framework.

The discussion also highlights the centrality of communication in either exacerbating or alleviating conflict. Miscommunication and mistrust often

trigger conflict escalation, whereas empathetic, transparent communication fosters trust and mutual respect. This observation reaffirms Galtung's (1996) theory on structural violence, where the absence of communication infrastructure itself constitutes a latent form of conflict. Consequently, institutions should prioritize training programs that enhance communication competencies among staff, thereby preventing latent tensions from manifesting destructively.

The implications of these findings are both theoretical and practical. Theoretically, the study underscores the inadequacy of isolated interpersonal models in capturing the breadth of conflict dynamics in educational settings. It calls for an integrated theoretical framework that merges conflict management, educational leadership, and cultural psychology. Practically, the findings advocate for systemic interventions that address both surface-level disputes and their root causes. These may include inclusive leadership training, institutional policy reforms, and culturally responsive communication strategies.

Overall, this study reinforces the assertion that teacher conflict, while inevitable, can serve as a catalyst for professional and institutional development—provided it is managed within a systemic, culturally sensitive framework. The opportunity for Indonesian education lies in synthesizing indigenous cultural values with global best practices to formulate hybrid conflict management models that resonate with local realities while upholding universal standards of equity and participation

## CONCLUSION

The research results highlights that inter-teacher conflict is an inherent and multifaceted issue within both formal educational institutions and religious-based settings such as pesantren. Drawing from a thematic and systemic literature review of five nationally accredited articles, the findings demonstrate that the forms of conflict range from interpersonal and structural disputes to role-related and methodological frictions. The primary triggers of conflict are rooted in ineffective communication, ambiguity in role expectations, mismatched cultural values, and leadership styles. A key insight gained is that when managed constructively, conflict can become a catalyst for improved collaboration and professional development among teachers.

Theoretically, this study contributes to the discourse on conflict management in education by presenting a systemic perspective that integrates organizational culture, religious values, leadership behavior, and interpersonal communication as interrelated variables. Unlike most existing studies that apply fragmented or single-dimensional approaches, this review emphasizes the value of a comprehensive, context-sensitive framework. It also reinforces the

importance of adopting hybrid strategies that combine global theoretical models (e.g., Thomas-Kilmann conflict mode, transformational leadership) with local socio-cultural dynamics, particularly in Indonesian educational settings.

However, the findings also underscore certain limitations. Most of the reviewed studies focus predominantly on specific contexts, such as pesantren or public secondary schools without addressing variations in gender, age, institutional size, or geographic distribution. Additionally, the dominance of descriptive and qualitative methodologies limits the generalizability of the findings. Future research should expand to include longitudinal, mixed-method, and cross-regional studies to enhance empirical robustness and practical applicability. These limitations suggest a critical need for developing adaptive conflict management models that are not only theoretically grounded but also operationally relevant across diverse educational ecosystems.

## REFERENCES

- Ardhana, et al. (2023). Manajemen Konflik di Pesantren Melalui Kultur Pesantren dan Gaya Kepemimpinan Kyai. *Lentera*. <https://doi.org/10.57096/lentera.v1i4.38>
- Brewer, N., Mitchell, P., & Weber, N. (2002). Gender role, organizational status, and conflict management styles. *International journal of conflict management*, 13(1), 78-94.
- Caputo, A., Marzi, G., Maley, J., & Silic, M. (2019). Ten years of conflict management research 2007-2017: An update on themes, concepts and relationships. *International Journal of Conflict Management*, 30(1), 87-110.
- Deca, P. (2024). Manajemen Konflik dalam Sebuah Organisasi. *Cendib*. <https://doi.org/10.59996/cendib.v1i3.355>
- Farhan, H. (2021). Conflict Management in Pesantren, Madrasah, and Islamic Colleges in Indonesia. *Dialog*. <https://doi.org/10.47655/dialog.v44i1.445>
- Fatihaturahmi, et al. (2023). Peran Manajemen Konflik dan Cara Penanganan Konflik dalam Organisasi Sekolah. *Journal of Education Research*. <https://doi.org/10.37985/jer.v4i3.277>
- Hasanah. (2020). Manajemen Konflik dalam Meningkatkan Kualitas Kerja pada Lembaga Pendidikan Islam. *Al-Idarah*. <https://doi.org/10.24042/alidarah.v10i1.6448>
- Hasanah, R., Munawwaroh, I., & Hasanah, M. (2024). Fostering Inclusivity: Strategies for Supporting Students with Special Needs in Mainstream Classrooms. *FALASIFA: Jurnal Studi Keislaman*, 15(1), 73-85.

- Hutagalung, T. (2020). Konflik Antara Sekolah Induk Dan Smp Terbuka. *Equity in Education Journal*. <https://doi.org/10.37304/eej.v2i2.1861>
- Istnaini, et al. (2024). Efektivitas Manajemen Konflik di SMPN 40 Surabaya. *Jurnal Jendela Pendidikan*. <https://doi.org/10.57008/jjp.v4i02.723>
- Kitchenham, B., Brereton, P., Budgen, D., Turner, M., Bailey, J., & Linkman, S. (2009). Systematic literature reviews in software engineering systematic literature review. *Information and Software Technology*, 51, 7–15. <https://doi.org/10.1016/j.infsof.2008.09.009>
- Ma, Z., Lee, Y., & Yu, K. H. (2008). Ten years of conflict management studies: themes, concepts and relationships. *International Journal of Conflict Management*, 19(3), 234-248.
- Mundiri, A., & Muthmainnah, A. (2021). Power And Ability In Increasing Compliance; The Origin of Leaders' influence in Pesantren. *MANAGERE: Indonesian Journal of Educational Management*, 3(3), 211-224.
- Muzayyin, M., (2023, May). Risk Management At MI As-Sholihin Karangpenang Oloh Karangpenang Sampang. In *Proceeding Of International Conference On Education, Society And Humanity* (Vol. 1, No. 1, pp. 1228-1232).
- Na'im. (2021). Manajemen Konflik Dalam Perspektif Islam. *Leadership Jurnal Mahasiswa*. <https://doi.org/10.32478/leadership.v2i2.720>
- Nasrudin, et al. (2021). Manajemen Konflik dan Cara Penanganan Konflik Dalam Organisasi Sekolah. *Tadbir Jurnal Manajemen Pendidikan Islam*. <https://doi.org/10.30603/tjmpi.v9i1.1888>
- Ningtias, R. W. (2019). Quantum Leadership of Teacher in Improving the Quality of Education Based on Pesantren. *EDUKASI: Jurnal Pendidikan Islam*, 7(1), 01-33.
- Pedhu. (2020). Gaya Manajemen Konflik Seminars. *Jurnal Konseling Dan Pendidikan*. <https://doi.org/10.29210/141000>
- Pratiwi. (2021). Perkembangan Teori Konflik Organisasi. *Manajerial*. <https://doi.org/10.52624/manajerial.v4i1.2209>
- Quds, et al. (2023). Literature Review Bentuk-Bentuk Konflik Dalam Organisasi. *JIMEA*. <https://doi.org/10.62017/jimea.v1i1.81>
- Rifa'i. (2023). Manajemen Konflik Kebijakan Pembina Pramuka Terhadap Kewajiban Mengikuti Penegak Bantara. *Jurnal Pelita Nusantara*. <https://doi.org/10.59996/jurnalpelitanusantara.v1i1.156>
- Rosidah, et al. (2024). Menangani Konflik dalam Organisasi Pendidikan: Identifikasi, Tahapan, dan Dampaknya. *JUTRABIDI*. <https://doi.org/10.61132/jutrabidi.v1i6.381>
- Rosyadi, B. R., Nuril, L., & Hina, S. (2023). Internalization of Religious Moderation Education Through Culture Literacy With a National Insight. *EDURELIGIA: Jurnal Pendidikan Agama Islam*, 7(1), 1-15.

- Septian, et al. (2024). Pelatihan Manajemen Konflik Dalam Pemecahan Masalah Secara Konstruktif. *Jurnal Inovasi*.  
<https://doi.org/10.53621/jippmas.v4i2.362>
- Setyoningrum. (2021). Cara Pemimpin Perempuan dalam Mengelola Konflik. *Borneo Journal of Islamic Education*. <https://doi.org/10.21093/bjie.v1i2.4035>
- Syna Desivilya, H., & Yagil, D. (2005). The role of emotions in conflict management: The case of work teams. *International Journal of conflict management*, 16(1), 55-69.
- Sofia. (2021). Manajemen Konflik di Pesantren Melalui Kultur Pesantren. *Jurnal Studi Islam*. <https://doi.org/10.18196/jasika.v1i1.1>
- Sulastriningsih, et al. (2023). Manajemen Konflik dalam Pendidikan Berbasis Agama, Filsafat, Psikologi dan Sosiologi. *Jurnal Syntax Transformation*.  
<https://doi.org/10.46799/jst.v4i1.685>
- Susanto, et al. (2024). Strategi Manajemen Konflik dalam Meningkatkan Kinerja Guru di SMPN 28 Surabaya. *PTK*. <https://doi.org/10.47134/ptk.v1i3.441>
- Syna Desivilya, H., & Yagil, D. (2005). The role of emotions in conflict management: The case of work teams. *International Journal of conflict management*, 16(1), 55-69.
- Syuaib, M. (2023). Manajemen Konflik Di Lembaga Pendidikan ISLAM. *Tadbiruna*.  
<https://doi.org/10.51192/tadbiruna.v2i2.500>
- Waruwu, et al. (2024). Manajemen Tenaga Pendidik dan Kependidikan dalam Meningkatkan Mutu Pendidikan. *PTK*.  
<https://doi.org/10.47134/ptk.v1i3.514>
- Zamroni, Z., & Rodiyah, H. (2022). Quantum Attraction of Kyai's Leadership in Indonesian Pesantren. *Dinamika Ilmu*, 22(1), 187-199.
- Zamzam, et al. (2024). Webinar: Memahami Konflik Organisasi. *Jurnal Pengabdian Kepada Masyarakat Tunas Membangun*.  
<https://doi.org/10.36728/tm.v4i2.3908>