

Islamic Emotional Intelligence Leaders in Conflict Management

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ABSTRACT: *This study aims to describe how the principal in overcoming or controlling conflicts that occur in the Muhammadiyah Delanggu Vocational High School Klaten, Central Java, Indonesia, is by using Islamic emotional intelligence. This research is a case study using a qualitative approach. The subject of this research is the Principal of the Muhammadiyah Delanggu Vocational High School (SMK) Klaten, Central Java, Indonesia. This study indicates that the principle of controlling conflict by using his emotional intelligence is quite good. This is illustrated by the way the school principal solves existing problems by controlling his emotions so that he does not arbitrarily decide cases that occur, but by holding the collegial collective principle and being able to recognize other people's emotions (empathy) by respecting the feelings of his subordinates not to reprimand them, directly on the spot but by way of deliberation first. This aims to maintain the institution's good name so that neither party gains nor loses. Thus the research findings in this study are to make conflict an opportunity to advance Islamic educational institutions (conflict resolution).*

Penelitian ini bertujuan untuk mendeskripsikan bagaimana kepala sekolah dalam mengatasi atau mengendalikan konflik yang terjadi di Sekolah Menengah Kejuruan (SMK) Muhammadiyah Delanggu Klaten, Jawa Tengah, Indonesia dengan menggunakan kecerdasan emosional Islami. Penelitian ini merupakan studi kasus dengan menggunakan pendekatan kualitatif. Subjek penelitian ini adalah Kepala SMK Muhammadiyah Delanggu Klaten, Jawa Tengah, Indonesia. Hasil penelitian ini menunjukkan bahwa kepala sekolah dalam mengendalikan konflik dengan menggunakan kecerdasan emosionalnya cukup baik. Hal ini tergambar dari cara kepala sekolah menyelesaikan permasalahan yang ada dengan mengendalikan emosinya agar tidak seenaknya memutuskan kasus yang terjadi, tetapi dengan memegang prinsip kolektif kolektif, dan mampu mengenali emosi orang lain (empati) dengan menghargai perasaan bawahannya untuk tidak menegur mereka. langsung di tempat tetapi dengan cara musyawarah terlebih dahulu. Hal ini bertujuan untuk menjaga nama baik lembaga, dan tidak ada pihak yang diuntungkan maupun dirugikan. Dengan demikian temuan penelitian dalam penelitian ini adalah menjadikan konflik sebagai peluang dalam memajukan lembaga pendidikan Islam (*conflict resolution*).

Keywords: *Principal, Emotional Intelligence, Conflict Management.*

Received: April 12, 2022; Revised: May 26, 2022; Accepted: June 4, 2022

I. INTRODUCTION

The principal is an important position in an educational institution to regulate the learning process (Supartilah & Pardimin, 2021). His role is very decisive for the realization of educational goals. In achieving a dream, the principal cannot walk alone without the help of his subordinates (Maela Zulfah, 2021). Therefore, principals and aides must work together to achieve educational goals. If the principal can influence, direct, move, and guide his subordinates appropriately, then all activities in the school institution will be carried out efficiently and effectively. On the other hand, if it cannot influence and move its members effectively, the achievement of educational goals will not be able to run optimally (Mohammady, 2018).

As explained in the Qur'an, a leader must be able to provide direction and guidance to his subordinates to achieve the same goal.

وَجَعَلْنَا مِنْهُمْ أَئِمَّةً يَهْدُونَ بِأَمْرِنَا لَمَّا صَبَرُوا وَكَانُوا بِآيَاتِنَا يُوقِنُونَ

“And We made among them leaders who guided by Our command when they were patient. And it is they who believe in Our signs.” (QS. as-Sajdah [32]: 24) (M. Taufiq, 2015).

Giving directions and instructions to subordinates for school principals is not easy because every human being has a different background of thought. Even the goals and motivations are others at work. Conflicts can occur within an institution because of these differences in human environments (Ikhwan, 2018b).

Principals who want to advance their institutions must understand what factors cause conflict, conflicts within individuals and disputes between individuals or clashes between groups. Understanding these factors will make resolving or controlling disputes easier and lead to positive things (Sukaris Dodi; Fauziyah, Nur; Rahim, Andi Rahmad, 2020).

The occurrence of conflicts is common in almost every school, with different forms and types of conflict, one of which is the Muhammadiyah Delanggu Vocational High School Klaten, Central Java, which was established in 1993. Until now, the head of the SMK Muhammadiyah Delanggu Klaten, strives to advance and develop the institution it leads. However, this is not easy because harmful frictions must occur among each individual or group. The principal must control and unite so that negative conflict does not hinder achieving the desired goals.

Emotional Intelligence

According to Goldman, emotional intelligence is the ability to recognize one's feelings and the feelings of others, motivate oneself, manage emotions well, and relate to others (Puluhulawa, 2013). Based on Goldman's opinion, the author concludes that emotional intelligence is a person's ability to understand his feelings and control his emotions about other people (Erika, Qomari, & Noviandari, 2021).

According to Salovey and Mayer, there are five aspects of emotional intelligence: (1) Recognizing one's emotions. Recognizing emotions is the ability to perceive and recognize feelings over time. (2) Managing emotions. The ability to control one's feelings so that these feelings can be adequately handled. (3) Motivate yourself. Self-

motivation is the ability to push oneself to do something to achieve a goal. (4) Recognizing the emotions of others (empathy). Empathy is not only knowing his thoughts but also the feelings of others. (5) Build relationships. Building relationships is a person's ability to know each other and maintain good relations with others (Setyowati, Hartati, & Sawitri, 2010);(Ikhwan, 2018a);(Alhamdu & Sari, 2018).

Conflict Management

The word conflict comes from the word *Confligere* or *Conflictum*, which means clashing with each other, referring to all forms of collision, collision, incompatibility, conflict, dispute, disagreement of opinion, or arguments that contradict each other (Setiawan, 2018). Meanwhile, according to the term put forward by Miles in Steers, the term conflict refers to a condition where two groups are unable to achieve their goals simultaneously (Bashori, 2017);(Pedhu, 2020).

The author can conclude from the description above that conflict is all forms of conflicting interactions or disagreements in achieving the desired goal. A row is an event that cannot be avoided in organizational life. Even conflict will always be present in every cooperative relationship between individuals, groups, organizations, or institutions. Although friction often creates tension, it is still necessary for the progress and development of institutions, and conflict can become a force if appropriately managed. It can even be used as a tool for change. But it will have an immediate impact on the progress and development of the institution if it cannot be controlled (Isparwoto, 2012);(Ghufron, 2021).

While the causes of conflict, according to Wahyudi said that the causes of conflict originating from within the organization are: limited organizational resources, communication failure, differences in nature, values and perceptions, the interdependence of tasks, and the salary system, meanwhile, the causes of conflict originating from outside the organization are the development of science and technology, increasing community needs, government regulations and policies, the emergence of new competitors, political and security conditions, and the economic situation of the community (Nurfaza, Ikhwan, & Nuraini, 2020).

Conflicts in an institution can have positive and negative impacts that encourage institutions to innovate and be creative. Schools that do not develop could be because the principal is satisfied with the existing achievements, so he ignores the changes in his environment. Because conflict cannot be avoided, the principal needs a good approach to taking advantage of the competition to accurately and effectively achieve the desired goals (Al ASy'ari, 2021).

Studies on conflict management in educational institutions are not new. Some have already discussed it, such as some of the author's search findings from the research results found.

First, research results from Sumaryati with the theme of Conflict management in Muhammadiyah Educational Institutions in East Lampung Regency (Sumaryati, 2019). The results showed differences in opinion, job dependence, status and roles, e.g. communication, division of tasks, delay in honorarium, financial management, misunderstanding, and too sensitive. The impact of the conflict is caused by its functional nature, such as being cooperative, prioritizing the interests of the institution, increasing organizational awareness, seeking the best solution, and being wiser in making decisions. Dysfunctional traits include an uncomfortable work atmosphere,

decreased performance, lack of enthusiasm, arriving late and leaving early, tense work atmosphere, delayed work and delays in achieving targets. Conflict resolution is carried out by the principal using deliberation, advising, strengthening ties, compromise, accepting joint decisions based on spiritual values based on the Qur'an and Hadith and heeding the Memorandum and Articles of Association (AD / ART) of the Educational Education Council. Then the conflict management strategy used is collaboration, compromise and accommodation.

Second, research from Salman Alfarisi, Uswatun Hasanah Unsu and Atikah Ahraini Nasution with the theme of Tafsir Al-Qur'an Verses About Conflict Management (Alfarisi, Hasanah, & Nasution, 2021). The research findings reveal that conflict is a conflict of interest caused by many organisational factors. If the conflict in the organization is not managed correctly, it will hurt organizational performance. However, conflict management in the contemporary era is not avoided conflict because conflict is something that must exist in every community or organization. So managers must master the science and art of conflict management so that conflict becomes functional for the organization.

Third, the results of research from Mahuni and Desi Yudiana on Conflict Management in the Review of the Qur'an (Mahyuni & Yudiana, 2017) confirms in their writings that there are three forms of conflict management in the review of the Qur'an, namely: *Al-Sulh* (Negotiation), *Tahkim* (Arbitration), and *Wasatha* (Mediation). Meanwhile, there are 15 Conflict Management Principles, namely: 1). An embodiment of Justice 2). Social Empowerment. 3). Universality and Human Dignity. 4). The Principle of Similarity. 5). Protecting Human Life. 6). The embodiment of Peace. 7). Knowledge and Power of Logic. 8). Creative and Innovative. 9). Forgive each other. 10). Real Action. 11). Engagement Through Individual Responsibility. 12). Patience. 13). Collective Action and Solidarity. 14). Inclusive and Participatory Process. 15). Pluralism and Religion.

Based on the preliminary description above and the search results from several studies that the authors found, it is a fundamental and essential reason to research the emotional intelligence of school principals in controlling conflict from the perspective of Islamic education management. Because there has been no research that focuses on discussing conflict management from Islamic education management, many have studied it from a very general perspective, such as according to the Qur'an, business management, company leaders, and so on. Thus, according to the author of the study in this manuscript, it provides a novelty in Islamic education thinking that focuses on the management of Islamic educational institutions.

II. METHOD

This study describes the central controlling conflict in the Muhammadiyah Delanggu Vocational High School Klaten, Central Java. This study uses an interpretive paradigm through a qualitative approach with the type of case study. According to the author, the location of this research is unique from other places because it seeks to explore data about the managerial leadership of school principals in public vocational schools with the paradigm of managing Islamic educational institutions. After all, this locus is under the auspices of Indonesia's most prominent Islamic organization and is society's favourite school of interest (Ikhwan, 2021).

Data were obtained from the Principal, Chairperson of the Primary and Secondary Education Council (Dikdasmen) Muhammadiyah Regional Management (PDM) Klaten, teachers, student guardians, and other parties involved. Data collection techniques using in-depth interviews, observation and documentation. The analytical tool used is the Miles and Huberman qualitative analysis model of *data reduction, data display and verification*. Checking the validity of the data using triangulation; *credibility, transferability, dependability and confirmability*.

III. RESULT AND DISCUSSION

Application of Islamic Leadership

The findings of research related to leadership, according to the Head of the Muhammadiyah Delanggu Vocational High School, are:

"Leadership is different from a manager. Indeed, the manager is a leader, and a leader is called a 'manager' while at this school, I call it 'leadership', indeed they are both top leaders but different. Suppose the manager considers his subordinates to be subordinates. Meanwhile, my leadership prefers to choose one typology of leaders, namely democracy. Indeed, there are many typologies of leaders, namely authoritarian, democratic, laze-fair, and transformational." (Interview, 2022).

"So in me, the leadership is me, and all my staff are partners. We will complement each other and strengthen each other's system to achieve this goal, a goal to be achieved as for other differences such as taking a decision and a system policy. Managers can be authoritarian. For example, this is my policy, my decision, don't go along with it. He has the right. But if the leaders in educational institutions are not like that, I take a process that the decision is a collegial collective, we invite, we hear, in my ways. So the leadership in my school is more about how I can invite and influence all elements in this institution as my partner toward the institution's goals. Not in the positions of superiors and subordinates, but it is possible for conventional people. Older people still think that the name of a leader must be authoritarian. I can't do that, and it's called teamwork because they are together." (Interview, 2022).

The Principal's statement above is by searching for leadership documentation in the Klaten Muhammadiyah organization, which prioritizes collegial collectives (Central Leadership of Muhammadiyah, 2017).

In the Qur'an it is also emphasized that the leadership model that is prioritized is by deliberation, as in His word:

فَبِمَا رَحْمَةٍ مِّنَ اللَّهِ لِنْتَ لَهُمْ وَلَوْ كُنْتَ فَظًّا غَلِيظَ الْقَلْبِ لَانْفَضُّوا مِنْ حَوْلِكَ فَاعْفُ عَنْهُمْ وَاسْتَغْفِرْ لَهُمْ وَشَاوِرْهُمْ فِي الْأَمْرِ فَإِذَا عَزَمْتَ فَتَوَكَّلْ عَلَى اللَّهِ إِنَّ اللَّهَ يُحِبُّ الْمُتَوَكِّلِينَ

"So it is because of the mercy of Allah that you are gentle with them. If you are hard-hearted and harsh-hearted, they will distance themselves from those around you. Therefore forgive them, ask forgiveness, and consult with them in this matter. When you have made up your mind, then trust Allah. Verily, Allah loves those who put their trust in Him." (QS. ali Imran [3]: 159) (M. Taufiq, 2015).

In verse above, it is emphasized that after deciding on a policy by deliberation, the final decision is to rely on Allah, who determines everything that happens in this life, including in the management of an educational institution, and this is where the emphasis is in managing Islamic educational institutions whose highest guidelines are sourced from the Qur'an and hadith.

The words of the Prophet Muhammad also emphasized the habit of deliberation, which was always exemplified by the Prophet Muhammad, as illustrated in the narration of Abu Hurairah RA, he said: *"I have never seen someone which often conducts deliberation other than the Prophet Muhammad."* (HR Tirmidhi).

Regarding leadership style, the Head of SMK Muhammadiyah Delanggu argues:

"In this leadership, I prefer to choose one typology of dreamers, namely democracy, there are many typologies of leaders, namely authoritarian, democratic, laze-faire, and transformational, but it is possible that conventional people, many old people think that whose name a leader must be authoritarian, must obey. I can't say that the work team is awakened because they are together." (Interview, 2022).

Collective Collegial Conflict Management Solutions

Meanwhile, regarding collegial collectives for conflict management, the Head of Dikdasmen stated:

"Why should collegial collectives? Because a leader may not be able to reach all things related to the system in the institution. That's why we have to listen, open our ears wide." (Interview, 2022).

The argument or opinion is by what the researchers observed during the melting process of the leaders and teachers and all ranks of the Muhammadiyah Delanggu Vocational High School during the three-monthly routine evaluation meeting. These observations showed two-way communication between the leadership and organizational elements present at the conference (Observation SMK Muhammadiyah Delanggu, 2022).

Research findings related to leadership style. The leadership style the Head of the Muhammadiyah Delanggu Vocational High School used is a democracy because he does not like authoritarian attitudes, not a research locus culture. The Principal's statement also confirms this:

"When a teacher makes a mistake, I don't immediately scold. Because it's the same as killing a character in front of everyone, the way I call the person concerned without being known to others, I confirm or tabayun, if it is proven guilty, I will advise, how hard is it to be a leader, right? Those of us who give advice must also be role models." (Interview, 2022).

This is also by the statement of one teacher:

"The main thing is that the problems that often occur here are resolved by deliberation. In every institution, I believe there must be something called conflict. How can a good leader make the conflict an opportunity to advance the institution or an organization, because if there is no conflict, it also means that there is no critical power?" (Interview, 2022).

The findings of research related to how to solve problems in schools, before deciding on the issues that occur, the principal first investigate the source of the problem. Then it is identified whether this problem can cause destruction or this problem can motivate. If it can destroy, it must be resolved by working together to find a solution.

The research findings related to the steps in overcoming the problem are: *first*, by bringing together the problematic party. *Second*, ask what exactly the problem is. *Third*, by discussing it with the disputing party, and *fourth*, find a way roughly what the solution will be in the word's meaning so that no one feels benefited and no one feels disadvantaged. The goal is that they are both aware of their mistakes and can work together again to realize educational purposes.

The research findings related to the conflict to be avoided and the competition to be maintained. First, the conflict to prevent is a conflict that can be divisive, can lead to disagreement between the two parties, or hinder the running of an organization. While the maintained conflicts are conflicts in the sense of differences of opinion, all of which aim to advance because differences cannot be denied that are commonplace, in religion, it is also said that differences are grace. Such conflicts like that can increase the organization.

The Role of Leaders in Managing Conflict Management

An educational institution needs a leadership that can organize, advance and achieve the desired academic goals. As the person in charge of education and learning in schools, the principal should be able to convince the public that teaching in his institution is going well. A leader cannot do it alone without cooperation with others to achieve an educational goal. Therefore, it is necessary to cooperate between the leaders of the institution and the staff within the institution. As stated by the head of SMK Muhammadiyah Delanggu:

"A leader may not be able to reach all things related to the system in the institution. Cooperation is needed between leaders and all elements in this institution. Leadership is how I can invite and influence all levels here as partners. We complement each other and strengthen each other's system to achieve the goals of this institution." (Interview, 2022).

The opinion expressed by the head of the Muhammadiyah Delanggu Vocational School is by the idea of Linda Indiyarti Putri et al., in their journal, which says that the leadership of a school principal contains various ways and efforts that can be done to influence, guide and mobilize both teachers, staff, employees, students, communities and educational stakeholders to achieve the desired academic goals (P. Indiyarti, 2018).

Leadership Style Determinants of the Success of Educational Institutions

To achieve a desired educational goal, one must have a different leadership style from other school principals because the principal's leadership style greatly determines the progress of an educational institution.

The leadership style has several parts, including authoritarian, democratic, free and complementary (Erwinsyah, 2019). However, the one used by the head of SMK Muhammadiyah Delanggu is more inclined toward a democratic leadership style as the researchers found in this location.

The description above is also by Rasdi Ekosiswoyo, who said that there are four leadership styles: *First*. Authoritarian leadership is a leader who shows his power. Those who think that the responsibility as a leader is tremendous, he is the one who is responsible for his leadership. And works hard, meticulously, and orderly. He wants and expects his subordinates also to work hard and earnestly, and then he is the one who makes the rules that must be obeyed. He also supervises and assesses the performance of his subordinates. *Second*. Laze-faire leadership, this leadership style is the opposite of authoritarian leadership. Leadership that only serves as a symbol. Leadership is carried out by giving complete freedom to the people being led in making decisions and carrying out activities according to their will and interests, either individually or in small groups. *Third*. Democratic leadership is leadership that involves all people who are led in total, both individually and through representatives. All decisions are taken through deliberation and consensus that must be adhered to. *Fourth*. Participatory leadership is leadership that uses empowerment through *the distribution of power, distribution of knowledge and skills, distribution of information, and distribution of rewards* (Fatahuddin, 2020).

Like any leadership style in an institution, it cannot be separated from various problems or conflicts. An educational institution is an organization with a social system in which individuals and others communicate dynamically and actively. The communication process connected between one individual and another is substantial in triggering conflict. In this case, a leader must be able to control it so as not to hinder the achievement of educational goals.

Regarding conflicts in schools, according to the leadership of SMK Muhammadiyah Delanggu, two problems cause destruction and issues that cause motivation for the institution. Every situation in the school principal's institution overcomes it, not directly adjudicating. Still, it is necessary to investigate the source of the problem first and then identify whether the existing problem can cause destruction or this problem can motivate. If the current situation can cause collapse, it must be resolved together to find a solution.

The description above is by the opinion Jabrohim quoted by Farid Setiawan saying that conflict has two faces or impacts, namely functional and dysfunctional. Functional conflict is a beneficial conflict because it can improve the performance of human resources in educational institutions. While dysfunctional conflict is a conflict that is detrimental because the presence of conflict can actually reduce and even damage the performance of existing human resources in the institution (Setiawan, 2018).

Decisions taken by the Head of the Muhammadiyah Delanggu Vocational School are always through deliberation or discussion so that they both seek solutions to the problem. The leadership carries out the steps taken in overcoming the problem by bringing together the involved parties and then asking what the problem is. After that, it is discussed with the disputing parties and asked what the solution would be so that no one feels benefited and no one feels aggrieved. This is done so that both parties can work together again in achieving educational goals.

Not all problems or conflicts can cause destruction, but some issues can motivate an institution's progress. This study confirms that disputes that can cause collapse, such as conflicts that can divide, can cause friction between the two parties or hinder the running of an organization, problems like this must be resolved immediately.

Meanwhile, problems or conflicts that cause motivation for the institution, according to the principal, must be maintained, such as differences of opinion, all of which aim to advance the organization, because it is undeniable that differences are commonplace, while in religion, it is also said that differences of opinion are a blessing. So, according to the principal, such conflicts must be maintained.

John Dewey considered the conflict as something positive and could lead to a change. From this point of view, conflict is not seen as a problem but is seen as something positive so that it can create change. Tjosvold stated that conflict is necessary for creating active involvement and the formation of democratic attitudes. Positive conflict can develop our individuality so that the conflict makes us more capable and confident.

Conflict acts as a catalyst in the dynamics of a group. The principal will not be said to have a creative and innovative attitude if he ignores the disapproval response from partners or subordinates. The reasons for this disagreement must first be identified.

Conflict can also improve communication and improve organizational development, facilitate understanding in dealing with complex problems, broaden perspectives on organizational climate and develop the foundation for managing change.

Proactive principals have sensitivity when problems begin to arise, identify the problem and immediately take action to resolve it, and conflicts can be resolved cooperatively by problem-solving. These methods can produce solutions, develop insight, and help individuals grow and develop emotionally.

IV. CONCLUSION

Based on the results of data analysis obtained from this study, it can be concluded that the principal's emotional intelligence in controlling conflict is quite good. This is illustrated by how the school principal solves problems at SMK Muhammadiyah Delanggu by controlling his emotions so that he does not arbitrarily decide cases according to the QS argument. As-Sajadah verse 24, as well as respecting the feelings of his subordinates (empathy), every decision he makes is always discussed beforehand as well as exemplified by the Prophet Muhammad in the hadith narrated by Tirmidhi, and this aims to maintain the good name of the institution, as well as each neither party benefits nor is harmed so that the existing conflict is used as an opportunity to advance Islamic educational institutions with the need for critical reasoning that builds each other up.

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