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The Influence of Transformational Leadership, Interpersonal Communication,
and Organizational Conflict On Organizational Effectiveness

Mukhtar, Risnita, and Muhammad Anggung Manumanoso Prasetyo

Public Relation Management in Developing Organizational Behavior

Mukhtar, Risnita, and Citra Juniarni

Management Performance Model of Senior High School Teachers of Muhammadiyah In South Sumatera

Rulitawati, Ahmad Husein Ritonga, Lias Hasibuan

Android-Based National Examination: Honest Character Applicator

Santi Vera Mulyani, Nurhayati, and Mohd Hilmy Baihaq Yussof

The Principal's Strategy in Preparing Students Ready to Face the Industrial Revolution 4.0

Nova Maryanti, Rohana, and Muhammad Kristiawan

The Effect of Certified Teachers and Hedmaster Leadership on Teachers' Performance

Heriana Hartiwi, Anna Yu Kozlova, and Fitri Masitoh

The Effect of Visionary Leadership and Lecturer's Performance on Students' Achievements

Herdayati, Edi Harapan, Tobari, and Asya N Samsonova

Professional Competence Understanding Level of Elementary School
in Implementing Curriculum 2013

Wachidi, Adrian Rodgers, and Dmitriy Yu Tumanov

The Effectiveness of Role Playing Model on Upgrading Students' Skill of Appreciation

Liza Murniviyanti, Mohsin Shaikh, and Gusmaizal Syandri

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Content

The Influence of Transformational Leadership, Interpersonal Communication, and Organizational Conflict On Organizational Effectiveness Mukhtar, Risnita, and Muhammad Anggun Manumanoso Prasetyo	1 - 17
Public Relation Management in Developing Organizational Behavior Mukhtar, Risnita, and Citra Juniarni	18 - 29
Management Performance Model of Senior High School Teachers of Muhammadiyah In South Sumatera Rulitawati, Ahmad Husein Ritonga, Lias Hasibuan	30 - 43
Android-Based National Examination: Honest Character Applicator Santi Vera Mulyani, Nurhayati, and Mohd Hilmy Baihaqy Yussof	44 - 53
The Principal's Strategy in Preparing Students Ready to Face the Industrial Revolution 4.0 Nova Maryanti, Rohana, and Muhammad Kristiawan	54 - 69
The Effect of Certified Teachers and Hedmaster Leadership on Teachers' Performance Heriana Hartiwi, Anna Yu Kozlova, and Fitri Masitoh	70 - 88
The Effect of Visionary Leadership and Lecturer's Performance on Students' Achievements Herdayati, Edi Harapan, Tobari, and Asya N Samsonova	89 - 98
Professional Competence Understanding Level of Elementary School in Implementing Curriculum 2013 Wachidi, Adrian Rodgers, and Dmitriy Yu Tumanov	99 - 105
The Effectiveness of Role Playing Model on Upgrading Students' Skill of Appreciation Liza Murniviyanti, Mohsin Shaikh, and Gusmaizal Syandri	106 - 110
The Principal's Strategy for Managing Conflicts Due to the Stress of Female Teachers as a Result of the Implementation of Full Day School Hertining Dyah Listiningrum, Tobari, and Nila Kesumawati	111 - 120

The Principal's Strategy for Managing Conflicts Due to the Stress of Female Teachers As a Result of the Implementation of Full Day School

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Abstract: This study aimed at determining the principal's strategy to manage work stress conflicts in female teachers as the impact of implementing Full Day School. This research was conducted using qualitative methods with the type of phenomenological research. The research sites were SMAN 1 Talang Kelapa and SMAN 1 Betung Banyuasin Regency. The data in this study were in the form of observations, documentation, and interviews. Checking the validity of the data with source triangulation and method triangulation. Data analysis using the Spradley model. The results in this study indicate that the principal conducts three strategies to manage work stress conflicts in female teachers as the impact of implementing Full Day School so that it does not interfere with teacher performance, student comfort, and does not hinder the achievement of school goals. The strategies adopted by the principal are 1) identifying the forms of work stress for female teachers, 2) identifying conflicts that arise as the effects of work stress for female teachers, and 3) resolving conflicts through personal approaches, official services, and religious approaches.

Keywords: Principal Strategy, Managin Conflict, Stress of Female, Full Day School

1. Introduction

The concept of a full-day school or more popular with the term Full Day School which has been discussed in 2016 by the Minister of Education and Culture Prof. Muhadjir Effendy, has now returned to viral after a policy to be re-applied gradually throughout Indonesia throughout the new school year July 2017. The system This Full Day school was coined by the Ministry of Education and Culture through Permendikbud Number 23 of 2017 concerning School Day. Permendikbud no. 23 of 2017 requires 35.5 hours of school days per week outside recess or 40 hours per week including rest hours.

The implementation of Full Day School finally received pros and cons responses, especially those related to their impact on teachers. Although Full Day Scholl can help teachers overcome the problem of lack of teaching hours and be able to meet 24-hour teaching hours and provide other positive impacts (Kristiawan, 2017: 3728) and Full

Day School is also in accordance with the demands of the Minister of Education and Culture of the Republic of Indonesia Number 15 Year 2018 but it should also be noted about the negative impact on teachers. Full Day School reduces the teacher's time to evaluate teaching and learning activities and Full Day School also reduces the teacher's time to plan learning programs for the next day because more teacher time is consumed in school (Septianto, 2016).

Especially for female teachers in schools with a Full Day School system, it turned out to face a new problem regarding the dual role that must be lived. They must be in school from morning to evening to guide, maintain, and educate their students, on the other hand the time to carry out their role as housewives is increasingly reduced. This is what can finally trigger stress on female teachers because they find it difficult to fulfill two roles at once (Pratiwi, 2018: 2).

Starting from the outpouring and complaints of some teachers who feel they have a burden with their roles of being housewives and as teachers at the same time, researchers conducted initial interviews in October 2018 to several female teachers at one of the full day schools in Banyuasin. From the results of the interview it can be concluded that the reason they work is to help the husband in meeting their household needs. But in reality the two roles that he must carry out simultaneously do not go well. They have difficulty when they have to divide their time.

This division of time has become increasingly difficult since the implementation of the Full Day School system. This is because these women have two dual roles namely as housewives as well as workers outside the home. The role is merged into one and must be done by a career woman together and optimally. In this regard, the results of Azkiyati's research (2018: 60) state that at present, women who work as teachers, especially those who are married, have a risk of experiencing stress.

Further research Sugijanto (2000: 97) shows that 51.5% of 326 teacher respondents were found to be experiencing stress. Pratiwi's research (2018: 5) also revealed that of the 20 respondents, 55% experienced work stress. While the form of work stress that can be seen from emotional reactions when the teacher is at school, will trigger a variety of conflicts both between subjects and staff, with students, fellow teachers or even between subjects with the principal.

The relationship between work stress and conflict was also raised by Chusniatun, et al. (2014: 58) which revealed that a dual role would cause stress, stress would give birth to conflict, and conflict would have negative consequences for family and work life. Between stress and conflict are interrelated things, cannot be separated from one another. This is because prolonged and severe stress will cause conflict, both conflicts

that occur within individuals and between individuals in the organization. Conflicts can occur in the relationship between the leader (headmaster) and the teacher because of the hierarchical character of the teacher's relationship with the staff, the teacher's teacher, and the teacher's students (Winardi, 2004: 384). If the conflict is still at a low level, the conflict can still be seen as part of management that can be expected to have significant changes. But if the conflict has reached a deep and severe level, and emotions have played an important role, it shows the weakness of the organization and puts it at a disadvantage (Pratiwi, 2018).

In connection with the stress that arises from the implementation of Full Day School, especially for female teachers having a dual role, as the leader of an educational institution the principal has a very large share in creating a conducive atmosphere in his work environment. Principal's managerial duties listed in Permendikbud number 6 of 2018 explained that one of the tasks of the principal is to create a culture and climate of the school/madrasa that is conducive and innovative for student learning.

The Principal's leadership is expected to be able to develop and create conditions that allow for the birth of a harmonious and conducive working climate and human relations. This means that a school principal must be able to manage conflicts that occur in the work environment so that conflicts that arise do not have a negative impact on the creation of a conducive school climate. Therefore the right strategy is needed so that the school principal can handle it until there is no turmoil that can hamper the school's steps in achieving its goals.

Starting from this matter, this research is important to be done to reveal what conflicts can arise as a result of work stress of female teachers in the Full Day School system as well as what strategies can be done by school principals in managing conflicts of work stress of female teachers so as not to negatively impact the implementation of

learning activities. teaches at Banyuasin Regency High School, especially schools with the Full Day School system.

2. Principal Strategy

Etymologically, the strategy is derived from the Greek word *statos* meaning troops and agents means to lead. But at first the concept of strategy was defined as a way to achieve goals (Solihin, 2012: 54). Strategy according to the Big Indonesian Dictionary is a careful plan of activities to achieve specific targets that have been planned before the problem (Dandy, 2015: 1377). The term strategy in the world of education is defined as a plan, method, or series of activities designed to achieve a particular educational goal, which means strategy is a plan that contains a series of activities designed to achieve certain educational goals (Sanjaya, 2006: 124). Based on the opinions expressed above, that what is meant by the strategy in the scope of education in this research is the method, plan, or design used by the school principal as a guideline for the achievement of the stated goals and as a plan for the development of educational institutions in the future.

According to the Big Indonesian Dictionary, the term "Principal" consists of two words, "Principal" and "School". The word head can be interpreted as a chairman or leader in an organization or institution. While the word school is defined as an institution that is a place to receive and give lessons (Dandy, 2015: 690). Apart from KBI sources, a more detailed definition of the principal is listed in Permendikbud number 6 of 2018 article 1 paragraph 1 The Principal is a teacher who is given the task to lead and manage educational units which include kindergartens, kindergartens (TKLB), elementary schools (SD) extraordinary elementary schools (SDLB), junior high schools (elementary schools Junior High School, Extraordinary Middle School (SMPLB), High School (SMA), Vocational High School

(SMK), Extraordinary High School (SMALB) or Indonesian Schools Abroad.

Based on the two sources above, the researcher formulated the notion that the principal was the highest leader in an educational institution that had responsibility for everything related to the smooth running of the school in order to realize the stated school goals.

3. Conflict Management

The term conflict in the Indonesian General Dictionary comes from the Latin verb *conficere* which means to hit each other. Furthermore, the term *conficere* from Latin was adopted into English, namely *conflict*, which was later adopted also into Indonesian into *conflict*. Various definitions of conflict have been put forward by experts. Because conflicts that occur are caused by behavioral factors or human attitudes as resources in an organization, the conflict will affect the effectiveness of the organization. Conflict will have a negative impact if it is not managed properly and correctly. Therefore, any conflicts that arise and occur in organizations must be resolved immediately through conflict management (Dalimunthe, 2018: 9).

Conflict management or what is often termed conflict management is the process of actions and reactions taken by both conflict actors and third parties in a rational and balanced manner in order to control situations and conditions as a result of disputes by several parties. (Santosa, 2014: 1.3). In the world of education, conflict management can be interpreted as a step taken by school principals to manage conflicts that occur so that educational goals can be realized optimally (Tambunan, 2017: 850). Given the pluralistic of individuals in a situation and conditions that are always different in an organization, including in schools, it will be difficult to avoid potential conflicts, according to Zulkarnaen (2015) the role of conflict management is very vital to minimize the adverse effects of conflict, and to maintain

conflict functional so that organizational goals are achieved without obstacles.

The results of the Council's study in Putrianti (2008: 3), research results from (Wiyanti, 2017), and (Wardhani, 2018) revealed that one of the professions which were very prone to being exposed to stress was the teaching profession. Still related to this research, the results of a study published by Neurologist, Medical Journal from the American Academy of Neurology quoted in the Situmorang Professional Profession Analysis Daily (2018), the teaching profession has a high risk of job stress. In the study also stated that women are more susceptible to the risk of stress and stroke than men, which reaches 65%. Women are more prone to stress because women have a dual role. According to Putrianti (2007: 5) if a woman who has a dual role cannot properly manage both roles, it will cause stress. Related to the research topic, teachers working in schools with a full day program will require more time in school and more energy than teachers who work in non-full day schools. In general the risks faced by career women are: heavier thoughts, family neglect, difficulty dividing positions as housewives and career women, physical, psychological, and social fatigue, and the emergence of stress and is not impossible if it is sustainable and neglected, the dual role will depress teachers (Wulandari, 2015: 421).

It has been explained above that in essence work stress is a condition of tension in oneself that affects a person's thought processes, emotions, and physical condition. Muhammad (2013) argues that work stress affects behaviors that relate to others both inside and outside. With the behavior or response that is shown clearly will trigger conflicts in the workplace, both conflicts with colleagues or with superiors. Strengthening the opinion of Muhammad (2013), (Omisore, 2014: 120) suggests that one cause of work conflict is work stress, because stress can have an impact on feelings, thoughts, and behaviors that will trigger conflict in the

workplace. Based on the opinions of experts about the relationship of work stress and work conflict above, it can be concluded that work stress experienced by female teachers who have multiple roles can also trigger conflict in the workplace. Conflicts can occur because teachers who experience work stress will show attitudes and behaviors that trigger conflicts such as emotional, easily blame others, are easily offended, and also become lazy to carry out their work obligations.

4. Research Methods

This research is a qualitative research with a phenomenological approach. The phenomenological approach is one of the traditions of qualitative research that is rooted in philosophy and psychology, and focuses on human life experiences (sociology) (Cokroaminoto, 2011). The place of research is SMAN 1 Talang Kelapa and SMAN 1 Betung Banyuasin Regency.

The data obtained in this study were the results of data collection through observation, documentation and in-depth interviews. Observation data in the form of field notes obtained through direct observation by following the activities of Full Day School for several weeks. Documentation data in the form of photos, certificates, notes, and other documents that are archived both by the school and from Dapodik. Interview data were obtained through predetermined informants namely female teachers who played a dual role, principals and students. The answers obtained both recorded and recorded are then simplified according to the focus of the study for further analysis with reference to supporting theories. Checking the validity of the data with source triangulation and method triangulation. Data analysis uses the Spradley model which includes four stages namely Domain, Taxonomy, Componential, and Cultural Theme.

5. Results and Discussion

This study describes the principal's strategy in managing conflicts that arise as a result of the work stress of female teachers in high schools who implement the Full Day

system in Banyuasin District. In the results sub-section, researchers will describe the results of research conducted to find out conflicts that can arise as a result of work stress of female teachers and the principal's strategy to manage conflicts that arise as a result of the work of the female teacher. In the results and discussion section also the findings are described by positioning the results on the relevance and relevance of previous research or theories, linking the results of research with previous research studies, and expressed in the form of corresponding results.

The findings of the study show that female teachers who have a dual role in SMAN1 Talang Kelapa and SMAN 1 Betung stated their inability to manage time and divide the time between work at school and work at home as a housewife. The Full Day system requires teachers to be at school for 8 hours a day, the distance between home and school is quite far, road conditions are congested, and the condition of the majority of teachers who still rely on bus transportation makes it increasingly difficult for teachers to meet the demands of both roles equally. The inability to divide the time between the two roles experienced by female teachers in the two schools is related to 1) The pressure of interest from one role that can affect the interests of others, so that the teacher is difficult to determine priorities or if the teacher is able to determine priorities, the teacher is still burdened with feelings of guilt; 2) Feelings that the time devoted to one role has been reduced because more time is spent on carrying out obligations on other roles. This result in incomplete work in one of the roles; 3) there is a feeling that the school or house does not appreciate the efforts that have been made to the maximum these feelings make them feel depressed so that it affects their physical condition, feelings, and responses in dealing with their work. The research findings are in line with research (Darsono, 2015: 15) and (Sidik, 2017: 6) that the dual role of female teachers and the Full

Day system is one of the dominant factors triggering work stress.

Research findings at SMAN 1 Talang Kelapa and SMAN 1 Betung as a Full Day school some diseases such as magh, hypertension, and other diseases. The physical condition will eventually affect the psychological condition. Teachers become emotional easily, always anxious and eventually cause decreased concentration. This condition will eventually result in the social behavior of the teacher when socializing with other school members while at school. The behavior that often appears is solitude, being indifferent, and when there is a conflict with another party, the teacher often shows offensive behavior with other words but on the other hand the teacher often shows excessive self-defense behavior. These behaviors eventually lead to personality clashes between personnel in the school and develop into problems that lead to conflict.

The findings of this study are in line with the results of the study (Wartini, 2015: 65). that the behavior of teachers who, agresis, often do not enter or are reluctant to enter the classroom with a variety of reasons, are often late to come and go home prematurely, be indifferent to the work environment, like to alienate themselves from relationships, easy to attack with words All of that is a matter of problems which leads to conflict situations.

In general, the principals of SMA Talang Kelapa and SMAN 1 Betung applied the same strategy in managing work stress conflicts for female teachers as the impact of implementing Full Day School. Difference can only be found on the priority scale of steps in conflict resolution. Principal's strategy in managing conflict. As a result of work stress of female teachers as a result of the implementation of Full Day School in SMAN 1 Talang Kelapa and SMAN 1 Betung.

The first strategy undertaken by school principals in managing work stress conflicts in female teachers as a result of implementing Full Day School is to recognize the symptoms

of work stress symptoms for female teachers who have a dual role. This is in line with research conducted by (Sastro, 2018). The results of the study stated that to be able to manage teacher job stress the first step that must be done is planning which includes observation, recognition of symptoms of stress, and identifying the level of work stress of the teacher. The findings at SMAN 1 Talang Kelapa and at SMAN 1 Betung show that the symptoms of stress experienced by female teachers can be grouped into 3 namely 1) physical disorders, 2) psychological disorders, and social symptoms.

Very dominant physical disorders were seen and complained by the female teachers such as fatigue, often feeling dizzy, digestive disorders such as magh and insomnia at night, but very sleepy if during the day. Even at SMAN 1 Betung the symptoms of fatigue and drowsiness are very visible. This is due to the distance between home and school, so teachers must leave early and require a long time to get to school.

Physical disturbances experienced by female teachers play a dual role in SMAN 1 Talang Kelapa and SMAN 1 Betung, which also influence their psychological condition. They become vulnerable to various behavioral changes such as feeling lazy, being forgetful, the emergence of unwarranted anxiety, concentration is decreased, and when interacting with colleagues they become irritable, difficult to control emotions, and very easily feel hurt. This psychological disorder also affects the quality of work, even teaching and learning activities can be neglected or not conducive. Teachers will lose new ideas in teaching and vice versa teachers will only spend time without creativity.

In addition to physical and psychological disturbances, work stress experienced by female teachers at SMAN 1 Talang Kelapa and at SMAN 1 Betung also affected social relationships. Social disturbances that arise include teachers becoming aloof, being indifferent to around, just being quiet/passive. On the other hand as a result

of emotional instability, teachers often easily attack others with words and always carry out excessive self-defense when facing reprimands or input. The findings of the study are in line with Darsono's research that the dual role of female teachers is one of the dominant factors triggering work stress. Darsono (2015: 15). In addition to multiple roles, according to research conducted by Muh. Iqbal Munawar Maulana Sidik revealed that Full Day is one of the factors triggering the emergence of teacher work stress (Sidik, 2017: 6).

After the initial stage of the principal makes steps to recognize the symptoms of work stress on female teachers who play a dual role, the principal then identifies conflicts based on their type. Reference identification of conflicts that researchers use is based on the opinion of Mulyasa (2004) and Winardi (2008) which divides the types of conflict in schools there are four namely role conflict, horizontal line conflict, vertical conflict, and horizontal conflict.

The priority scale assessment techniques applied by the principal of SMAN 1 Talang Kelapa and SMAN 1 Betung are in principle the same, based on the seriousness of the conflict, its effects, and aspects of interest. Based on the findings of the study, conflicts that occurred in Talang Kelapa 1 and SMAN 1 Betung as a result of the stress of the work stress of female teachers were horizontal conflicts and vertical conflicts. Horizontal conflict that occurred at SMAN 1 Talang kelapa and at SMAN 1 Betung was a conflict between teacher and teacher. While conflicts between teachers and education or administrative staff have never occurred. This is because the teacher rarely communicates continuously and for a long period of time with the Administration in matters of the subject matter of teaching.

The work stress of female teachers plays a dual role that impacts on physical, psychological and social behavior not only has the potential to cause horizontal conflicts between teachers, but also triggers vertical

conflicts. Vertical conflict is a conflict that occurs between personal who has the position of superior or leader and subordinate. Vertical conflicts in schools are conflicts between the principal and teachers, the principal and staff, and conflicts between teachers and students. This vertical conflict is the cause of disharmony in work relations between the principal as a superior and other personnel under the head of the school, as well as disharmony in the relationship between teachers and students.

Although there are some basic strategies for managing conflict offered by experts such as Winardi (2008: 1) and Maddux (2001: 10), SMAN 1 Talang kelapa and SMAN 1 Betung have their own strategies in managing work stress conflicts in female teachers. Conflict management strategies applied by the two principals are in principle, namely by 1) a personal approach, 2) an official approach, and 3) a religious approach. And the main prerequisite for the three approaches is communication. Principal's strategy to position communication as a basis for managing work stress conflicts in female teachers is in line with research conducted by Idris (2009: 83) from the research results revealed that communication is a basic strategy in managing conflict because basically conflict management is an oriented approach in the communication process.

Strategies with a personal approach are carried out by the principal by observing the teacher's behavior before making a warning or calling, communicating, positioning themselves as a good listener, making compromises related to the distribution of tasks and scheduling, organizing certain events to establish intimacy between school members. Activities such as establishing family gatherings, field trips, simple celebrations at school when there is a teacher's birthday, marriage, or a teacher who has just given birth.

The principal's strategy by taking a personal approach is in line with what was stated by Raya (2016: 84) that the strategy

for overcoming conflict is to foster personal relationships to create friendship, friendship, and friendship relations so as to create strong inner contact.

The official approach is the principal's strategy in managing conflicts that occur by adhering to the rules and regulations by building teacher awareness about the duties and obligations of teachers based on the law, socialization of laws and regulations relating to the main tasks and functions of the teacher, giving the task of the teacher in accordance with applicable regulations, and discipline. There are a number of school principals' notes on choosing an official service approach. 1) this strategy is applied if the approach personally does not get a response from the teacher and cannot be personally tolerated. 2) This official approach is applied as soon as possible and does not need to wait for a meeting, when a conflict occurs that demands to be resolved on an official basis.

The Religious Approach is the principal's strategy in managing conflict by building teacher awareness to always be sincere and clever and to foster mutual trust and understanding among school residents, organizing activities related to religious holidays, building facilities and infrastructure to support religious activities, a visit to a place where the twofa as well as a joint Yasinan title. As what was stated by Zanwir (2019) that religious activities such as recitation, religious activities, tauziah, integrated motivation is one of the development of teacher's personality that can reduce the development of conflict.

6. Conclusion

Based on the results of research and discussion of the Principal's Strategy for Managing Conflicts Due to Work Stress of Female Teachers as an Impact of the Implementation of Full Day School. Job stress experienced by female teachers who have a dual role in Full Day School can actually trigger conflict in the workplace. This is

because the work stress experienced by the female teacher impacts physical, psychological and social behavior when interacting with others. The principal's strategy in managing conflict due to work stress of female teachers plays a double role as the impact of implementing Full Day School is 1) recognizing the symptoms of work stress of female teachers, 2) identifying conflicts that can arise as a result of work stress of female teachers, and 3) conflict resolution.

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