

CONFLICT MANAGEMENT IN THE SCHOOL ENVIRONMENT: MEDIATION APPROACH TO IMPROVE ORGANISATIONAL CLIMATE

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Abstract. This research is driven by the dynamics of conflict in the school environment, which, if not managed properly, can damage the quality of working relationships, hinder organisational coordination, and weaken the organisational climate in educational institutions. This study aims to analyse conflict management thru a mediation approach to improve the organisational climate. This research uses a qualitative, case-study approach. The research location was chosen because MA Nurul Jadid is an educational institution with distinctive organisational characteristics within a pesantren environment, as well as dynamics in the relationships between leaders, teachers, educational staff, and students that have the potential to cause organisational conflicts. Data collection techniques include observation, in-depth interviews, and documentation. The research informants are five individuals: the head of the madrasah, the deputy head of the madrasah responsible for the curriculum, a teacher, an educational staff member, and a student. Data were analysed using the interactive model of Miles, Huberman, and Saldaña thru the stages of data reduction, data presentation, and conclusion drawing. The research results show that conflicts generally arise from differences in perception, misunderstandings, discrepancies in task execution, and differences in communication styles among school members. The conflict was managed thru a mediation approach that emphasised dialog, deliberation, clarification, and joint problem-solving. The implementation of mediation has proven capable of maintaining harmonious working relationships, enhancing communication openness, encouraging mutual respect, and creating a more conducive work atmosphere.

Keywords: Conflict Management, Mediation, Organisational Climate

Abstrak. Penelitian ini didorong oleh dinamika konflik di lingkungan sekolah, yang jika tidak dikelola dengan baik, dapat merusak kualitas hubungan kerja, menghambat koordinasi organisasi, dan melemahkan iklim organisasi di lembaga pendidikan. Studi ini bertujuan untuk menganalisis manajemen konflik melalui pendekatan mediasi untuk meningkatkan iklim organisasi. Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus. Lokasi penelitian dipilih karena MA Nurul Jadid adalah lembaga pendidikan dengan karakteristik organisasi yang khas dalam lingkungan pesantren, serta dinamika dalam hubungan antara pemimpin, guru, staf pendidikan, dan siswa yang berpotensi menimbulkan konflik organisasi. Teknik pengumpulan data meliputi observasi, wawancara mendalam, dan dokumentasi. Informan penelitian adalah lima individu: kepala madrasah, wakil kepala madrasah yang bertanggung jawab atas kurikulum, seorang guru, seorang staf pendidikan, dan seorang siswa. Data dianalisis menggunakan model interaktif Miles, Huberman, dan Saldaña melalui tahap reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa konflik umumnya muncul dari perbedaan persepsi, kesalahpahaman, ketidaksesuaian dalam pelaksanaan tugas, dan perbedaan gaya komunikasi di antara anggota sekolah. Konflik tersebut dikelola melalui pendekatan mediasi yang menekankan dialog, musyawarah, klarifikasi, dan pemecahan masalah bersama. Penerapan mediasi telah terbukti mampu menjaga hubungan kerja yang harmonis, meningkatkan keterbukaan komunikasi, mendorong saling menghormati, dan menciptakan suasana kerja yang lebih kondusif.

Kata Kunci: Manajemen Konflik, Mediasi, Iklim Organisasi

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INTRODUCTION

Conflict is an inseparable part of organisational dynamics, including educational organisations (Falhi et al., 2025; Lestari et al., 2024). In the school environment, conflicts can arise due to differences in interests, perceptions, communication styles, task distribution, authority, or social backgrounds among school members (Hutabarat, 2025; Agil et al., 2025). Unmanaged conflicts can lead to prolonged tension, reduced productivity, hinder learning, and weaken the quality of interpersonal relationships in educational institutions (Winata et al., 2025). On the contrary, conflicts that are managed constructively can serve as an entry point for organisational system improvements, enhanced communication, and the formation of a healthy work culture (Khoiriyah et al., 2025). In this context, conflict management becomes one of the important aspects of school leadership and management, especially in Islamic educational institutions that have institutional characteristics, pesantren culture, and distinctive social relationship structures (Indana et al., 2023; Zuhaery & Badrudin, 2023; Sulastriningsih et al., 2023; Salihin, 2023).

One approach gaining increasing attention in organisational conflict resolution is mediation (Musarofah et al., 2025; Wardani et al., 2024). This approach places dialog, deliberation, openness, and the search for joint solutions at the heart of dispute resolution, making it more suitable for application in school environments that emphasise harmony, character education, and the sustainability of social relations (Hutabarat, 2025; Lestari et al., 2024). Mediation does not merely function as a problem-solving technique, but also as an instrument for creating a more conducive, participatory, and supportive organisational climate. A positive school organisational climate will be evident from the creation of a sense of security, mutual trust, collaboration among teachers and educational staff, and an increased shared commitment to achieving educational goals (Wardani et al., 2024; Lestari et al., 2024). Therefore, the study of conflict management thru a mediation approach becomes relevant to explain how schools can productively manage differences and internal tensions to strengthen their organisational climate (Musarofah et al., 2025).

At the empirical level, MA Nurul Jadid, as the research locus, shows that conflicts in the school environment do not always manifest as open confrontations but often take the form of miscommunication, differing interpretations of madrasah policies, lack of synchronisation between departments, and interpersonal tensions among school members. As an educational institution situated within a pesantren environment, MA Nurul Jadid has a complex interaction structure, as it involves relationships among the head of the madrasah, teachers, educational staff, students, and the pesantren's institutional values, which also influence the work culture.

This condition can give rise to potential conflicts that require resolution mechanisms that are not only formal-administrative but also communicative and persuasive. In practice, conflict resolution in schools often still relies on an instructive approach from the leadership or spontaneous resolutions without systematic procedures, so the root of the problem is not always thoroughly addressed (Salabi, 2023).

If left unaddressed, such situations can affect the organisational climate of the madrasah, including decreased work comfort, reduced openness in communication, the emergence of informal groups that maintain distance from one another, and decreased effectiveness in coordinating school programs (Fatihaturahmi et al., 2023). On the other hand, MA Nurul Jadid has a great opportunity to develop a mediation mechanism grounded in the values of deliberation, clarification, reconciliation, and collegiality, which align with the tradition of Islamic education. Thus, this research is important to conduct because it starts from real issues in the field, namely how conflicts occurring at MA Nurul Jadid are managed, who the actors involved in the resolution process are, to what extent mediation is used as a resolution strategy, and how it impacts the school's organisational climate. The issues at the research locus are the basis for a more in-depth study, especially to understand conflict not merely as a disturbance but as an organisational reality that must be handled wisely to prevent it from developing into institutional dysfunction.

Several previous studies have examined conflict management and the organisational climate of schools, yet they still show significant room for improvement. The first study explains that principal-led conflict management influences improvements in teachers' work effectiveness, as conflicts handled properly can enhance organisational coordination and discipline. However, the study focused primarily on the principal's role as a decision-maker and did not specifically examine mediation as a participatory conflict-resolution approach (Luqman et al., 2024). The second study found that a positive school organisational climate is formed by interpersonal communication, democratic leadership, and a collaborative work culture. However, this research has not positioned conflict as an important variable that can actually influence the fluctuations in the quality of the organisational climate (Avivar-Cáceres et al., 2022). The third study shows that mediation is effectively used to resolve interpersonal conflicts in educational institutions, as it can reduce the escalation of disputes and build mutual understanding. However, the focus of this research is narrower on interpersonal conflict resolution, so it has not yet linked it to broader implications for the overall school organisational climate (Musarofah et al., 2025). The fourth study emphasises that Islamic-based educational institutions have a distinctive conflict resolution mechanism thru familial approaches,

deliberation, and religious values. However, the research has not specifically examined madrasah aliyah in the context of pesantren as educational organisations with more complex structures, cultures, and authority relationships (Afandi, 2016).

Based on that review, the novelty of this research lies in the effort to integrate three aspects simultaneously, namely conflict management, mediation approach, and organisational climate into a single analytical framework specifically applied at MA Nurul Jadid. Another novelty lies in the research locus, namely madrasah aliyah within the pesantren culture; thus, this research has the potential to offer a more contextual perspective on mediation practices grounded in Islamic institutional values. The urgency of this research is further heightened when schools are required not only to succeed academically but also to build a healthy, adaptive, and harmonious work environment. In an era of increasingly rapid change in educational organisations, schools need conflict-resolution strategies that are not repressive, not merely legalistic, and that do not rely solely on the authority of leaders, but rather encourage the emergence of fair, dialogical, and sustainable solutions. The mediation approach is important because it can strengthen ownership of joint decisions, reduce resistance, and build trust between conflicting parties. For MA Nurul Jadid, this research is urgent because its results can serve as a basis for evaluation and the development of a conflict management model that better aligns with the needs of the madrasah organisation. Thus, the aim of this research is to analyse how the mediation approach is applied in conflict management at MA Nurul Jadid and its implications for improving the school's organisational climate.

METHOD

This research uses a qualitative approach with a case study type. This approach allows the researcher to obtain a comprehensive picture of the processes, meanings, interactions, and experiences of the research subjects as they face and resolve conflicts in the madrasah environment (Zohriah et al., 2022). Meanwhile, the case study research type was chosen because this study focuses on a specific locus, namely MA Nurul Jadid, with the aim of thoroughly exploring the characteristics of conflicts, the mediation mechanisms applied, and their impact on the school's organisational climate. The selection of MA Nurul Jadid as the research location is based on initial observations, there are organisational dynamics that indicate the potential for interpersonal conflicts as well as conflicts related to policies and work coordination, making it important to further investigate how mediation approaches are applied to resolve these issues. Thus, the selection of this location is not only based on research accessibility but also on the suitability of the locus to the problem being studied.

The data collection techniques in this research include observation, in-depth interviews, and documentation. Observations were conducted using a non-participant approach to examine several aspects of conflict management in the school, including communication patterns among school members, the mediation process in resolving conflicts, decision-making practices, interactions between teachers and school leaders, and organizational climate indicators such as collaboration, openness, and mutual trust. The observation data were used to complement the interview and documentation findings through data triangulation. The research informants consisted of five individuals: the head of the madrasah, the deputy head of the madrasah, one teacher, one educational staff member, and one student. The informants were selected using a purposive sampling technique based on their direct involvement, knowledge, and experience related to conflict management and mediation practices within the madrasah, enabling them to provide relevant and in-depth information aligned with the research objectives.

Data analysis in this study uses the interactive analysis model by Miles, Huberman, and Saldaña, which includes three steps: data reduction, data presentation, and conclusion/verification. Data reduction involves selecting, focusing on, and simplifying raw data from observations, interviews, and documentation, in accordance with the research focus. Next, the reduced data are presented in the form of a systematic narrative description to facilitate the researcher's understanding of the patterns of findings in the field. The final stage is conclusion drawing and verification, which is the process of deeply interpreting the meaning of the data to produce valid findings regarding conflict management thru a mediation approach in improving the organisational climate at MA Nurul Jadid.

RESULTS

Forms of Conflict Occurring at MA Nurul Jadid

The first finding shows that conflicts at MA Nurul Jadid tend to be interpersonal and organisational in nature. Interpersonal conflicts arise due to differences in character, communication styles, and work methods among educators and educational staff. Organisational conflicts, on the other hand, are related to task distribution, activity coordination, interpretation of school policies, and the communication of information that is not always fully received by all parties. The head of the madrasah, as the primary informant, explained that the conflicts that occur are generally mild to moderate in scale, but they still need to be addressed promptly to avoid affecting the work atmosphere. He stated, "Conflicts in this madrasah are usually not major conflicts, but more about differences in perspective, miscommunication, or lack of synchronisation in task execution." If these small matters are left

unchecked, they can, over time, affect the working atmosphere at the school. This statement indicates that the conflict at MA Nurul Jadid is more rooted in communication and coordination than in structural or ideological conflicts. Thus, the most dominant root of the conflict lies in daily work relations and internal organisational dynamics.

Mediation Mechanism as a Conflict Resolution Strategy

The second finding shows that conflict resolution at MA Nurul Jadid is carried out thru a mediation approach. Mediation involves bringing the conflicting parties together, providing a space for clarification, encouraging openness, and guiding the search for a joint solution. In practice, the head of the madrasah acts as a mediator who does not directly side with either party but rather strives to understand the issues in proportion. The deputy head of the madrasah, in charge of the curriculum, as the second informant, stated that many issues stem from misunderstandings that can be unravelled through direct dialog. He stated, "Many issues are actually resolved after being brought together." Sometimes the problem is simply that the information isn't conveyed in its entirety. "When the parties involved sit together, they can explain to each other and ultimately understand each other's positions." This shows that mediation at MA Nurul Jadid is not conducted in a formalistic manner, but rather emphasises a communicative and deliberative approach. This process also demonstrates an organisational culture that allows for conflict resolution in a humane manner, rather than a repressive one.

The Role of Madrasah Leaders in Conflict Management

The third finding shows that mediation effectiveness is strongly influenced by the role of madrasah leadership. The head of the madrasah not only functions as a decision-maker but also as a facilitator of communication, a mediator, and a director of the conflict resolution atmosphere. In some cases, the leadership chooses to resolve issues informally thru personal communication, while in other cases, it is done thru small discussion forums involving the relevant parties. The teacher, as the third informant, stated that this style of conflict resolution makes teachers feel appreciated and not unilaterally blamed. He explained, "We feel more comfortable when issues are resolved thru direct communication." No party is humiliated. Usually, the root of the problem is identified first, and then a common ground is found. This keeps the working relationship well-maintained." The statement emphasises that the madrasah leadership has carried out the mediation function constructively. With communicative leadership, conflicts do not escalate into personal animosities but are directed toward becoming joint evaluation material to improve the organisation's work patterns.

The Impact of Mediation on Work Relationships and Organisational Communication

The fourth finding shows that the implementation of mediation has a positive impact on work relationships and organisational communication at MA Nurul Jadid. After the conflict was resolved through dialog, the parties tended to reestablish better communication, understand each other's tasks, and foster a sense of mutual respect. Educational or administrative staff, as the fourth informant conveyed, stated that mediation provides each party with the opportunity to explain the actual conditions, thereby maintaining a sense of justice within the organisation. He stated, "If there is an issue, usually the parties involved are called and discussed amicably." We were given the opportunity to explain, so we were not immediately blamed. From there, the issues are usually resolved quickly, and the working relationship returns to normal." This finding shows that mediation not only resolves surface-level issues but also improves the quality of communication among school members. In the context of educational organisations, this is very important because smooth communication is one of the main elements in forming effective work coordination.

The Contribution of Mediation to the Improvement of Organisational Climate

The fifth finding shows that mediation significantly contributes to improving the organisational climate at MA Nurul Jadid. A positive organisational climate is characterised by a relatively conducive work atmosphere, a sense of safety in interactions, increased openness, and the maintenance of stable relationships among school members. Students, as the fifth informant, believe that although there are sometimes internal issues among teachers or staff, these do not significantly disrupt the learning process. He stated, "If there are problems at school, they usually don't escalate into major arguments." The teachers continue to teach well, and the school atmosphere remains orderly. So we, as students, still feel comfortable at school." This perspective shows that the success of conflict management is not only felt by the organisation's internal parties but also influences students' perceptions of the madrasah's atmosphere. Thus, mediation has proven to function not only as a conflict resolution tool but also as an instrument for strengthening a healthy, harmonious, and productive organisational climate.

DISCUSSION

The research findings indicate that the conflict at MA Nurul Jadid is an inherent phenomenon in the dynamics of school organisation. These findings align with the organisational theory perspective, which views conflict not merely as a negative phenomenon

but as a logical consequence of interactions among individuals with differing backgrounds, perceptions, interests, and responsibilities. In educational institutions, conflicts often arise as part of the collective work process involving many actors with interrelated functions (Dewi et al., 2025). At MA Nurul Jadid, the conflicts are primarily at the interpersonal and organisational levels, including differences in perspective, miscommunication, poor coordination, and differing interpretations of the madrasah's policies. The character of such conflicts indicates that the source of the problem lies not in large ideological differences but in weak information transmission, unclear roles, and differences in communication styles within the work environment. Thus, the conflict that occurs can be categorised as a functional conflict if managed promptly, as it can serve as an evaluation tool to improve organisational governance (Khoiriyah et al., 2025). However, if ignored, conflicts that initially seem minor can become dysfunctional and disrupt the effectiveness of school operations (Nasrudin et al., 2021). From an educational management perspective, this finding emphasises that schools cannot be understood as spaces free of conflict, but rather as social systems that require mechanisms for the sustainable management of work relationships.

In that context, the use of a mediation approach at MA Nurul Jadid becomes a relevant and effective strategy. Mediation is essentially a conflict-resolution process that involves a neutral third party to help the parties find common ground without designating one party as the absolute winner (Monika, 2025). The research findings indicate that the head of the madrasah plays a central role as a mediator, bringing conflicting parties together, providing a space for clarification, and encouraging the achievement of a joint solution. This finding is important because it shows that conflict resolution at MA Nurul Jadid is not carried out solely through coercive or authoritative approaches, but through dialog and deliberation. This approach is very much in line with the character of Islamic educational organisations, which not only rely on administrative effectiveness but also on ethical values, familial bonds, and respect for individual dignity (Alfaridli, 2024). Mediation becomes important because conflicts in schools are often not adequately resolved with formal instructions (Lešková & Ilavská, 2023). Conflicts arising from miscommunication or differences in perception require space for mutual listening, explanation, and understanding of each other's positions (Maulana & Istanto, 2025). Therefore, the success of mediation shows that dialogical conflict resolution is better at maintaining the continuity of working relationships than resolutions that are solely oriented toward structural compliance. In school organisations, sustainable working relationships are very important because the conflicting parties will continue to interact in the long term. If the conflict is

resolved repressively, the issue may be administratively settled, but the psychological residue can remain and affect communication in the future (Gregory et al., 2024).

Furthermore, the effectiveness of mediation at MA Nurul Jadid cannot be separated from the leadership style of the madrasah's head. The research findings indicate that the head of the madrasah not only acts as a decision-maker but also as a facilitator of organisational relations. This indicates the presence of communicative and participative leadership practices. In educational leadership theory, effective leaders are not only those who can manage tasks but also those who can manage human relationships within the organisation (Aljufri & Kusumawati, 2025). A madrasah principal who is capable of performing mediation functions possesses social sensitivity, communication skills, and the ability to read organisational situations proportionately. He does not immediately blame a particular party as the cause of the problem, but rather strives to understand the root of the conflict more comprehensively. This style fosters trust among teachers and educational staff, as they feel treated fairly and given space to explain issues from their respective perspectives. This discussion shows that mediation is not just a technique but also highly depends on the mediator's personal capacity. In this case, the head of the madrasah as a mediator functions to transform potential tension into an opportunity for joint reflection. Thus, mediative leadership is a key factor in the success of conflict management in the school environment (Sugari et al., 2025). For Islamic educational institutions like MA Nurul Jadid, this model of leadership also has cultural legitimacy because it aligns with the traditions of deliberation, reconciliation, and problem-solving through a persuasive approach.

Subsequent research has shown that implementing mediation has a positive impact on the quality of organisational communication. Conflicts that were previously triggered by incomplete information or misunderstandings between departments can be minimised through clarification forums and direct meetings. This shows that mediation at MA Nurul Jadid not only functions reactively to resolve conflicts that have already occurred but also serves a preventive role in improving the organisation's communication patterns. In organisational climate theory, open, honest, and two-way communication is one of the main indicators of creating a healthy work environment. When members of the organisation feel they have the opportunity to speak, be heard, and be understood, the level of trust in the organisation tends to increase. On the contrary, if communication is closed off and conflicts are left unresolved, prejudices, social distance, and even internal fragmentation will arise (Dong et al., 2025). Based on the research findings, after the mediation process, the parties who previously experienced tension tend to reestablish better communication and understand each other's responsibilities

more clearly. This means that mediation has functioned as a restorative instrument, restoring social relations and strengthening work coordination. In the context of educational organisations, this restorative function is very important because the success of a school is largely determined by social cohesion across all elements of the organisation. Without healthy communication, even a good educational program can be hindered during implementation.

The next discussion concerns the contribution of mediation to improving the organisational climate at MA Nurul Jadid. Organisational climate essentially refers to the shared perceptions of the organisation's members regarding the work atmosphere, relationship patterns, sense of security, social support, and the quality of interactions within the institution. The research results show that mediation influences the creation of a more harmonious, open, and conducive work atmosphere. Teachers and educational staff feel that issues can be discussed amicably without causing embarrassment or hostility. This condition is important because a healthy organisational climate will encourage loyalty, job comfort, and commitment to the institution's goals. From the students' perspective, a good organisational climate is also evident in the maintenance of a disciplined, stable learning environment, even amid internal issues among teachers or staff. This shows that effective conflict management not only affects internal employee relationships but also the overall quality of educational services. Schools that manage conflicts well will be better prepared to create a safe learning environment and support student development. In other words, mediation not only resolves disputes but also lays the foundation for a healthy organisational culture (Gregory et al., 2024).

If linked to previous research, the results of this study reinforce the finding that good conflict management contributes to the effectiveness of school organisations. However, this research has a more specific emphasis, namely on mediation as the main approach and its influence on the organisational climate in the context of pesantren-based madrasas (Dong et al., 2025). Here lies the novelty and significant contribution of this research. In many previous studies, conflict has been discussed primarily from the perspectives of leadership or organisational communication, whereas this research more specifically shows how mediation serves as a social mechanism that bridges conflicts and improves the organisational climate. Moreover, the context of MA Nurul Jadid, which is situated within the pesantren culture, demonstrates that Islamic values such as deliberation, verification, and familial ties can serve as an ethical foundation that enhances the effectiveness of mediation. This implies that conflict management in Islamic educational institutions should not only adopt modern organisational theories normatively but also integrate them with local religious values that are alive in the institution's culture.

Overall, this discussion emphasises that conflict is not a threat that must be completely eliminated, but rather an organisational reality that must be managed wisely. The mediation approach has proven to be an effective strategy because it can resolve conflicts constructively, maintain work relationships, improve communication, and build a healthier organisational climate. Therefore, the success of educational institutions does not lie in the absence of conflict, but in their ability to build a dialogical, fair, and sustainable system for managing conflict. The findings of this study also have broader implications for educational management theory and practice. Theoretically, enrich the discourse on conflict management by positioning mediation as a strategic organizational mechanism that not only resolves disputes but also strengthens organizational climate through trust-building, collaborative communication, and shared decision-making. In practice, the findings provide guidance for school leaders to institutionalize mediation by establishing clear conflict-resolution procedures, enhancing the mediation competencies of school administrators, and fostering a culture of dialogue and participatory decision-making among teachers and staff. At the policy level, the results suggest that educational authorities and school management should integrate mediation-based conflict management into leadership development programs and institutional governance frameworks to promote organizational effectiveness and sustainable school improvement. These implications demonstrate that mediation is not merely a reactive strategy for resolving conflict but a proactive management approach that supports the creation of resilient, harmonious, and high-performing educational organizations.

CONCLUSION

Conflict management at MA Nurul Jadid is carried out thru a mediation approach that emphasises dialog, deliberation, clarification, and joint problem-solving. Conflicts that occur within the madrasah environment generally involve differences in perception, miscommunication, lack of synchronisation in task execution, and differences in communication styles among school members. The conflict did not escalate into an issue that threatened the institution's stability because the madrasah, especially its head, was able to serve as an effective mediator. The mediation approach has proven to help bring conflicting parties together, open healthier communication channels, and encourage the creation of mutually acceptable resolutions. Thus, conflict is not merely viewed as an organisational obstacle, but rather as part of institutional dynamics that can be managed constructively. The research results also show that the implementation of mediation contributes to the improvement of the organisational climate, characterised by the maintenance of harmonious working relationships,

increased openness in communication, greater mutual respect, and a more conducive work atmosphere. These findings affirm that a school's success is not determined solely by academic achievements but also by its ability to manage conflicts effectively, fostering a healthy and productive organisational climate.

RECOMMENDATIONS

This research has several limitations that should be considered when interpreting the findings. First, the study was conducted in only one educational institution, namely MA Nurul Jadid. As a qualitative case study, the findings are highly contextual and reflect the school's unique organizational culture, conflict management practices, and institutional characteristics. Consequently, the results cannot be directly generalized to other schools or madrasahs with different organizational structures, leadership patterns, or socio-cultural contexts. Instead, the findings should be understood as analytically transferable to settings that share similar characteristics. Second, the number of informants was relatively limited and consisted primarily of individuals directly involved in conflict mediation. Although this enabled the researcher to obtain rich, in-depth information, it may not have fully represented the perspectives of all organizational stakeholders, including students, parents, school committee members, and external education authorities. As a result, some dimensions of organizational conflict and school climate may not have been comprehensively captured.

Third, this study focused specifically on mediation in conflict management and its relationship with organizational climate. Therefore, it did not investigate other organizational variables that may also contribute to the creation of a positive school climate, including adaptive leadership, organizational communication, institutional culture, teacher professionalism, policy implementation, employee well-being, or the influence of external stakeholders. These factors may interact with conflict management in complex ways and deserve further scholarly attention. Fourth, the research employed a qualitative approach that emphasized participants' experiences and interpretations. While this approach provides a comprehensive understanding of social phenomena, it does not statistically measure the strength or magnitude of relationships among variables. Consequently, the findings should be interpreted as explanatory rather than predictive.

Based on these limitations, future research is recommended to involve multiple educational institutions with diverse organizational characteristics to enable comparative analyses and improve the transferability of findings. Expanding the range and diversity of informants would also provide a broader understanding of organizational conflict from multiple

stakeholder perspectives. Furthermore, future studies should incorporate additional variables that potentially influence organizational climate, including leadership style, institutional governance, communication effectiveness, organizational commitment, and employee well-being. Employing mixed-methods or longitudinal research designs would further strengthen empirical evidence by integrating the depth of qualitative inquiry with quantitative measurement, thereby providing a more comprehensive contribution to advancing educational management research, particularly in developing harmonious, adaptive, and sustainable school organizations.

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