

**STRATEGI MANAJEMEN KONFLIK DALAM MENINGKATKAN KINERJA TENAGA PENDIDIK
DI TPA *EARLY CHILDHOOD CENTRE* JAKARTA SELATAN**

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ABSTRAK

Penelitian ini bertujuan mengembangkan strategi manajemen konflik yang efektif dalam meningkatkan kinerja tenaga pendidik di TPA Early Childhood Centre Jakarta Selatan. Kualitas layanan PAUD sangat bergantung pada kinerja efektif pendidik, namun lingkungan organisasi tidak terlepas dari dinamika konflik yang berpotensi menurunkan kinerja, meningkatkan stres kerja, dan retensi. Penelitian ini menggunakan pendekatan kualitatif dengan studi kasus, informan terdiri dari Kepala Sekolah, Tenaga Pendidik, Staff administrasi dan orang tua murid. Pengumpulan data melalui wawancara mendalam, observasi non-partisipan, dan dokumentasi. Hasil penelitian menunjukkan bahwa strategi manajemen konflik yang efektif dapat meningkatkan kinerja tenaga pendidik melalui peningkatan kemampuan mengelola konflik, komunikasi yang efektif, dan kerja sama tim. Konflik dominan adalah kombinasi konflik proses dan hubungan interpersonal. Kepala TPA menerapkan strategi kolaboratif model Thomas-Kilmann sebagai mediator empatik, upaya pencegahan konflik, dan motivator. Efektivitas terlihat dari transformasi iklim kerja, penurunan miskomunikasi, peningkatan dialog terbuka, dan inisiatif kolaboratif. Implikasi penelitian ini adalah pengembangan strategi manajemen konflik yang efektif dapat meningkatkan kualitas pendidikan. Penelitian lanjutan dapat dilakukan untuk mengembangkan strategi manajemen konflik yang lebih efektif dalam meningkatkan kinerja tenaga pendidik dan kualitas pendidikan

Kata Kunci: Manajemen Konflik, Strategi Konflik, Kinerja Tenaga Pendidik, Kepala TPA, Studi Kasus Kualitatif.

**CONFLICT MANAGEMENT STRATEGY TO IMPROVE TEACHER PERFORMANCE
AT THE EARLY CHILDHOOD CENTER DAYCARE IN SOUTH JAKARTA**

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ABSTRACT

This research aims to develop effective conflict management strategies to improve the performance of educators at TPA Early Childhood Centre, South Jakarta. The quality of early childhood education services is highly dependent on the effective performance of educators; however, the organizational environment is not free from conflict dynamics that have the potential to decrease performance, increase work stress, and affect retention. The research employs a qualitative approach with a case study design. Informants consist of the Principal, Educators, Administrative Staff, and Parents. Data collection was conducted through in-depth interviews, non-participant observation, and documentation. The research findings indicate that effective conflict management strategies can improve educator performance through enhanced conflict management capabilities, effective communication, and teamwork. The dominant conflicts are a combination of process conflicts and interpersonal relationship conflicts. The early childhood education principal implements collaborative strategies using the Thomas-Kilmann model as an empathetic mediator, conflict prevention efforts, and motivator. Effectiveness is evident from the transformation of the work climate, reduction in miscommunication, increased open dialogue, and collaborative initiatives. The implication of this research is that the development of effective conflict management strategies can improve the quality of education. The research recommendation is that further research can be conducted to develop more effective conflict management strategies to improve educator performance and education quality.

Keywords: Conflict Management, Conflict Strategy, Educator Performance, Early Childhood Education Principal, Qualitative Case Study.