

DAFTAR PUSTAKA

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Lampiran 1



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

PROGRAM STUDI :

- PENDIDIKAN ANAK USIA DINI (S1)
- PENDIDIKAN GURU SEKOLAH DASAR (S1)
- PENDIDIKAN BAHASA INGGRIS (S1)

SURAT PERMOHONAN

Nomor : 11/DEKAN/FKIP-UMHTXII/2025
 Perihal : Permohonan Izin Penelitian
 Lampiran : -

Kepada Yth.
 Ibu Thelma A. Tan
 Di Tempat

Dengan Hormat,

Sehubungan dengan tugas akhir mahasiswa dalam pembuatan penelitian, maka dengan ini kami mohon izin agar mahasiswa kami diberikan kesempatan untuk melakukan penelitian di sekolah yang bapak/ibu pimpin, kegiatan pengambilan data akan dilaksanakan pada:

Tanggal kegiatan : Desember 2025 - Januari 2026
 Tempat : TPA Early Childhood Centre

Adapun mahasiswa yang akan melaksanakan kegiatan yaitu:

No	Nama Lengkap	NIM	PRODI	JUDUL PENELITIAN
1.	Safiyya Nuurany	4012241033	S1 PAUD	Strategi Managemen Konflik oleh Kepala PAUD Dalam Meningkatkan Kinerja Tenaga Pendidik di TPA Early Childhood Centre Jakarta Selatan

Demikian surat permohonan ini kami sampaikan, besar harapan kami agar bapak/ibu dapat mengizinkan. Atas perhatian dan kerjasamanya kami ucapkan terimakasih.

Jakarta, 02 Desember 2026
 Fakultas Keguruan dan Ilmu Pendidikan
 Universitas MH Thamrin



Dr. Sopiha, M.Pd
 Dekan

Tembusan:
 1. Arsip

Jl. Raya Pondok Gede No. 23-25 Kramat Jati – Jakarta 13550 Telp. (021) 8096411 Fax. (021) 8092235. Email : fkp@thamrin.ac.id Website : <http://www.thamrin.ac.id>

Lampiran 2



Yth.
Pimpinan Program Studi / Fakultas
di Tempat

Dengan hormat,

Sehubungan dengan surat permohonan izin penelitian yang diajukan oleh mahasiswa:

Nama : Safiyya Nuurany
NIM : 4012241033

Dengan ini kami menyatakan bahwa yang bersangkutan benar telah mendapatkan izin untuk melaksanakan penelitian di TPA Early Childhood Centre Jakarta Selatan dengan judul:

"Strategi Manajemen Konflik Dalam Meningkatkan Kinerja Tenaga Pendidik di TPA Early Childhood Centre di Jakarta Selatan."

Penelitian tersebut dilaksanakan dalam rangka penyusunan tugas akhir/skripsi. Selama kegiatan penelitian berlangsung, yang bersangkutan telah mengikuti prosedur dan ketentuan yang berlaku di lingkungan TPA Early Childhood Centre.

Demikian surat balasan ini kami sampaikan untuk dipergunakan sebagaimana mestinya. Atas kerja sama yang baik, kami ucapkan terima kasih.

Hormat kami,

Kepala TPA Early Childhood Centre
Jakarta Selatan


 **ECC**
Early Childhood Centre
Sylvia Irani Kariwangan S.Sos
Kepala Yayasan TPA ECC

Lampiran 3

CHAPTER I

GENERAL PROVISIONS

Article 1 - Purpose

This code of conduct is established to:

1. Create a professional, transparent, and conducive work environment
2. Establish clear and measurable operational standards
3. Ensure fair and transparent task and responsibility allocation
4. Enhance job satisfaction through participatory systems

Article 2 - Scope

This code of conduct applies to all TPA Early Childhood Centre staff, including educators (teachers), administrative staff, and operational staff.

Article 3 - Definitions

5. Staff: All employees working at TPA Early Childhood Centre
6. Duty Roster: Additional tasks beyond teaching hours arranged on a rotation basis
7. Shared Facilities: Classrooms, library, meeting rooms, and other common areas
8. SOP: Standard Operating Procedure

CHAPTER II

WORKING HOURS AND ATTENDANCE

Article 4 - Regular Working Hours

9. Working days: Monday - Friday
10. Working hours: 07:00 - 17:00 WIB
11. Break time: 12:00 - 13:00 WIB
12. Late arrival tolerance: 10 minutes (maximum 3 times per month)

Article 5 - Attendance System

13. Attendance is recorded through fingerprint system or designated application
14. Clock-in time: 07:15 - 07:45 WIB
15. Clock-out time: 17:00 - 17:15 WIB
16. Missed attendance must be reported to administration within D+1

Article 6 - Leave and Permits

A. Sick Leave

- Notify Principal/Coordinator by 07:00 WIB at the latest
- Medical certificate from doctor required for sick leave exceeding 2 days

- Sudden illness that cannot be confirmed beforehand must be reported immediately

B. Personal Leave

- Must be submitted minimum D-3 through leave form
- Maximum 2 days per month for urgent matters
- Requires Principal's approval

C. Annual Leave

- 12 working days per year (according to length of service)
- Must be submitted minimum D-14 through leave booking system
- Cannot be taken during peak school activity periods
- Maximum 2 staff from the same team can take leave simultaneously

CHAPTER III

SCHEDULING AND DUTY ROSTER SYSTEM (TRANSPARENCY SOP)

Article 7 - Scheduling Principles

17. Transparent: All schedules published on notice board and digital system
18. Fair: Equal workload distribution based on capacity and seniority
19. Participatory: Staff involved in schedule preparation process
20. Flexible: Structured schedule exchange mechanism available

Article 8 - SOP for Duty Roster Preparation

A. Preparation Timeline

- Week 3 of previous month: Schedule preference survey via digital form
- Week 4: Draft schedule prepared by coordinator considering staff input
- Day 25: Draft schedule published for objection period (3 working days)
- Day 28: Schedule finalization after accommodating feedback
- Day 1: Official schedule takes effect

B. Duty Roster Allocation Criteria

- Equal rotation: Each staff member receives equivalent turns within 1 month
- No duty 2 consecutive days except in emergency situations
- Maximum 6 duties per month per staff member
- Staff preferences considered up to 70% (30% for operational needs)

C. Objection Mechanism

- Objections submitted through objection form with clear reasons
- Coordinator must respond within 1 working day
- If agreement not reached, Principal makes final decision

Article 9 - SOP for Duty Roster Exchange

21. Submit exchange request minimum D-2 through schedule exchange form
22. Obtain approval from replacement staff and coordinator

- 23. Schedule update in system will be done by administration
- 24. Maximum 2 exchanges per month
- 25. Sudden exchange (D-1 or same day) only for emergencies with Principal's approval

Article 10 - Types of Duty and Responsibilities

No	Duty Type	Responsibilities
1	Morning Duty	Welcome students (07:00-07:30), check reception area cleanliness, assist late students
2	Lunch Duty	Supervise lunch, ensure dining area cleanliness, coordinate with catering
3	Dismissal Duty	Manage student pickup (15:30-16:00), ensure safe handover, check student belongings
4	Health Duty	Handle sick students, coordinate with parents, ensure first aid kit available
5	Library Duty	Manage book borrowing, maintain library tidiness, assist students

CHAPTER IV

SOP FOR BOOKING AND USE OF FACILITIES

Article 11 - Facilities Requiring Booking

- 26. Meeting Room
- 27. Audio Visual Room
- 28. Multipurpose Room / Hall
- 29. Outdoor Area / Playground (for special activities)
- 30. School Vehicles
- 31. Multimedia Equipment (Portable projector, Sound system)

Article 12 - SOP for Facility Booking

A. Booking Procedure

- Access online booking system via staff portal or manual booking form
- Minimum D-3 for rooms, D-7 for vehicles and special equipment
- Complete form with: date, time, purpose of use, number of participants
- Wait for confirmation from administration (maximum 1 working day)
- Last-minute booking (D-1) only for urgent needs and subject to availability

B. Usage Priority

- Priority 1: Mandatory curriculum activities
- Priority 2: Official school meetings and gatherings
- Priority 3: Extracurricular activities
- Priority 4: Staff training and development

- First-come-first-served for same priority level

C. Booking Cancellation

- Inform cancellation minimum D-2 so facility can be used by others
- Sudden cancellation without clear reason will be recorded in system
- 3 sudden cancellations in 1 semester will lower booking priority

Article 13 - Facility User Responsibilities

32. Arrive on time according to booking schedule
33. Maintain facility cleanliness and tidiness
34. Return equipment to original condition
35. Report damage or loss immediately
36. Responsible for damage due to negligence
37. Finish usage maximum 15 minutes after booking time ends

CHAPTER V

CODE OF ETHICS AND PROFESSIONALISM

Article 14 - Professional Conduct

38. Dress neatly and appropriately according to dress code (shirt/blouse, formal pants/skirt)
39. Use polite and educational language in school environment
40. Maintain privacy and confidentiality of student and staff data
41. Do not use social media to complain about work or school policies
42. Mobile phone on silent/vibrate mode during working hours

Article 15 - Communication and Coordination

43. Attend daily briefing (07:30-07:45 WIB)
44. Attend monthly regular meetings (mandatory, except urgent matters)
45. Respond to work-related messages/emails within 24 hours maximum
46. Use official communication channels (WhatsApp group, Institutional email)
47. Submit complaints or suggestions through suggestion box or regular meetings

Article 16 - Prohibitions

48. Leaving duty without supervisor's permission
49. Committing physical or verbal violence against students
50. Accepting gratuities from parents
51. Using school facilities for personal purposes without permission
52. Taking home school documents or items without permission
53. Smoking in school area

CHAPTER VI

REWARDS AND SANCTIONS

Article 17 - Reward System

- 54. Monthly Exemplary Staff: Based on performance evaluation and attendance
- 55. Attendance Bonus: No tardiness or absence in 1 semester
- 56. Innovation Appreciation: For ideas or programs improving learning quality
- 57. Training Opportunities: Priority for staff with good performance

Article 18 - Violation Levels and Sanctions

Level	Type of Violation	Sanctions
Minor	Late >10 minutes (4-6x/month), Missed attendance, Not following dress code, Sudden booking cancellation	Verbal warning, Written warning letter (if repeated), Attendance incentive deduction
Moderate	Late >7x/month, Absent without notice (1-2x), Not performing duty without notification, Leaving duty without permission	Warning letter I, 25% allowance deduction, Counseling with Principal
Serious	Absent >3x/month, Verbal violence to students, Leaking school confidential data, Facility misuse, Violating teacher professional code of ethics	Warning letter II-III, 50% allowance deduction, Suspension 1-7 days, Demotion (if applicable)
Very Serious	Physical violence to students, Criminal acts, Repeated serious violations after warning letter III	Dismissal/Termination of Employment

Note: Each sanction will go through clarification process and right of reply from the concerned staff.

CHAPTER VII

COMPLAINT MECHANISM AND CONFLICT RESOLUTION

Article 19 - Complaint Channels

- 58. Suggestion Box (anonymous or with identity)
- 59. Special complaint email: feedback@tpa-earlychildhood.edu
- 60. Monthly meeting with special agenda for gathering aspirations
- 61. Direct communication with Coordinator or Principal

Article 20 - Complaint Handling Procedure

- 62. Complaint received and recorded by HRD/Administration department
- 63. Investigation conducted within 5 working days maximum
- 64. Mediation conducted if involving inter-staff conflict
- 65. Decision and follow-up communicated to complainant within 7 working days maximum
- 66. Protection guarantee from retaliation for complainants

Article 21 - Conflict Resolution Principles

- 67. Deliberation: Priority resolution through open dialogue

- 68. Win-win solution: Seeking solutions beneficial to all parties
- 69. Confidentiality: Mediation process is confidential
- 70. Neutrality: Mediator does not favor any party

CHAPTER VIII

CLOSING PROVISIONS

Article 22 - Socialization

- 71. This code of conduct will be socialized through special workshop for all staff
- 72. Each staff member must sign proof of receipt and understanding of code of conduct
- 73. New staff must read and understand code of conduct during orientation period

Article 23 - Evaluation and Revision

- 74. This code of conduct will be evaluated every 6 months
- 75. Staff input will be collected through satisfaction survey
- 76. Revision will be made if there are regulatory changes or operational needs
- 77. Revision process involves staff representatives from each division

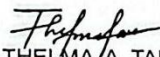
Article 24 - Effective Date

This code of conduct is effective from January 10, 2026 and supersedes all previous conflicting regulations.

Established in: Jakarta

Date: January 5, 2026

Authorized by,
Principal


THELMA A. TAN

IMPORTANT NOTE:

This document can be accessed through the staff portal or printed in the staff room. Each staff member is responsible for understanding and complying with all contents of this code of conduct. Questions or clarifications can be submitted to HRD department or Principal.

Lampiran 4



PERFORMANCE EVALUATION SUMMARY REPORT

TPA Early Childhood Centre

Evaluation Period: School Year 2023 - 2024

A. TEACHING STAFF (TEACHERS)

No	Staff Name	Period of Employment	Total Score	Final Score
1	AM	13 years	95	94.7%
2	ML	13 years	90	94.5%
3	IM	7 years	90	94.5%
4	MY	6 years	89	93.4%
5	TH	6 years	70	73.5%
6	SM	7 years	80	84%
7	JS	6 years	95	94.7%
8	SN	11 years	95	94.7%

B. ADMINISTRATIVE & OPERATIONAL STAFF

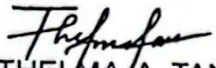
No	Staff Name	Period of Employment	Total Score	Final Score
1	HS	11 years	90	94.5%

SCORING CATEGORIES:

- 90-100 = Very Good (Exceeds Expectations)
- 75-89 = Good (Meets Expectations)
- 60-74 = Fair (Needs Improvement)
- < 60 = Poor (Needs Serious Improvement)

Prepared by:

Principal of TPA Early Childhood Centre


THELMA A. TAN
Signature

Date: 17 June 2024



PERFORMANCE EVALUATION SUMMARY REPORT

TPA Early Childhood Centre

Evaluation Period: School Year 2024 - 2025

A. TEACHING STAFF (TEACHERS)

No	Staff Name	Period of Employment	Total Score	Final Score
1	AM	14 years	80	84%
2	ML	14 years	83	84.1%
3	IM	8 years	81	84%
4	MY	7 years	75	78.5%
5	TH	7 years	67	70.3%
6	IJ	6 months	68	73.4%
7	JS	7 years	83	84.1%
8	SN	12 years	81	84%

B. ADMINISTRATIVE & OPERATIONAL STAFF

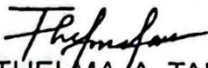
No	Staff Name	Period of Employment	Total Score	Final Score
1	H S	12 years	80	84%

SCORING CATEGORIES:

- 90-100 = Very Good (Exceeds Expectations)
- 75-89 = Good (Meets Expectations)
- 60-74 = Fair (Needs Improvement)
- < 60 = Poor (Needs Serious Improvement)

Prepared by:

Principal of TPA Early Childhood Centre


THELMA A. TAN

Signature

Date: 16 June 2024

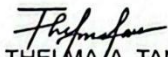
Lampiran 5



DATA ABSENSI STAF
TPA Early Childhood Centre
Periode: Agustus 2025 - Januari 2026

SUMMARY (AGUSTUS 2025 - JANUARI 2026)					
No	Nama Staf	Total Hadir	Total Izin	Total Sakit	Total Alpha
1	AM	156	11	9	8
2	ML	156	15	8	5
3	IM	157	16	7	4
4	MY	158	10	9	7
5	TH	155	16	9	4
6	IJ	162	10	6	6
7	JS	153	14	15	2
8	SF	150	17	14	3
9	HS	147	19	9	9

Jakarta, 31 Januari 2026


 THELMA A. TAN

Kepala TPA Early Childhood Centre

Lampiran 6

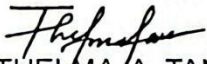
**DATA TURNOVER TENAGA PENDIDIK**

TPA Early Childhood Centre Jakarta Selatan

Periode: Tahun Ajaran 2023-2024 ke 2024-2025

No	Nama Tenaga Pendidik	Status	Keterangan
1	SM	Keluar	Tidak tercatat di periode 2024-2025
2	IJ	Masuk	Bergabung di periode 2024-2025 (6 bulan masa kerja)

Jakarta, 12 Desember 2025


THELMA A. TAN

Kepala TPA Early Childhood Centre

Lampiran 7

**NOTULEN RAPAT**

TPA Early Childhood Centre Jakarta Selatan

Judul Rapat	Rapat Koordinasi Penanganan Konflik dan Perbaikan Sistem Kerja
Hari/Tanggal	Senin, 28 Oktober 2025
Waktu	14.00 - 16.30 WIB
Tempat	Ruang Rapat TPA Early Childhood Centre
Pimpinan Rapat	Kepala TPA ECC
Notulis	(Staf Administrasi)

PESERTA RAPAT:

No	Nama	Jabatan
1	Ibu/Bapak Kepala TPA	Kepala TPA ECC
2	AM	Guru Kelas
3	ML	Guru Kelas
4	IM	Guru Kelas
5	MY	Guru Kelas
6	TH	Guru Kelas
7	JS	Guru Kelas
8	SN	Guru Kelas
9	IJ	Guru Kelas
10	HS	Staf Administrasi

AGENDA RAPAT:

1. Pembukaan dan Sambutan Kepala TPA
2. Evaluasi Kondisi dan Konflik yang Terjadi
3. Pembahasan Sistem Penjadwalan dan Pembagian Tugas
4. Diskusi Solusi dan Perbaikan Sistem Kerja
5. Kesepakatan dan Rencana Tindak Lanjut
6. Penutup

ISI RAPAT:

1. PEMBUKAAN DAN SAMBUTAN KEPALA TPA

Rapat dibuka oleh Kepala TPA ECC pada pukul 14.00 WIB. Beliau menyampaikan terima kasih atas kehadiran semua tenaga pendidik dan staf. Kepala TPA menyampaikan bahwa rapat ini sangat penting untuk membahas beberapa isu yang terjadi belakangan ini dan mencari solusi bersama agar lingkungan kerja menjadi lebih kondusif dan produktif. Beliau menekankan bahwa forum ini adalah ruang terbuka di mana setiap orang dapat menyampaikan pendapat dengan jujur dan konstruktif tanpa takut dihakimi.

2. EVALUASI KONDISI DAN KONFLIK YANG TERJADI

Kepala TPA menyampaikan hasil observasi dan beberapa laporan yang masuk terkait dinamika kerja selama beberapa bulan terakhir:

- a) **Konflik Pembagian Jadwal:** Beberapa guru merasa pembagian jadwal mengajar tidak adil dan tidak transparan. Ada keluhan tentang beban kerja yang tidak merata dan kurangnya keterlibatan guru dalam penyusunan jadwal.
- b) **Komunikasi Tidak Efektif:** Terdapat pola komunikasi pasif-agresif di mana ketidakpuasan tidak disampaikan secara langsung melainkan melalui sindiran atau keluhan kepada pihak lain.
- c) **Penggunaan Fasilitas Bersama:** Konflik muncul akibat tidak adanya sistem booking yang jelas untuk ruang serbaguna dan alat peraga.
- d) **Kolaborasi Tim yang Rendah:** Kurangnya inisiatif untuk bekerja sama dan saling membantu antar rekan kerja.

3. PEMBAHASAN SISTEM PENJADWALAN DAN PEMBAGIAN TUGAS

Diskusi terbuka:

- Ibu AMm menyampaikan bahwa sistem penjadwalan saat ini memang kurang melibatkan guru dan seringkali jadwal sudah jadi tanpa ada kesempatan untuk memberikan masukan.

- Ibu ML menambahkan bahwa akan lebih baik jika ada mekanisme di mana guru bisa menyampaikan preferensi atau keterbatasan jadwal mereka sebelum jadwal disusun.
- Ibu IM. menyampaikan bahwa beliau merasa mendapat kelas yang lebih menantang tanpa ada pendampingan atau dukungan tambahan.
- Ibu SN mengusulkan agar ada rotasi kelas sehingga semua guru memiliki pengalaman mengajar di berbagai level kesulitan.
- Kepala TPA menanggapi bahwa semua masukan sangat berharga dan akan ditindaklanjuti dalam penyusunan sistem baru.

4. DISKUSI SOLUSI DAN PERBAIKAN SISTEM KERJA

Setelah mendengarkan berbagai masukan, Kepala TPA memfasilitasi diskusi untuk merumuskan solusi konkret:

a) Sistem Penjadwalan Partisipatif:

- Akan dibuat formulir preferensi jadwal yang diisi oleh setiap guru sebelum penyusunan jadwal
- Kriteria pembagian jadwal akan diperjelas dan dikomunikasikan secara transparan
- Draft jadwal akan dibagikan untuk review dan masukan sebelum finalisasi

b) Sistem Booking Online:

- Akan diimplementasikan sistem booking online menggunakan Google Calendar untuk ruang serbaguna dan alat peraga
- Aturan prioritas dan batas waktu booking akan ditetapkan dengan jelas
- Penanggung jawab: Staf Administrasi dengan dukungan teknis

c) Forum Komunikasi Rutin:

- Rapat koordinasi mingguan setiap hari Senin pukul 14.00 WIB
- Agenda: berbagi rencana pembelajaran, koordinasi penggunaan fasilitas, dan update informasi
- Forum terbuka untuk menyampaikan keluhan atau saran secara konstruktif

d) Program Pendampingan:

- Guru yang mengajar kelas menantang akan mendapat pendampingan dari guru senior
- Sistem buddy untuk saling support dan berbagi praktik baik
- Observasi kelas antar rekan (peer observation) untuk pembelajaran bersama

5. KESEPAKATAN DAN RENCANA TINDAK LANJUT

Semua peserta rapat sepakat dengan solusi yang dibahas. Berikut adalah rencana tindak lanjut dengan timeline:

No	Kegiatan	Penanggung Jawab	Target Waktu
1	Penyusunan formulir preferensi jadwal	Kepala TPA & Staf Admin	5 November 2025
2	Implementasi sistem booking online	HS.	1 November 2025
3	Sosialisasi sistem baru kepada semua staf	Kepala TPA	8 November 2025
4	Rapat koordinasi mingguan pertama	Kepala TPA & Tim	4 November 2025
5	Penyusunan jadwal semester baru dengan sistem partisipatif	Kepala TPA & Tim Guru	15 November 2025
6	Evaluasi sistem baru (monitoring dan feedback)	Kepala TPA	30 November 2025

6. PENUTUP

Kepala TPA menutup rapat dengan menyampaikan apresiasi atas partisipasi aktif dan keterbukaan semua peserta. Beliau menekankan bahwa perubahan membutuhkan komitmen dan kerja sama semua pihak. Kepala TPA berharap dengan sistem dan mekanisme baru yang akan diterapkan, lingkungan kerja menjadi lebih harmonis, komunikasi lebih efektif, dan pada akhirnya kualitas layanan pendidikan untuk anak-anak dapat meningkat. Rapat ditutup pada pukul 16.30 WIB.

Jakarta, 28 Oktober 2025

Mengetahui,
Kepala TPA ECC


THELMA A. TAN

Lampiran 8



Lampiran 9





Lampiran 10

1. Research Questions for School Principal

a. Conflict Management Strategy

1) How can effective conflict management strategies improve the performance of educators at TPA Early Childhood Centre? "Actually, the key is in the peace of mind of the teachers. If conflicts are allowed to drag on, teachers become stressed, communication breaks down, and ultimately they can't focus when handling the children. However, if our strategy is right—for example through fair mediation—their mental burden is lifted. Teachers who feel heard and comfortable in their work environment will definitely be more enthusiastic, more creative in teaching, and their cooperation with colleagues becomes smoother. So, their performance increases because they don't have to think about 'office drama' anymore."

2) What steps do you take to manage conflicts among educators? "The first step I usually don't intervene in public. I prefer to call them personally first or hear each person's version privately. After I know what the problem is, I invite them to sit together. There I don't become a judge pointing out who's wrong, but more of a facilitator to find a solution that's comfortable for both parties. Once agreed, we make a kind of promise or new commitment so that similar problems don't happen again."

3) How do you ensure that conflicts that occur do not affect the quality of education at TPA Early Childhood Centre? "I always give a warning to the team: personal or professional problems must be put in the locker before entering the classroom. At our TPA, we have service standards that must continue to run, whether or not there are problems among staff. I also often conduct random direct observations in classrooms. If I see a teacher whose face is 'cloudy' or whose interaction with children becomes impatient because of friction, I immediately pull that teacher aside to give motivation or replace their role temporarily so the quality in the classroom doesn't drop."

4) What do you do to improve communication among educators and prevent conflicts? "Prevention is better, right. I regularly hold casual meetings, not always formal meetings. It can be through lunch together or short sharing sessions every morning. I also ask them to be open; if there's something not right about task distribution, speak up in the forum, don't discuss it behind backs. Besides that, I involve them in making rules or institutional regulations, so they feel they have the same responsibility to maintain team harmony."

5) How do you evaluate the success of conflict management strategies at TPA Early Childhood Centre? "My simplest evaluation is to look at the 'vibes' or office atmosphere. If the teachers have started joking again in the break room, team cooperation is back on track, and there are no more cliques (factions), it means my strategy worked. I also look at objective data like attendance. If the level of sick leave or sudden tardiness decreases after the problem is resolved, it's a sign they're comfortable working here again. Finally, of

course from parent testimonials; if the children remain cheerful and there are no complaints, it means we successfully maintained internal stability."

b. Types of Conflict

1) In the last 6 months, how often have you observed or received reports about conflicts among educators? "Honestly, in the last six months there have been several times. Not every week, but usually once a month there are small frictions that reach my ears. Sometimes just small ripples, but if I don't monitor them immediately, I'm worried they'll disturb their teaching focus."

2) How do you usually detect that a conflict is occurring among staff (through direct reports, informal complaints, or personal observations)? "It's a mix of detection methods. Most often through personal observation; for example, there are teachers who are usually close, suddenly become stiff when passing each other. But there are also staff who come to my room to share or give informal complaints. Formal written reports are rare, usually more direct conversation during break time or through private messages."

3) Of the various conflicts that arise, what type of conflict is most dominant? Is it more towards task conflict (such as differences in teaching methods/curriculum) or personal conflict (interpersonal relationship issues)? "At our TPA, the most common type is a combination, but tends towards personal conflict or interpersonal relationships. Usually it starts from task problems, for example someone feels their colleague is less cooperative when taking care of children, but because it's kept inside, it eventually becomes personal hatred. Differences in teaching methods also exist, but are usually not as dramatic as personal relationship problems."

4) Is there a specific pattern where conflicts often arise at certain moments, such as when preparing duty schedules or performance evaluations? "Yes, the pattern is very visible. Usually tension rises when we're preparing duty schedules or distributing additional tasks. Besides that, performance evaluation moments are also sensitive, because there's jealousy or feelings of unfairness when seeing colleagues' assessments. Basically, when there's additional workload or assessment, that's when friction usually starts to emerge."

5) Who are the parties usually involved in these conflicts? Does it tend to occur between senior and junior teachers, or between different work units? "It varies, but often occurs between senior and junior teachers. Maybe because of differences in perspective or 'flying hours', so there's a communication gap. But sometimes it also happens between work units, for example classroom teachers with support departments, especially if coordination about children's operational needs isn't smooth."

6) Are the conflicts that occur usually open (arguments) or more passive-aggressive (silent treatment) that affects the office atmosphere? "In an educational environment like this, it rarely gets to open arguments or explosions. Most are passive-aggressive; like mutual silence, unwilling to greet each other, or subtly throwing responsibilities at each

other. Well, this 'silent treatment' actually makes the office atmosphere stiff and uncomfortable."

7) In your observation, how do these types of conflicts affect work motivation and discipline of educators? "Very influential. If a teacher is having problems with colleagues, their work enthusiasm definitely drops. They become lazy to come early, or when at the office they often isolate themselves. Discipline is also disrupted because they become less focused on following institutional rules because their thoughts are already consumed thinking about their problems."

8) To what extent do these conflicts impact the quality of educational services provided to students at TPA? "The impact is quite felt if I don't handle it immediately. Teachers who are in conflict usually become less patient in dealing with students. Their creativity in the classroom also decreases because their focus is divided. Whereas our service quality really depends on the happiness and cohesiveness of the teachers."

c. Role of TPA Principal

1) As the TPA Principal, what is your main role in managing conflicts among educators? "My main role is as a mediator and facilitator. I try to be neutral and not take sides. I provide space for both parties to speak, then guide them to find a middle ground solution. I also function as a motivator, reminding them that our main goal is the best interest of the children, so personal problems shouldn't become obstacles."

2) How do you prioritize handling conflicts that occur? Are there certain criteria that make a conflict need to be addressed immediately? "I prioritize based on impact. If the conflict has started to interfere with classroom quality or make the work atmosphere very tense, I handle it immediately. Conflicts that are still at the stage of 'dissatisfaction' or haven't erupted I usually monitor first, but if it escalates, I immediately intervene."

3) What actions do you take to ensure that the solutions reached are implemented and effective in the long term? "After mediation, I make a kind of written agreement or commitment letter. I also schedule follow-up sessions, maybe two weeks or a month later, to ensure that the agreement is actually running. If there are deviations, I immediately remind and re-evaluate the strategy."

4) How do you involve other staff or parties in the conflict resolution process? "If needed, I involve senior teachers who are trusted by both parties as witnesses or mentors. I also sometimes involve administrative staff to prepare objective data, such as attendance or performance reports, so our discussion is based on facts, not just emotions."

5) In your opinion, what are the main challenges you face as TPA Principal in managing conflicts among educators? "The main challenge is when both parties are equally stubborn or reluctant to open up. There are also times when the problem has become emotional, so it's difficult to be objective. Besides that, I also have to maintain neutrality and not let my personal closeness with certain teachers affect fairness in mediation."

6) How do you balance your role as a leader and mediator in conflict situations? "As a leader I must be firm and make decisions, but as a mediator I must be flexible and open. I try to separate the two: when mediating, I listen more and look for common ground, but when a decision must be made for the institution's benefit, I dare to be assertive even though it might not please everyone."

7) Are there any training or capacity building programs you provide to educators to improve their conflict management skills? "So far we've held several soft skills training sessions, including communication and conflict resolution workshops. We also invite external speakers or psychologists to give insights on how to build a healthy work environment. I think this is important so they not only rely on me when there are problems."

8) How do you measure the success of your role in managing conflicts? "Success is measured when the conflicting parties can work together again professionally and the classroom atmosphere returns to being conducive. Besides that, if I see a decrease in turnover rates or sick leave from teachers involved in conflicts, I consider my mediation successful."

9) Is there a specific strategy you use to prevent conflicts from recurring in the future? "Prevention through clear communication and fair task distribution. I also try to hold routine evaluations and regular team building. The atmosphere of togetherness and openness is very important so that small problems don't accumulate and eventually explode."

10) To what extent does your role as TPA Principal affect overall educational quality when successfully managing conflicts? "Very influential. When I succeed in creating a harmonious and conflict-free work environment, teachers become more focused and enthusiastic in teaching. Educational quality automatically increases because teachers can give their best without being burdened by interpersonal issues. So my role is not only administrative, but also as a guardian of team mental health."

2. Pertanyaan Penelitian Untuk Tenaga Pendidik

Guru Senior AM - Pengalaman > 10 Tahun

1) Bagaimana Anda menangani konflik yang terjadi antara Anda dan rekan kerja di TPA Early Childhood Centre? "Saya biasanya ajak bicara berdua dulu sambil santai, supaya suasananya nggak tegang. Kalau ada yang nggak sreg, lebih enak diomongin langsung daripada jadi ganjalan."

- 2) Apa yang Anda lakukan untuk mencegah konflik dengan rekan kerja?
"Kuncinya saling menghargai posisi masing-masing. Saya berusaha jadi contoh buat yang muda-muda untuk tetap profesional."
- 3) Bagaimana Anda berpikir bahwa strategi manajemen konflik yang efektif dapat meningkatkan kinerja Anda sebagai tenaga pendidik? "Sangat berpengaruh. Kalau hati tenang karena nggak ada konflik, kita ngajar anak-anak juga jadi lebih sabar dan ikhlas."
- 4) Apa saja hal yang Anda butuhkan dari kepala sekolah atau manajemen untuk membantu Anda mengelola konflik dengan rekan kerja?"Kepala Sekolah harus adil dan nggak memihak. Kami butuh penengah yang bijak kalau diskusi sudah buntu."
- 5) Bagaimana Anda berpikir bahwa konflik yang terjadi dapat mempengaruhi kualitas pendidikan di TPA Early Childhood Centre? "Sangat terasa. Kalau guru nggak kompak, aura kelas jadi nggak enak dan anak-anak bisa ngerasain ketegangan kita."
- 6) Bisa Anda memberikan contoh spesifik tentang konflik yang terjadi antara Anda dan rekan kerja dan bagaimana Anda menanganinya? "Pernah beda pendapat soal metode belajar di kelas. Saya tawarkan untuk *trial* dulu metode rekan saya, ternyata ada sisi bagusnya, jadi kita gabungkan saja."
- 7) Bagaimana Anda memastikan bahwa konflik yang terjadi tidak mempengaruhi hubungan Anda dengan rekan kerja lain? "Saya nggak pernah curhat masalah konflik saya ke guru lain supaya nggak ada kubu-kubuan."

- 8) Apa yang Anda lakukan untuk meningkatkan komunikasi dengan rekan kerja dan mencegah konflik? "Banyak ngobrol hal di luar kerjaan supaya ikatan emosionalnya kuat."
- 9) Bagaimana Anda berpikir bahwa kepala sekolah atau manajemen dapat membantu Anda mengelola konflik dengan rekan kerja? "Manajemen bisa jadi penengah yang mengingatkan visi-misi awal kita di sini untuk anak-anak."
- 10) Apa yang Anda lakukan untuk meningkatkan kepuasan kerja Anda dan mengurangi konflik dengan rekan kerja? "Menghindari gosip dan fokus pada perkembangan anak didik saja."

Guru Senior MY - Pengalaman >10 Tahun

- 1) Bagaimana Anda menangani konflik yang terjadi antara Anda dan rekan kerja di TPA Early Childhood Centre? "Saya kembalikan ke aturan atau SOP yang ada supaya nggak subjektif."
- 2) Apa yang Anda lakukan untuk mencegah konflik dengan rekan kerja? "Disiplin soal pembagian tugas. Kalau semua jelas porsinya, nggak bakal ada yang merasa terbebani sendiri."
- 3) Bagaimana Anda berpikir bahwa strategi manajemen konflik yang efektif dapat meningkatkan kinerja Anda sebagai tenaga pendidik? "Kalau konflik selesai cepat, waktu kita nggak habis buat drama, jadi bisa fokus bikin laporan perkembangan anak."

- 4) Apa saja hal yang Anda butuhkan dari kepala sekolah atau manajemen untuk membantu Anda mengelola konflik dengan rekan kerja? "SOP penanganan konflik yang jelas supaya kami tahu harus lari ke mana kalau ada masalah."
- 5) Bagaimana Anda berpikir bahwa konflik yang terjadi dapat mempengaruhi kualitas pendidikan di TPA Early Childhood Centre? "Program sekolah jadi berantakan kalau gurunya saling diam."
- 6) Bisa Anda memberikan contoh spesifik tentang konflik yang terjadi antara Anda dan rekan kerja dan bagaimana Anda menanganinya? "Waktu itu ada rekan yang sering pergi keluar sekolah saat jadwal piket. Saya tegur lewat Kepala Sekolah supaya ada sanksi yang adil."
- 7) Bagaimana Anda memastikan bahwa konflik yang terjadi tidak mempengaruhi hubungan Anda dengan rekan kerja lain? "Tetap profesional dan nggak membawa-bawa masalah satu orang ke seluruh tim."
- 8) Apa yang Anda lakukan untuk meningkatkan komunikasi dengan rekan kerja dan mencegah konflik? "Rapat evaluasi rutin itu penting buat cairkan suasana."
- 9) Bagaimana Anda berpikir bahwa kepala sekolah atau manajemen dapat membantu Anda mengelola konflik dengan rekan kerja? "Sangat penting dalam memberikan teguran tegas pada yang melanggar aturan."
- 10) Apa yang Anda lakukan untuk meningkatkan kepuasan kerja Anda dan mengurangi konflik dengan rekan kerja ? "Bekerja sesuai porsi dan tetap menjaga jarak profesional yang sehat."

Guru Menengah MY- Pengalaman <10 Tahun

- 1) Bagaimana Anda menangani konflik yang terjadi antara Anda dan rekan kerja di TPA Early Childhood Centre? "Saya coba introspeksi dulu. Kalau saya salah, saya nggak gengsi buat minta maaf duluan."
- 2) Apa yang Anda lakukan untuk mencegah konflik dengan rekan kerja? "Membangun komunikasi yang luwes, nggak kaku-kaku amat lah sama rekan."
- 3) Bagaimana Anda berpikir bahwa strategi manajemen konflik yang efektif dapat meningkatkan kinerja Anda sebagai tenaga pendidik? "Kerja jadi lebih ringan karena kalau ada masalah kita bisa langsung diskusi tanpa rasa nggak enak."
- 4) Apa saja hal yang Anda butuhkan dari kepala sekolah atau manajemen untuk membantu Anda mengelola konflik dengan rekan kerja? "Banyakin kegiatan *bonding* atau makan bareng buat ngelemesin saraf yang tegang."
- 5) Bagaimana Anda berpikir bahwa konflik yang terjadi dapat mempengaruhi kualitas pendidikan di TPA Early Childhood Centre? "Layanan ke orang tua bisa keganggu kalau informasi antar guru nggak sinkron gara-gara konflik."
- 6) Bisa Anda memberikan contoh spesifik tentang konflik yang terjadi antara Anda dan rekan kerja dan bagaimana Anda menanganinya? "Salah paham soal jadwal libur. Kita duduk bareng sama bagian administrasi buat liat kalender lagi sampai beres."

- 7) Bagaimana Anda memastikan bahwa konflik yang terjadi tidak mempengaruhi hubungan Anda dengan rekan kerja lain? "Menjaga sikap supaya tetap ramah ke semua orang."
- 8) Apa yang Anda lakukan untuk meningkatkan komunikasi dengan rekan kerja dan mencegah konflik? "Pakai bahasa yang santai tapi tetap hormat, terutama ke yang lebih senior."
- 9) Bagaimana Anda berpikir bahwa kepala sekolah atau manajemen dapat membantu Anda mengelola konflik dengan rekan kerja? "Kepala sekolah bisa memfasilitasi ruang diskusi yang aman."
- 10) Apa yang Anda lakukan untuk meningkatkan kepuasan kerja Anda dan mengurangi konflik dengan rekan kerja ? "Menciptakan lingkungan kerja yang suportif dan saling bantu."

Guru Menengah IMS – Pengalaman < 10 Tahun

- 1) Bagaimana Anda menangani konflik yang terjadi antara Anda dan rekan kerja di TPA Early Childhood Centre? "Biasanya saya diam dulu sampai emosi stabil, baru ajak bicara baik-baik."
- 2) Apa yang Anda lakukan untuk mencegah konflik dengan rekan kerja? "Saling terbuka soal kendala di kelas masing-masing."
- 3) Bagaimana Anda berpikir bahwa strategi manajemen konflik yang efektif dapat meningkatkan kinerja Anda sebagai tenaga pendidik? "Kita jadi bisa saling tukar ide kreatif tanpa rasa takut tersinggung."

- 4) Apa saja hal yang Anda butuhkan dari kepala sekolah atau manajemen untuk membantu Anda mengelola konflik dengan rekan kerja? "Pelatihan soal cara mengelola emosi atau *stress management*."
- 5) Bagaimana Anda berpikir bahwa konflik yang terjadi dapat mempengaruhi kualitas pendidikan di TPA Early Childhood Centre? "Kreativitas guru mati kalau hatinya lagi nggak bahagia karena konflik."
- 6) Bisa Anda memberikan contoh spesifik tentang konflik yang terjadi antara Anda dan rekan kerja dan bagaimana Anda menanganinya? "Dulu pernah berebutan pakai alat peraga. Akhirnya kita buat jadwal peminjaman supaya nggak bentrok lagi."
- 7) Bagaimana Anda memastikan bahwa konflik yang terjadi tidak mempengaruhi hubungan Anda dengan rekan kerja lain? "Fokus ke tugas utama kita masing-masing dulu."
- 8) Apa yang Anda lakukan untuk meningkatkan komunikasi dengan rekan kerja dan mencegah konflik? "Memanfaatkan grup WhatsApp buat koordinasi hal-hal kecil biar nggak lupa."
- 9) Bagaimana Anda berpikir bahwa kepala sekolah atau manajemen dapat membantu Anda mengelola konflik dengan rekan kerja? "Memberikan apresiasi yang adil supaya nggak ada rasa iri."
- 10) Apa yang Anda lakukan untuk meningkatkan kepuasan kerja Anda dan mengurangi konflik dengan rekan kerja ? "Menata ruang kelas yang nyaman dan menjaga hubungan baik."

Guru Junior IJ - Pengalaman < 5 Tahun

- 1) Bagaimana Anda menangani konflik yang terjadi antara Anda dan rekan kerja di TPA Early Childhood Centre? "Sebagai junior, saya lebih banyak dengar dan minta maaf kalau ada salah paham. Saya tanya masukan senior gimana baiknya."
- 2) Apa yang Anda lakukan untuk mencegah konflik dengan rekan kerja? "Tahu diri dan selalu minta izin atau bimbingan kalau mau melakukan hal baru."
- 3) Bagaimana Anda berpikir bahwa strategi manajemen konflik yang efektif dapat meningkatkan kinerja Anda sebagai tenaga pendidik? "Saya jadi lebih cepat belajar karena senior nggak sungkan ngasih tahu ilmunya kalau hubungan kita baik."
- 4) Apa saja hal yang Anda butuhkan dari kepala sekolah atau manajemen untuk membantu Anda mengelola konflik dengan rekan kerja? "Bimbingan atau *mentoring* yang rutin dari Kepala Sekolah."
- 5) Bagaimana Anda berpikir bahwa konflik yang terjadi dapat mempengaruhi kualitas pendidikan di TPA Early Childhood Centre? "Anak-anak bisa bingung kalau guru senior dan junior kasih instruksi yang beda gara-gara konflik."
- 6) Bisa Anda memberikan contoh spesifik tentang konflik yang terjadi antara Anda dan rekan kerja dan bagaimana Anda menanganinya? "Pernah ditegur senior karena cara saya nanganin anak dianggap kurang pas. Saya nggak baper, tapi langsung minta diajarin gimana cara benarnya."

- 7) Bagaimana Anda memastikan bahwa konflik yang terjadi tidak mempengaruhi hubungan Anda dengan rekan kerja lain? "Bertanya pada rekan sebaya gimana cara adaptasi yang baik di sini."
- 8) Apa yang Anda lakukan untuk meningkatkan komunikasi dengan rekan kerja dan mencegah konflik? "Murah senyum dan rajin nanya-nanya soal pengalaman mengajar mereka."
- 9) Bagaimana Anda berpikir bahwa kepala sekolah atau manajemen dapat membantu Anda mengelola konflik dengan rekan kerja? "Memberikan arahan yang jelas buat kami yang masih baru ini."
- 10) Apa yang Anda lakukan untuk meningkatkan kepuasan kerja Anda dan mengurangi konflik dengan rekan kerja ? "Fokus belajar sebanyak mungkin dan menghindari terlibat dalam gosip kantor."

3. Pertanyaan Penelitian Untuk Staff Administrasi

- 1) Bagaimana Anda melihat hubungan kerja antar tenaga pendidik di TPA ini dalam keseharian? "Kalau saya lihat sih sebenarnya cukup akrab ya, apalagi kalau jam istirahat. Tapi memang kelihatan banget mana guru yang frekuensinya sama. Biasanya mereka berkelompok berdasarkan kelas atau umur, tapi sejauh ini koordinasi untuk urusan administrasi sekolah masih jalan terus kok."
- 2) Secara umum, bagaimana suasana kerja yang Anda rasakan di lingkungan kantor maupun di ruang kelas? "Di kantor biasanya lebih santai karena kita sering bercanda. Tapi kalau di area kelas, suasananya lebih formal dan

fokus ke anak-anak. Cuma memang kalau lagi ada masalah internal, aura 'dinginnya' kadang terbawa sampai ke ruang guru atau ruang administrasi."

- 3) Berdasarkan pengamatan Anda, jenis masalah atau perselisihan apa yang biasanya muncul di antara para guru? (Misal: masalah pembagian tugas, jadwal, atau masalah pribadi) "Paling sering itu soal **pembagian jadwal piket** atau tukar jam mengajar. Ada yang merasa jadwalnya terlalu padat sementara yang lain lebih santai. Kadang juga masalah pribadi, misalnya ada salah paham gara-gara omongan di grup WhatsApp yang dianggap kurang enak."
- 4) Seberapa sering Anda melihat adanya ketegangan atau perdebatan antar staf dalam kurun waktu 6 bulan terakhir? "Nggak sering-sering banget sih, mungkin sekitar 3 atau 4 kali saya ngerasa ada ketegangan yang lumayan kelihatan. Biasanya pas momen-momen sibuk, kayak pas mau bagi rapor atau acara besar sekolah, tensinya agak naik."
- 5) Menurut Anda, apakah adanya konflik di antara guru berpengaruh pada kenyamanan bekerja staf lainnya, termasuk bagian administrasi? "Pasti berpengaruh. Saya yang di bagian admin jadi merasa serba salah kalau mau minta data atau tanda tangan ke guru yang lagi berantem. Suasananya jadi kaku, jadi kita yang nggak ikut campur pun merasa kurang nyaman buat ngobrol santai."
- 6) Apakah Anda merasakan adanya perubahan "suasana kantor" (menjadi kaku atau tegang) ketika ada dua rekan pendidik yang sedang berselisih?

"Berasa banget! Yang biasanya ruang guru ramai sama tawa, tiba-tiba jadi sepi atau cuma kedengaran suara ketikan laptop saja. Orang-orang jadi lebih milih diam daripada salah ngomong, suasananya jadi 'gerah' meskipun AC nyala."

- 7) Apakah Anda mencatat adanya pola ketidakhadiran (ijin/sakit) yang meningkat dari guru tertentu saat mereka sedang memiliki masalah dengan rekan kerja? "Kalau saya perhatikan di data absensi, ada polanya. Kalau ada guru yang lagi ada gesekan sama rekan satu kelasnya, biasanya frekuensi izin sakit atau izin keperluan mendadak jadi agak sering. Mungkin mereka merasa *burnout* atau malas ketemu lawan konfliknya."
- 8) Dalam catatan administrasi, apakah ada guru yang memutuskan untuk berhenti (turnover) karena merasa tidak cocok dengan lingkungan kerja atau konflik yang tidak selesai? "Dalam catatan saya, ada satu-dua orang yang akhirnya *resign* dalam setahun terakhir. Alasannya di surat sih pribadi, tapi dari info yang saya dengar memang karena mereka merasa lingkungan kerjanya sudah nggak sehat dan sering ada drama yang nggak selesai-selesai."
- 9) Menurut pengamatan Anda, bagaimana cara Kepala PAUD merespons jika beliau mengetahui ada staf yang sedang tidak rukun? "Kepala sekolah kita cukup peka. Biasanya kalau beliau sudah cium bau-bau nggak enak, beliau langsung panggil orangnya ke ruangan satu per satu. Beliau nggak suka kalau masalah didiamkan sampai berlarut-larut."

- 10) Sebagai staf administrasi, apakah Anda pernah dilibatkan dalam proses penyelesaian masalah (seperti menyiapkan data atau menjadi saksi/notulen rapat)? "Pernah beberapa kali. Biasanya saya diminta Kepala PAUD untuk menyiapkan data absensi atau catatan kinerja guru yang bersangkutan. Kadang juga saya diminta jadi notulen pas mereka lagi duduk bareng mediasi, supaya ada catatan resmi apa saja kesepakatannya."
- 11) Secara umum, apakah menurut Anda tindakan yang diambil Kepala PAUD selama ini sudah cukup efektif untuk menenangkan suasana dan mengembalikan kekompakan tim? "Menurut saya sudah cukup efektif ya. Setidaknya setelah dimediasi, suasana jadi lebih mencair. Meskipun nggak langsung akrab banget lagi, tapi minimal mereka bisa kerja bareng secara profesional tanpa saling diam lagi. Kepala PAUD juga sering ngingetin soal kekompakan tim di setiap rapat bulanan."

RESPONDENT 1: Parents 1

1. How do you think that effective conflict management strategies can affect the quality of education at TPA Early Childhood Centre?

In my opinion, if the teachers can get along with each other and there are no problems, the children will definitely feel a more comfortable atmosphere. Because my child is still very young, 1.5 years old, she is very sensitive to the mood of adults around her. If the teacher is happy, my child is also cheerful. But if there's tension, she can suddenly cry even though nothing happened. So in my opinion, if conflicts among teachers can be resolved well, the quality of care will automatically be better because teachers can focus on the children, not on their own problems.

2. What do you expect from TPA Early Childhood Centre in managing conflicts among educators?

I hope that TPA can resolve their internal problems professionally and not let it show in front of the children. Especially since my child is still a baby, she needs a stable environment. I also hope that if there's a problem, the principal can immediately step in, don't let it drag on. Because if conflicts are left unresolved, our children will also suffer. Also, I hope for open communication, so if there's something parents need to know, we're informed in a good way.

3. How do you think that conflict among educators can affect your child?

Wow, it definitely has a big impact! My child is only 1.5 years old, she can't talk much yet but she's very sensitive to the atmosphere. If for example there are two teachers who are in conflict and they happen to be working together in the classroom, there will definitely be an unpleasant aura. Children can feel it, then they become fussy or uncomfortable. I've seen it myself, one day my child suddenly didn't want to be dropped off, kept crying. After I asked other teachers, it turned out there was indeed a bit of tension between two teachers in her class. That's why I'm worried that conflict can traumatize my child or make her uncomfortable at TPA.

4. What do you do if you have concerns or complaints about conflicts among educators?

If I have concerns, I usually directly talk to a teacher I trust first, informally. I ask carefully, so as not to seem like I'm accusing or interfering with their internal problems. But if the concern is serious and affects my child, then I will talk to the principal or coordinator. I prefer to solve problems in a nice way, not directly complain harshly, because I also don't want to damage good relationships with the teachers. But if I have to be firm, I will be firm for my child's sake.

5. How do you think that TPA Early Childhood Centre can improve communication with parents about conflicts that occur?

In my opinion, TPA can create a WhatsApp group specifically for parents with the principal, so if there's important information it can be directly conveyed. It doesn't need to be very detailed about what the conflict is, but at least if there are changes in teacher schedules or things that might affect the children, we're informed. Then maybe regular meetings can also be held, for example once a month, to discuss children's development and also hear feedback from parents. With good communication, we become more trusting and calm leaving our children here.

6. Can you give a specific example of conflict that occurred among educators that you know of?

Actually I don't know the exact details, but once I heard from conversations among parents that there were two teachers who seemed to be not getting along. They said they saw two teachers talking in a somewhat loud tone in the teacher's room, but it didn't get to a heated argument. After that incident, I noticed there was indeed a change, one teacher rarely interacted with the other teacher. But thankfully it didn't directly affect my child's class because they were on different shifts. But still I'm worried, afraid that one day they'll have to work together and end up not cohesive.

7. How do you think that TPA Early Childhood Centre can prevent conflicts among educators?

Maybe by creating a more family-like work atmosphere. For example, occasionally have gatherings or team building for the teachers, so they can become closer and get to know each other outside the work environment. Also need clear rules about task distribution, so no one feels their workload is heavier than others. I think it's also very important if the principal can be a good listener, so if there are teachers who have complaints, they can be discussed before becoming a big problem. Prevention is better than cure, right?

8. What do you expect from the principal or management in managing conflicts among educators?

I hope the principal can be fair and wise. Don't take sides with anyone, but listen to both parties well. Then, if possible, conflicts should be resolved internally and not involve children or disturb the teaching and learning process. I also hope the principal is proactive, so they don't wait until the problem gets big before handling it. And most importantly, the solution must enable all parties to learn and grow, not just solve the problem temporarily.

9. How do you think that conflict among educators can affect the relationship between parents and TPA Early Childhood Centre?

It definitely affects our trust as parents. If we know there are prolonged conflicts that aren't handled well, we become doubtful whether this TPA is truly professional or not. Especially since we're entrusting very young children, so we need full trust that our children are in the

right hands. If there are conflicts that are clearly visible, we might think about moving to another TPA. But conversely, if TPA can handle conflicts well and transparently, it can actually increase our trust because we know that the management here is solid and professional.

10. What do you do to support TPA Early Childhood Centre in managing conflicts among educators?

What I can do is maybe by not joining in gossip or spreading rumors that aren't clearly true. Then, if there's feedback or input, I convey it directly to the right party, not talk with other parents which could turn into slander. I also try to always be supportive to all teachers, so they feel appreciated. And if TPA needs constructive input from parents, I'm ready to provide it in a good way without being judgmental.

RESPONDENT 2: Parents 2

1. How do you think that effective conflict management strategies can affect the quality of education at TPA Early Childhood Centre?

For me personally, conflict management is very crucial. My wife and I both work, so we leave our child at TPA hoping he gets good education and care. If there's internal conflict at TPA that doesn't get resolved, it will definitely affect the mood and performance of the teachers. This directly impacts the children. My 2-year-old child is already starting to sense when something's not right around him. If the teachers aren't harmonious, I'm afraid this will affect his emotional and social development. So, effective conflict management directly correlates with the quality of service we receive.

2. What do you expect from TPA Early Childhood Centre in managing conflicts among educators?

I expect TPA to have a clear Standard Operating Procedure (SOP) for conflict resolution. As someone who works in a structured corporate environment, I understand the importance of clear systems and procedures. There should be channels to report problems, mediation processes, and fair consequences if someone violates professional ethics. I also hope that management is responsive and doesn't let problems drag on. Speed and effectiveness in resolution are very important to maintain service quality.

3. How do you think that conflict among educators can affect your child?

Children are very sensitive to the atmosphere around them. If there's tension or negative energy among teachers, my child can definitely feel it. He might become more fussy, lose appetite, or even reluctant to go to TPA. At this golden age, he needs a positive and supportive environment to develop optimally. Unresolved conflict among teachers can create an unstable environment that's not conducive to child development. So I really hope that any conflict that occurs can be resolved quickly and professionally.

4. What do you do if you have concerns or complaints about conflicts among educators?

I tend to be direct but diplomatic. If I observe something that concerns me, I'll immediately schedule a meeting with the principal or coordinator. I'll convey my observations objectively, without accusing or blaming. I'll also ask what steps the management will take to address the situation. As a paying customer, I feel I have the right to get clarity and assurance that my child's interests are protected. But of course, I also understand that internal management is TPA's domain, so I won't interfere too much as long as they show they're handling the situation professionally.

5. How do you think that TPA Early Childhood Centre can improve communication with parents about conflicts that occur?

TPA can implement a regular reporting system, maybe through monthly newsletters or quarterly meetings. It doesn't need to be detailed about specific conflicts, but more general about what TPA is doing to maintain service quality and team harmony. This kind of proactive communication can build parent trust. TPA can also create anonymous feedback channels, so parents can share concerns without fear. Besides that, periodic satisfaction surveys can also be a good tool to measure parents' perception of service quality and identify potential problems before they become big.

6. Can you give a specific example of conflict that occurred among educators that you know of?

Honestly, so far I haven't seen or heard any serious or obvious conflicts. Maybe because TPA does a good job maintaining professionalism, or maybe I'm just not aware. What I sometimes notice is more like differences in teaching approach or style among teachers, but I consider that normal and can even be enriching for children. As long as these differences don't develop into personal conflict or affect service quality, I think it's okay and even healthy.

7. How do you think that TPA Early Childhood Centre can prevent conflicts among educators?

From a management perspective, there are several things that can be done. First, ensure that job descriptions are clear and there's no overlap that could cause friction. Second, fair and transparent compensation and rewards system. Third, invest in professional development and team building. Fourth, create a positive organizational culture that values open communication and mutual respect. Fifth, have a responsive leadership that's sensitive to team dynamics and can intervene before small problems become big. All this requires investment and commitment from management, but in the long run will create a stable and productive work environment.

8. What do you expect from the principal or management in managing conflicts among educators?

I expect the principal to have strong leadership and management skills. He/she must be able to make tough decisions when necessary, but also have the emotional intelligence to understand interpersonal dynamics. Conflict management shouldn't be reactive, but also proactive. The principal should create a culture where people feel safe to express concerns before they become conflicts. Besides that, I hope that any decisions made are based on clear data and principles, not just personal feelings or politics. And of course, the ultimate consideration should always be the best interest of the children.

9. How do you think that conflict among educators can affect the relationship between parents and TPA Early Childhood Centre?

The relationship can be greatly affected. If parents feel that TPA can't manage internal conflicts well, trust in the institution will decline. This can lead to high turnover of students, negative reviews, and difficulty attracting new students. Conversely, if TPA can demonstrate capability in handling conflicts professionally and transparently, this can actually build credibility and trust from parents.

10. What do you do to support TPA Early Childhood Centre in managing conflicts among educators?

I can support by showing appreciation to all teachers without favoritism. For example, if there's teacher appreciation day or similar events, I make sure to give attention to all teachers, not just those close to my child. I also try not to get involved in gossip or drama that might circulate among parents. If there's feedback or concern, I'll convey it directly to the responsible party in a constructive way. And if TPA needs volunteers or support in other forms, I'm happy to help as long as it's within my capacity.

RESPONDENT 3: Parents 3

1. How do you think that effective conflict management strategies can affect the quality of education at TPA Early Childhood Centre?

As an entrepreneur who runs my own business, I really understand how important it is to have a harmonious and productive team. Conflict is normal in any organization, but how that conflict is managed determines the success or failure of the organization. At TPA, where the main 'product' is care and education for young children, this is even more critical. If the team is solid and conflicts are managed well, the quality of service will definitely increase. Teachers can focus on providing the best for the children, not wasting energy on internal issues.

2. What do you expect from TPA Early Childhood Centre in managing conflicts among educators?

I expect professionalism and transparency. As someone who pays for services, I have the right to expect that my child receives the best care. This means that any internal conflict shouldn't affect service quality. I also hope that TPA has a systematic and fair mechanism

for resolving conflicts. If there are chronic issues, I expect management to dare to make tough decisions for the greater good, including dismissing staff who are toxic or uncooperative.

3. How do you think that conflict among educators can affect your child?

My child is 3 years old, at a stage where he's very absorbent and imitative. If he sees teachers who don't get along, don't communicate well, or show negative behavior, he could absorb and imitate that. I want him to be in an environment that models positive values like cooperation, communication, and conflict resolution. If conflicts among teachers aren't handled well, I'm afraid this will provide negative modeling that could affect his social-emotional development.

4. What do you do if you have concerns or complaints about conflicts among educators?

I'll be direct and assertive. As a customer paying a significant amount for this service, I feel entitled to get clarity. I'll immediately schedule a meeting with the principal or owner (if there is one) and convey my concerns clearly. I'll also ask for action plans and timelines for resolving the issue. If I don't get satisfactory responses or see concrete improvements, I won't hesitate to look for other TPA alternatives. For me, my child's welfare is the top priority.

5. How do you think that TPA Early Childhood Centre can improve communication with parents about conflicts that occur?

TPA can use a multi-channel approach. First, periodic formal meetings to discuss general issues and gather feedback. Second, digital platforms like apps or portals where parents can access information and communicate with management. Third, a responsive complaint handling system with clear SLAs (Service Level Agreements). Fourth, periodic satisfaction surveys to measure parents' perception. And fifth, maybe an advisory board consisting of parent representatives who can be liaison between parents and management.

6. Can you give a specific example of conflict that occurred among educators that you know of?

I once noticed that there were two teachers who seemed uncomfortable with each other. This was visible during child drop-off, their interaction was stiff and minimal. I also heard from other parents that there was some issue between them. What bothered me was, even though they tried to be professional, the tension was palpable and I worried it could affect the children. I eventually spoke to the principal about this, and she assured me that it was being handled. After a few weeks, I saw the situation improve, so I appreciate that management was responsive.

7. How do you think that TPA Early Childhood Centre can prevent conflicts among educators?

From my business experience, prevention starts from recruitment. Hire people who not only have good technical skills, but also good soft skills and fit with organizational culture. Then, provide comprehensive orientation and ongoing training, including in conflict resolution and communication. Create fair and transparent systems for everything, from compensation to performance evaluation to promotion. Foster a positive culture where people feel valued and have space to express themselves. And have responsive leadership that can detect and address issues before they escalate.

8. What do you expect from the principal or management in managing conflicts among educators?

I expect strong, decisive, but also empathetic leadership. The principal must be able to make tough decisions when necessary, but also have the sensitivity to understand human dynamics. He/she must be fair, not favor anyone, and always prioritize institutional interests and children's welfare above personal relationships. I also expect transparency in communication and accountability in actions. And importantly, the principal must lead by example in terms of professionalism and ethics.

9. How do you think that conflict among educators can affect the relationship between parents and TPA Early Childhood Centre?

For me personally, how TPA handles internal conflicts is an important indicator of management quality. If I see that conflicts are handled well, professionally, and don't affect service quality, my trust in the institution increases. But if conflicts are left to drag on or even worsen, I'll start looking for alternatives. In the early childhood education business, reputation and trust are everything. Parents talk to each other, and negative news can spread quickly. So it's in TPA's best interest to maintain good internal harmony.

10. What do you do to support TPA Early Childhood Centre in managing conflicts among educators?

I can support by being a constructive partner. If there's feedback, I'll convey it in a solution-oriented manner, not just complaining. I'll also maintain professional relationships with all teachers and staff, showing respect and appreciation for their work. If there's a parent committee or forum, I'm willing to be actively involved to bridge communication between parents and management. And if TPA needs input or suggestions, based on my business experience, I'm happy to share as long as it's useful.

RESPONDENT 4: Parents 4

1. How do you think that effective conflict management strategies can affect the quality of education at TPA Early Childhood Centre?

As a fellow educator, I deeply understand how important good conflict management is. My child is now 5 years old, in the final year before entering elementary school. At this age, they are very responsive to role models. If the teachers show how to resolve differences in

healthy and constructive ways, it will be very valuable learning for the children. Conversely, if they see unresolved conflicts or conflicts resolved in bad ways, it can become a negative example. So effective conflict management not only ensures a healthy work environment, but also provides positive examples for children's social-emotional development.

2. What do you expect from TPA Early Childhood Centre in managing conflicts among educators?

Because I'm also an educator, I know that conflict is inevitable, especially when working with humans. What I expect is that TPA has structures and systems that support healthy conflict resolution. For example, there are clear policies about how to submit complaints, mediation procedures, and clear consequences if someone violates the code of ethics. I also hope there's a culture of mutual respect and professionalism that's well maintained. And equally important, strong and reliable leadership to mediate and provide guidance.

3. How do you think that conflict among educators can affect your child?

My 5-year-old child is already very smart and observant. She can pick up on nuances in adult interactions. If there's unresolved conflict or tension among teachers, she can feel it and it might make her uncomfortable or confused. In the long term, this can affect how she views school and learning. Is this a safe and fun place, or a place full of tension? As both a parent and educator, I really care about the psychological safety of children in their learning environment.

4. What do you do if you have concerns or complaints about conflicts among educators?

Because I work in education myself, I tend to approach this problem with understanding and empathy, but also with high expectations of professionalism. I'll directly communicate with the principal or coordinator, conveying my observations objectively. I'll avoid naming names or accusing, but rather convey the impact that I or my child feel. I'll also offer to help if there's anything I can contribute to the solution, given my background in education.

5. How do you think that TPA Early Childhood Centre can improve communication with parents about conflicts that occur?

I think it can be done by holding parent education sessions or workshops, where parents are also educated about the importance of conflict management and how we as parents can support this process. It doesn't have to be detailed about specific conflicts that occur, but more about building awareness about dynamics within the teaching team and how this is normal in any organization. Communication can also be improved by holding open houses or meet-the-teacher sessions regularly, so there's face time between parents and the entire teaching team.

6. Can you give a specific example of conflict that occurred among educators that you know of?

Personally, I've never actually seen or heard of serious or obvious conflicts. Maybe because I'm also an educator so I'm quite observant, and so far I see the team at this TPA is quite professional. Indeed sometimes there are differences in approach or teaching style, but that's natural. The important thing is how those differences are managed well and used as diversity that enriches, not as a source of conflict. Even if there's friction, it seems so far it can be resolved internally without being visible or affecting the children.

7. How do you think that TPA Early Childhood Centre can prevent conflicts among educators?

From my experience as a teacher, prevention starts from creating a positive work culture. This includes clear job descriptions, fair workload distribution, transparent communication, and regular professional development. TPA also needs to invest in meaningful team building activities, not just formalities. It's also important to have an objective and constructive performance review system. And what's very crucial is ensuring that every teacher feels valued and heard. If teachers feel appreciated and have outlets to express their concerns, the likelihood of destructive conflicts will be much reduced.

8. What do you expect from the principal or management in managing conflicts among educators?

I hope the principal has strong leadership skills, including conflict resolution and emotional intelligence. The principal must be able to be a role model in terms of professionalism and integrity. When there's conflict, it must be handled in a fair, transparent, and timely manner. Nothing is covered up or left to drag on. I also hope the principal is proactive in creating opportunities for dialogue and team bonding. And importantly, decisions made must always prioritize the best interest of the children, because that's our ultimate goal.

9. How do you think that conflict among educators can affect the relationship between parents and TPA Early Childhood Centre?

The relationship can be greatly affected, but the direction of the impact depends on how the conflict is managed. If conflict is handled poorly or even exposed without filter to parents, of course this will damage trust. But if TPA can show that they have a robust system to handle conflicts and the result is improvement in service quality, this can actually strengthen the relationship. Parents, especially those who are educated and aware like most parents here, appreciate transparency and accountability. What we don't like is when there are problems but they're left unresolved or covered up.

10. What do you do to support TPA Early Childhood Centre in managing conflicts among educators?

As a fellow educator, I can offer perspective or even facilitate workshops if TPA needs it. I can also be a sounding board if the principal needs input from parents who understand the education field. At a more practical level, I'll always be respectful and supportive of all teachers, because I know how challenging their work is. I'll also encourage fellow parents

to have realistic expectations and appreciate the hard work done by the teaching team. And of course, if there's a parent committee or forum, I'll actively participate and contribute constructively.

RESPONDENT 5 : Parents 5

Research Questions for Parents

1. How do you think that effective conflict management strategies can affect the quality of education at TPA Early Childhood Centre? "In my opinion the influence is very big. If the teachers are cohesive and there's no drama, they'll definitely be more focused on taking care of the children. But if internally it's already not okay, how can they give maximum education? So, good conflict management is key to keeping learning quality maintained."

2. What do you expect from TPA Early Childhood Centre in managing conflicts among educators? "My hope is that TPA can be more professional and act quickly. If there's a problem among teachers, don't let it drag on. TPA must have a firm but still family-like way to solve problems, so it doesn't disturb service to students."

3. How do you think that conflict among educators can affect your child? "Small children are very sensitive, they're like sponges. If their teacher is having a 'cold war' or always frowning, my child can feel the aura becomes less cheerful. I'm afraid the child becomes lazy to go to school or even follows by becoming easily angry because they see examples from their teachers."

4. What do you do if you have concerns or complaints about conflicts among educators? "First I'll definitely ask slowly to the teacher if there's a behavior change in my child. But if the problem is serious, I won't hesitate to directly ask for time to talk with the Principal. The point is I want clarity so it doesn't become strange assumptions."

5. How do you think that TPA Early Childhood Centre can improve communication with parents about conflicts that occur? "TPA doesn't need to tell details 'who's fighting with whom'. But at least there's openness if there are operational constraints. It can be through regular parent meetings or just brief updates. Honest communication makes us as parents feel calmer."

6. Can you give a specific example of conflict that occurred among educators that you know of? "Once I saw two teachers like they didn't want to greet each other during child handover. So their communication was very stiff, just 'yes' and 'no' only. That was very noticeable for me who was dropping off my child, I was thinking 'how is my child in the classroom?' when the teachers aren't cohesive like that."

7. How do you think that TPA Early Childhood Centre can prevent conflicts among educators? "Maybe the school can often hold refreshing activities for teachers, so they don't get bored. Then task distribution must also be fair, so no one feels their work is heavier alone. If teachers are happy, conflicts will definitely decrease."

8. What do you expect from the principal or management in managing conflicts among educators? "I hope the Principal can be a figure who protects and is neutral. Don't favor just one teacher. A wise leader usually can make their team solid, and that's what I hope exists at this TPA."

9. How do you think that conflict among educators can affect the relationship between parents and TPA Early Childhood Centre? "Clearly affects trust. If I know inside there are many unresolved conflicts, I become doubtful to continue entrusting my child here. We want children in a positive environment, not one full of drama."

10. What do you do to support TPA Early Childhood Centre in managing conflicts among educators? "As a parent, my support is by remaining cooperative and not interfering too deeply if it's an internal matter. But I will always give constructive input through questionnaires or parent forums. If the environment is healthy, we're also happy right?"

Lampiran 11

**LEMBAR BIMBINGAN SKRIPSI**

Nama Mahasiswa : SAFIYYA NUURANY
 NIM : 4012241033
 Program Studi : Pendidikan Anak Usia Dini
 Judul Skripsi : Strategi Manajemen Konflik oleh Kepala PAUD Dalam Meningkatkan Kinerja Tenaga Pendidik di TPA Early Childhood Centre di Jakarta Selatan
 Dosen Pembimbing I : Dr. Dra. Muasissah Jadiddah, M.Pd

No	Tanggal	Saran Pembimbing	Tanda Tangan
1	20-09-2025	Membuat outline	
2	24-09-2025	Lanjutkan ke BAB I	
3	08-10-2025	Perbaikan : cara membuat kutipan	
4	13-10-2025	Lanjutkan ke Bab II	
5	16-10-2025	Ikuti Pedoman dari kampus	
6	04-11-2025	Bab III : Tambahkan rencana dan instrumen penelitian	
7	15-11-2025	Susun proposal lengkap sesuai panduan dari kampus.	
8	13-12-2025	Pahami teori-teori manajemen konflik	
9	1-1-2026	kisi-kisi instrumen	
10	23-1-2026	Revisi Bab 1 sampai 3	



LEMBAR BIMBINGAN SKRIPSI

Nama Mahasiswa : SAFIYYA NUURANY
NIM : 4012241033
Program Studi : Pendidikan Anak Usia Dini
Judul Skripsi : Strategi Manajemen Konflik Dalam Meningkatkan Kinerja
Tenaga Pendidik di TPA Early Childhood Centre di Jakarta Selatan
Dosen Pembimbing I : Dr. Dra. Muasisah Jadidah, M.Pd

[illegible]



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[illegible]