

## Adaptive Leadership in Managing Conflict to Improve Performance

Popi Hidayanti and H Helmawati

Nusantara Islamic University, Bandung, Indonesia

Corresponding Author: [popihidayanti@uninus.ac.id](mailto:popihidayanti@uninus.ac.id)

**Abstract.** Schools are complex organizations where conflicts may arise from both technical issues and interpersonal relations. This study investigates conflicts at SDN Bojongmekar, particularly between senior and junior teachers and those related to limited resources. It also explores the adaptive leadership strategies of the principal, the supporting and inhibiting factors, and the impact on teacher performance. Using a qualitative case study approach, data were collected through interviews, observations, and document analysis, and analyzed thematically with source triangulation to ensure validity. The findings indicate that conflicts mainly occur as internal organizational and interpersonal tensions between senior and junior teachers. The principal applied adaptive leadership through structured steps, supported by open communication, while seniority culture remained the main barrier. Adaptive leadership was found to improve teacher motivation, collaboration, and the overall work climate. In conclusion, adaptive leadership transformed conflict into opportunities to enhance teacher performance and build a more conducive environment for quality learning.

**Keywords:** Adaptive Leadership, Conflict Management, Education, Teacher Performance.

### 1 Introduction

Elementary schools are formal educational institutions that play a crucial role in shaping the character and intelligence of the younger generation. However, behind this strategic function, schools are also complex organizational entities with social, cultural, and structural dynamics that are prone to conflict. The conflicts that arise are not only technical—such as unequal task distribution or limited resources—but also involve emotional and interpersonal aspects, including differences in values, leadership styles, and individual perceptions (Robbins & Judge, 2017).

Unfortunately, many school principals in Indonesia still adopt conventional leadership patterns that are hierarchical and top-down in nature. This approach is considered insufficiently responsive to conflicts that are adaptive and complex in nature (Mulyasa, 2020). In this context, adaptive leadership becomes a relevant alternative approach—one that is more flexible and collaborative. Heifetz and Linsky (2002)

emphasize that adaptive leaders must possess the ability to read the context, navigate uncertainty, and mobilize collective capacity to find sustainable solutions.

Adaptive leadership does not rely solely on formal authority, but rather on the leader's capacity to encourage participation, promote learning, and facilitate the transformation of shared values and mindsets (Heifetz, Grashow, & Linsky, 2009). In elementary school settings, this approach is particularly important to bridge differences among teachers, students, parents, and other stakeholders, while also fostering a healthy and productive organizational climate.

Although studies on participative leadership styles have shown positive impacts in reducing conflict and enhancing team cohesion (Sari & Wibowo, 2021), the exploration of adaptive leadership practices in the context of conflict management at elementary schools remains limited. A related study by Ihsan & Soleha (2024) highlights the democratic leadership style of principals, characterized by the ability to lead, unify human resources, and foster a conducive work climate. This research seeks to fill that gap by examining the adaptive leadership practices of the principal at SDN Bojongmekar, West Bandung Regency—a school that reflects high social and economic complexity.

This study focuses on four main aspects: (1) Identifying the sources and characteristics of existing conflicts; (2) Investigating the principal's adaptive leadership strategies in managing conflicts between senior and junior teachers, as well as those arising from resource limitations; (3) Analyzing the supporting and inhibiting factors in the implementation of adaptive leadership; and (4) Assessing the impact of such strategies on improving teacher performance.

The practical benefit of this research is to provide insights for school principals in adopting effective leadership practices to enhance teacher performance. For teachers and schools, this study is expected to serve as a reference in conflict resolution strategies.

In conflict management, understanding the nature of the conflict and choosing the appropriate resolution style are critical to achieving effective outcomes. Kilmann (2023) outlines five primary conflict-handling styles—competing, collaborating, compromising, avoiding, and accommodating—each of which varies in effectiveness depending on the context. Adaptive school principals are expected to be able to apply these styles contextually and in a participatory manner.

Furthermore, teacher performance improvement is one of the main indicators of effective school leadership. Teacher performance encompasses the entire professional process, from instructional planning to evaluation, and also includes involvement in institutional development (Rivai & Sagala, 2011). According to goal-setting theory (Locke & Latham, 2002), performance is enhanced when individuals have specific and challenging goals, accompanied by adequate feedback. A supportive work environment, healthy interpersonal relationships, and responsive leadership have all been shown to improve teacher motivation and productivity (Gibson et al., 2000; Robbins & Judge, 2017).

Thus, adaptive leadership is not merely an optional strategy, but an urgent necessity in managing conflict and enhancing teacher performance amid the increasing complexity of educational dynamics. This study is expected to offer both theoretical

and practical contributions to the development of relevant leadership models in elementary schools, especially those dealing with social and resource-related complexities.

## 2 Method

This study employed a qualitative research method with a case study approach. This approach was selected due to its ability to provide a deep and holistic understanding of the phenomena occurring in the field (Creswell, 2014). The research focused on describing adaptive leadership in conflict management within the school environment, encompassing several key aspects: identification of conflicts, the strategies employed by the school principal in managing conflicts between senior and junior teachers as well as resource limitations within the school, the supporting and inhibiting factors in the implementation of adaptive leadership, and the impact of such leadership on improving teacher performance.

Data were collected through in-depth interviews, participant observation, and document analysis. In-depth interviews were conducted to gather detailed and personal insights from the school principal and teachers. These interviews were semi-structured, allowing the researcher to explore emerging issues during the conversations. The main topics discussed included: the principal's experiences in handling and managing school conflicts; the specific adaptive leadership strategies applied in conflict situations; teachers' perceptions of the principal's role in conflict resolution; and factors influencing the success or failure of conflict management efforts.

Participant observation involved the researcher being actively engaged in the school environment to observe interactions directly. Observations were carried out systematically during various school activities such as meetings between the principal and teachers, faculty meetings, and daily school routines. This helped the researcher to collect contextual data and gain clearer insights into the application of adaptive leadership in resolving conflicts.

Document analysis was used to gather relevant documents related to conflict management policies and procedures at the school. These included meeting records concerning conflict incidents, conflict resolution reports, and documents related to training or programs associated with adaptive leadership at SDN Bojongmekar.

The data collected through interviews, observations, and documents were analyzed using thematic analysis. This analysis involved three main stages: data familiarization, coding, and theme identification. In the data familiarization stage, the researcher immersed themselves in the data by repeatedly reading interview transcripts and listening to audio recordings to gain a comprehensive understanding. During the coding stage, data were labeled and categorized using codes or tags to identify key points and patterns. In the final stage of theme identification, the researcher connected the emerging themes with relevant theories or concepts to provide explanations for the findings and to evaluate how they address the research questions.

To enhance data validity, this study employed data triangulation. Patton (2002) suggests that triangulation is a technique used to verify data by comparing information

from multiple sources. In this study, source triangulation was utilized by combining data from interviews, observations, and documents to ensure that the findings were corroborated and consistent.

### 3 Results

#### 3.1 Conflict Identification.

The conflict that occurred at SDN Bojongmekar, located at Jl. Raya Cipendeuy–Rajamandala KM 03, West Bandung Regency, can be categorized as an internal organizational conflict, specifically interpersonal conflict between senior and junior teachers. This conflict was triggered by differing perceptions regarding school policies, particularly in relation to performance appraisal, which was perceived to favor seniority.

Senior teachers felt they were more entitled to receive higher performance ratings, despite the fact that junior teachers often demonstrated greater innovation and stronger work performance.

*"We who have served for a long time sometimes feel that our contributions are not appreciated. Performance appraisals nowadays emphasize innovation, but experience matters too. If only the younger teachers are recognized for being more active, it feels unfair."* (Senior teacher, SDN Bojongmekar)

Additionally, jealousy arose over the principal's policy granting exemption to sixth-grade teachers residing outside West Bandung Regency from attending school every Saturday, except for important activities. This policy requires the exempted teachers to assign tasks to students and delegate supervision to other teachers.

*"The Saturday policy is not favoritism. It is a decision made by considering the teachers' domicile conditions. However, such policies must be transparently explained to avoid misunderstandings."* (Principal, SDN Bojongmekar)

Teachers who received delegation applied creativity and innovation while supervising these students. Consequently, senior teachers showed resistance toward innovations introduced by junior teachers, while junior teachers felt inhibited in expressing themselves due to fear of being perceived as competing with seniors.

*"I actually want to try new approaches in the classroom, but sometimes I'm afraid of being seen as 'showing off' by senior teachers. Especially if the results are good, it might seem like I want to compete."* (Junior teacher, SDN Bojongmekar)

Besides internal conflicts, the school also faces various resource limitations. Facilities such as classrooms and learning infrastructure remain inadequate, impeding the teaching and learning process.

*"We often struggle due to limited classroom space, especially when there are parallel classes. Facilities like projectors or technology-based learning tools are also insufficient, making digital learning difficult to implement."* (Teacher, SDN Bojongmekar)

Teachers' digital competence also poses a challenge, with about 50% of teachers unable to keep up with developments in educational technology. Professional training

and development are unevenly distributed, and some teachers are reluctant to attend training that requires personal expenses.

*"Almost half of the teachers here are not ready to use learning technology. We are trying to organize training, although government support is uneven, but some are still unwilling to participate, especially if they have to pay out of pocket."* (Principal, SDN Bojongmekar)

On the other hand, the school's physical environment is not fully legally secure due to a land dispute over the school's site. The unclear land ownership status creates long-term uncertainty, hinders facility development, and causes anxiety among school community members.

*"The land status of the school is still problematic. Because the land dispute has not been resolved, we cannot undertake major renovations or add learning spaces. This also causes concern among teachers and parents."* (Principal, SDN Bojongmekar)

### 3.2 Adaptive Leadership Strategies of the Principal in Managing Conflict.

In addressing conflicts at SDN Bojongmekar, the principal implements adaptive leadership strategies through several structured steps. First, the principal carefully diagnoses the situation through both formal and informal observations and interviews to objectively and deeply understand the sources of conflict, including relational dynamics among teachers and the background of interpersonal and structural conflicts.

*"I do not jump to conclusions when problems arise. Usually, I observe first and have informal talks with teachers to really understand the root of the conflict, especially regarding relationships among teachers."* (Principal, SDN Bojongmekar)

Second, the principal fosters open and reflective communication by holding regular discussion forums in the form of teacher meetings that emphasize mutual respect, sharing experiences, and applying objective, criteria-based performance evaluations instead of seniority.

*"In teacher meetings, I always emphasize the importance of mutual respect and working based on performance, not just seniority. All teachers must understand that everyone has equal opportunities to grow."* (Principal, SDN Bojongmekar)

Third, the principal demonstrates courage in making decisions that are not always popular, such as the Saturday policy for sixth-grade teachers. The principal openly explains the reasons behind the policy and emphasizes that each decision is contextual and flexible.

*"The Saturday policy for sixth-grade teachers was indeed a topic of discussion. But I made the decision after considering distance and effectiveness. The important thing is that the policy was communicated openly to avoid misunderstandings."* (Principal, SDN Bojongmekar)

Fourth, the principal empowers and involves all teachers in decision-making through the activation of the School Development Team (Tim Pengembang Sekolah - TPS) and Teacher Working Groups (Kelompok Kerja Guru - KKG), especially regarding task distribution, training, and the use of learning technologies, fostering a shared sense of ownership.

*"I involve all teachers through TPS and KKG so that task distribution, training, and technology use are not solely determined by the principal. If everyone feels involved, they become more enthusiastic and responsible together." (Principal, SDN Bojongmekar)*

Fifth, the principal cultivates a collaborative culture and continuous learning through activities such as lesson study, peer teaching, and digital training to bridge the gap between senior and junior teachers and foster lifelong learning motivation.

*"We routinely conduct lesson studies and peer teaching so teachers can learn from each other. This also helps unite senior and junior teachers so there is no distance and they can support one another." (Principal, SDN Bojongmekar)*

Sixth, in addressing structural conflicts such as the school land dispute, the principal manages it carefully and professionally by establishing communication with the school committee, community leaders, and the education department. The principal also ensures the legal process proceeds according to regulations without disrupting the school's learning climate.

*"Regarding the land dispute, I handle it carefully. We have communicated with the school committee, community leaders, and the education office. The important thing is that learning activities continue without disruption." (Principal, SDN Bojongmekar)*

### **3.3 Supporting and Inhibiting Factors.**

Supporting factors in resolving conflicts at SDN Bojongmekar include the establishment of open and two-way communication. The principal successfully created a healthy discussion space between senior and junior teachers, allowing each party to express opinions, criticisms, and solutions without fear or pressure. Furthermore, inclusive and collaborative leadership strengthened the involvement of all parties in decision-making, fostering a sense of ownership and shared responsibility.

*"Now the meeting atmosphere is more comfortable. We can express opinions, even criticisms, without fear of being misunderstood. The principal is also impartial, which makes the environment more conducive." (Teacher, SDN Bojongmekar)*

The principal also demonstrated interpersonal skills, capable of building emotional closeness without taking sides, and acted as a mediator in emerging conflicts. Another strength was the principal's flexibility in decision-making, adjusting approaches according to the character and dynamics of the conflict rather than relying on a single fixed method.

*"I cannot use one approach for all problems. Sometimes I need to be firm, other times a personal approach suffices. The key is flexibility and remaining open to input from teachers." (Principal, SDN Bojongmekar)*

However, there are several inhibiting factors that need to be addressed at SDN Bojongmekar. One is the still-strong seniority culture, where this unwritten norm often impedes acceptance of innovations from junior teachers.

*"Sometimes our new ideas are hard to accept. There is a feeling that younger teachers should just follow first, not stand out too much. That makes us hesitant to experiment." (Junior teacher, SDN Bojongmekar)*

On the other hand, the lack of training on adaptive leadership means the principal has not fully mastered the appropriate approaches in managing conflicts. A heavy administrative workload also limits the principal's time to nurture relationships and respond optimally to internal dynamics. Additionally, limited support from policymakers, such as the Education Office, in the form of regulations or advanced training programs, hampers the implementation of innovative and sustainable leadership strategies.

*"The administrative tasks are quite heavy. Much time is consumed by reports, so I cannot always quickly respond to teacher dynamics. Nurturing is very important... I want to develop myself in adaptive leadership, but there has been no training directly facilitated by the education office. If there is, it's not focused on the elementary school context."* (Principal, SDN Bojongmekar)

### **3.4 Impact of Adaptive Leadership Implementation in Conflict Management.**

The implementation of adaptive leadership by the principal at SDN Bojongmekar has brought significant positive impacts on improving teacher performance. One of the impacts is increased work motivation, as teachers feel appreciated and involved in decision-making processes, encouraging them to perform at their best. This leadership also fosters collaboration among teachers, as individual and group conflicts can be managed constructively, creating a harmonious and supportive work environment. Junior teachers, in particular, become more confident in presenting innovative learning ideas without fear of resistance from senior teachers.

Furthermore, resistance to change is reduced because the principal's humanistic and flexible approach opens teachers' minds to new policies or approaches. Overall, this adaptive leadership contributes to the formation of a healthy and adaptive school culture, which directly impacts the improvement of learning quality in the classroom.

## **4 Discussion**

The conflict at SDN Bojongmekar serves as a concrete example of internal organizational conflict, specifically interpersonal tensions between senior and junior teachers. This dispute stems from differing perceptions of school policies and feelings of professional jealousy. Bertalanffy (2015) conceptualizes organizations, including schools, as social systems composed of interacting elements. While these components work toward shared goals, divergent values and interests can trigger conflicts. Therefore, school principals must manage these systems effectively to foster an environment conducive to conflict resolution and educational objectives.

Rivai and Sagala (2011) emphasize that teacher performance is contingent upon fulfilling duties according to established standards. When innovations proposed by junior teachers are undervalued and policies are applied inconsistently, collective performance standards become difficult to achieve. Structural issues, such as unclear land ownership status, exacerbate uncertainty and hinder the focus on improving educational quality. Consequently, there is a need for leadership that is adaptive,

equitable, and participatory to build a work climate that promotes sustainable collaboration and productivity.

According to Robbins and Judge (2017), a supportive work environment and leadership support are critical to employee performance, including that of teachers. Poorly managed conflicts can create a toxic work atmosphere, leading to interpersonal strain. Gibson, Ivancevich, and Donnelly (2000) argue that performance is influenced by three key factors: ability, motivation, and role perception. In this context, junior teachers' motivation is diminished by social pressures from senior staff, and their role perceptions become blurred due to inconsistent policies and unequal treatment.

The principal's leadership strategy in addressing internal and structural conflicts at SDN Bojongmekar can be analyzed through Kilmann's (2023) conflict management styles, which include competing, collaborating, compromising, avoiding, and accommodating. The initial steps taken—through observation and interviews—reflect a strategic use of avoidance, allowing the principal to understand the root causes of conflict without engaging in direct confrontation. This phase enables objective assessment and reflection.

Subsequently, the principal employed a collaborative style by fostering open, reflective communication through regular discussion forums, encouraging all stakeholders to express their views and find common ground based on objectivity rather than seniority. While time-consuming, this approach tends to yield more sustainable and constructive outcomes. The decision to implement flexible policies for sixth-grade teachers demonstrates a blend of competitive and accommodative styles—assertive in enforcing organizational goals, yet responsive to individual teacher needs, preserving workplace harmony.

The empowerment of teachers through the School Development Team (TPS) and Teacher Working Group (KKG), along with inclusive decision-making processes, further reinforces a collaborative approach by instilling shared ownership and responsibility. Initiatives such as lesson study, peer teaching, and digital training also illustrate a collaborative-compromising orientation, bridging the gap between senior and junior teachers to enhance instructional quality.

In managing structural conflicts like the land dispute, the principal adopted a compromising and strategic avoidance approach, engaging with stakeholders such as the school committee, local leaders, and the education office, without disrupting teaching and learning processes.

The application of adaptive leadership principles, as proposed by Heifetz and Linsky (2002), is evident in the principal's approach. Rather than relying solely on formal authority, the principal fosters collective learning, encourages participation, and mobilizes internal organizational potential to navigate complex challenges. A key strength lies in the ability to establish open, two-way communication. Dialogue forums serve as reflective spaces where teachers can voice opinions without fear, leading to mutual understanding and collaborative solutions—an essential characteristic of adaptive leadership that prioritizes active participation and value transformation.

The principal's decision-making flexibility represents another leadership strength. Rather than adhering to a single method, the principal adjusts strategies based on context and emerging dynamics. This reflects reflective leadership as described by



Heifetz, Grashow, and Linsky (2009), which emphasizes the importance of a leader's capacity to adapt dynamically in response to evolving challenges.

Nevertheless, several obstacles hinder the effectiveness of adaptive leadership. One major barrier is the entrenched culture of seniority, which, according to Robbins and Judge (2017), can foster dysfunctional conflict, impede collaboration, and reduce productivity. This norm often leads to the rejection of junior teachers' ideas, limiting innovation and the improvement of teaching quality. Another challenge is the lack of formal training in adaptive leadership. Although the principal possesses basic capacity and commitment, handling complex conflicts requires advanced, non-linear approaches. Administrative burdens also reduce the time available for building interpersonal relationships. Moreover, limited support from policymakers—such as ongoing training and enabling regulations—undermines the sustainability of adaptive leadership practices.

Despite these challenges, the application of adaptive leadership at SDN Bojongmekar has had a positive impact on teacher motivation and performance. When teachers feel included and valued in decision-making processes, their intrinsic motivation increases, fostering a sense of belonging and commitment to their roles. This aligns with the theory of Gibson, Ivancevich, and Donnelly (2000), which posits that performance is shaped by ability, motivation, and role perception. Adaptive leadership also enhances collaboration by constructively managing conflict and creating a supportive work climate. Junior teachers feel more confident sharing ideas in an inclusive, non-hierarchical environment. Robbins and Judge (2017) highlight the importance of a healthy work environment and positive interpersonal relationships in driving organizational performance.

Adaptive leadership also reduces resistance to change. The principal's communicative and empathetic approach facilitates acceptance of new policies and methods. The ability to reconcile differences and align policies with field realities exemplifies Heifetz and Linsky's (2002) core principle of adaptive leadership: facilitating the transformation of values, behaviors, and mindsets.

Overall, the implementation of adaptive leadership at SDN Bojongmekar has fostered a participatory and progressive school culture. This culture enhances instructional quality by making teachers feel supported and empowered. In contemporary education, adaptive school leaders play a strategic role in shaping professional environments that nurture teacher development. Senge et al. (2012) affirm that adaptive leaders are capable of transforming conflict into opportunities for personal and institutional growth. Thus, adaptive leadership should not be viewed merely as a response to conflict but as a foundational strategy for improving performance and educational quality holistically.

## 5 Conclusion

The principal of SDN Bojongmekar has successfully implemented various leadership strategies to manage interpersonal conflicts among teachers by prioritizing open communication, collaboration, and active participation. Through a deep understanding

of conflict management styles, as proposed by Kilmann (2023), the principal was able to select appropriate approaches—whether collaborative, compromising, or avoiding—according to the dynamics of the conflicts.

The application of adaptive leadership at SDN Bojongmekar aligns with the principles put forward by Heifetz and Linsky, emphasizing the leader's role in fostering learning and value transformation, as well as adapting leadership styles to the challenges faced. This approach has yielded positive impacts, particularly in enhancing teacher motivation and performance, creating a healthy collaborative environment, and reducing resistance to change.

Some inhibiting factors, such as a strong seniority culture and lack of training for teachers, require attention. Nonetheless, the principal at SDN Bojongmekar has demonstrated that adaptive leadership can transform conflicts into opportunities for improvement, ultimately creating a conducive work environment for the development of teaching quality. This adaptive leadership plays a crucial role in shaping a school culture oriented toward collaboration and innovation, which forms the foundation for improving teacher performance and overall educational quality.

## References

- [1] N. Abdurahimova, "Adaptive leadership as a catalyst for change management in higher education institutions: A case study approach," *J. Adm. Pendidik.*, vol. 32, no. 2, pp. 101–115, 2025. [Online]. Available: <https://ejournal.upi.edu/index.php/JAPSPs/article/view/85878>
- [2] L. von Bertalanffy, *General System Theory: Foundations, Development, Applications*, Rev. ed. New York, NY: George Braziller, 2015.
- [3] J. W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Thousand Oaks, CA: SAGE Publications, 2014.
- [4] M. Deutsch, P. T. Coleman, and E. C. Marcus, *The Handbook of Conflict Resolution: Theory and Practice*, 2nd ed. San Francisco, CA: Jossey-Bass, 2011.
- [5] M. Fatihaturahmi and E. Giatman, "Studi literatur peran manajemen konflik dan cara penanganan konflik dalam organisasi sekolah," *J. Educ. Res.*, vol. 4, no. 3, pp. 1075–1081, 2023. [Online]. Available: <https://jer.or.id/index.php/jer/article/view/277>
- [6] V. Fernandes, W. Wong, and M. Noonan, "Developing adaptability and agility in leadership amidst the COVID-19 crisis: Experiences of early-career school principals," *Int. J. Educ. Manag.*, vol. 37, no. 2, pp. 483–506, 2023, doi: 10.1108/IJEM-02-2022-0076.
- [7] J. L. Gibson, J. M. Ivancevich, and J. H. Donnelly, *Organizations: Behavior, Structure, Processes*, 10th ed. Boston, MA: McGraw-Hill, 2000.
- [8] A. Hamdan et al., "Mengeksplorasi implementasi kepemimpinan adaptif di sekolah Islam terpadu," *Fastabiq: J. Stud. Islam*, vol. 4, no. 2, pp. 185–199, 2023, doi: 10.47281/fas.v4i2.142..
- [9] U. Hasanah, "Manajemen konflik dalam meningkatkan kualitas kerja pada

- lembaga pendidikan Islam," *Al-Idarah: J. Kependidikan Islam*, vol. 10, no. 1, pp. 1–11, 2020, doi: 10.24042/alidarrah.v10i1.6448.
- [10] R. A. Heifetz and M. Linsky, *Leadership on the Line: Staying Alive Through the Dangers of Leading*. Boston, MA: Harvard Business Review Press, 2002.
- [11] R. A. Heifetz, A. Grashow, and M. Linsky, *The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World*. Boston, MA: Harvard Business Press, 2009.
- [12] W. S. Hutahaean, *Filsafat dan Teori Kepemimpinan*. Jakarta, Indonesia: Ahlimedia Book, 2021.
- [13] H. Istnaini, "Efektivitas manajemen konflik di SMPN 40 Surabaya," *J. Jendela Pendidik.*, vol. 4, no. 2, pp. 160–168, 2024, doi: 10.57008/jjp.v4i02.723.
- [14] Y. Jakaria, "Integrasi nilai religiusitas dengan kepemimpinan adaptif pada pelatihan kepemimpinan di Badan Pengembangan Sumber Daya Manusia Provinsi Jawa Barat," *J. Good Governance*, 2020.
- [15] S. Jabeen, H. D. Aslam, and A. Khan, "Exploring the role of adaptive leadership in managing change and driving innovation in educational organizations: A case study approach," *Int. J. Soc. Sci. Bull.*, vol. 2, no. 1, pp. 77–89, 2025. [Online]. Available: <https://ijssbulletin.com/index.php/IJSSB/article/view/411>.
- [16] R. H. Kilmann, *Mastering the Thomas-Kilmann Conflict Mode Instrument*. Kilmann Diagnostics, 2023.
- [17] M. G. Leveillee, "Exploration of conflict management styles used by medical-surgical nurses," M.S. thesis, Rhode Island College, 2018. [Online]. Available: <https://digitalcommons.ric.edu/etd/275>.
- [18] E. A. Locke and G. P. Latham, "Building a practically useful theory of goal setting and task motivation," *Am. Psychol.*, vol. 57, no. 9, pp. 705–717, 2002.
- [19] R. A. S. Mabunga and M. E. M. Mabunga, "Conflict management among selected officials of state universities and colleges in the Philippines," *Mimbar Pendidik.*, vol. 4, no. 1, pp. 1–20, 2019, doi: 10.17509/mimbardik.v4i1.16967.
- [20] H. Magfiroh et al., "Kepemimpinan adaptif: Sebuah studi literatur," *J. Manaj. Strategi dan Kewirausahaan*, vol. 3, no. 2, pp. 118–136, 2023. [Online]. Available: <https://jurnal.aksaraglobal.co.id/index.php/jmsc/article/view/162>.
- [21] B. Mattayang, "Tipe dan gaya kepemimpinan: Suatu tinjauan teoritis," *JEMMA J. Econ. Manag. Account.*, vol. 2, no. 2, pp. 45–52, 2019.
- [22] E. Mulyasa, *Kepala Sekolah Profesional: Meningkatkan Mutu dan Kinerja Kepala Sekolah*. Jakarta, Indonesia: Bumi Aksara, 2020.
- [23] M. Q. Patton, *Qualitative Research and Evaluation Methods*, 3rd ed. Thousand Oaks, CA: Sage Publications, 2002.
- [24] A. Ramadhani, D. Putri, and H. Kusuma, "Teori manajemen konflik," *Pusat Publikasi Ilmu Manajemen*, vol. 3, no. 1, 2025, doi: 10.59603/ppiman.v3i1.635.
- [25] V. Rivai and E. Sagala, *Manajemen Sumber Daya Manusia untuk Perusahaan: Dari Teori ke Praktik*. Jakarta, Indonesia: Rajawali Pers, 2011.
- [26] S. P. Robbins and T. A. Judge, *Organizational Behavior*, 17th ed. Boston, MA: Pearson Education, 2017.
- [27] R. Sari and A. Wibowo, "Pengaruh gaya kepemimpinan kepala sekolah terhadap konflik interpersonal guru," *J. Manaj. Pendidik.*, vol. 13, no. 1, pp.

- 45–57, 2021, doi: 10.xxxx/jmp.2021.13.1.45
- [28] Sartini, A. Chondro, H. Prayitno, and I. Chairunissa, "Tantangan kepemimpinan adaptif dalam dunia pendidikan di era generasi milenial," *TEACHING: J. Inov. Keguruan dan Ilmu Pendidik.*, vol. 4, no. 2, 2024, doi: 10.51878/teaching.v4i2.3047.
- [29] P. M. Senge, N. Cambron-McCabe, T. Lucas, B. Smith, J. Dutton, and A. Kleiner, *Schools That Learn: A Fifth Discipline Fieldbook for Educators, Parents, and Everyone Who Cares About Education*, 2nd ed. New York, NY: Crown Business, 2012.
- [30] D. F. Susanto, "Strategi manajemen konflik dalam meningkatkan kinerja guru di SMPN 28 Surabaya," *PTK: J. Penelit. Tindakan Kelas*, vol. 1, no. 3, p. 10, 2024, doi: 10.47134/ptk.v1i3.441.
- [31] M. Zamil, "Gaya manajemen konflik kepala sekolah," *Al-Muttaqin*, vol. 9, no. 2, pp. 60–65, 2024, doi: 10.37567/al-muttaqin.v9i2.2558.