

How Do Interpersonal Conflict Management of Principal Develop Teacher Pedagogical Competence: Literature Review

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ABSTRACT (10PT)

Principals and teachers are the most important actors in school. Teacher pedagogical competence is very important to develop teacher professionalism. And also, principal performance has a substantial impact on teacher pedagogical competence. This can be seen in how the principal handles interpersonal conflicts. The objectives of this paper is to describe and find out the link between a teacher's pedagogical and interpersonal conflict management of principals. The result of this study is the way the principal handles conflicts that occur in schools can increase harmony between school members, especially teachers. A harmonious relationship between teachers will be created by the principal who can handle conflict in their school.

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INTRODUCTION

In the knowledge transfer process, the teacher is a very powerful and strategic figure (Murkatik, Harapan, & Wardiah, 2020). Teachers' classroom management skills play an important role in students' comprehension and development (Aimah, Ifadah, & Linggar Bharati, 2017). It's crucial since teachers are a significant determinant of educational attainment system's effectiveness. There are four competencies of teachers: pedagogical, personal, professional, and social. Every teacher should possess these competencies in order to be successful in learning and teaching (Rahman, 2014). Development pedagogical competence gives effect to raise the standard of education.

Pedagogical competence is highly significant to develop teacher professionalism. Teaching abilities, such as teaching tactics, curriculum creation, and assessment, are all included under pedagogical competence (Kurnia, Widiati, & Cahyono, 2017). Teachers with strong pedagogical skills will be able to recognize what students require and desire during the learning process (Hanim, Nurdyansyah, & Ruchana, 2020). Researchers have always seen pedagogical competence as a fundamental characteristic of teachers. According to the study, pedagogical competency has an impact on performance, thus teachers must increase their pedagogic competency to improve their performance (Rahman, 2014). Pedagogic competence is linked to student acceptance, lesson plans, and learning application, as well as decisions, learning evaluation, and student performance (Hakim, 2015). This shows that improving pedagogic competence for a teacher is very important to do.

The performance of the principal is one of the main aspects that affects the pedagogic competency of instructors (Minadzi & Nyame, 2016). An organization's success is determined by the following factors, such as a school, is mainly determined by the quality of its leaders' decisions

(Hariri, Monypenny, & Prideaux, 2014). As educational leaders, school principals must be given more power (Knezovic & Musrati, 2018). The principal's leadership success is defined as the ability and process of persuading, coordinating, and motivating other individuals or organizations involved in developing research and delivering education and teaching. The actions undertaken are more effective. And effective in accomplishing educational and teaching organizations' objectives (Bafadal, Nurabadi, Sobri, & Gunawan, 2019). Management is one of the skills that the principal must possess.

Managerial competency (management) necessitates the principal's capacity to strategize, develop, and overcome, and properly manage all school resources, both human and nonhuman (Knezovic & Musrati, 2018), because the effective functioning of an organization's human resources is critical to its long-term viability, any disagreement is bound to have unanticipated effects for individual and organizational performance (Shaukat, Yousaf, & Sanders, 2017). However, differences in reasons, background, and intensity of job, interests, and company goals for the conflict (Beenen, Pichler, & Davoudpour, 2018). According to conflict theory, factors like integrating, conforming, controlling, compromising, and avoiding are linked to job stress (Yang, 2015). Conflict is a social phenomenon that most often occurs in organizations (Hu, He, Blettner, & Bettis, 2017; Sonnentag, Unger, & Nägel, 2013). Conflict resolution is the job of the leader in an educational institution, in this instance the principal, who leads the staff, instructors, and all students (Lalegani, Isfahani, Shahin, & Safari, 2019).

Conflict management, as a major approach in organizational behavior, attempts to control these conflicts by proposing several solutions (Yakhdansaz, Adelzadeh, & Pashayi Fakhri, 2019). Conflict management is an efforts to resolve conflicts, both inside themselves and with others. Environmental stressors play a significant role in interpersonal conflicts (Rao, 2017). Organizational behavior is dominated by interpersonal conflict (Sridasweni, Yusuf, & Sabandi, 2017), because this conflict will disrupt the process of accomplishing organizational goals because it will involve multiple people of the organization (Siswidiyanto & Puspasari, 2018).

As mentioned before, teacher pedagogical competence is influenced by the performance of the principal, in which one of the principal roles is to handle interpersonal conflict. Few researchers have addressed the problem of teacher pedagogical competence and interpersonal conflict management of principals. For example, (Hakim, 2015; Hanim et al., 2020; Kurnia et al., 2017), showed pedagogical gives a positive effect on teaching performance. Based on the review, previous studies have only focused on teacher pedagogical competence or interpersonal conflict management of principals, no research combines them.

This paper focuses on both of them. This study aims to (a) explore how researchers have defined interpersonal conflict management of principal? (b) Investigates how teachers encourage the development of pedagogical competence? And also (c) investigates and examines the relationship between a principal's interpersonal conflict management and teacher pedagogical competence?

This paper is divided into four sections. It begins with a survey of the literature on the subject interpersonal conflict, conflict management, and teacher pedagogical competence. Second, describe the instruments, data collection methods, and data analysis methods. Then, the findings are presented and discussed in the third section. Finally, it summarizes the findings and their consequences for principals and teachers.

LITERATURE REVIEW

1. Interpersonal Conflict

Work teams in organizations differ from employees in terms of output, creativity, and effect. Despite the fact that this strategy has been demonstrated, it is clear that when people from diverse environments are brought together, conflict will inevitably develop (Bhayo, Shah, & Chachar, 2017). Intergroup conflict, intrapersonal conflict, and interpersonal conflict are all examples of conflict (Siswidiyanto & Puspasari, 2018). In interpersonal relationships, listening and conflict resolution skills are two significant characteristics that influence the quality and kind of the relation (Aslan, Elma, & Kiroğlu, 2017).

Interpersonal Conflict refers to disagreements between individuals inside a company or between organizations. Its nature can be substantive or emotional at times (Rao, 2017; Sridasweni et al., 2017). Interpersonal conflict is frequently caused by friction, stress, and animosity between two or more team members (McKibben, 2017). Students, principals, teachers, parents, and staff can all have conflicts in the school setting (Minadzi & Nyame, 2016).

2. Conflict Management

Personality skills, managerial skills, entrepreneurial skills, supervisory skills, and social skills are all talents that leaders must possess (Bafadal et al., 2019; Marquis & Huston, 2012). Managerial competence refers to the principal's capacity to fulfill his responsibilities as education management in the form of technical skills (Matondang, 2018). Conflict management is one of the managerial skills that school principals must acquire. Conflict management is the process of settling conflicts and disagreements between two or more individuals. Conflict management strives to enhance group learning as well as corporate effectiveness and performance (Lalegani et al., 2019; Saibo, 2016). Conflict that is well-managed can help groups achieve better results (Rao, 2017; Sonnentag et al., 2013).

3. Teacher Pedagogical Competence

Competence is defined as the capacity to perform any job effectively, as well as the ability to meet job standards and perform specific work functions (Matondang, 2018; Rasulova, 2020). Professional teachers in their areas must possess the four competences of pedagogic competence, personality competence, professional competence, and social competence since these traits are directly related to teacher effectiveness in the learning process.

The following model describes the relationship between teacher skills and learning performance:

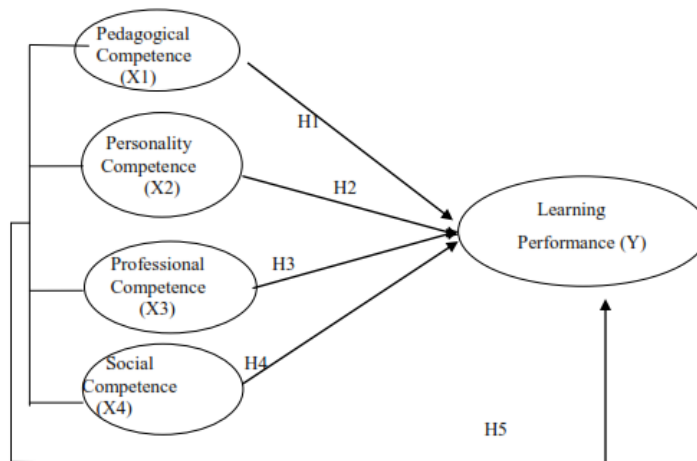


Fig. 1. The relationship between teacher competencies with learning performance.

To build teacher competence, it is required to make dramatic changes in pedagogical higher education (Kurnia et al., 2017; Umrzokova & Pardaeva, 2020). One strategy to improve the quality of learning is to increase instructors' pedagogic competency (Aimah et al., 2017). Pedagogic competence is a unique skill that distinguishes instructors from other professions and determines the amount of success their students' learning processes and outcomes have. The foundation for developing teachers in the community and formative ethics is pedagogic competence (Susanto, Rozali, & Agustina, 2019). This type of competency more broadly relates to a teacher's ability to control the learning process as well as regulate interactions in various learning activities (Habibullah, 2012).

The ability to use a coordinated and synergistic combination of tangible resources (e.g., teaching materials such as books, articles, and cases, as well as technologies such as software and hardware) and intangible resources (e.g., knowledge, skills, and experience) to achieve efficiency and/or effectiveness in pedagogy is defined as pedagogical competence (Madhavaram & Laverie, 2010). Pedagogic competence is defined as a teacher's capacity to comprehend students, create and

implement learning, develop students, and assess student learning outcomes in order to help them reach their full potential (Klaassen, 2002). Content knowledge (or subject matter knowledge), understanding of pedagogical approaches, course management abilities, classroom management abilities, and student management abilities are the five components of pedagogic competence. More of each of these components, in other words, will improve the instructor's teaching efficacy (Madhavaram & Laverie, 2010).

Teachers with strong pedagogic skills will be able to discern what pupils require and desire throughout the learning process (Hanim et al., 2020; Murkatik et al., 2020). Student understanding, designing and implementing educational materials, assessing learning outcomes, and helping students reach their full potential are all examples of pedagogic competence (Hakim, 2015). This competence encompasses the capacity to comprehend students, create and implement learning, assess learning outcomes, and develop students to reach their full potential (Hanim et al., 2020).

METHOD

To allow the incorporation of various techniques, theoretical and empirical literature, an integrative review methodology was adopted. Because the initial search found the most prominent practice literature on the topic, this strategy was chosen above alternative review methods. During the review, relevant material is retrieved utilizing a clear and repeatable search mechanism.

The goal of this research is to describe and investigate the connection between teacher pedagogy and principal interpersonal conflict management. The review question is "How have researchers described principal interpersonal conflict management? How do teachers encourage the development of pedagogical competence? And also the connection between principals' interpersonal conflict management and teacher pedagogical competency?"

The review process is carried out by online databases relevant to conflict management, leadership, pedagogical competence, and education. The English or Indonesian language, entire text, and a date range of 2011 were all used as search criteria. Each article is evaluated during the search process based on predetermined the grounds for inclusion and removal as described in Table 1.

Table 1. Inclusion and Exclusion Criteria

Criteria for Acceptance	Criteria for Exclusion
Conflict management Interpersonal conflict	Political conflict
Teacher pedagogical competence	Teacher social competence Teacher personal competence
Qualitative, quantitative, and mixed method Practice literature & Review literature	Grey literature Dissertations and theses Book

The first step is to choose a topic that is both relevant and meaningful. The points that have been presented must be written completely and accurately. The literature that is searched must be relevant to this study because it aids in the formulation of a research problem. When research sources are backed up with knowledge of the topics to be examined, they can be quite useful, sources will provide various kinds of descriptions about summaries of several previous studies. Following the acquisition of the literature, pay close attention to the contributions made by articles to the topic, the article can be quantitative data, qualitative data, or a combination of both. The final step is to discuss the existing literature and summarize it.

This literature review examines the concepts, first, many factors and theories related to this research will be discussed, including the concept of perceived interpersonal conflict, on those related to teacher pedagogical competence. Second, the study's framework was constructed and designed with the research question in mind, as well as the research gap identified and discussed.

RESULTS AND DISCUSSION

Three main themes were identified: interpersonal conflict management of principal, how teachers improve their pedagogical skills, the relationship between teacher pedagogic competence and the principal's interpersonal conflict management

1. Interpersonal Conflict Management of Principal

To discuss ways to carry out managing conflict, it is necessary to establish and acknowledge the probable genesis of the conflict. Interpersonal disagreement or discord can be caused by disagreements, rivalry, unfavorable views, ambiguous role expectations, or a lack of communication between two or more people (Ellis & Abbott, 2012; Marquis & Huston, 2012; Yang, 2015). Conflict is a consistent problem that no one can avoid. Conflict arises as a daily problem in every organization as an intrinsic occurrence in human life (Bhayo et al., 2017). Conflict is considered to be a natural part of the human condition, so it is unavoidable (McKibben, 2017). Conflict is defined as an actual or perceived misalignment of values, expectations, procedures, or outcomes between two or more individuals, or a perceived divergence of interests between two or more individuals (Hu et al., 2017; Shaukat et al., 2017). Conflict frequently arises as a result of unequal distribution of natural and human resources, as well as power (Lalegani et al., 2019).

When people's expectations, perceptions, and goals for outcomes collide, conflict arises (Bhayo et al., 2017). Conflict is dynamic in the sense that it is never-ending, with one event of conflict leading to another (McKibben, 2017). Interpersonal conflicts are sometimes caused by ambiguity in goal setting and uncertainty about the organization's priorities (Lalegani et al., 2019). Interpersonal conflict is frequently blamed on personality flaws. Intellect is usually connected with human traits such as intelligence, drive, ability, attitude, or personality (Lalegani et al., 2019).

Students, students and strangers, students and instructors, students and staff, students and principals, teachers and parents, teachers and staff, teachers and staff, and principals and teachers or staff can all have conflicts in the school setting (Minadzi & Nyame, 2016). Conflict occurs because of interpersonal relationship problems, change, and bad leadership (McKibben, 2017). Disciplinary and ethical issues are the primary sources of interpersonal conflict in schools (Saibo, 2016). Numerous skills have been classified to deal with interpersonal conflicts, like communication, self-management, and conflict management (Beenen et al., 2018; Ellis & Abbott, 2012; Yakhdansaz et al., 2019). Resolving conflict at school is the duty of the principal. A principal's most critical skills are coaching and developing people, team building, and conflict resolution (Beenen et al., 2018). Also, chaos and conflict are the marks of the organization because the leader is simply not in charge (Minadzi & Nyame, 2016).

2. How Teachers Improve Their Pedagogical Skills

Pedagogical competence is the fundamental characteristic of teachers. Pedagogical competence is pertaining to teaching methods, curriculum creation, and evaluation; Personality competency is linked to a person's personality and can be beneficial to a teacher's work and social competency, which refers to one's capacity to properly socialize and communicate with others (Kurnia et al., 2017). To be successful in teaching and learning, every teacher must possess these skills (Rahman, 2014; Umrzokova & Pardaeva, 2020). The teacher's pedagogical competence plays an important role in improving learning performance (Hakim, 2015; Rasulovala, 2020).

To evaluate pedagogical competency, three areas of assessment are used, integrating teaching talents, theoretical knowledge, and a growth-oriented approach (Aimah et al., 2017). The following pedagogical competence requirements are related to teaching skills: The lesson plan, media, student setting, and material are all part of the preparation (Umrzokova & Pardaeva, 2020).

In the realm of practice, pedagogical competency must be developed via hands-on experience in classrooms with real-world challenges and students of varied backgrounds. Teachers are expected to be able to assist students in their learning in the form of lesson plans by taking into account students' potential, the school environment, local wisdom, and students' future competencies (Hanim et al., 2020). By that time, it is necessary to be willing to participate in teacher dialogues and/or collaborations to share ideas in order to attain the goal of effective teaching (Aimah et al., 2017). It focuses on the development of the teaching and learning process, with a particular focus on instructors' pedagogical competency as seen through the eyes of others who can examine one's strengths and possibilities. Teachers work together and collaborate to build a learning community to

learn from each other and review the teaching in the classroom. They collaborate to plan, teach, observe, and examine the classroom teaching and learning process (Kuyken, Padesky, & Dudley, 2011).

3. Relationship between Interpersonal Conflict Management of Principal and Teacher Pedagogical Competence

An organization will succeed in achieving its goals and programs if the people who work in the organization can carry out their duties and maximize their duties by their fields and responsibilities, and then a leader is needed who can direct all resources and bring educational organizations towards achieving goals (Murkatik et al., 2020). Before any school program succeeds, it would be dependent on the leader to overcome the behavioral issues of their subordinates (Minadzi & Nyame, 2016). An organization's, such as a school's, success is determined by a variety of factors, is mainly determined by the quality of its leaders' decisions (Hariri et al., 2014). Principals lead teachers and staff for optimal utilization of human resources (Matondang, 2018; Saibo, 2016).

The accomplishment of the educational objectives that have been set together by school members, effective, conducive and harmonious school conditions among the education personnel in the school include principals, teachers, administrative staff, and parents of students whom each has a role to play (Kuyken et al., 2011; Murkatik et al., 2020). The findings revealed that when it came to conflict resolution, principals and teachers preferred the management style of integrating and compromising the most (Aslan et al., 2017). If our principals are unable to carry out their responsibilities, there will be conflicts and crises. Conflict is dynamic because it is never-ending, with one conflict incident leading to the next (McKibben, 2017; Sonnentag et al., 2013). When this happens, the teacher's relationship is not harmonious. They will be less likely to collaborate in lesson planning, and this may result in lower educational standards (Minadzi & Nyame, 2016).

We know that teachers work together to take part in debates and/or collaborate in the exchange of ideas to achieve the goal of making their teaching successful (Aimah et al., 2017). They prepare, teach, observe, and collaboratively assess the teaching and learning process. The purpose is to increase teachers' abilities to teach in class and also teacher pedagogical competence will increase. It will determine the level of success of the process and learning outcomes for learners (Rahman, 2014). If the learning process is a success, then educational goals are reached.

From the explanation above, we can see that the way the principal handles conflicts that occur in schools can increase harmony between school members, especially teachers. It will be possible to establish a harmonious relationship between teachers. So that they can collaborate to strengthen their pedagogical competence. There are no students who are incapable of being educated; instead, there are teachers who fail to educate their students. There are no teachers who are incapable of teaching; nonetheless, there are principals who are incapable of assisting teachers in properly educating their students (Bafadal et al., 2019).

CONCLUSION

Conflict is one of life's basic fundamental dynamics (Aslan et al., 2017; Bhayo et al., 2017). Conflict is an unavoidable issue that no one can escape. Handling conflicts that occur in schools is the responsibility of the school principal. Principals must be able to lead teachers and staff in the context of optimal utilization of human resources (Matondang, 2018). There would be conflicts and crises if our principals are unable to carry out their responsibilities.

The principal must be aware of the demands of the school he oversees so that teacher competency is not restricted to pre-existing abilities, but is expected to grow and improve for teacher professionalism will be realized (Bafadal et al., 2019). The principal should handle conflicts that occur in schools can increase harmony between school members, especially teachers. There will be a good relationship between the teachers. So that they can collaborate to improve their pedagogical competence. This will greatly affect the success of learning and it will create a harmonious environment at school.

IMPLICATIONS

One suggestion to build a successful organization, especially school, is that principals must be able to become leaders who can handle conflicts that occur in their schools. And also, teachers must

collaborate to plan, teach, observe, and teachers should be able to examine the classroom teaching and learning process. Consequently, teachers should have a good relationship with other teachers.

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