



Early Childhood School Governance Conflict Management Perspective

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Abstract

Effective PAUD school governance requires managerial competence that is not limited to planning, implementation, and evaluation, but also includes conflict management within the educational setting. Conflicts in PAUD commonly arise from differences in perception among school principals, teachers, staff, parents, and the community regarding policies, communication, task distribution, and resource management. This article aims to analyze PAUD school governance from a conflict management perspective by emphasizing participatory leadership, effective communication, mediation, collaboration, and a harmonious organizational culture. This paper employs a literature review approach by examining literature on PAUD management, educational governance, and conflict resolution strategies in schools. The findings indicate that sound conflict management strengthens PAUD governance by creating a conducive work climate, increasing trust among school members, and optimizing early childhood education services. Therefore, conflict management is not merely a problem-solving tool, but an integral part of professional, accountable, and quality-oriented PAUD governance.

Keywords: *Governance, School, Early Childhood Education, Management, Conflict*

Abstrak

Tata kelola sekolah PAUD yang efektif membutuhkan kompetensi manajerial yang tidak hanya terbatas pada perencanaan, implementasi, dan evaluasi, tetapi juga mencakup manajemen konflik dalam lingkungan pendidikan. Konflik dalam PAUD umumnya muncul dari perbedaan persepsi di antara kepala sekolah, guru, staf, orang tua, dan masyarakat mengenai kebijakan, komunikasi, pembagian tugas, dan pengelolaan sumber daya. Artikel ini bertujuan untuk menganalisis tata kelola sekolah PAUD dari perspektif manajemen konflik dengan menekankan kepemimpinan partisipatif, komunikasi yang efektif, mediasi, kolaborasi, dan budaya organisasi yang harmonis. Makalah ini menggunakan pendekatan tinjauan pustaka dengan meneliti literatur tentang manajemen PAUD, tata kelola pendidikan, dan strategi penyelesaian konflik di sekolah. Temuan menunjukkan bahwa manajemen konflik yang baik memperkuat tata kelola PAUD dengan menciptakan iklim kerja yang kondusif, meningkatkan kepercayaan di antara anggota sekolah, dan mengoptimalkan layanan pendidikan anak usia dini. Oleh karena itu, manajemen konflik bukan hanya alat pemecahan masalah, tetapi merupakan bagian integral dari tata kelola PAUD yang profesional, akuntabel, dan berorientasi pada kualitas.

Kata kunci: Tata Kelola, Sekolah, Pendidikan Anak Usia Dini, Manajemen, Konflik

Introduction

Early Childhood Education (PAUD) is an important foundation in the formation of children's character, social-emotional, cognitive, and moral. The governance of PAUD schools must be carefully designed to

be able to answer the needs of children's development while ensuring the effectiveness of education services. In practice, early childhood education schools cannot be separated from organizational dynamics that involve various parties with

different backgrounds, interests, and expectations. These differences in interests often give rise to conflicts, both interpersonal conflicts and structural conflicts. Conflicts can occur between principals and teachers, between teachers, between schools and parents, as well as between institutions and the community. If not managed properly, conflicts can disrupt the work climate, reduce educators' morale, and hinder the achievement of educational goals.(Khoiriyah et al., 2022)

On the other hand, if managed appropriately, conflicts can be a source of organizational improvement and encourage healthier governance. Based on these various descriptions, it can be understood that early childhood education school governance is a complex process and involves various elements that interact with each other in achieving educational goals. This complexity is not only related to the management of learning programs, human resources, facilities and infrastructure, as well as institutional administration, but also includes the management of relationships between individuals who have diverse backgrounds, interests, needs, and characters. In such conditions, the potential for conflict to arise is inevitable. Conflict can occur in various forms, both interpersonal and organizational, so it requires the right managerial approach so that it does not develop into an obstacle to the achievement of educational goals.(Musa et al., 2022)

In practice, there are still many PAUD institutions that view conflict as something that must be avoided or suppressed. In fact, conflicts that are managed effectively can be a means to improve organizational systems, strengthen communication, increase the participation of organizational members, and encourage the birth of various innovations in the

management of educational institutions. Therefore, the conflict management paradigm needs to shift from simply solving problems to efforts to empower conflicts as part of the organizational development process. In other words, conflict is not always synonymous with detrimental opposition, but can be a positive energy that encourages institutional change and progress if managed professionally.(Wiryanto et al., 2023)

In the context of early childhood education, the role of the principal is very important because the success of institutional governance is highly determined by the ability of leaders to build harmonious working relationships, create effective communication, and manage various differences that arise in the school environment. School principals are required not only to have administrative and academic abilities, but also adequate social, emotional, and leadership skills in dealing with various organizational dynamics. The ability to listen, understand the needs of each party, mediate, build understanding, and make fair decisions are competencies that must be possessed so that conflicts can be directed to be a force that supports the progress of the institution.(Yelvita, 2022)Furthermore, the success of conflict management in early childhood education school governance will have a direct impact on the creation of a healthy and conducive organizational climate. A harmonious work environment will increase teacher motivation, strengthen cooperation between employees, increase parental trust in the institution, and support the implementation of educational programs more effectively.

On the other hand, conflicts that are not managed properly can cause tension, reduce work productivity, hinder the decision-making process, and even have the potential to reduce the quality of educational

services provided to students. Therefore, conflict management needs to be placed as one of the strategic components in a modern and adaptive school governance system. In the midst of increasingly complex demands to improve the quality of early childhood education, early childhood education institutions are required to be able to develop governance that is not only oriented towards achieving institutional targets, but also on building healthy social relationships among all school residents. The conflict management perspective provides a relevant framework of thought to understand how the various differences and dynamics that arise in educational organizations can be constructively managed. Through this approach, conflict is no longer understood as a threat to organizational stability, but rather as an opportunity to build better communication, strengthen collaboration, and improve the effectiveness of institutional management.(Ramdani et al., 2017)

Therefore, it is important to study the governance of PAUD schools from the perspective of conflict management. This study not only provides a conceptual understanding of the relationship between education governance and conflict management, but also offers a new perspective on seeing conflict as part of the educational organizational development process. By understanding effective conflict management strategies, approaches, and practices, it is hoped that PAUD schools will be able to create a harmonious, participatory, and productive educational environment so that all components of the institution can work together optimally in realizing the goals of quality early childhood education. On that basis, this article is here to examine in more depth how early childhood education school governance can be understood, analyzed, and

strengthened through the perspective of conflict management as one of the relevant approaches in answering various challenges in the management of educational institutions in the modern era.

Research Methods

This article uses the literature research method (*Library Research*) with a qualitative approach. This method was chosen because the focus of the research study lies in the review of various concepts, theories, and results of previous research related to early childhood education (PAUD) school governance in the perspective of conflict management. Literature studies allow the author to gain an in-depth understanding of the phenomenon studied through the analysis of various scientific sources without conducting direct field data collection.(Hikmatuzzohrah et al., 2026) Thus, this study seeks to build a comprehensive conceptual framework regarding the relationship between early childhood school governance and conflict management strategies in educational organizations. Research data was obtained from various relevant literature sources, such as academic books, national and international scientific journal articles, seminar proceedings, previous research results, education policy documents, and various other literature related to the research topic. These sources were selected based on their level of relevance, credibility, and contribution to the discussion of early childhood education governance, organizational conflict management, educational leadership, organizational communication, and conflict resolution in the school environment.

Through a systematic literature selection process, this research seeks to present information that is valid and can be

accounted for academically. Data collection techniques are carried out through identification, classification, and documentation of various references that are in accordance with the focus of the research. Furthermore, the data that has been collected is analyzed using descriptive-analytical analysis techniques. Descriptive analysis is used to explain various concepts and theories related to early childhood school governance and conflict management, while analysis is used to examine the relationships, linkages, and relevance between concepts so as to gain a deeper understanding of the role of conflict management in improving the effectiveness of early childhood education institution governance. The literature study approach was chosen because it was able to provide a broad and in-depth theoretical overview of early childhood education governance practices in dealing with various dynamics of organizational conflicts. In educational institutions, conflict is an inevitable phenomenon due to the interaction between various individuals with different backgrounds, interests, and characteristics. (Mahsur & Hasanah, 2024)

Therefore, a conceptual study is needed that is able to explain how conflicts can be managed constructively so that they do not hinder the achievement of educational goals, but become a means to strengthen organizational quality. Through an analysis of various available literature, this article describes the factors that cause conflicts in the PAUD environment, both from the aspects of communication, leadership, division of tasks, decision-making, and the relationship between schools and parents of students. In addition, this study also discusses various conflict resolution strategies that can be applied by school principals and all school residents, such as collaborative approaches, negotiations,

mediation, participatory communication, and strengthening a conducive organizational culture. The analysis was conducted to understand how conflicts can be managed effectively to support the creation of a harmonious and productive educational environment. Furthermore, this article seeks to explain the implications of conflict management on the quality of early childhood school governance.

Good governance is determined not only by administrative and managerial aspects, but also by the institution's ability to build healthy working relationships, create effective communication, and manage differences constructively. Thus, the results of this study are expected to make a theoretical contribution to the development of education management science and become a reference for education practitioners, especially early childhood education principals, in developing institutional governance that is more effective, adaptive, and oriented towards improving the quality of education

Results and Discussion

A. Early Childhood Governance

Early childhood education school governance is an institutional management system that includes planning, organizing, implementing, supervising, and evaluating all components of education. From a good governance perspective, early childhood education must uphold the principles of transparency, accountability, participation, effectiveness, and responsiveness. These principles are important so that PAUD institutions can carry out their functions professionally and can be trusted by the community. Operationally, PAUD governance includes curriculum management, students, educators and education personnel, infrastructure, financing, relationships with parents, and

cooperation with the community. All of these aspects require good coordination. Since coordination always involves human interaction, potential conflicts are natural and unavoidable.(Mahsur et al., 2024)

In the context of the implementation of Early Childhood Education (PAUD), the quality of school governance cannot be separated from the leadership role of the principal as the main actor in directing, coordinating, and developing all resources owned by the institution. The principal not only functions as an administrator who manages various technical and administrative aspects of the school, but also as a leader who determines the direction of policies, organizational culture, and the pattern of relationships between school citizens. Therefore, the success of early childhood education school governance is greatly influenced by the leadership style applied by the principal in carrying out his duties and responsibilities. School principals who apply a participatory and democratic leadership style tend to be able to create a more conducive, harmonious, and productive work environment. Through open communication, the principal provides opportunities for teachers, education staff, and other related parties to convey ideas, opinions, criticisms, and suggestions in the decision-making process.(Fauziyyah et al., 2023)

Such open communication not only strengthens interpersonal relationships in the school environment, but also increases a sense of belonging (*sense of belonging*) on the programs and policies that are implemented. When every member of the organization feels heard and appreciated, their level of commitment and responsibility for the progress of the institution will be higher. In addition, leadership that provides

space for participation can encourage the creation of a collaborative culture in school management. Teachers are not only policy implementers, but also role as strategic partners in designing, implementing, and evaluating various educational programs. In a participatory atmosphere, differences of opinion can be discussed openly so as to result in wiser decisions and in accordance with the needs of the institution. The active participation of all school residents also contributes to increasing creativity, innovation, and organizational ability in facing various challenges that arise in the process of implementing early childhood education.(Yelvita, 2022)

Open communication built by school principals also serves as a means to prevent the emergence of unproductive conflicts. Many organizational conflicts actually stem from misunderstandings, lack of information, or unclear communication between individuals. When the principal is able to create an effective communication channel, various problems can be detected and resolved early on before they develop into more complex conflicts. Thus, open communication is one of the important instruments in creating healthy and sustainable school governance. On the other hand, school governance that is based on authoritarian and closed leadership patterns often causes various problems in the organization. In a system that is too focused on the power of the principal, the decision-making process tends to be carried out unilaterally without involving teachers and education staff. This condition can cause feelings of disrespect, dissatisfaction, and even rejection of various policies implemented. When members of the organization do not have the space to express their opinions or aspirations, the potential for

resistance to school policies becomes even greater.(Musa et al., 2022)

Closed leadership also has the potential to create a psychological distance between the principal and the school community. Lack of transparency in decision-making often gives rise to various assumptions, speculations, and misunderstandings that can disrupt the harmony of employment relationships. In the long term, this condition can reduce teachers' work motivation, hinder teamwork, and reduce the effectiveness of school program implementation. In fact, conflicts that were originally small can develop into more serious organizational conflicts if not managed properly. Furthermore, authoritarian leadership styles can hinder the development of a culture of innovation in the PAUD environment. Teachers who feel that their opinions are not valued are less likely to be reluctant to share new ideas or actively participate in the development of school programs. As a result, organizations have become less adaptive to the changes and challenges that continue to grow in the world of education.(Idhayani et al., 2023)

In fact, PAUD institutions require high flexibility and creativity to meet the increasingly complex needs of early childhood development. Therefore, the quality of early childhood school governance is highly dependent on the ability of school principals to implement inclusive, communicative, and collaborative leadership. Principals need to build an organizational culture that upholds openness, participation, trust, and respect for each individual. Through such leadership, schools are not only able to create a harmonious and conflict-free work environment, but can also increase organizational effectiveness in achieving educational goals. In other words, the leadership of school principals is the main

foundation in building quality, democratic, and oriented early childhood education governance to improve the quality of education services for early childhood.

B. Conflict in Early Childhood Education

Conflicts in early childhood education schools generally arise due to differences in interests, perceptions, values, and perspectives. Conflicts can stem from unbalanced division of tasks, unclear roles, policy changes, communication problems, or limited resources. In the early childhood education environment, conflicts are also often triggered by differences in expectations between the school and parents for child development. Conflict is not always negative. To some extent, conflict can indicate the need for change or improvement in the organization. However, conflicts that are left unmanaged will develop into open conflicts that interfere with cooperation. Therefore, it is important for principals and teachers to have the ability to understand the root of conflicts, read situations, and choose the right resolution approach. In conflict management theory, conflict is seen as an unavoidable phenomenon in the life of an organization. Conflicts arise due to differences in interests, perceptions, values, goals, and needs among individuals or groups who interact in a work environment.(Achmad, 2024)

Therefore, conflict management is not only oriented towards efforts to eliminate conflicts, but emphasizes more on how conflicts can be managed effectively so as to produce a positive impact on the organization. Conflict management experts suggest several conflict resolution styles or strategies that can be used according to the characteristics of the problems faced, namely competition (competition), avoidance (avoiding), accommodation (accommodating), and compromise

(*Compromising*), and collaboration (*Collaborating*). Competition style is a conflict resolution approach that emphasizes the achievement of certain personal or group interests without considering the interests of the other party too much. In this approach, individuals or leaders try to win conflicts through the use of power, authority, and influence they have. While this approach is sometimes necessary in situations that require quick and decisive decisions, overuse of competition strategies can lead to dissatisfaction, resistance, and even worsening relationships between members of the organization. In the context of PAUD institutions, the use of competition styles is predominantly inappropriate because it can create a rigid work atmosphere and reduce the spirit of togetherness in the school environment.(Hidayati, 2022)

Meanwhile, the avoidance style is a strategy that is carried out by moving away from conflict or delaying the resolution of the problem that is occurring. Individuals who use this approach are less likely to want to engage in arguments or confrontations because they perceive conflict as something uncomfortable. While in certain circumstances avoiding conflict can allow time to calm the situation, this approach is not always effective if the conflict is fundamental and requires immediate resolution. If conflicts continue to be ignored, existing problems can actually develop into more complex and difficult to solve in the future. The style of accommodation puts the interests of other parties above personal interests. Individuals who use this approach tend to give in in order to maintain good relationships and avoid tension. In an educational environment, an accommodating attitude is often necessary to create a harmonious atmosphere. However,

when done continuously without considering one's own interests, this approach can create an imbalance in the relationship and reduce the opportunity to find solutions that truly solve the root of the problem.(Borman & Purwanto, 2019)

In addition, there is a style of compromise that seeks to find a middle ground through the willingness of each party to reduce some of its demands in order to reach a mutual agreement. In this strategy, neither party gets all of its desires, but each party gets a portion of what is expected. The compromise approach is often used when the conflict needs to be resolved quickly and both sides have relatively balanced strength. In the PAUD environment, compromise can be an effective alternative to maintain harmonious working relationships while ensuring that the interests of various parties remain proportionately accommodated. Among the various conflict resolution strategies, collaboration is the most recommended approach in educational organizations, including in PAUD units. The collaboration emphasizes joint efforts to find solutions that meet the needs of all parties involved in the conflict. This approach departs from the principle that every individual has the right to be heard and respected, so that conflict resolution is carried out through open dialogue, effective communication, mutual understanding, and the search for solutions that benefit all parties.(Nisa et al., 2020)

In a collaborative approach, conflict is not seen as an opposition that must be won by one of the parties, but rather as an opportunity to improve relationships, increase understanding, and strengthen cooperation. In the early childhood education environment, the collaborative and compromise approach tends to be more

effective than other approaches because it is in accordance with the characteristics of early childhood education institutions that prioritize human values, compassion, and positive interpersonal relationships. PAUD is an institution that not only functions as a place of learning for children, but also as an educational community that involves teachers, principals, education staff, parents, and the community in the process of forming children's character. Therefore, conflict resolution carried out through dialogue, deliberation, and mutual agreement is very important to maintain harmonious relations among all parties.(Mulyadi & Kresnawaty, 2020)

The collaborative approach is also in line with the principles of early childhood education which emphasizes the importance of example in building children's social and emotional attitudes. When teachers and principals are able to show how to resolve conflicts peacefully, respectfully, and empathetically, they indirectly set a real example to students about the importance of respecting differences and resolving problems through good communication. Thus, conflict management not only contributes to the effectiveness of school governance, but also becomes part of the character education process that takes place in the PAUD environment. Furthermore, the application of a collaborative and compromise approach in conflict resolution can create a safe, comfortable, and optimal school environment that supports children's development. A harmonious work environment will increase teacher motivation, strengthen cooperation between school residents, and build parental trust in educational institutions. This condition will ultimately have a positive impact on the quality of educational services provided to students. Therefore, from the perspective of

early childhood school governance, the ability of the principal and all school residents to implement collaboration and compromise strategies in managing conflicts is one of the important factors in realizing an effective, inclusive, and oriented educational institution that improves the quality of early childhood education.

C. Conflict Management Perspective

Conflict management in early childhood education governance is the process of identifying, controlling, and resolving conflicts constructively so as not to hinder the institution's goals. This perspective views conflict not as a mere threat, but as an organizational phenomenon that must be managed wisely. There are several important principles in conflict management in early childhood education. First, effective communication. Many conflicts arise because information is not conveyed well or interpreted differently. Second, mediation. A neutral party can help bring opposing views together. Third, empathy. Leaders and teachers need to understand the other party's position before making a decision. Fourth, justice. Every decision must consider the common interest, not just the interests of a particular individual or group. In the practice of implementing early childhood education, effective conflict management does not only depend on the existence of problem-solving procedures or mechanisms, but is also highly determined by the ability of school principals to understand and read organizational dynamics as a whole. Schools are organizations that consist of various individuals with different characters, backgrounds, experiences, interests, and perspectives.(Erdiyanti & Syukri, 2021)

This diversity is a force that can encourage institutional progress, but it also has the potential to cause conflicts if not managed properly. Therefore, school

principals are required to have sensitivity in recognizing the symptoms of conflict from an early age, understanding the root of the problem that arises, and determining a solution strategy that is in accordance with the situation and conditions faced. The ability to read organizational dynamics is one of the important competencies that must be possessed by school principals. The dynamics of the organization are not only seen in the formal relationships that take place in the institutional structure, but are also reflected in the daily social interactions between teachers, education staff, students, and parents. School principals need to understand the evolving communication patterns, teachers' job satisfaction levels, the quality of teamwork, and various factors that can affect organizational stability. With a good understanding of these dynamics, school principals can anticipate potential conflicts before they develop into larger problems and disrupt the effectiveness of education delivery.(Parinduri et al., 2022)

In this context, the role of the principal cannot be limited to just as an administrator in charge of managing documents, compiling work programs, or supervising the implementation of school activities. The demands of modern educational leadership require school principals to carry out broader and strategic functions. The principal must be able to be a facilitator who provides space for all school residents to express their opinions, aspirations, and ideas openly. As a facilitator, the principal is in charge of creating a healthy communication climate so that each individual feels valued and has the opportunity to participate in the development of the school. The role of facilitator is very important because many organizational conflicts start from a lack of communication

or the lack of channeling the aspirations of organizational members. When the principal is able to open a space for constructive dialogue, various issues can be discussed together openly so that the chance of misunderstandings can be minimized. Through effective communication, each party can understand the other person's point of view and jointly find the best solution for the interests of the institution.(Rohayani, 2020)

Apart from being a facilitator, the principal also plays a role as a mediator in conflict resolution. As a mediator, school principals are required to be able to be neutral, objective, and fair in dealing with conflicting parties. The principal must be able to listen to various views in a balanced manner, identify the real root of the problem, and help the parties involved to find common ground and mutual agreement. This mediation role is very important because conflicts that are not handled appropriately can cause prolonged tension that affects the quality of working relationships and organizational performance. The success of a principal as a mediator is not only determined by the authority he has, but also by interpersonal skills, emotional intelligence, empathy, and good communication skills. School principals need to show an open attitude, respect every opinion, and avoid partiality that can worsen conflict situations.(Qiptiyah, 2020)

With a humanist and dialogical approach, the conflict resolution process can run more effectively and produce solutions that are acceptable to all parties. More than that, the principal also has a responsibility as a *school culture builder*. School culture is a set of values, norms, beliefs, and habits that guide the behavior of all school residents. A positive organizational culture will create a

harmonious work environment, mutual respect, and support the creation of productive cooperation. On the other hand, an unhealthy culture can be a source of various conflicts that hinder the achievement of educational goals. As a builder of school culture, school principals need to instill the values of openness, honesty, cooperation, responsibility, tolerance, and mutual respect in every organizational activity. These values must be realized not only in the form of rules or policies, but also through the example shown by the principal in daily life. When a school culture is built on a foundation of mutual trust and healthy communication, conflicts that arise tend to be more easily resolved constructively and do not develop into divisions that are detrimental to the organization.

With the right conflict management approach, conflict is no longer seen as a threat to be avoided, but rather as a natural part of organizational life that can be leveraged to drive improvement and learning. Conflicts that are managed properly can be a means of evaluating various policies, procedures, and relationship patterns that have been running in the school environment. Through the process of conflict resolution, organizations can learn to understand their weaknesses, improve their work systems, and develop more effective strategies to face future challenges. From the perspective of learning organizations, conflict can even be a valuable source of learning for all school residents. Through the experience of facing and resolving conflicts, individuals learn to develop communication, cooperation, empathy, and problem-solving skills.

d. Implementation in Early Childhood Education Schools

The application of conflict management in PAUD governance can be carried out through several steps. First,

develop clear rules and division of duties so that there is no overlap of authority. Second, establish a regular communication forum between principals, teachers, and parents to discuss issues openly. Third, implementing fair and transparent problem-solving procedures. Fourth, develop a culture of deliberation in every decision-making. In addition, the principal needs to set an example in a calm, open, and respectful attitude of differences. Teachers also need to be equipped with assertive communication skills and emotional management. On the other hand, relationships with parents should be built on the basis of partnership, not rigid relationships. In this way, conflicts that arise can be managed quickly before they develop into larger problems. The implementation of effective conflict management is one of the important factors in realizing quality school governance, especially in Early Childhood Education (PAUD) units. Appropriately managed conflicts are not only able to prevent divisions in the organization, but can also create a healthy, harmonious, and productive work environment. In the context of educational institutions, the success of conflict management will have a wide impact on the relationship between school residents, the quality of the learning process, and the quality of educational services received by students.(Ramdani et al., 2017)

One of the main impacts of the implementation of effective conflict management is the increased sense of security in the school environment. A sense of security is not only related to the physical aspect, but also concerns the psychological safety of all school residents. Teachers and education staff who work in an environment with minimal destructive conflicts will feel calmer in carrying out their duties and responsibilities. They don't need to be overshadowed by labor tensions, unfair

competition, or concerns about unfair treatment. This condition allows each individual to work optimally and focus on achieving the educational goals that have been set. In addition to creating a sense of security, good conflict management also contributes to building work comfort. A comfortable work environment is created when the relationship between school residents takes place in harmony and is based on mutual respect. In a conducive atmosphere, communication can be more open, cooperation becomes stronger, and each individual feels that they have room to grow.

Teachers who feel comfortable in their work environment tend to be more motivated, show a stronger commitment to their work, and have a passion to continuously improve their professional competence. Furthermore, effective conflict management can strengthen mutual trust among all components of the school. Trust is a very important social capital in building a healthy educational organization. When the principal is able to resolve conflicts fairly, transparently, and wisely, then teachers and education personnel will have confidence that every problem can be solved in an objective way and does not harm certain parties. This trust will strengthen cooperative relationships, increase loyalty to the institution, and encourage the creation of a positive organizational culture. Mutual trust also has an important role in strengthening communication and collaboration between school residents. Teachers will be more open in conveying ideas, inputs, and various obstacles faced in the learning process. The principal can also carry out his leadership function more effectively because of the support and active participation of all

members of the organization.(Arisanti et al., 2024)

In such conditions, various school programs can be implemented in a more coordinated manner and produce a more optimal impact on improving the quality of education. A harmonious work climate as a result of effective conflict management will have a positive influence on the quality of learning carried out by teachers. Teachers who work in a peaceful and supportive atmosphere tend to have higher levels of concentration, creativity, and productivity. They can focus their energy and attention on learning planning, developing learning media, and creating a fun learning experience for children. On the other hand, prolonged conflicts often drain teachers' emotional energy, resulting in a decrease in the quality of learning implementation. In an early childhood education environment, the quality of learning is greatly influenced by the emotional condition of teachers because the early childhood education process demands warm, compassionate, and responsive interaction to children's needs. Teachers who feel comfortable and supported by their work environment will find it easier to build positive relationships with students. They can show the patience, empathy, and attention needed to accompany the development of children in the early stages of life. Thus, a harmonious organizational climate indirectly contributes to the success of the learning process in the classroom.(Musa et al., 2022)

The most important impact of effective conflict management implementation is the improvement in the quality of services received by children. As the main focus in the implementation of PAUD, children will benefit from a harmonious and conducive school

environment. When the relationship between the principal, teachers, education staff, and parents is well established, then all resources and attention can be focused on supporting the child's development optimally. Children receive a safe, comfortable, fun, and emotionally supportive learning environment, which is indispensable to support their cognitive, social, emotional, moral, and motor development. In addition, a school atmosphere that is free from destructive conflicts also provides a real example to children of the importance of peaceful coexistence, respect for differences, and resolving problems through good communication. A positive social environment will help children learn to build healthy relationships with peers and adults.

E. Implications for the Quality of Early Childhood Education

Conflict management has direct implications for the quality of early childhood school governance. First, well-managed conflicts create organizational stability. Second, a harmonious working relationship increases the motivation of teachers and education staff. Third, healthy communication strengthens parental participation in supporting children's development. Fourth, the school's decision is more acceptable because it was born from an open dialogue process. From a service quality perspective, governance based on conflict management will help PAUD institutions become more adaptive to change. Institutions that are able to manage conflict tend to be more resistant to internal and external pressures. This is important because PAUD is faced with evolving societal demands, changing education policies, and increasingly complex needs of children. Thus, the quality of Early Childhood Education (PAUD) governance cannot be measured solely from administrative aspects,

such as the completeness of documents, compliance with regulations, the preparation of work programs, and the availability of adequate facilities and infrastructure. Although these aspects are an important component in the implementation of education, the success of an early childhood education institution is also in essence also highly determined by the quality of social relations built among all school residents. Good governance must be able to create a balance between the management of organizational systems and the management of human relations involved in it.(Hidayati, 2022)

Early childhood education schools are a living and dynamic organization because there is continuous interaction between school principals, teachers, education staff, students, parents, and the surrounding community. These interactions give birth to various forms of cooperation, communication, and coordination that become the foundation for the implementation of the educational process. However, at the same time, differences in backgrounds, experiences, needs, expectations, and interests between individuals also have the potential to cause conflicts. Therefore, the ability of institutions to manage social relations harmoniously is one of the main indicators of the success of school governance. The harmony of relations between school residents is a very valuable social capital in supporting the effectiveness of educational organizations. Relationships based on mutual respect, trust, openness, and cooperation will create a conducive environment for the implementation of all school programs. In a harmonious atmosphere, the communication process takes place more effectively, decision-making can be carried out in a participatory manner, and various problems that arise can

be solved through dialogue and deliberation. This condition allows each school resident to contribute optimally in supporting the achievement of educational goals.(Suryaningrum et al., 2016)

On the other hand, institutions that have complete facilities and a good administrative system are not necessarily able to achieve optimal governance if the relationship between school residents is colored by prolonged conflicts, lack of communication, low trust, or weak cooperation. Conflicts that are not managed properly can hinder coordination, reduce work motivation, disrupt organizational stability, and reduce the effectiveness of the implementation of educational programs. In the long term, these conditions can have an impact on the decline in the quality of educational services provided to students. In the perspective of modern education management, the success of an organization is not only determined by the sophistication of the system it has, but also by the organization's ability to manage human resources and the dynamics of social relations that exist in it. Therefore, quality early childhood governance must be able to build a positive, inclusive, and collaborative organizational culture. This culture is reflected in mutual respect, openness to differences, willingness to cooperate, and the ability to solve problems constructively.(Fitri & Na'imah, 2020)

At this point, conflict management becomes one of the important indicators of the maturity of the PAUD organization. The maturity of the organization is not shown by the absence of conflict, but by the ability of the institution to manage conflicts wisely and productively. A mature organization understands that conflict is a natural part of organizational life that cannot be avoided.

Therefore, the main focus is not on eliminating conflicts, but managing them so that they become a means to improve relationships, improve communication, and encourage organizational development. Good conflict management reflects a healthy communication system, effective leadership, a strong organizational culture, and a shared commitment to maintaining the harmony of the school environment. When conflicts can be resolved through a dialogical, collaborative, and solution-oriented approach, organizations will become more adaptive in dealing with various challenges.(Muryanti & Herman, 2022)

Conclusion

Early childhood school governance cannot be separated from the ability to manage conflicts wisely. Conflict is a natural part of organizational life, including in early childhood education units. However, with participatory leadership, effective communication, and a culture of deliberation, conflict can be managed into a force to improve institutional governance. The conflict management perspective emphasizes that early childhood education principals must have adequate managerial, interpersonal, and emotional skills. Good governance is not only administratively orderly, but also relationally healthy. Therefore, strengthening PAUD governance needs to place conflict management as an integral part of the institution's quality improvement strategy.

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