

Stress and Conflict in Educational Institutions

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Abstract

Stress and conflict cannot be separated because severe and prolonged Stress will occur, causing conflicts within and between individuals in the organization. Conflicts can occur in the relationship between the leader (manager) and subordinates due to the hierarchical nature of the relationship. Conflict at lower levels can be considered part of management that is expected to change significantly. But, emotions play a significant role if the conflict is severe and profound. It shows the weakness of the organization and is placed at a disadvantage. In this context, the organization's leader figure (manager) is vital in handling conflicts. The purpose of this article is to examine Stress and conflict in organizations.

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Introduction

Studying the topic of organizational Stress and conflict is very interesting. Stress and conflict reflect individual and group behaviour that can affect organizational behaviour (Muspawi, 2014). Organizational behaviour is based on what people do in the organization and how that behaviour affects the organization's performance and also concerns aspects of the behaviour of members in the organization or a particular group (Tahir, 2014). Organizations can influence members; otherwise, they can influence the organization (Firanti et al., 2021).

The role of members of educational organizations and their stakeholders is required to be more participatory, and this is in line with the flowing climate of democratization and decentralization in Indonesia, which undeniably also blows in the world of education (Efferi, 2019). Empowerment and participation from members of the organization will be highly expected to create creativity and innovation in connection with the organization's pace in achieving its goals (Amarullah, 2022).

Conflict is one of the exciting studies in education management science (Rofiq, 2018). The presence of conflict in the study of education management is always inherent in daily problems experienced by managers of educational institutions (Muliati, 2016). Based on this, managers of educational institutions need a broader perspective and responsibility in handling conflicts (Baharuddin, 2009). Moreover, in handling conflicts in educational institutions, managers face the dynamization of several educational personnel (both educative and non-educative personnel) who have different characters and characteristics (Kursih Sulastriningsih et al., 2023). In managing such personnel, the frequency of conflicts between individuals and organizations has the same potential. The inevitable reality in education comes to the fore because each personnel has a different vision and orientation of activities. To achieve organizational goals, they interact and influence each other (Adhiyani et al., 2022).

In addition to conflict, another problem plagues the organization, namely Stress (Fathorrahman, 2022). Stress can hit anyone, including in schools and educational institutions (Gaol, 2021). Stress usually occurs, among others, because the load and the problem are hefty. Too heavy burdens tend to result in frustration and stress because they are considered beyond the ability to carry (Sahni & Kumar, 2012). Personal problems or problems found in the work

environment (school). Teachers who have heavy burdens and problems tend to convict themselves as failures (Ahmadi & Romadlon, 2020). In dealing with conflict and Stress, a school principal must be able to identify the symptoms factors that cause it to occur (Mamahit, 2016).

This method then continues by diagnosing the condition and taking action through communication. A leader in a school must solve problems that occur in his school arena, and the principal must act fairly and impartially on one party, let alone harm certain parties and benefit other parties (Alfiyanto et al., 2021; Uzun & Ayik, 2017). This study examines Stress and conflict in organizations and how Stress and conflict management are adequately and correctly.

Method

This research is a literature study (library research) by collecting books, journals, and previous research results supporting the research theme, including conflict and stress management literature (Bungin, 2014). This research begins with identifying problems and finding information relevant to conflict and stress management. Then, the findings are analyzed to find novelty in developing and strengthening existing theories.

Results and Discussion

Stress in Organizations

Stress comes from the Latin "Stringere", which means tension or pressure (Saroinsong et al., 2013). The appearance of stress reactions, which people do not expect, is usually caused by the high demands of the surrounding environment on a person so that the balance between ability and strength is disturbed; this is known as distress (Ekawarna, 2021).

According to Sarafino and Timothy, Stress is a condition in which a person feels physically or psychologically incompatible with the situation, and the source comes from biology and social systems. Stress can also be said to be a condition or condition that arises due to the inability of a person who experiences Stress to deal with stressors, both natural and unreal, between circumstances and biological, psychological, and social resources that exist in the person (Sarafino & Timothy, 2017).

Another opinion is presented by Lazarus and Folkman, which states that Stress is an interaction between a person and his environment that directly or indirectly endangers him. This is in line with the understanding presented by Lukaningsih & Bandiyah that Stress is a term to describe a demand to adapt from someone or a person's reaction to these demands (Lukaningsih & Bandiyah, 2011). Thus, it can be concluded that Stress arises due to the inability to overcome the problems affecting the person's biological, psychological, and social functions.

Based on the explanation above, it can be concluded that Stress is a condition where a person cannot cope and adapt to changes that occur in him. If associated with menopause, menopausal women are unable to accept, overcome, and adapt to changes that occur in the form of decreased ovarian estrogen hormonal function. So, this can cause Stress in women.

According to Hardjana, several aspects of Stress need to be known, including a) emotional aspects, stress conditions can disrupt the emotional stability of individuals. Individuals who experience Stress will show symptoms of irritability, excessive anxiety about everything, nervousness, anxiety, decreased self-esteem, attack people, and depression; b) intellectual aspect, stressful conditions can interfere with the function of thinking, mental image, concentration, and memory of individuals. Stressful states can lead to worry, negative self-evaluation, and awareness of the individual experiencing Stress. Concentration can be interpreted as the ability of the fundamental image to be defined as a self-image in the form of failure and inability to focus on a specific stimulus and ignore other unrelated stimuli. Individuals experiencing Stress will decrease their concentration, eventually hindering work performance and problem-solving abilities. The memory of individuals who experience Stress will be disturbed through frequent forgetfulness and confusion. This is due to inhibiting the ability to sort and combine short-term memories with old ones; c) physiological aspects derived from existing physiological activity patterns. The symptoms that arise are headache, constipation, muscle pain, decreased sex appetite, fatigue, and nausea; d)

interpersonal aspects, Stress in addition to manifesting in various diseases, can also be revealed in a person's inability to adjust to their environment (Natasia et al., 2022).

In addition to the stress aspect, further factors that affect Stress include: a) Individual condition is a condition that occurs in individuals which includes age, sex, genetics, intelligence, physical condition, temperament, ethnicity, culture, socioeconomic status, and religiosity; b) personality characteristics, personality characteristics are characteristics that distinguish individuals from one another in terms of attitudes, traits, and behaviour; c) social-cognition, this factor comes from the support of the surrounding environment for the individual, giving rise to the ability to control themselves in the individual; d) the relationship with the environment, the extent to which the individual can receive the support they receive from the surrounding environment, and responds to that support or to the individual who provides support; d) coping strategies, are ways used by individuals to be able to overcome the problems they are facing (Fatmayanti et al., 2022).

In an organization, pressure and disruption are commonplace, so how to anticipate them is very important so that work is not interrupted. This can be done by indicating the problem at hand. The heavier the pressure experienced by a person (until it reaches a threshold that the individual can accept), the more the level of Stress that appears will increasingly interfere with brain performance, one of which is memory. In his book *Organizational Behavior*, Robbins groups stress into physiological, psychological, and behavioural symptoms.

Stress is a thing that is always going to arise in life and cannot be avoided. This forces people to continue to be active to adapt and understand the situation and the causative factors. For example, Stress can be overcome by always focusing on factors or events (stressors) that cause Stress and then dealing with it even though negative emotions, such as anxiety, are bullying it. When under Stress, an individual is faced with two interconnected things: how to deal with Stress effectively and how to control the negative feelings mentioned earlier. Through these two ways, Stress will not easily affect the individual, so Stress can be transformed into something considered positive. However, denying, ignoring, or avoiding Stress will exacerbate Stress. As a result, the efforts made by someone in overcoming Stress will be in vain.

Conflict in Organizations

The word conflict comes from the Latin verb "Configere, " meaning "to hit each other." Later, from Latin, this was adopted into English, namely "conflict," which was later also adopted into Indonesian and became "konflik" (Roche et al., 2014). Robbins defines conflict as a process that begins when one party has a perception that the other party has negatively influenced, or will affect negatively, something that is the concern or interest of the first party (Robbins, 2007).

Conflict and Stress Management in Organizations and Conflict and Stress Management in Schools

Etymologically, conflict can be interpreted as differences, disagreements, and tension. Conflict comes from the word *confligere*, conflictual, meaning clashing, collision, incompatibility, opposition, or antagonistic interaction of opposition. Handoko said conflict is any conflicting or antagonistic interaction between two or more parties. He added that organizational conflict is a mismatch between two or more members or groups of organizations that arises because they have to divide limited resources or work activities and because between them have differences in status, goals, values, or perceptions (Fathorrahman, 2022). Meanwhile, Issakh & Wiryawan explained that conflict is an attempt that refers to antagonistic interactions in which one party seeks to inhibit the will or goals of the other (Spaho, 2013; Wirawan, 2019).

There are many types of conflicts based on the review angle it uses. Regarding function, there are two types of conflicts: constructive and destructive. Constructive conflict is a conflict that has positive value for the development of the organization. Conflict brings benefits. Destructive conflict is a conflict that has a negative value for the organization that brings damage. Judging from the conflicting parties, there are five types of conflicts, namely: a) Intrapersonal

conflict is a conflict that occurs within a person / a person's conflict with himself. This conflict occurs when, simultaneously, a person has two desires that are impossible to fulfil at once. b) Interpersonal conflict is a conflict between a person and another person because of a conflict of interests or desires. This often occurs between two people of different status, job title, and field of work; c) Conflict between individuals and groups. An example is an individual whose work group punishes because he cannot achieve the norms of his group; d) Conflicts between groups within the same organization due to conflicts of interest between groups; e) Conflicts between organizations arising from competition.

In terms of sources of conflict in schools, several things are sources of conflict in schools. First, biosocial in this issue management experts agree that frustration-aggression is a source of conflict. Based on this approach, frustration generates aggression that leads to conflicts. Both personality and interaction: negative personalities, such as incitement, psychological disorders, poverty, interpersonal skills, aggravation, competition, and differences in interaction; third structural: structural differences between one and another can also lead to conflicts; fourth, culture and ideology: the intensity of these sources often results from political, social, religious, and cultural differences; fifth Convergence: in certain situations, the sources of conflict can become one, so that the conflict becomes complex (Battaglio & Condrey, 2009; Psaltis et al., 2017).

Stress and Conflict Management in Organizations

A person or teacher who works in an organization or any institution, including at school, has the potential to experience Stress because, as we know, in school, there are many tasks, many activities, and many jobs that take up most of the students or teachers. Many activities at school often experience Stress. This requires finding a solution so that the Stress does not linger in them, including professors with the potential for Stress.

Stress management refers to coping with mental or emotional problems that arise from a response or response. This is done through the use of (human) resources. The goal of stress management is to improve the quality of life of individuals for the better. There are two approaches to stress management, namely: 1) individual approaches, such as the application of time management, increase in exercise time; relaxation training, and expansion of social support; 2) organizational approaches, such as creating an organizational climate; supportive; better selection of personnel and job placement; reduce conflicts and clarify organizational roles; realistic goal setting; redeployment of work; improvements in organizational communication; and make guidance counselling.

There are many ways to handle stress management strategies, such as stress management practices carried out by companies related to the five strategies above, namely clinical and personal counselling, clear job descriptions, job guarantees such as insurance and health benefits, flexible working hours, places or facilities for employees to meditate, exercise or art, employee involvement in the decision-making process and change in the company, as well as programs related to improving employee health. The above Stress coping strategies do not mean that the organization is charitable, meaning that organizational steps are taken as policies in the final analysis for the organization's benefit. However, these steps are taken for the result of improving the organization's ability to improve the effectiveness of its performance.

In conflict resolution, the most important thing to do is to make efforts so that the situation in the group is not in the form of a zero-sum game or in the view that the loss for you is an advantage for me because it will tend to create unfair competition. Conflict resolution must be functional, which will impact the growth of creativity among the members involved, the improvement of group performance, the encouragement of healthy competition, and the willingness to accept differences between group members and the organization. According to J Salusu, the emergence of conflicts can be above with handling, including competitive strategies, collaboration, evasion, accommodating, and compromise (Rahabistara, 2013).

According to Johnson, there are 5 (five) kinds of strategies a person can use to deal with interpersonal conflicts. Johnson bases these strategies on differences from the direction of goal achievement and relationship maintenance, such as 1) turtle strategy, The turtle strategy is a withdrawing strategy. Thus, he will lose the achievement of his goals, as well as lose his social relationships. He never developed, and his social relationships became limited because he always hid himself when there were social problems. This strategy can be used to calm down so that each involved in the conflict can be calmer and level-headed to resolve the conflict; 2) The strategy of sharks: shark strategy is if a person is in the face of a conflict that is in his mind only the achievement of goals, regardless of how the following relationship with the opponent of the conflict. This strategy seems to be heading toward victory, but when viewed from the long term, he gets defeated; 3) Shark strategy; 4) sun bear strategy; 5) Wolf Strategy (Sulistiyorini, 2017).

Conflicts that often arise and are strong will have a positive or negative impact on the behaviour of members of the organization, including the community of Islamic educational institutions. Some of these impacts include psychological ones, such as withdrawal in the form of alienation, apathy, and indifference. These forms are of a general nature that often affect the functionalization of Islamic educational organizations. There is also physical withdrawal, for example, indicated by inactivity, truancy, being late, and leaving the organization (Islamic educational institutions) in response to conflicts that are not appropriately handled. In addition to causing adverse impacts, the positive impacts of this conflict include growing awareness to unite, cooperate and compete healthily, and solve problems appropriately and democratically.

Conclusion

Stress is an individual behaviour that can happen to anyone in the organization. Stress that is prolonged and not handled immediately will cause conflicts between individuals or groups in the organization, reducing overall organizational performance. In this context, the figure of the leader (manager) of the organization is very substantial in handling conflicts that occur. The relationship between the leader and subordinates to act authoritarian or persuasively depends on the level of maturity of the subordinates he leads. Subordinates may not be ruled continuously or persuaded continuously but must be able to make the entire system lead to their human expectations as the most critical resource. The activities and attachments of organizational members have an essential role in carrying out their respective functions and tasks. This strong desire will be seen in their involvement and participation in the organization based on their desire to remain a member, their involvement in trying to work at their best, and their trust and willingness to accept the organization's values.

Conflict can be viewed from the process, and conflict occurs when one party or group sees another group as being negative about things they care about. Conflict in the dynamics of educational institutions is fundamental and essential. Conflict provides constructive power because there are variables that move together dynamically, so naturally, advanced educational institutions are full of conflict. Three views of conflict, namely: (1) the traditional view that conflict is wrong; (2) behavioural views that conflict is a frequent occurrence in organizational life; (3) Given interaction, conflict is inevitable and even necessary because the organization is designed and works. Strategies used in managing Stress, among others, are 1) physical exercise, 2) relaxation, for example, doing meditation, 3) controlling behaviour, namely controlling and managing self-behaviour, and managing the consequences of self-behaviour, in this way the person is projected to control himself, 4) cognitive therapy, by building high self-optimism, and 5) social networks.

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