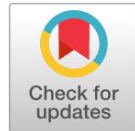


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## Organizational Conflict Management in Library Teams: A Multisite Case Study in Islamic Schools

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### ABSTRACT

**Background.** This study examines errors in organizational conflict management within library settings that lead to stress, decreased motivation, poor communication, and inefficiency in library team performance.

**Purpose.** The aim of this research is to identify the forms and sources of conflict, describe conflict management strategies, and analyze their impact on the performance of Islamic school library teams in a multisite context.

**Methods.** This study uses a qualitative approach with a multisite case study design at Sekolah Dasar Islam Terpadu Yaa Bunayya and Ma'had Badr, employing data collection techniques including interviews, observation, and documentation, followed by data condensation analysis, data presentation, conclusion drawing, and data triangulation.

**Results.** The findings show that conflicts arise from differences in book management, work coordination, and staff responsibilities. In Sekolah Dasar Islam Terpadu Yaa Bunayya, issues include damaged books, a lack of SOPs, and differing perceptions between the library head and homeroom teachers. Conflict resolution strategies involve persuasive communication, clarification, discussion, and clearer task distribution. The impact includes improved communication, greater responsibility, and greater service stability, although disciplinary variations still persist. In Ma'had Badr, conflicts are triggered by staff absenteeism, weak shift coordination, and varying work abilities, and are resolved through discussion and collective agreements grounded in organizational values.

**Conclusions.** The conclusion indicates that conflict management through communication and deliberation improves team performance, although coordination differences persist and remain effectively addressed.

### KEYWORDS

Conflict Management, Multisite Case Study, School Library, Team Performance

### INTRODUCTION

Organizational conflict is a common phenomenon arising from interrelated factors within the work environment. The main causes of conflict include resource scarcity,

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which triggers competition among individuals and departments (Mitchell, 2018); communication problems such as misunderstandings and unclear instructions; and differences in goals and values between groups (Botchwey et al., 2026). In addition, role ambiguity as well as cultural and emotional factors can further intensify tensions (Vijh, 2025). Organizational conflict may take the form of task conflict, related to how work is carried out, and relationship conflict, driven by interpersonal issues (Avgar et al., 2016). Its impacts are dual in nature: negative effects, such as increased stress and emotional exhaustion among employees, and positive effects, as well-managed conflict can foster innovation, improve decision-making, and lead to the renewal of organizational strategies (Tan, 2025).

Conflict in libraries can take many forms, such as tension between the need to provide open access to information for users (Bauer, 2019) and subscription-based systems (paywalls), especially when budget constraints force libraries to set priorities (Anderson, 2026). Interpersonal conflicts also arise among staff due to communication problems (Rimes et al., 2017). In addition, librarians often experience emotional pressure in fulfilling their multiple roles as educators, service providers, and user support simultaneously (Evans & Sobel, 2020). In social and cultural contexts, public libraries in diverse communities frequently face conflicts arising from differing political, cultural, and social perspectives within society (Merklen, 2016; Silva et al., 2023). On the other hand, inequality in access to library services is also an issue, as physical access to libraries is still often limited by security factors (Wilson et al., 2019). Furthermore, technological developments have introduced new conflicts, particularly related to the integration of third-party software and digital systems, which can create compatibility issues and disrupt library services (Patra et al., 2018).

Conflict management in organizations is influenced by a range of interrelated factors, including structural, organizational, and individual dimensions (Tasa & Chadha, 2024). In addition, high workload, multiple supervisors, and perceptions of unfairness in reward systems further increase the potential for conflict (Platis et al., 2021). To address these issues, appropriate strategies are required at both individual and organizational levels (Cassiano et al., 2024), supported by the application of win-win approaches (Bhattacharyya, 2019), as well as mediation, negotiation, and management training (Foncubierto-Rodríguez et al., 2024; Ryan et al., 2023). Leadership approaches also play a crucial role in organizational conflict management (Ominde et al., 2025), emphasizing the ability to understand team members' feelings and needs while building effective communication (Leitão et al., 2024; Sakshi & Dhand, 2025). If conflicts are not properly managed, they can reduce organizational performance and damage working relationships (Flink, 2015). Therefore, proactive measures are needed to prevent and resolve conflicts constructively (Karimi, 2025).

Errors in managing organizational conflict often occur when management fails to handle conflicts appropriately, leading to stress, reduced employee motivation, and lower organizational efficiency and productivity (Aleksić et al., 2020). Another common mistake is the use of inappropriate approaches, such as attributing conflict solely to personality factors without considering structural and interactional dimensions, which can lead to ineffective solutions (Klausner & Groves, 2018). In addition, culturally insensitive approaches can exacerbate conflict, particularly in cross-cultural work settings (Busch, 2016). Poor communication and limited conflict resolution channels also worsen the situation, as disputes are not properly addressed (Aziz et al., 2019). Failure to recognize early signs of conflict may lead to escalation that becomes more difficult to control (Fiorini & Granata, 2019). Finally, neglecting behavioral biases, such as overconfidence and confirmation bias, can lead to unrealistic and unfair conflict-resolution outcomes (Nedev & Mihaylova, 2026).

Research on conflict management in school libraries shows that mediation is a productive intervention method for building leadership capacity and organizational development, including in libraries (Algert et al., 2020). In addition, providing training for librarians and library staff on conflict management skills, including mediation and conflict resolution techniques, is essential (Algert, 2021). The adoption of digital technology to manage library resources, such as digital collections, can also reduce potential conflicts related to document access and use (Adeleke, 2019). Previous studies on library conflict management have mainly emphasized mediation, training, and technology; however, they have not deeply examined work conflict dynamics in the context of Islamic school libraries. Moreover, multisite studies comparing sources of conflict, resolution strategies, and their impact on team performance and library service quality remain very limited.

The novelty of this study lies in its multisite comparative analysis of the forms, sources, and conflict management strategies within work teams in Islamic school libraries, which are still rarely explored in depth. This study not only focuses on organizational conflict in general but also highlights conflict dynamics within the context of Islamic education, which has distinct values, work culture, and coordination patterns. This approach enables a more contextual and in-depth understanding of differences in conflict characteristics across research sites. The aim of this study is to identify the forms and sources of conflict, describe the conflict management strategies implemented, and compare their effectiveness in improving team performance and library service quality at Sekolah Dasar Islam Terpadu Yaa Bunayya Yogyakarta and Ma'had Al-Badr, using a systematic, structured, multisite study.

The expected impact of this research is to provide a deeper understanding of the importance of constructive conflict management in improving communication, coordination, work discipline, and library service quality. The findings are also expected to assist library managers in identifying sources of conflict early and implementing more effective, contextually appropriate resolution strategies. Meanwhile, this study's contributions include strengthening theoretical discussions in the field of conflict management in Islamic educational institutions, particularly in school library contexts. In addition, this research provides practical recommendations for conflict management strategies to build more effective, harmonious, and sustainable teamwork. The findings are also expected to serve as a reference for future research on conflict studies within Islamic value-based educational environments.

## RESEARCH METHODOLOGY

This study uses a qualitative field research approach to gain an in-depth understanding of conflict management in its natural context. The research employs a multisite case study design focusing on two locations: Sekolah Dasar Islam Terpadu Yaa Bunayya, Sleman, Yogyakarta, and Ma'had Badr. The selection of these sites is based on the presence of conflict phenomena in library management with differing characteristics, making them suitable for a multisite study. The research subjects include the library head, library team members, literacy teams, homeroom teachers (at Sekolah Dasar Islam Terpadu Yaa Bunayya), and library managers and organizational members (at Ma'had Badr). Informants were selected through purposive sampling based on their involvement in library management and experience in conflict management. Data collection was carried out using:

**Table 1.** Interview Grid

| Focus                          | Data                                                                          | Informants               |
|--------------------------------|-------------------------------------------------------------------------------|--------------------------|
| Conflict & sources of conflict | Forms of conflict, sources of conflict, and causes of conflict in the library | Head librarian, homeroom |
| Conflict management            | Conflict resolution strategies, communication,                                | teachers, literacy       |

|                               |                                                                                                                |                       |
|-------------------------------|----------------------------------------------------------------------------------------------------------------|-----------------------|
| Impact of conflict management | deliberation, mediation<br>Changes in performance, service quality, work relationships, and team effectiveness | team, library members |
|-------------------------------|----------------------------------------------------------------------------------------------------------------|-----------------------|

**Table 2.** Observation Techniques

| Focus                          | Data                                                                                 | Data Source                                                                 |
|--------------------------------|--------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| Conflict & sources of conflict | Work interactions, communication errors, task imbalance, and field conflicts         | Library activities at Sekolah Dasar Islam Terpadu Yaa Bunayya & Ma'had Badr |
| Conflict management            | Communication processes, coordination, and problem-solving in the field              |                                                                             |
| Impact of conflict management  | Changes in performance, service effectiveness, and working conditions after conflict |                                                                             |

**Table 3.** Documentation Techniques

| Focus                          | Data                                                                |
|--------------------------------|---------------------------------------------------------------------|
| Conflict & sources of conflict | Evidence of book damage/loss, operational problem records           |
| Conflict management            | SOPs for conflict handling, coordination flow, and work regulations |
| Impact of conflict management  | Performance reports, service reports, and activity evaluations      |

Data analysis was conducted in three main stages: data condensation, data display, and conclusion drawing. In the data condensation stage, the researcher selected and simplified important information obtained from interviews, observations, and documentation. The condensed data focused on the forms and sources of conflict, conflict management strategies, and their impact on team performance and library services at Sekolah Dasar Islam Terpadu Yaa Bunayya and Ma'had Badr. Next, in the data display stage, the reduced data were organized into descriptive narratives and comparative matrices for the two research sites. This presentation made it easier for the researcher to identify the patterns of conflict that emerged and the conflict management strategies used in each library. The final stage, conclusion drawing, involved interpreting the data to identify meanings, patterns of relationships, and differences and similarities between the two cases.

Data validity testing was conducted to ensure that the findings were truly valid, consistent, and in accordance with field conditions. First, triangulation of techniques was carried out by comparing data from interviews, observations, and documentation. This process aimed to ensure that information on forms of conflict, conflict management strategies, and their impacts at Sekolah Dasar Islam Terpadu Yaa Bunayya and Ma'had Badr was consistent across data sources, so that the results did not rely on a single data collection technique. Second, dependability was maintained through the consistency of the entire research process, from data collection and analysis to drawing conclusions. With this consistency, the research becomes more scientifically accountable because each step is well-documented and follows systematic procedures. Third, member checking was conducted by returning preliminary findings to the research informants. This step aimed to ensure that the researcher's interpretations matched the actual experiences and views of the informants in the field.

## RESULTS AND DISCUSSION

### Forms and Sources of Conflict in Library Work Teams

**Table 4.** Forms and Sources of Conflict in Libraries

| Location            | Forms of Conflict          | Sources of Conflict                  |
|---------------------|----------------------------|--------------------------------------|
| Sekolah Dasar Islam | Damage and loss of reading | Lack of supervision in book usage by |

|                                |                                                     |                                                                                                                                             |
|--------------------------------|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| Terpadu Yaa                    | corner books                                        | homeroom teachers                                                                                                                           |
| Bunayya, Sleman,<br>Yogyakarta | Inconsistency in library<br>service practices       | Absence of standardized written SOPs,<br>causing each member to work based on<br>individual understanding                                   |
|                                | Role conflict between<br>library staff and teachers | Differences in perceived responsibilities<br>between the head librarian and homeroom<br>teachers regarding book security and<br>maintenance |
|                                | Difficulty in tracking lost or<br>damaged books     | Collective borrowing system without<br>detailed title-based recording                                                                       |
|                                | Suboptimal management of<br>reading corners         | Uneven supervision of reading corners in<br>each classroom                                                                                  |
|                                | Low student awareness of<br>books                   | Students' lack of responsibility in handling<br>books properly                                                                              |
| Ma'had Badr                    | Disruption of library service<br>continuity         | Staff absences during shifts due to<br>academic or organizational schedule<br>conflicts                                                     |
|                                | Unequal workload<br>distribution                    | Poor coordination of shift rotation and a<br>lack of clear replacements during absences                                                     |
|                                | Variation in staff<br>performance quality           | Differences in experience and competence<br>among members                                                                                   |
|                                | Confusion in task<br>implementation                 | New members are still adapting to<br>technical library duties                                                                               |
|                                | Inefficiency of the rotation<br>work system         | The daily task rotation system is not yet<br>optimal and still requires adjustment                                                          |

Based on Table 4, the forms and sources of conflict in the libraries at both research locations exhibit distinct characteristics influenced by their respective organizational contexts. At Sekolah Dasar Islam Terpadu Yaa Bunayya, conflicts are more structural and administrative in nature, related to collection management, borrowing systems, and differences in perceived responsibilities between school staff and the library unit. Meanwhile, at Ma'had Badr, conflicts are more prevalent in human resources and work coordination, such as staff absenteeism, workload imbalance, and differences in competence among members. In general, both locations show that conflicts arise from weak management systems, a lack of standardized procedures, and coordination challenges in the implementation of library tasks. Library conflicts related to weak management systems often stem from inadequate systems, such as reliance on manual processes or outdated technology. For example, a library in Rustenburg was found to be highly dependent on manual systems, which hindered operational efficiency and information delivery (Mamatlepa & Maluleka, 2024). Furthermore, the lack of standardized procedures can lead to inefficiency and conflict. Standardization is essential to ensure consistency, reduce errors, and improve workflow (Christensen et al., 2023).

### Conflict Management Strategies in Libraries

**Table 5.** Conflict Management Strategies in Libraries

| Location      | Conflict Management Strategy | Implementation Form                        |
|---------------|------------------------------|--------------------------------------------|
| Sekolah Dasar | Direct clarification and a   | Conflict resolution is carried out through |

|                                               |                                                     |                                                                                                               |
|-----------------------------------------------|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| Islam Terpadu Yaa Bunayya, Sleman, Yogyakarta | persuasive approach                                 | direct communication to prevent misunderstandings related to book damage or loss                              |
|                                               | Collaborative communication among stakeholders      | Involving the head librarian, homeroom teachers, literacy team, and school principal in coordination meetings |
|                                               | Task redistribution and restructuring               | Re-explaining responsibilities between the library, teachers, and literacy team to ensure clearer roles       |
|                                               | Informal discussions and communication facilitation | The head librarian facilitates discussions to maintain harmonious working relationships                       |
|                                               | Routine supervision and book monitoring             | Periodic checks during the reading corner book rotation to detect damage or loss early                        |
|                                               | Non-blaming collaborative approach                  | Focus on joint problem-solving for the sustainability of literacy programs                                    |
| Ma'had Badr                                   | Deliberation and internal team discussion           | All members are given the opportunity to express their opinions before reaching a collective agreement        |
|                                               | Mediation by the head librarian                     | The head librarian acts as a mediator, directing discussions to remain solution-oriented                      |
|                                               | Collective decision-making                          | Outcomes of deliberation are submitted to the administration (Idaroh) for institutional approval              |
|                                               | Open communication and values of togetherness       | Conflict resolution is based on ethics, openness, and ukhuwah (brotherhood)                                   |
|                                               | Regular meetings as a preventive mechanism          | Discussions are held not only during conflicts but also to prevent tension and improve work systems           |

Based on Table 5, the conflict management strategies in the libraries at both research sites share similarities, namely emphasizing communication, deliberation, and collaboration as the core of conflict resolution. Both Sekolah Dasar Islam Terpadu Yaa Bunayya and Ma'had Badr demonstrate that the effectiveness of conflict management in libraries is strongly determined by the quality of communication, the involvement of team members, and leadership capacity in facilitating collaborative, constructive problem-solving. Conflict management in libraries highlights communication as a key strategy. Open and proactive communication is essential for resolving conflicts in libraries. Misunderstandings and tensions often arise from differences in communication styles, generational gaps, and cultural diversity. Tools such as communication agreements can help bridge these gaps by fostering understanding and mutual respect among staff (Stanwicks, 2017). Deliberation and mediation are also important in resolving interpersonal conflicts in libraries. Techniques such as peer mediation and negotiation enable individuals to collaboratively resolve disputes and find mutually beneficial solutions. Team-based approaches to conflict resolution emphasize cooperation and shared goals. This approach not only resolves conflict but also enhances overall organizational effectiveness. Collaboration can also be supported by alternative dispute resolution methods such as arbitration and structured negotiation, which focus on achieving

consensus while addressing challenges (Ivins, 2017). The benefits of constructive conflict management include creating a safe and respectful work environment, which ultimately improves productivity and employee well-being in libraries that prioritize communication and collaboration (Makwana, 2024).

### Impact of Conflict Management on Team Performance and Library Services

**Table 6.** Impact of Conflict Management on Team Performance and Library Services

| Location                                                    | Impact of Conflict Management                        | Form of Change                                                                              |
|-------------------------------------------------------------|------------------------------------------------------|---------------------------------------------------------------------------------------------|
| Sekolah Dasar Islam Terpadu Yaa Bunayya, Sleman, Yogyakarta | Improved quality of communication among stakeholders | Communication shifted from reactive to preventive between the library and homeroom teachers |
|                                                             | Increased responsibility of homeroom teachers        | Teachers became more active in checking book quantity, condition, and student supervision   |
|                                                             | Reduced disputes related to damaged/lost books       | Conflicts became more solution-oriented through clarification and prevention                |
|                                                             | Improved early detection of book-related issues      | Routine inspections by the head librarian accelerated the handling of damage or loss        |
| Ma'had Badr                                                 | Improved conducive working relationships             | Non-blaming approach strengthened collaboration in literacy programs                        |
|                                                             | Decreased consistency in implementing library rules  | Differences in task interpretation among members reduced coordination effectiveness         |
|                                                             | Decline in staff performance quality                 | Members' focus was divided between internal conflict and operational tasks                  |
|                                                             | Disruption of library services                       | Delays in opening hours and reduced service quality occurred                                |
|                                                             | Tension and social distance among members            | Communication became more rigid, although temporarily                                       |
|                                                             | Conflict did not lead to staff turnover              | Conflicts were resolved through deliberation and the values of togetherness                 |

Based on Table 6, it can be seen that in Sekolah Dasar Islam Terpadu Yaa Bunayya, conflict management had a significantly positive impact on team performance and library services, as indicated by improved communication quality, shifting from reactive to preventive approaches, and increased responsibility for homeroom teachers in managing reading corner books. A dialogic, clarification-based approach also helped reduce disputes, strengthen collaboration, and improve the effectiveness of book supervision through routine inspections conducted by the head librarian. Meanwhile, at Ma'had Badr, internal conflict still hindered organizational performance, particularly in the consistency of rule implementation, service quality, and the effectiveness of work coordination, although it did not develop into serious dysfunction because it was managed through deliberation, open communication, and shared values of togetherness. Overall, the study shows that the effectiveness of conflict management determines whether conflict becomes a performance enhancer or an operational barrier in libraries. Effective conflict management strategies, such as

collaborative and integrative approaches, have been shown to positively influence organizational commitment and productivity (Agbakwuru & Yusuf, 2021). Conversely, poor conflict management or competitive approaches can worsen the negative impact of conflict, especially in team-based work (Maltarich et al., 2018). Constructive conflict management can improve psychological well-being, reduce emotional exhaustion, and increase productivity (Divyakala & Vasumathi, 2025). Staff training in conflict-resolution techniques is also recommended to foster a positive work environment and reduce the frequency of conflicts (Muthumani & Kumar, 2023).

## CONCLUSION

Library conflicts occur in two main forms: structural-administrative and human resource conflicts. At Sekolah Dasar Islam Terpadu Yaa Bunayya, conflicts are dominated by weak collection management systems, the absence of written SOPs, and differences in perceived responsibilities between teachers and library managers. Meanwhile, at Ma'had Badr, conflicts are more related to work coordination, staff absenteeism, workload imbalance, and variations in members' competencies. Both locations show that conflicts are primarily caused by weak management systems, a lack of standardized procedures, and suboptimal coordination. The study also found that communication-, deliberation-, and collaboration-based conflict resolution strategies are the main approaches used. The implementation of these strategies has been shown to help reduce tension, clarify task distribution, and improve the effectiveness of library services, although the level of success varies across the two research sites.

This research contributes to the development of conflict management studies in libraries based on Islamic educational values. Theoretically, it strengthens the concept of conflict within educational institutions. Practically, it provides recommendations for communication, deliberation, and collaboration strategies to improve team performance, workplace harmony, and the sustainability of library services. This study is limited to two research sites, so the findings cannot be widely generalized. The data are descriptive and qualitative in nature and, therefore, highly dependent on informants' interpretations. In addition, variations in institutional context may influence patterns of conflict and the strategies used to resolve them. Overall, this study shows that the effectiveness of conflict management significantly determines the quality of team performance and library services. Communication, deliberation, and collaboration are proven to be key factors in creating a harmonious, productive, and sustainable work environment in educational libraries.

## DECLARATION OF AI AND AI ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

The author employed the artificial intelligence tools Deepseek for translation and Quillbot for stylistic refinement solely to enhance the clarity of the language in preparing this manuscript. Following a comprehensive review, revision, and verification of the final version, the author affirms its accuracy and authenticity. The author assumes full and exclusive responsibility for all intellectual content, arguments, and any potential errors within this manuscript.

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motivation, and assistance. Hopefully, the results of this research will benefit the development of conflict management in Islamic educational libraries.

## AUTHORS' CONTRIBUTION

- Author 1 : Developing research ideas, formulating research problems, and designing multisite case study methodologies, including selecting research locations at Sekolah Dasar Islam Terpadu Yaa Bunayya Yogyakarta and Ma'had Al-Badr.
- Author 2 : Conducting field data collection, including interviews with the head of the library, library team members, literacy team, and homeroom teachers, as well as observation and documentation at both research locations.
- Author 3 : Data analysis, including data condensation, data presentation, drawing conclusions, and triangulation to ensure data validity, was conducted by the first author, who contributed to the interpretation of findings related to the form of conflict, management strategies, and their impacts.
- Author 4 : Write an initial draft of the manuscript, including an introduction, methods, results, and discussion. The two authors collaboratively reviewed, revised, and approved the final version of the manuscript for publication.

## DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing interests, whether financial or personal, that could have influenced the work reported in this article. This research was conducted independently without any commercial or financial support that could be construed as a potential conflict of interest. The authors received no specific funding from any funding agency, public, commercial, or not-for-profit, for this research. The views expressed in this manuscript are solely those of the authors and do not necessarily reflect the official policy or position of any affiliated institution.

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