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Toward a Social Capital Model of School Conflict Management: Aligning Institutional Governance with SDG 16

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ABSTRACT

Objective: To synthesize organizational conflict theory, social capital theory, and school-specific empirical findings into a conceptual framework for managing conflict within school organizations, and to map how the classical stages of the conflict process can ideally be applied within schools to convert rivalry into healthy competition rather than destructive dispute-with explicit attention to how such a framework supports quality, and strong, accountable institutions (SDG 16). **Method:** The study employs a narrative literature review drawing on the classical theoretical corpus of management, organizational conflict, and social capital theory, enriched with supplementary 2015–2026 literature from international and national academic databases, including studies conducted specifically within school settings. **Results:** The review shows that conflict in school organizations differs from conflict in other organizations in its heterogeneous set of stakeholders, its dual bureaucratic-professional authority structure, and its embeddedness in public accountability. Social capital comprising trust, networks, and norms of reciprocity is shown to mediate both the prevention and the constructive channeling of conflict, including within schools. **Novelty:** The review further reveals that Indonesia's high power distance and collectivist culture add a distinct risk of false harmony. Building on this synthesis, the article offers a novel success-failure formula (the Success Potential of Conflict Management, SPCM) and a staged framework for applying conflict management ideally within school organizations a synthesis that has not previously combined social capital theory with the conflict-process stages within the specific institutional and cultural context of Indonesian schools.

INTRODUCTION

Organizations are social spaces in which actors, leaders, staff, team members, and external stakeholders bring together interests, values, and working styles that do not always align, even as they share the same space and resources to pursue goals they interpret differently. Most organizational management scholars define this tension as conflict: a perceived incompatibility of goals, values, or resources among interdependent parties within a single system (Bercovitch, 1984; Borisoff & Victor, 1998; Rubin et al., 1994). Conflict may originate from differing views on policy, resource constraints, divergent working styles, or strained interpersonal relationships, cutting across organizational types, from corporations and bureaucracies to nonprofit institutions and schools (Bush, 2011; Hoy & Miskel, 2001; Owens & Valesky, 2011). Schools illustrate this dynamic with particular clarity: as organizations bringing together principals, teachers, staff, students, and parents, actors who differ not only in role but in the very nature of their relationship to the institution schools are especially prone to conflict that is heterogeneous in kind, and, left unmanaged, this conflict erodes collaboration and undermines the effectiveness of educational human resources (Qodir et al., 2025).

Over recent decades, organizational discourse has shifted from treating conflict as dysfunctional and something to be suppressed to an interactionist view holding that a certain degree of conflict is a prerequisite for groups to function effectively and