

Efforts to Handle Conflict in Madrasah

Imam Muhayat

STAI Denpasar Bali, Jl. Angsoka Cargo Permai I No.12,
Denpasar, Bali, Indonesia
imammuhayat2013@gmail.com

Abstract: *The purpose of this study is to explain in overcoming conflict in madrasahs. The method used in this research is qualitative. The learning technique used is the study of the movement of the study room. The final result of the study confirms that there are several indicators of conflict that develop in madrasahs. Conflict assets come from the different values and goals that develop from each agency and are not directed at communication. The forms or efforts to resolve conflicts that occur within the organization include: determining goals in overcoming organizational conflicts. Conflict control is achieved through mediators in getting closer to conflict actors and the use of accommodation methods. The effects of conflict can foster high-five college jobs even though many non-publics are now no longer helping college progress.*

Keywords: *Effort, Conflict Handling, Madrasa Conflict.*

Introduction

The success of educational institutions is not enough just to depend on leadership and research direction. Many things can affect the success of an educational institution. The quality of education improves when managers, teachers, staff and school board members develop new attitudes that focus on leadership, teamwork, collaboration, accountability, and awareness (Muliati, 2016).

Many factors make school success difficult. Limitations vary and can be caused by financial factors, school leadership and management factors, lack of community involvement, and internal conflicts between school staff. According to Stephen P. Robbins, he explains that there is a difference between traditional and interactive views of conflict. The interactionist view explains that conflict is unavoidable, and that conflict occurs for a variety of reasons, including organizational structure, inevitable differences in goals, different perceptions, and personal values (Rofiq, 2018).

Issufiyah said if schools clashed If the conflict did occur openly, a quick response could not be done and educators were encouraged to determine attitudes and actions. If it cannot be overcome, it will become a reality in the form of statements, actions and reactions between the conflicting parties (Nuryati, 2012).

Overall, it is essential to understand that not all conflicts are harmful or bad for schools. There is conflict, and the school matures and develops. Conflicts can be resolved by providing something better. If conflict is not managed correctly and treated indifferently or emotionally, it will impact school decline. Therefore, as school authorities and funders, researchers must dare to act and move forward to improve conflict situations (Gibran, 2017).

Marx's conflict theory states that a) change is an endemic symptom of all societies, b) conflict is always an endemic phenomenon of all societies, and c) all elements of society contribute to the formation of dissolution. it will. And social change, 3) all societies are united through the domination or domination of the many over many others.

From this it can be concluded that conflict is any type of conflicting or antagonistic interaction between two or more parties, the emergence of conflict begins with incompatibility, disharmony, disagreement of one person or organization with another person or organization. This conflict can be in the form of attitudes or behaviors that can be recognized directly or indirectly by others.

Conflict arises due to a number of factors, and often more than one person is in a conflict situation. The causes of conflict are competition for resources, incompatibility of task objectives, ambiguity in legal matters, status disputes, communication barriers and inappropriate personalities (Fathorrahman & Zahiroh, 2018).

Conflict is closely related to feelings of being neglected, neglected, unappreciated, abandoned, or overworked. These feelings can sometimes trigger anger. This situation affects a person when carrying out activities and can directly or indirectly reduce labor productivity. In fact, the characteristics of conflict arise when the person has the following attitudes: a) the desire to win for himself, b) being kind in front of the eyes, but behind his back to knock down the opposing party, c) sometimes when the conflict has reached its climax, fight might happen. or physical disputes, d) ongoing conflict will affect the state and quality of yourself and the organization, e) if you want to

acknowledge that existing conflicts can be used as control in all circumstances (Eriyanti, Arafat, & Eddy, 2021).

Conflict and collaboration can occur simultaneously. Hendricks (2001) provides a theory that explains the stages of change in conflict. Due to unstable features, there are some major feature conflicts. a) Conflict is always present and increasing b) Desire to win as personal desire increases c) Good people can harm others d) Low-level conflict management style Ineffective at higher levels of conflict. e) Conflict can go beyond normal stages. Conflict can be a means of control in all situations (Muliati, 2016).

The causes of inter-group conflict can be traced through the conflict process. This is because when tracking the conflict process, we find that there are two types: 1) Disagreements which are potential conflicts or opportunities for conflict. This is strongly influenced by the variables of communication, structure, and people. 2) There is cognition and personalization. That is, one or more parties need to be aware of the dispute situation that they can prepare for and feel (Nasrudin, Unsa, Aini, Arifin, & Adha, 2021).

Marx was criticized because it was not always accompanied by violence, but because he was faced with various forms of settlement, such as arbitration procedures in which each conflicting party took the initiative to resolve the dispute without asking for a mediator. , or through a mediation process, in which case each agrees to appoint a mediator, and the arbitration resolution by invitation to a third party, whose decision has been accepted as binding or non-binding according to the agreement of each party involved in the Conflict (Panggabean, 2017).

The emergence of conflict will inevitably provoke a reaction. Response to the occurrence of a conflict by one party can be done in various forms. This type of reaction usually occurs after unsuccessful attempts to resolve the conflict using soft tactics, such as B. Rational persuasion, counseling, inspirational attraction, licking, and personal attraction. The suitability of each type of conflict response depends on the nature of the conflict.

Conflict Management is the arrangement of actions and comments between participants and outside actors. Conflict management requires a way that refers to the process that guides the contact methods (Including the three actions) of participants and other people and how they influence their wills and intrepensi, which requires outside actors (outside the dispute) as a third party is reliable

details about the state of the dispute. This is because of the successful contact between actors that will occur if there is trust from a third party.

The main goal of conflict management is to build and maintain collaborative relationships with subordinates, coworkers, superiors and outsiders. Conflict management can include self-help, collaborative problem solving (with or without third party support), or third party decision making. Therefore, conflict management strategies need to be calm, make wise decisions, and not be provoked when the cause is unknown. Look at it from a different angle and seek the truth in the way you need (Hasanah, 2020).

Conflict management is an activity carried out by individuals or outside parties to provide a direction for conflict with consequences that are not likely to end in conflict and peaceful, constructive, innovative, consensus or violent.

According to Ross, dispute resolution is an individual or third party action that is intended to contribute to the outcome, and the dispute may or may not contribute to the goal in the form of a forced dispute resolution. Take. Problems that are constructive, imaginative, and compassionate or uncomfortable? Conflict management can include self-help, teamwork to resolve issues (with or without the support of others), or third-party decisions. A process-oriented approach to conflict mediation is concerned with participants' communication habits (including behavior) and how they influence conflict priorities and interpretations (Anggraini & Anwar, 2021).

Conflict is inevitable in Islam. Conflict always exists in human life. For example in educational institutions. Disputes that arise must be managed or regulated properly so that the problems that arise are not widespread and not prolonged. Islam says people always forgive and accept each other when something is not pleasant (Ikhwan & Yuniana, 2022).

Islam is a belief in grace. In other words, it is an ideal of compassion and respect for others in all walks of life. However, the Islamic crisis is not an end, but a way to integrate competing issues. Conflict management can include self-help, collaborative problem solving (with or without the help of others), or third party decision making. Therefore, conflict management strategies need to be calm, make wise decisions, and not be provoked when the cause is unknown. Look at it from a different angle and explore the truth the way you need to.

Conflict is actually a natural thing and can have a positive impact on school development over a certain period of time, but crossing boundaries can be fatal and must be handled appropriately and carefully. Therefore, dispute management is a series of actions and reactions between the disputing parties and parties outside the dispute. There are several approaches to implementing conflict management in education (Ikhwan, 2018).

Conflict does not change our management philosophy. In fact, conflict is necessary and is a strategic step towards better organizational development. People in the organization must act decisively during conflict. Managers appear assertive if they have clear and specific goals. Administrators need to harness their strengths, know best to achieve the goals they set, and apply them to address problems facing their organizations (Murni, 2011).

The effects of the conflict phenomenon are not always so negative. The other side will explain this conflict can actually increase creativity and accuracy in solving problems and develop the ability to solve them. Therefore, doctors can determine whether a patient is sick based on signs or symptoms of the patient's illness. Do I need injections or do I take enough medicine? only a few. Likewise with the leadership of the organization (institution). I am in conflict with their subordinates. Executives must be able to use indicators to diagnose the cause of conflict This can be seen from the behavior of subordinates. So your leader can decide on the appropriate course of action in response to the dispute.

As described in the Organizational Conflict System, conflict resolution requires real attention to conflicting factors. Although the factor causing futile attempts to resolve the conflict is due to the Manager. Like a doctor with a patient. it Do not inject or administer medication directly into the patient. However, the first step he took was to diagnose by observing the signs or symptoms of the patient's disease. In this way, the doctor can determine whether the patient needs an injection or is it sufficient? light medicine. Likewise with the leadership of educational institutions in resolving conflicts faced by subordinates. The leader must be able to diagnose the factors that cause conflict through visible indicators in the behavior of subordinates. So the Leader can determine the right approach depending on the existing conflict.

There are pros and cons to human life, which is the rule of Sunatura, and the condition is that humans do not have the power and ability to escape. For that, it is very necessary to make peace with

each other in the midst of conflict. The management of school-community relations is a series of activities aimed at building harmonious partnerships between formal institutions and the community through sustainable organizations and advancing shared needs. This is because schools are collective organizations organized and operated by the community.

Method

This research approach is qualitative. Robert C Bogdan, and S Knopp Biklen defined a research procedure that produces descriptive data such as verbal or nonverbal utterances or words from the observed object (Robert and Knopp, 1998). It presents information regarding the current status of the phenomenon and is directed towards determining such a situation (Batia, Sumita Raghuram and Raghu Garud, 1999) existed at the time of the study (Roberts E Stake, 2010). Then, the design of this research is a case study, which focuses on one unit to produce a rich and holistic in-depth description” (Donald Jacobs Ary, et al 2010). It includes multiple sources of data collected over time. He further explains that case studies can answer descriptive questions (what happened) or tries to explain why something happens by (Djasadi (2014) looking at a process. In this series of circumstances, the researcher believes that something can be learned in this particular case, especially how the concept of conflict management in madrasah is conceptualized. Data were collected through in-depth interviews, observation and documentation. Data analyzed using the Mile and Hubberman view of data display, data reduction and conclusion drawing lan (Mathew and Michael, 1994);(Ikhwan, 2021).

Result and Discussion

School organizations, wherever they are, have to face the slightest conflict or problem. Persistent conflict means an organization can develop better if the conflict is also managed properly. The conflict, or problem, that the researchers discovered for the first time this year turned out to be a series of events from last year that continue to this day. It seems that everyday situations are pleasant and peaceful. However, researchers often collect information from various sources. sources who explain that there has been a conflict in the past dans still fennel until now.s.

At another point, one teacher also passed on another Uneg, which he believed was also part of the growing conflict. Researchers find it not easy to release one of the positions in the structure to move it to another position, which is of course below. But demand appears to be increasing, and researchers are also under increasing pressure to act. Researchers are still interesting and thinking carefully. On the one hand, investigators received a mandate from the former principal regarding the existence of one of the teachers who sat in the organizational structure. Investigators must be able to deal with this problem so that it does not lead to a bigger problem. Pressure is always passed down from the teacher to the researcher. investigators must act immediately so that the conflict they feel does not develop.

Researchers make plans to solve problems that exist in school. Immediate action must be taken to prevent further conflict from developing. Investigators gather certain teachers, including the Deputy Principal, who can be invited to communicate to resolve existing conflicts. In the early days of the forum, it consisted only of the internal members of the school: teachers and staff. Their job is not to give instructions, but to interview and supervise. Examine other teachers' problems and work together to find solutions. In this forum, researchers are not only looking for the causes of problems and their causes. However, the researcher tries to investigate the general problems of social life in schools in the form of questions and answers. This is done to avoid contact between teachers and staff.

The researcher's first action was to invite teachers, including the assistant principal, and any staff who might have a role in finding a solution to the problem. This meeting in the form of discussion and supervision aims to examine existing problems and find ways to solve them.

All teachers and staff are invited to reveal problems found in the field. The researchers identified the problem at hand. Then find a solution together. However, it turns out that not all of the problems were resolved at this early stage, there are still some solutions that are feared to lead to new conflicts. Changes in management were agreed at the meeting, but not directly. Changes in administration at the beginning of the new school year. All administrative staff are PNS teachers except for school librarians. There will also be executive reductions and replacements. The management of the faculty leadership staff is the responsibility of the researcher by taking into account the pro-chancellor. Likewise, the new arrangement of teachers

who teach each class is carried out by the researcher together with the principal.

The investigator's policy is that all PNS teachers must teach at least 24 hours a week. Meanwhile, all certified teachers are required to teach at least 24 hours per week. So there are non-PNS teachers who are forced to change their lessons. Since this is a policy, no non-official teacher should dispute it.

Researchers have also announced next year's program. The forum also emphasized that the discipline of students and teachers must be tightened in order to improve the image of the school in the eyes of the community. Student character education must always be given to students. Both inside and outside the classroom. Start in the future, it was mutually agreed that all teachers would form a picket line to welcome the children outside and behind the door.

In another meeting where the administrative organization of the school cooperative was discussed. The researcher offered to solve this problem in reflection. It turned out that most of the teachers wanted a restructuring and a change of direction at the meeting. Finally, a new board of the school cooperative was formed under the direction of one of the deputy directors. Monitoring.

After the first action, the researcher observed the development of conditions in the school. Turns out there was a change. School administration is going well. The division of job descriptions is also clear, but has not run optimally. The class division that was originally planned to have started to self-regulate. Non-PNS teachers who were replaced by face-to-face teachers during hours did not create new conflicts. Because it has become government and school policy, everyone PNS teachers must teach at least 24 hours per week.

However, the disciplinary policy does not appear to have been implemented optimally. There are still some obstacles in applying discipline for both students and teachers. Until, the Student Council can immediately deal with student disciplinary regulations. In this case, however, for disciplinary staff, teachers and staff become the duties and authorities of the researcher.

Observation results Researchers still have obstacles from the results of the meeting to resolve the initial conflict. It seems that there are still new problems regarding the discipline of teachers and staff. Another unresolved conflict is the administration of the new school cooperative which was sealed by the teacher council.

In the case of a school cooperative, the researcher immediately acted and invited all the cooperative members and solved the problem. On this occasion, old and new managers were extradited. So there was not much discussion at the meeting, but the elders wanted to know and witness the change management process. The Javanese proverb says that to become an elder one must be "*diuwongke*". Finally, the problem of the new management of the cooperative can be resolved properly without any fuss from various parties.

The conflicts that arise are not clearly depicted on the surface, but the interviewees' conversations reveal the characteristics of the conflict. Hendricks (2001: 7) offers a theory about the picture of conflict change. Conflict must be everywhere, especially in schools with very heterogeneous personalities. Conflict will always increase, so there is an intention or desire between them to win each other. There are employees who want to maintain their identity and want to maintain their potential. They want to made one of their competitors lose his job so he wouldn't mind developing his obsession with getting the best into his school (Nugroho, 2020).

Also in this case there was a horizontal conflict between, namely conflicts between teachers who have the same hierarchy in the organization, as well as types of internal conflicts. Some Wakasek feel uncomfortable and dissatisfied when one of the other Wakasek does not become an official. There was indeed a conflict in their little hearts, but it didn't appear on the surface. The conflict occurred in the year after the researcher found out the problem.

Judging from the stages of a conflict, the conflict is still in stages. This stage is the second stage after the latent or potential stage, namely the possibility of conflict due to individual factors, organizational and environmental differences. Conflict at the perceived stage means that new conflicts arise in the form of conflicting disagreements. At this stage the conflict is already felt by others but is not yet real or open.

The conflict appears to have existed for some time, based on interviews and researchers' analysis of teachers' everyday behavior. Conflicts are not resolved even before leadership changes. Some teachers have different goals and different ways to achieve them. Different means and goals mean that one of the parties cannot understand the difference, which can lead to conflict. The existence of undirected communication between parties at madrasa has triggered a conflict. The professor has problems related to other professors, but there is nothing in common between him because he does not share

the problems with the most appropriate parties. Researchers try to integrate existing problems to find appropriate solutions.

From the case and the statements of the compassionate parties, it can be concluded that the existing disputes are well managed by the parties concerned, especially the investigators who are the leaders of the organization. The method used is to reduce conflict. The Conflict Mitigation Law is one way to reduce conflict. Investigators are discussing the conflict caused by the cooling of the atmosphere, but have not addressed the issue that caused the conflict in the first place.

The conflict reduction method in Case I was carried out through improving organizational practices. The study found that the conflict was caused by inappropriate school organizational practices, so the following steps were taken: improvement of school goals/sub-goals, clarifying roles/authorities of each staff, improving policies and staff rotation.

Another effort by researchers to prevent conflict from developing by improving organizational practices means that researchers seek to improve school goals by jointly articulating the vision, mission, and goals, as well as the duties and authorities of each staff. According to the department clarify. tasks consistently and rotate staff in the organization fairly.

Conflicts that occur in madrasahs vary, but many have positive implications because researchers and all existing staff are able to manage conflicts as well as possible. The positive effect seen is that all staff are in better condition because they are invited to work together to advance the school. As they approach certification, they can work hard to achieve an A-something they are proud of. They also have a strong will to compete in parallel classes, and teachers seem to have improved their discipline. The number of teachers and parallel classes motivates teachers and students to compete with each other to advance in their respective classes.

Conclusion

Conflict, wherever and whenever, is unavoidable in life, even on a small scale. The conflict is caused by many factors. The existence of conflict in the organization must be managed properly. Moderate conflict management can have a positive impact on organizational progress.

Every action of a person or organization has a negative or positive effect. Good deeds can also have a negative impact on others. Likewise, something that is considered not good, taboo, or even detrimental to others can also have a positive impact on related and unaffiliated parties.

Just as conflict is perceived as a disaster, threats and debates about organizational collapse can increase the heat of conflict. The old view of conflict was caused by administrative problems in the formation and formation of people, and conflict was seen as hindering organizational progress. Therefore, they insist that conflict should be avoided and eliminated.

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