

Conflict Management of Islamic Education Institutions in Indonesia: A Literature Review

Bashori¹, Nur Komariah², Novi Nurlailisna³, Surya Habibi⁴, Istikomah⁵

¹Department of Education, Universitas Islam Negeri Imam Bonjol Padang, Indonesia

²Department of Education, Universitas Islam Indragiri, Indonesia

³Department of Islamic Education, Sekolah Tinggi Agama Islam Badrus Sholeh Purwoasri Kediri, Indonesia

⁴Department of Islamic Education, Institut Agama Islam Tebo, Indonesia

⁵Department of Education, Institut Agama Islam Yasni Bungo, Indonesia

*Corresponding email: bashori2@uinib.ac.id

Received: 23 February 2022

Accepted: 11 April 2022

Published: 14 April 2022

Abstract: Conflict Management of Islamic Education Institutions in Indonesia: A Literature Review.

Objective: This research aimed to find out solutions in managing conflict in Indonesian Islamic education institutions. In particular, Islamic educational institutions in Islamic boarding schools and madrasahs have a high probability of conflict compared to other educational institutions. **Methods:** This research is applying qualitative research through library research. The data obtained are compiled, analyzed, and concluded so as to obtain conclusions regarding the study of literature. **Findings:** The results of this study indicate that conflict management becomes very important in managing conflict in Islamic educational institutions as the development of quality educational institutions. In line with this, then what becomes our main concern in addressing conflict is that conflict cannot be avoided. **Conclusion:** Controlling conflict is a must in order to achieve goals in Islamic educational institutions in Indonesia. In addition, conflict management is a solution to balance existing conflicts.

Keywords: conflict management, Islamic Education Institutions, literature review.

Abstrak: Pengelolaan Konflik di Lembaga Pendidikan Islam di Indonesia. Tujuan: Penelitian ini bertujuan untuk mengetahui solusi dalam mengelola konflik di lembaga pendidikan Islam Indonesia. Secara khusus, lembaga pendidikan Islam di pesantren dan madrasah memiliki probabilitas konflik yang tinggi dibandingkan dengan lembaga pendidikan lainnya. **Metode:** Penelitian ini merupakan penelitian kualitatif melalui penelitian kepustakaan. Data yang diperoleh disusun, dianalisis, dan disimpulkan sehingga diperoleh kesimpulan mengenai studi kepustakaan. **Temuan:** Hasil penelitian ini menunjukkan bahwa manajemen konflik menjadi sangat penting dalam mengelola konflik di lembaga pendidikan Islam sebagai pengembangan lembaga pendidikan yang berkualitas. Sejalan dengan hal tersebut, maka yang menjadi perhatian utama kita dalam menyikapi konflik adalah konflik tidak dapat dihindari. **Kesimpulan:** Pengendalian konflik merupakan suatu keharusan untuk mencapai tujuan lembaga pendidikan Islam di Indonesia. Selain juga manajemen konflik menjadi solusi yang solutif dalam menyeimbangkan konflik yang ada.

Kata kunci: manajemen konflik, Lembaga Pendidikan Islam, tinjauan literatur.

To cite this article:

Bashori, Komariah, N., Nurlailisna, N., Habibi, S., & Istikomah. (2022). Conflict Management of Islamic Education in Indonesia: A Literature Review. *Jurnal Pendidikan Progresif*, 12(2), 487-499. doi: 10.23960/jpp.v12.i2.202208.

■ INTRODUCTION

In everyday life, conflict is something that is real and always exists as long as human is still living socially with the community (Bashori, 2017; Rahma and Lestari, 2020). Conflict among individuals and groups is part of human history. A variety of one's desires and the fulfillment of those desires can also end in conflict. Conflict is very closely related to human feelings, including feelings of neglect, neglect, disrespect, abandonment, and also feelings of annoyance due to overwork. Conflict is the result of the creation of political leaders in making changes (Waeduloh, 2014; Terry, 1996).

The varied views between individuals can also lead to conflict (Maiti & Choi, 2021). If conflicts between individuals cannot be resolved fairly and proportionally, then they can become conflicts between groups of people. A conflict often starts with a small and simple problem (Schulz, 2020; Kasenge & Gistered, 2020). Differences in attitudes and opinions including unwillingness to accept others, can cause conflicts between individuals and so on (Syukur, 2011). Of course, an unresolved simple problem will be able to become large with frequent time. Therefore, the existing problems and the slightest must be resolved immediately so that the conflict does not lead to greater disputes.

Some classical management experts' perspectives state that all negative conflicts cannot be maintained, so that in subsequent developments conflicts are considered as something natural. Conflict is considered something natural (Pahvresasili et al., 2021), which within certain limits can be of positive value if managed properly and carefully, because if it crosses the line it can also be fatal (Mulyasa, 2005). Considering that conflict cannot be avoided, a good approach to be applied by the managers of educational institutions is the approach of trying to utilize conflict in such a way, so that it can effectively achieve the desired goals

(Winardi, 2007; Hamengkubuwono, Kristanto, & Kristiawan, 2020). Therefore, a leader and community member must pay attention to the conflict so that it does not result in impeded progress and difficult to achieve the desired objectives.

This world does not need radical hope to end conflict. What is needed by society today is conflict management that can change the lives of humanity in this way (Insan, 2019). Conflicts between individuals and conflicts between groups of people need to be processed and made into the strength of a person and society to create a new life in this world (Saiti, 2015; Syukur, 2011). Of course all of that needs conflict management governance in accordance with their needs and targets.

Conflict can be Westernized "double-edged sword". On the one hand it can be useful if used to carry out a job, on the other hand it can be disastrous and bring disaster if used for fighting. Likewise in an organization, although the presence of conflict often creates tension, it is necessary for the organization's progress and development. In this case, conflict can become a powerful energy if managed properly, it can even be used as a tool to make changes, it can still reduce performance if it cannot be controlled (Mulyasa, 2005). In addition to conflict as well as one of the essence of human life and development that has diverse characteristics (Wirawan & Konflik, 2009).

In every organization and life that involves many people, besides there is a process of working together to achieve the goals of the organization, not infrequently there are differences of opinion, incompatibility, and conflict that can lead to conflict (Madalina, 2016). In any organization there are conflicts, both those that are still hidden and those that have emerged openly. Thus, conflict is a natural in an organization, including in educational institutions (Qomar, 2007). Moreover, organizational conflict

will appear to be more dominant in emerging Islamic educational institutions that are in the area of foundation management.

Several studies have shown that conflict management has an impact on the effectiveness and stability of institutions (John-Eke & Akintokunbo, 2020). Therefore, it is very important that every institution is able to control conflict properly. In addition, Siraji (2019) research states that appropriate conflict management can handle organizational conflicts. It also reinforces that not all conflicts can be generalized to always be detrimental or beneficial (Patimah et al., 2022).

Whether or not it is recognized as an area of Islamic educational institutions, Islamic boarding schools and madrassas that are part of a foundation have a complexity of problems, both individually and in groups. This will certainly result in conflicts that can arise at any time and can result from a lack of understanding between individuals and groups. The purpose of writing this article is to find solutions in managing conflict in Islamic educational institutions. In particular, Islamic educational institutions, *pesantren* and *madrrasah*, have the possibility of a conflict that is quite high compared to other educational institutions. In the aspect of educational institutions, conflict management skills are an important tool in improving the quality of communication between educators and students, especially in educational institutions (Sergeeva et al., 2020). Moreover, conflict management affects group performance and organizational effectiveness (De Dreu et al., 2001).

Based on these problems, it becomes very necessary for a pattern or model of conflict management resolution in Islamic educational institutions, which of course has its own way of understanding conflict and how to manage existing conflicts. Islamic educational institutions should be able to become role models as well as role models in dealing with conflict. The complexity

of the conflicts that occur in the world of Islamic education in both *pesantren* and *madrassa* is certainly different, this then becomes a benchmark in improving an educational institution in order to face the challenges of globalization in an increasingly competitive world of education.

■ METHODS

This study uses qualitative research, with a literature study approach (*library research*). *Library research* is a series of activities relating to the method of collecting library data, reading and recording and processing the research material. It is a research that utilizes library resources to obtain research data (Zed, 2004). In the process of collecting data, the researcher collected data from various articles related to conflict management, especially in educational institutions. Sources of data were obtained from national and international journals that have relevance to this study.

In this research, the researchers use descriptive-critical research with more emphasis on the power of analysis of existing sources and data by relying on existing theories and concepts to be interpreted based on the writings that lead to the discussion. In addition, the method steps for the study of literature studies are: compiled data obtained, analyzed data, and concluded results, so as to obtain conclusions regarding the study of literature (Melfanora, 2017).

■ RESULT AND DISCUSSIONS

Conflict Management

The word “management” comes from Latin, which is from the origin of the word *manus* which means hand and *agere* which means to do. The words are combined into verb management which means to handle. *Managere* is translated into English in the form of verbs *to manage*, with noun management, and managers for people who carry out management activities. Finally, *management* is translated into Indonesian into management

(Usman, 2008). Furthermore, management is the process of planning, organizing, leading and controlling the efforts of the organization in all its aspects so that the organization's goals are achieved effectively and efficiently (Samson et al., 2020; Fattah, 2000), so that management is part of managing everything in accordance with careful consideration and calculation.

In addition, Luthans, F. (2007) defines conflict as a non-conformity between values or goals among members of an organization (Thomas, 1992), as stated that: "*Conflict has been defined as the condition of objective incompatibility between values or goal, as the behavior of deliberately interfering with another's goal achievement, and emotionally intern of hastily*". In other hand DuBrn, A. J. (1984) interpret conflicts as conflicts between individuals or groups that can increase failure as a result of obstructing each other in achieving goals as stated as follows: "*Conflict in the context used refers to the opposition of persons or forces that gives rise to some tension. It occurs when two or more parties (individuals, groups, organization) perceive goals or event's*".

Meanwhile, the meaning of "conflict" when viewed from the root, namely the word conflict comes from the word configure, or *conficium* which means collision refers to all forms of collision, collision, mismatch, conflict, fighting, opposition, and interactions that are antagonistic (Sulistiyorini, 2014).

According to Miles in Steers, explaining that the term "conflict" refers to a condition where two groups are unable to achieve their goals simultaneously. In this context differences in objectives are the cause of conflicts (Heemskerk, 2020). This opinion is in line with the limits of the conflict given by Dubin as also quoted by Sulistyom and Muhammad Fathurrohman that the conflict is closely related to a motive, purpose, desire, or expectation of two individuals or groups cannot run simultaneously (incompatible).

The existence of the disagreement can be in the form of disagreement with the goals set or it could also be the methods used to achieve the objectives (Sulistiyorini, 2014). According to Hardjana that conflict is a dispute, a conflict between two people or two groups where the actions of one are contrary to the other so that one or both are disturbed with each other (Wahyudi, 2011).

From some of the above notions can be concluded that the conflict is the result of dissatisfaction and discrepancies between individuals or groups in terms of meeting the objectives that result in disruption of each individual or group.

Understanding the conflict can also be seen from several points of view, namely: *first*, a traditional view. This traditional view states that all conflicts are bad. Conflict is seen as something negative, harmful, and must be avoided. *Second*, the view of human relations. The human relations view states that conflict is a natural event that occurs in all groups and organizations. Conflict is something that cannot be avoided because of the existence of the conflict must be accepted and rationalized in such a way that is beneficial for improving organizational performance. *Third*, the interactionist view. This view tends to encourage conflict, on the assumption that groups that are cooperative, calm, peaceful, and harmonious, tend to be static, apathetic, not aspirational, and not innovative. Therefore, according to this school of thought, conflicts need to be maintained at a minimum level on an ongoing basis, so that the group remains viable, self-critical, and creative (Hambali & Mu'alimin, 2020; Zulkarnain, 2015).

From the three points of view above, the author can conclude that the conflict can lead to positive and negative perspectives. Therefore, conflict is a part that must be resolved properly in order to minimize the negative impacts of the conflict.

Furthermore, according to Robbins (1994) who has traced these developments, with an emphasis on the difference between traditional views on conflict and new views, often called interactionist views. The different perspectives can be shown in the following table:

Table: 1. Traditional and new views on conflict

Old Perspective	New Perspective
Conflict can be avoided	Conflict cannot be avoided
Conflicts are caused by mistakes in management mistakes in the design and management of organizations or by vandals	The conflict arises because of many causes, including organizational structure, differences in objectives that cannot be avoided, differences in perception and personal values and so on
Conflict disrupts the organization and prevents optimal implementation	Conflict can help or hinder the implementation of organizational activities to varying degrees
The task of management is to eliminate conflict	The task of management is managing the level of conflict and its resolution
Optimal implementation of organizational activities requires the elimination of conflict	Optimal implementation of organizational activities requires a moderate level of conflict

From the above table it can be concluded that conflict can function or play a role (dysfunctional). This simply means that conflict has the potential for the development or disruption of the organization’s activities depending on how the conflict is managed (Supardi, 2002).

From the explanation of the definition of management and conflict separately above, the notion of “conflict management” itself is an ability to control the conflict, which requires certain management skills. Related to management to deal with conflicts, of course, management functions and principles must also be used. Effective management is said to be successful if it is able to develop and implement conflict strategies well (Mwambari, Purdeková and Bisoka, 2021; Syukur, 2011). Conflict management as the process of a party involved in a conflict or a third party develops a conflict strategy and applies it to controlling the conflict in order to produce the desired resolution (Wirawan, 2009; Wartini, 2016). This confirms that conflict management is a process for

developing strategies to control conflicts in accordance with the principles of good management.

The Purposes of Conflict Management

Conflict is a phenomenon that is often unavoidable (Dalmunthe, 2014) and inhibits the achievement of organizational goals (Wijayat, 2018). Organizational resources, human resources, financial resources, technological resources are used to resolve a conflict not to increase organizational productivity. Therefore, conflict management must be carried out systematically to achieve a goal (Crowley et al., 2017). The objectives of conflict management are: 1) Preventing disruption to members of the organization to focus on the organization’s vision, mission and goals; 2) Understanding others and respecting diversity; 3) Increasing creativity; 4) Improve decisions through consideration based on various information thought and perspectives; 5) Facilitating the implementation of activities through participation, mutual understanding, and cooperation; 6) Creating procedures and

mechanisms for resolving conflicts; 7) Cause an organizational climate of conflict and an unpleasant work environment: fear, low morale, mutual suspicion; 8) Increasing strikes leads to sabotage for those who lose in a conflict; 9) Reducing organizational loyalty and commitment; and 10) Disruption of production processes and operations (Wirawan, 2009).

From this explanation, it can be concluded that conflict management is a part that must be carefully considered to make a commitment and a decision so that conflict does not become an obstacle in an organizational system. (Lipsky & Avgar, 2010). Besides that, conflict management becomes the most important part in solving all the problems that exist in Islamic educational institutions. So far, educational institutions that have the complexity of conflict or many problems that are likely to be transformed into a superior educational institution, if they are able to solve the existing conflict problems. For this reason, it is clear that conflicts that are able to be managed well will be able to stimulate change for the better.

Approach to Conflict Management

Based on the existing conflict, the conflict can be resolved with various approaches, including:

- a) *integrating*, is approach through the exchange of information and there is a desire to observe differences and find solutions that can be accepted by all parties or unite. Completion with this approach encourages the growth of creative traits that emphasize from different perspectives. However, please note this method requires quite a long time;
- b) *Bonding*, help to establishes the value that looking at others has more ability and does not denigrate it. This approach requires high attention by helping, working together in resolving conflicts. This approach will contribute to narrowing the differences

between groups or communication gaps due to a position or status;

- c) *Dominating*, this approach is concerned with the authority of this approach is needed to emphasize the clarity of a decision. This approach does not require negotiation, because this decision is possible because there are urgent matters that must be handled immediately. This approach is very helpful if there is lack of knowledge or expertise on the issue in conflict. The inability to provide experts who give advice or expressly convey the issue is the basis of the dominating approach,
- d) *Avoiding*, the approach to avoiding settlement, this approach must be taken if it meets trivial conflicts and actually if handled instead it creates conflict that sharper. By avoiding the problem will not be finished still sometimes do that because the problem is outdated and does not require serious attention because it is not so meaningful,
- e) *Comproming*, this approach is used because each conflict needs sufficient attention. Both cannot be left or avoided. Therefore, it is necessary to compromise or negotiate so that everything will get a balanced solution. This approach is more accurately called the approach to find a middle ground or a peaceful way. The middle ground taken will certainly reduce differences or disagreements so that the conflict faced is a shared task and burden. This approach is very good for social relations at work so that they do not feel underestimated or get the same or balanced place (Syukur, 2011; Dudja, 2018);
- f) *Collaborating*, collaborative management is a negotiating style for solutions that fully satisfy the parties involved in the conflict. These efforts include mutual understanding of conflict issues or mutual disagreement

study. In addition, creativity and innovation are also used to find alternatives that are acceptable to both parties;

g) *Accommodating*, in a conflict management style with a low level of activity and a high level of cooperation. A person ignores his own interests and seeks to satisfy the interests of his conflict opponents.

Based on some of these approaches, the author can conclude that conflict resolution can be done by various approaches according to the context and complexity of the conflict. Based on this approach there are certainly advantages and disadvantages, besides each having the ability to be able to resolve conflicts as a forum to improve quality for the better and not *vice versa*.

Method of Managing Conflict

In resolving conflicts, human are using methods: *First*, oppose talks. This avoidance is based on fear of disputes and paralysis functions. The characteristic is the challenge to be rejected and avoided. *Second*, get close and try to find a solution. This characteristic is based on optimism and being more functional. This Characteristic Model seeks to be discovered with the help of others. *Third*, revoke the situation and jointly replace me (Pareek, 1996). In addition, there are two forms of conflict management methods, namely: a) *Conflict stimulation method*. Conflicts can lead to dynamism and better achievement in the implementation of group work activities. Situations where conflict is too low will cause employees to be afraid to take the initiative and become passive. Events, behaviors and information that can lead people to work better are ignored, group members tolerate one another's weaknesses and bad work performance. Managers from groups like this need to stimulate competition and conflict so that they have a galvanizing effect. The conflict stimulation methods include: the inclusion or placement

of outsiders into groups, reorganization of organizations, bonus offers, payment of incentives and rewards to encourage competition, selection of appropriate managers, and treatment that is different from habit; and b) *conflict resolution methods*. There are three methods of resolving conflicts that are often used, namely dominais or emphasis, compromise, and integrative problem solving. These methods differ in terms of the effectiveness and creativity of conflict resolution and the prevention of future conflict situations (Sulistiyorini, 2014).

Conflict Management at Islamic Boarding Schools (*Pondok Pesantren*)

In practice, many problems arise on the surface related to the problems that are present with the passage of Islamic educational institutions. The issue was motivated by many factors, so that the conflict in the Islamic boarding school became a part that had to be resolved. Some of the things that trigger conflicts between individuals and groups are as follows:

a. *Community Foundation*

The foundation's feud with the community is inseparable from the community's disappointment with the foundation itself. The unsuitability of community expectations often triggers conflicts between the foundation and the community. From that problem also leads to community disappointment to the foundation.

The foundation's inconsistency behavior towards disappointing decisions gave birth to "resistance" from the community showing that the importance of an organization's work program is carried out or carried out by first coordinating with various related parties. This shows its importance of MBO (*Management by Objectivity*).

MBO is a management that includes a variety of specific objectives, which are set

in a participatory manner, for a set period of time with brave feedback about achieving the goals (Muchlas, 2008). The attraction of MBO is the existence of a description of the objectives to the objectives that are specific to various interested parties.

b. Caretakers of Islamic Boarding School Foundation

Communication is one of the variables that greatly influences the progress of an organization. Ignoring communication can mean going against the flow of modern management thought.

Disputes between boarding school caretakers, called *Kyai* with the foundation's management it can almost be said to be a common thing in the organizational structure of an Islamic education institution. In addition to the dominance of power authority, but often the order of communication in Islamic educational institutions is often overlooked which results in a lack of understanding in realizing common goals.

In confronting the conflict, a person may be able to avoid by resigning. This is intended so that the activities in Islamic boarding schools can run better. In the view of Frans Magnis Suseno, part of the character of Javanese people who see that social harmony is synonymous with peace. Therefore, upheaval should be avoided as far as possible (Sutono, 2015). Avoiding the upheaval is part of the way or trick to harboring conflict so that it does not become more complicated, so that the conflict itself will be resolved with the passage of time.

c. Kyai with Community

Muhaimin Iskandar stated that: an Islamic boarding schools should be a comfortable place for students and also a place to mingle effectively with the community (Pontianak Post, 2012). The expectation of that opinion is certainly that

there are no restrictions on boarding schools in interacting between the two. The community has the same interests in Islamic boarding schools, and vice versa. Several studies have shown that *kyai* Islamic boarding schools are very active in creating harmony society, by using a communication strategy that puts forward the religious values of harmony (Nasor, 2020). Moreover, *Kyai* is also a symbol of morality or the right direction and has a very big influence in solving problems, including social conflicts (Hikmawan et al., 2020).

The disharmony of the relationship between the caretakers of the Islamic Boarding School and the community sometimes arises because it is triggered by differences in the views of simple issues, for example in determining Eid al-Fitr. Islamic Boarding School in determining the coming of the feast day coincides with the decision of the results of the hearing session of the Indonesian Ministry of Religion with various religious organizations. While some people, Eid al-Fitr follows Muhammadiyah's decision. Nevertheless the difference did not then turn off the silaturaihm rope between the Boarding School and the community.

d. Conflict Resolution at Islamic Boarding Schools

The situation is not harmonious relationship between the boarding school and the foundation, the foundation with the boarding school caretakers, and also the clerics with the community is not left just like that. When the dispute arises, the *tabayyun* attitude must be put forward, which is a form of clarifying for the emergence of problems between them. The existence of a resignation decision is part of the solution to the problem in a smooth manner and does not want to make further problems. The attitude of avoiding conflict, according to Frans

Magnis Suseno, is the character of Javanese people who are reluctant to show open disharmony so that upheaval should be avoided at all costs (Dasborough, Lamb & Suseno, 2015).

Judging from Winardi's opinion, the conflict resolution in this case is included in the integration technique by using the superordinate goals of the conflict to end by considering the more priority of each party involved in the conflict. Superordinate goals can not only resolve conflicts, but can also strengthen cooperation (Winardi, 2007).

In his theory of conflict management style Rahim said that there are 5 (five) conflict management styles, one of which is obliging. In this style of conflict management, the party involved in the conflict combines his high concern for the opponent of the conflict with his low concern for himself (Wirawan, 2009). Establishing the value that seeing other people has more ability and not demeaning them. This approach requires high attention by helping, working together in resolving conflicts. This approach will contribute to narrowing the differences between groups or communication gaps due to a position or situation.

Conflict Management at Madrasah

Conflict management is the most important part in solving problems that arise in the midst of existing conflicts, both individually and in groups. Based on that, a good solution from the parties to the conflict with the problem becomes necessary. Therefore, conflict management must be balanced in making conflict a partner in better development.

a. Conflict Reasoning

Conflicts that occur in general are sourced from the current weak management of education. Management or management of

madrasas has tended to show a traditional management model. This traditional management model then makes the madrasa head as a central figure in making every madrasa policy. The figure of the madrasa should be *uswatun hasanah* for teachers and students it would be a person who seemed authoritarian.

Under his leadership, the madrasa head gives less space to the council of teachers and *santri* guardians in every decision-making, all decisions are in the hands of the madrasa head, so that the council of teachers feels their existence is undervalued, then creativity and innovation from the teacher (junior) is sometimes understood as attitude who do not respect the head of the madrasa (senior).

Starting from the weakness of the management system, it then allows the emergence of dissatisfaction of teachers and students on the performance of the madrasa head which ultimately triggers a conflict. The occurrence of disagreement by the students is a form of student dissatisfaction with the performance of the madrasah's head.

b. Conflict Issues

Possibly a developing issue is related to the dissatisfaction of the teacher and student council on the performance of the madrasah head. The madrasah head is judged unable to manage madrasa funds with a tub sourced from tuition fees, student building fees and part of student guardian donations.

Indeed, the funding factor in the world of education is often a crucial issue as well as madrasahs with the status of private educational institutions often experience limitations in obtaining funding sources. However, the issues regarding the management of madrasahs are not good with an indication that the madrasa has just received a donation of funds from donations that were originally available to add less facilities and

to be able to minimize the impact of conflicts that lead to obstruction of the goals of educational institutions. Conflict resolution is carried out primarily by obliging, which is to establish the value that looking at others has more ability and does not denigrate it. This approach requires high attention by helping, working together in resolving conflicts. This approach will contribute to narrowing the differences between groups or communication gaps due to a position or status.

Third, as an Islamic educational institution, madrasas have the complexity of internal conflicts in the management of education. Apart from the influence of leadership, it is also due to traditional management culture that influences the running of madrasa institutions. In addition, the cause of conflict originated from the weak management of madrasas which then led to teacher dissatisfaction with the performance of madrasah principals, the weakness of madrasa management is evident from the central leadership pattern which is still centralistic, the distribution of the role of education management, and the lack of transparency in the management of the most important financial resources. Madrasa financial income and expenditure. Named conflicts lead to a high level of conflict and destructive, if not immediately addressed. Conflict resolution taken is to return to Islamic principles, namely by conducting bargaining between the perpetrators of conflict, *ishlah* and deliberation to reach consensus.

As a suggestion from this research, a conflict should be managed well in order to direct a goal of a higher quality educational institution. No doubt every educational institution especially Islamic educational institutions will not avoid a conflict. For this reason conflict management becomes a solution that is solute in balancing existing conflicts.

■ REFERENCES

- Ali, I. (2003). *Education Management*. Malang: Universitas Negeri Malang.
- Anwar, K. (2018). The Urgency of Implementing Conflict Management in Educational Organizations. *Jurnal Studi dan Penelitian Pendidikan Islam*, 1(2), 31–38.
- Bashori, B. (2017). Conflict Management Amid the Dynamics of Islamic Boarding Schools and Madrasas. *Muslim Heritage*, 1(2), 353–370.
- Crowley, S. L., Hinchliffe, S., & McDonald, R. A. (2017). Conflict In Invasive Species Management. In *Frontiers in Ecology and the Environment* (pp. 1-9)
- Dalimunthe, S. F. (2014). Conflict Management in Organizations. *Palangka Raya Jurnal Studi Agama Dan Masyarakat*. 8(1), 21-37.
- Dasborough, M., Lamb, P., & Suseno, Y. (2015). Understanding emotions in higher education change management. *Journal of Organizational Change Management*, 28(4), 579–590.
- DuBrin, A. J. (1984). *Foundations of Organizational Behavior: An Applied Perspective*. Prentice Hall.
- Dudija, N. (2018). Conflict Management Strategy in the Merger Process of Private Universities. *Psikohumaniora: Jurnal Penelitian Psikologi*. 3 (1), 37-58.
- Fattah, N. (2000). *Educational Management Foundation*. Bandung: PT. Remaja Rosdakarya.
- Hambali, M., & Mu'alimin, M. P. I. (2020). Contemporary Islamic Education Management. IRCISOD.
- Hamengkubuwono, H., Kristianto, M. N., & Kristiawan, M. (2020). Conflict Control Strategy. *Jurnal Manajemen*,

- Kepemimpinan, dan Supervisi Pendidikan*, 5 (2), 206-216.
- Heemskerck, K. (2020). The Multidimensionality of Conflict in Supervisory Boards in Education in The Netherlands. *Educational Management Administration and Leadership*, 48(3), 549–569.
- Hikmawan, M. D., Godjali, M. R., & Indriyany, I. A. (2020). Kyai and Power in Banten, Indonesia. *SHS Web of Conferences*, 86, 01051.
- Insan, M. Y. (2019). The Effect of Family Work Conflict and Work Motivation on Work Stress in Nurses at Wulan Windy Hospital Medan. *Jurnal Bisnis Dan Kajian Strategi Manajemen*. 3 (2), 119-131.
- Kasenge, C., & Gistered, M. (2020). Alternative Strategies in Dealing with Conflict Management Issues in Secondary Schools in Kitwe District, Zambia. *International Journal of Humanities, Social Sciences and Education*, 7(2), 37–44.
- Lipsky, D. B., & Avgar, A. C. (2010). The Conflict Over Conflict Management. *Dispute Resolution Journal*.
- Luthans, F., & Youssef, C. M. (2007). Emerging Positive Organizational Behavior. *Journal of Management*, 33(3), 321–349.
- Madalina, O. (2016). Conflict Management, a New Challenge. *Procedia Economics and Finance*. 39, 807-814
- Maiti, S., & Choi, J. ho. (2021). Investigation and Implementation of Conflict Management Strategies to Minimize Conflicts in The Construction Industry. *International Journal of Construction Management*, 21(4), 337–352.
- Melfianora. (2017). Penulisan Karya Tulis Ilmiah Dengan Studi Literatur [Writing Scientific Papers With Literature Studies]. *Studi Litelatur*.
- Muchlas, M. (2008). *Perilaku Organisasi* Organizational behavior]. Yogyakarta: Gadjah Mada University Press.
- Mulyasa, E. (2005). *Menjadi Kepala Sekolah Profesional Dalam Menyukkseskan MBS dan KBK [Becoming a Professional School Principal in the Success of MBS and KBK]*. Bandung: PT Remaja Rosdakarya.
- Mwambari, D., Purdeková, A., & Bisoka, A. N. (2021). Covid-19 and Research in Conflict-Affected Contexts: Distanced Methods and The Digitalisation of Suffering. *Qualitative Research*,
- Nasor, M. (2020). The Role of Persuasive Communication for the Construction of Religious Authority of the Pesantren 's Kyai . *Proceedings of the 1st Raden Intan International Conference on Muslim Societies and Social Sciences (RIICMuSSS 2019)*, 492(RIICMuSSS 2019), 22–26.
- Pahvresasili, N., Maisuradze, T., Gechbaia, B., Weis, L., & Koval, V. (2021). Conflict Management Impact on The Employee Productivity. *SHS Web of Conferences*, 111, 1–6.
- Pareek, U. (1996). *Organization Behaviour*. Jakarta: Pustaka Binaman Pressindo.
- Qomar, M. (2007). *New Strategy for Management of Islamic Educational Institutions-Islamic Education Management*. Surabaya: Erlangga.
- Rahma, M. A., & Lestari, S. B. (2020). Organizational Conflict Management to Maintain Commitment in Activity Units for 387 Diponegoro University. *Interaksi Online*.
- Robbins, S. P. (1994). *Organization Theory: Structure, Design and Application*. Jakarta: Arcan.
- Saiti, A. (2015). Conflicts in Schools, Conflict Management Styles and The Role of The School Leader: A Study of Greek

- Primary School Educators. *Educational Management Administration and Leadership*, 43(4), 582–609.
- Samson, D., Donnet, T., & Daft, R. L. (2020). *Management*. Cengage AU.
- Schulz, P. (2020). Recognizing Research Participants' Fluid Positionalities in (Post-) Conflict Zones. *Qualitative Research*.
- Sulistiyorini, M. F. (2014). *The Essence of Islamic Education Management Institutional Management to improve the quality of Islamic Education*. Yogyakarta: Teras.
- Supardi, A. (2002). *Fundamentals of Organizational Behavior*. Yogyakarta: UII Press.
- Sutono, A. (2015). Javanese Ethics as the New "Global Ethic".
- Syukur, F. (2011). *Madrassa-Based Education Management*. Semarang: PT Pustaka Rizki Putra.
- Terry, P. M. (1996). Conflict Management. *Journal of Leadership and Organizational Studies*.
- Thomas, K. W. (1992). Conflict and conflict management: Reflections and update. *Journal of Organizational Behavior*.
- Usman, H. (2008). *Management, Practical Theory and Educational Research*. Jakarta: Bumi Aksara.
- Waeduloh, H. (2014). Conflict Management in Da'wah Perspective. *Jurnal Dakwah Tabligh*.
- Wahyudi, A. (2011). *Conflict Management in Organizations: A Practical Guide for Visionary Leaders*. Bandung: Alfabeta CV.
- Wartini, S. (2016). Conflict Management Strategy as an Effort to Improve Educational Staff Teamwork Performance. *Jurnal Manajemen Dan Organisasi*.
- Wijayati, D. T. (2018). Conceptual Model of Conflict Management in Organizations. *BISMA (Bisnis dan Manajemen)*.
- Winardi, J. (2007). *Conflict Management (Conflict Change and Development)*. Bandung: Bandar Maju.
- Wirawan. (2009). *Conflict Management (Conflict Change and Development) Human Resource Performance Evaluation: Theory, Application, and Research*. Jakarta: Salemba Empat.
- Wirawan, K., & Konflik, M. (2009). *Application Theory and Research*. Jakarta: Salemba Empat.
- Zed, M. (2004). *Library Research Methods*. Yayasan Obor Indonesia.
- Zulkarnain, W. (2015). Conflict Management in The Implementation of Education in Schools. *Jurnal Administrasi Pendidikan*.