

Conflict management at Madrassa

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Abstract:

In carrying out their duties and responsibilities, they are always faced with various factors, such as differences in opinion from each and functional duties. This type of research is descriptive qualitative with data collection techniques using interviews, observation, and documentation. The data sources in this study were the Head of the Madrasa and one educator of MTs Nur El-Ehsan Katibung South Lampung. Checking the validity of the data is done by triangulating the technique, namely as a data validity tester by checking the data on the same source but with different techniques. From the results of the study, it was found that the implementation of conflict management to solve any problems that occur at MTs Nur El-Ehsan Katibung South Lampung, has been running. This can be seen from the results of the observation activities that the authors carried out in the study, namely from the three indicators including planning, implementation, and evaluation. However, the three indicators have not run optimally because the implementation of conflict management at MTs Nur El-Ehsan Katibung South Lampung has not been carried out effectively and efficiently.

Keywords: Management; Conflict; Madrasa

Introduction

Schools are educational institutions that formally and potentially have an important and strategic role in the development of the younger generation, especially for generation, especially for students from basic education to the next level of education (Collier & Morgan, 2008). The next level of education (Stage et al., 2013). In every school, there are always problems that need to be solved proportionally (Arican, 2018). Every problem needs to find a way out so that it does not lead to bigger problems (van der Sluijs, 2002).

Conflict is one of the essences of life and human development which has diverse characteristics (Berry, 2005). Human development that has diverse characteristics (Lazzarini et al., 2018). Humans have differences in gender, social and economic strata, legal systems, nations, tribes, religions, beliefs, political sects, as well as cultures and laws (Epstein, 2007). System, nation, tribe, religion, belief, political sect, as well as culture and life goals. Life goals (Schwartz et al., 2009). In the history of mankind, these differences have always caused conflict (Leymann, 1996). As long as there are differences, conflict is unavoidable and will always inevitable and will always occur (Omisore & Abiodun, 2014).

The presence of conflict is usually precipitated by the seeds of conflict that emerge (McKercher et al., 2005). So that leaders, both formal and informal, are responsible for identifying the source or responsible for identifying the sources or seeds of conflict from the start (McCarty Kilian et al., 2005). Analyze the consequences and identify strengths and weaknesses to determine appropriate preventive measures (Tee et al., 2020).

Preventive steps appropriately (Klonsky et al., 2021). If the initial stage cannot be resolved and the seeds of conflict increase, the members of the organization will increasingly conflict increases, then members of the organization will be more observant of the presence of these seeds and often leading to the presence of these seeds, and often causing an emotional impact (König et al., 2021).

Conflicts that occur in schools will develop if they are not immediately handled, as well as encouraging educational personnel to determine their attitudes and actions if the conflict has surfaced (Mahoney et al., 2021). Attitudes and actions if the conflict has surfaced openly, and if it cannot be handled it will become an open openly, and if it cannot be overcome it will become a reality manifested in statements, behavior, and reactions (Grossmann, 2019). The reality manifested in statements, behavior, and reactions between conflicting parties (Damşa et al., 2021). Between conflicting parties (You et al., 2019). Recognizing conflict as early as possible can be done by paying attention to existing relationships, because in general, abnormal relationships are symptoms of conflict, such as tension, rigidity, fear, and mutual slander (Walker, 2020). However, not all conflicts are symptomatic, to find out the leader must actively take various actions (Nam et al., 2021). Actions that must be taken by the principal to find out the existence of conflict early are to create mutual communication, use the services of third parties, and use the services of informal supervisors (Vito, 2020).

Conflicts can occur between individuals and individuals, individuals and groups, or groups and groups (Scheidel et al., 2020). Conflicts that will occur in schools are in line with the increasing complexity of life and work demands, so principals must be able to control them because if they are not controlled, they will be able to control them (Hadar et al., 2020). Must be able to control it, because if it is not controlled it will be able to reduce achievement and performance (Di Vaio & Varriale, 2020; Hellewell et al., 2020).

Conflict can occur between individuals, groups, and between organizations. groups, and between organizations (Ray, 2019). When two individuals each hold completely opposing views without compromise, then draw different conclusions and without compromise, then draw different conclusions and tend to be intolerant, the conflict will certainly arise (Arceneaux, 2019). tend to be intolerant, certain conflicts will certainly arise (Firdaus et al., 2020).

Two kinds of conflict groups occur, namely conflicts substantive and emotional conflicts (Kammerhoff et al., 2019; Pfajfar et al., 2019; Ullah, 2022; Wang et al., 2019). Substantive conflicts include disagreements about matters such as goals, resource allocation, policies, and assignments (Bertone et al., 2019). Meanwhile, emotional conflicts arise because of feelings of anger, distrust, displeasure, fear, and opposition, as well as personality clashes (Patimah et al., 2020). Therefore, the implementation of conflict management as a strategy in problem-solving creates good and positive performance and can help the development of school progress (Tawse et al., 2019).

Conflicts that occur in schools can take many forms, such as conflicts between individuals with individuals, individuals with groups, or groups with groups. or group to group (Scheidel et al., 2020). For example, a teacher dealing with the principal, a teacher dealing with a teacher, a group of teachers dealing with a teacher, and the like (MacIntyre et al., 2020). a teacher against a teacher, a group of teachers against a teacher, and the like (Adarkwah, 2021).

The ability to control such conflicts that occur in schools demands certain management skills called conflict management conflict management (Andreoni & Chang, 2019). Conflict management is the steps taken by actors or third parties to direct disputes towards certain outcomes that result in a final conflict resolution (Kathman & Benson, 2019). which results in an end in the form of conflict resolution (Caputo et al., 2019). Another important aspect of managing conflict management is the activity of avoiding unpleasant disagreements and keeping communication with other parties that have no relevance, also carried out in a sustainable and integrated on an ongoing basis and integrated into other work units so that organizational goals can run effectively and efficiently (Ansell & Boin, 2019). Organizational goals can run effectively and efficiently (He & Harris, 2020).

Conflict management includes three stages, namely: First; conflict analysis planning which is the stage of identification of the conflict that occurs and to determine the source of the cause and the parties involved (Ma et al., 2020). Second; conflict assessment is carried out to determine the condition of the conflict and its resolution (Rahim & Katz, 2019). Third; conflict resolution is an action to resolve the conflict and also includes stimulus if it is still in the hidden stage and needs to be opened (Perrigot et al., 2021). Thus conflict management can contribute to the general performance of teamwork in schools (Liu et al., 2020). This can be seen in the creation of work harmony, openness in communication, the use of appropriate conflict resolution methods, as well as considering the effectiveness and efficiency of work that supports (Ruiller et al., 2019).

Conflict management is needed by an organization or institution to be able to develop and direct the organization toward the emergence of problems and to further mature thinking in the organization or school (Burnard & Bhamra, 2019). If we think of the organization as a forum for Islamic education that is starting to experience very rapid progress, there will often be conflicts between teachers and student guardians or conflicts between students (Hanafi et al., 2021). Based on this explanation, this research is important to describe and analyze the conflict management that occurs at MTs Nur El-ehsan, Katibung, South Lampung, Indonesia.

Methods

Conflict management at MTs Nur El-ehsan, Katibung, South Lampung, Indonesia, was obtained using descriptive qualitative. Data collection techniques by means of interviews, observation and documentation. The data sources in this study were the Head of Madrasa and one educator of MTs Nur El-Ehsan Katibung South Lampung. Data validity checking is done by triangulating techniques, namely as a data validity tester by checking data on the same source but with different techniques.

Results and Discussion

The results of the data validity test carried out on conflict management at MTs Nur El-ehsan, Katibung, South Lampung, Indonesia can be seen from three techniques carried out, namely planning, implementation, and evaluation (Thoyib et al., 2021).

Conflict management planning is quite good, this can be seen from the conflict management planning process that has been carried out. Planning is done by identifying problems, classifying problems, and analyzing problems (Clancey, 1985; Kolodner, 1989). Conflict management planning is carried out by clearly identifying the symptoms of the problem first, such as looking first at the chronology of existing problems. The process of identifying problems is handled directly by the madrasa head and related parties and is resolved by deliberation with the conflicting parties.

Identification of problems that arise is done by looking at the symptoms that follow. Leaders must be able to separate the symptoms of conflict from the problems that cause conflict. Symptoms that appear can be seen such as low work motivation, apathy, or behavior that hinders work, a tense work atmosphere, and mutual suspicion, but these visible symptoms are not the core of the problem. Based on the results of observations, interviews, and documentation, it was found that in identifying problems, the madrasa head identifies the symptoms of the problem first, for example, the existence of conflicting parties or the existence of opposing parties, in this case, it is clearer that the madrasa head in identifying problems first looks at the chronology of existing problems so that he can see or identify problems clearly so that no party is harmed.

Conflict arises due to a variety of issues, competing to allocate limited organizational resources or differences in goals, values, or perceptions in translating organizational programs. Therefore, to facilitate its management, it is necessary to group or classify the sources of conflict. The sources of conflict also need to be classified as functional and dysfunctional conflicts. Functional conflict can be explained as differences in thought, initiative, or opposition between individuals or groups that criticize problems that hinder the achievement of goals until a solution is found so that it can facilitate organizational activities. While dysfunctional conflict is opposition, disagreement, or differences in perceptions between individuals or groups in the allocation of organizational resources, or differences in understanding in interpreting programs that take place over a long period of time so that it disrupts organizational targets.

Based on the results of observations, interviews, and documentation, it was found that in classifying problems, the madrasa head revealed that he must first see which problems are more urgent and that must be resolved so that it does not have a big impact if the problem is resolved first. The classification of problems in conflict management planning carried out by the madrasa principal is to see in advance which problems are more urgent that must be

resolved so that it does not have a big impact if the problem is resolved first if the problem is allowed to drag on it can cause losses in the madrasa itself.

After grouping the problems or causes of conflict, the next step is to analyze the problems or sources of conflict that arise. The analysis is carried out to determine whether it is included in the category of important and urgent to be resolved or can be postponed by taking into account the capabilities of the organization. Based on the results of observations, interviews, and documentation, it was found that in analyzing the problem, the madrasa principal revealed that in terms of the madrasa principal's policy, he first looked at the level of needs and desires, so between the two conflicting parties, no one felt disadvantaged because the madrasa principal as a mediator was not one-sided. It is also supported by the opinion of the teacher as the subordinate of the madrasa principal, namely saying that the madrasa principal as a mediator is neutral in handling a problem.

Problem analysis in conflict management planning carried out by the madrasa principal, namely seeing first the level of needs and desires of the two conflicting parties because the madrasa principal is the mediator of the two parties, the madrasa principal as a mediator must also be neutral and must not be one-sided.

The implementation of conflict management is handled directly by the madrasa head and related parties. The implementation of conflict management is carried out by determining the approach to be used and problem-solving (Guo et al., 2021; Maseleno et al., 2019; Todorova et al., 2022; Wisittigars & Siengthai, 2019). The determination or selection of the approach is highly dependent on the problems that arise, and the leader's ability to manage conflict so that it becomes an organizational strength. The choice of approach must be seriously considered the possible impact that can be caused sought to affect improving individual or group performance.

Based on the results of observations, interviews, and documentation, it was found that in determining the conflict approach, the madrasa had tried to solve a problem using a deliberation approach between the parties related to the existing dispute, thus the madrasa head could see what the two parties wanted by seeing the level of desire and needs that both parties wanted to be able to make peace with the deliberation path. Based on the results of the research above, the author concludes that determining the problem approach in the implementation of conflict management carried out by the madrasa head is to first see what the two parties want by seeing the level of desires and needs that both parties want to be able to reconcile with deliberation or family channels.

If the conflict is too high, characterized by aggression, group ego, and obstructing each other's work, then the appropriate approach is to reduce the conflict. However, if the conflict is too low, characterized as low work motivation, apathy, and lack of response to problems, it is more appropriate to choose a conflict simulation approach by increasing competition, integrating performance evaluation, and motivating employees to work harder. The head of the madrasa in resolving conflict problems has indeed used conflict management methods by taking a deliberative approach in this case every problem can be resolved in a family way and does not reach the realm of law because if the problem reaches the realm of law many parties are harmed, not least for the madrasa itself as an educational institution related to.

Based on the results of the research above, the author concludes that problem-solving in the implementation of conflict management carried out by the madrasa principal, namely, in solving conflict problems, the madrasa principal has indeed used conflict management methods by taking a deliberative approach, in this case, every problem can be resolved in a

family manner and does not reach the realm of law because of the good communication between the two conflicting parties and also the wisdom and neutrality of the principal as a mediator.

The success of conflict management can be seen in the attitudes and behavior of individuals or groups of employees. Positive impacts can be achieved if members of the organization show work motivation, try to find solutions to any differences or conflicts, conduct evaluations during the activation process and compare with predetermined standards, make changes if there are errors in work procedures, and are goal-oriented. Conversely, attitudes and behaviors that need attention are apathy, just carrying out tasks, low work motivation, and just carrying out tasks without serious efforts to achieve.

The madrasa head conducts an evaluation of every existing problem and even once every three months all madrasa residents hold a meeting to evaluate activities and even problems that have arisen in the three months and also to design activities for the next three months, and anticipation also to deal with conflict problems that will occur again in the next three months that can be handled because they have learned from the problems that have occurred so that they can solve these problems better and more effectively. Based on the results of the research above, the author concludes that evaluating conflict management carried out by the madrasa principal is evaluating every existing problem and even once every three months all madrasa residents hold a meeting to evaluate the activities that have been carried out and can be used as a reference for how to solve problems that arise in the next three months.

Conclusion and suggestion

Based on the results of research at MTs El-ehsan Katibung, South Lampung, Indonesia, it can be concluded that the implementation of conflict management has been implemented well as a method to overcome any problems that occur. This can be seen from the role of the Head of the Madrasa in addressing any existing problems, namely, as follows: planning activities which include problem identification, problem classification, and problem analysis in conflict management at MTs Nur El-Ehsan Katibung South Lampung have gone well, and in this activity emphasizes the element of communication both in planning and in problem-solving. Implementation in conflict management which includes determining approaches and problem-solving has gone well but has not been maximized in its implementation. Evaluation in its application has gone well because every problem that arises and is resolved with existing theories, every three months evaluation activities are carried out, problems that have been resolved will be used as a reference if there are problems that arise in the future, even the madrasa head presents the parties who have been involved in conflicts in the madrasa.

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