Conflict Management in Islamic Education Institutions
(Case Study at Madrasah Ibtidaiyah in Jombang)

Nurul Indana, Sulistyorini, Khumairoh An Nahdliyah
STIT Al-Urwatul Wutsqo Jombang, UIN Sayyid Ali Rahmatullah Tulungagung,
STIT Al-Urwatul Wutsqo Jombang
nurulindana91@gmail.com, *sulistyorini12@yahoo.com,*
khumairoh0962@gmail.com

Abstrak: Konflik tidak bisa dihindari dalam dunia pendidikan. Adanya konflik bisa membawa dampak positif dan negatif. Penanganan konflik dengan strategi yang cepat dan tepat akan memberi dampak positif terhadap lembaga tersebut. Penelitian ini bertujuan untuk mengetahui bentuk konflik yang terjadi serta metode dan gaya penanganan konflik yang dilakukan oleh kepala madrasah. Penelitian ini adalah penelitian kualitatif dengam jenis studi kasus. Jenis konflik yang terjadi di MI al Urwatul Wutsqo yaitu jenis konflik antara kepala madrasah dengan guru, konflik antar perorangan (interpersonal) yaitu konflik yang terjadi diantara guru. Penangangan konflik antara kepala madrasah dan guru dilakukan dengan tahapan musyawarah mufakat, voting dan mengundang pengurus yayasan untuk memberi solusi. Penangann konflik antara guru dilaksanakan dengan gaya kolaborasi melalui tiga tahap yaitu 1) kepala madrasah mengidentifikasi penyebab terjadinya konflik, 2) Memahami dengan baik konflik yang sedang terjadi. 3) Menyelesaikan konflik dengan cara mendatangkan pihak-pihak yang berkonflik.
Kata Kunci: Manajemen, Konflik , Lembaga Pendidikan Islam

Abstract: Conflict is inevitable in the world of education. The existence of conflict can have both positive and negative impacts. Handling conflicts with fast and appropriate strategies will have a positive impact on the institution. This study aims to determine the form of conflict that occurs as well as the methods and styles of handling conflicts carried out by the head of the madrasah. This research is qualitative research with the type of case study. The type of conflict that occurs in MI al Urwatul Wutsqo is the type of conflict between the head of the madrasa and the teacher, interpersonal conflict is the conflict that occurs between teachers. Conflict management between madrasah heads and teachers is carried out by deliberation and consensus, voting and inviting foundation administrators to provide solutions. Handling conflicts between teachers is carried out in a collaborative style through three stages, namely 1) the head of the madrasah identifies the cause of the conflict, 2) understands well the conflict that is happening. 3) Resolve conflicts by bringing in conflicting parties.
Keywords: Management, Conflict, Islamic Education Institutions

Introduction

Conflict is a regular occurrence in organizations, although they rely on cooperation to achieve their goals. It's not uncommon for conflicting perspectives, incompatible ideas, or conflicting views to arise, often resulting in conflict. Mujammil Qomar argues that conflict is a common part of organizational dynamics, including educational institutions. In addition, Islamic educational institutions, which are under the management of the foundation, are particularly vulnerable to dominant forms of organizational conflict.[1] Disagreements[2] between individuals can lead to conflict, which is a natural occurrence in organizations such as Islamic educational institutions. Conflicts can bring both positive and negative results. Acquiring conflict resolution skills is essential and can be achieved through conflict management theory. These skills will enable the madrasah manager to turn conflict into something beneficial for his educational institution. [3]

An organization cannot completely avoid conflict, but there are strategies to reduce the occurrence of conflict. In an organization, conflicts may arise between individuals or groups, including leaders and members. These conflicts can result from poor communication, leading to frustration. If conflicts are not handled properly, they can hinder an organization's ability to achieve its goals[4]. Therefore, effective conflict management is essential to minimize its impact. Managing conflict is inseparable from the role of the leader, managing and controlling conflict well can bring benefits to the entire organization [5]. Conversely, when conflict is mishandled and escalated openly, it can be detrimental to the organization. Therefore, a manager or leader in an organization must be able to manage conflicts in the organization well so that organizational goals are achieved without obstacles that cause conflict. All this is very theoretical and in fact many educational institutions, even Islamic educational institutions are actually in many conflicts.

Conflicts in social relationships are inevitable and cannot be prevented, but must be managed constructively in order to be beneficial. Conflict

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[1] Mujammil Qomar, *Islamic Education Management: A New Strategy for Management of Islamic Education Institutions* (Jakarta: Erlangga, 2007).

[2] Ajeng Puspitasari Santosa et al., "Conflict Management in Improving Teacher Performance," *AL-AFKAR : Journal for Islamic Studies* 6, no. 2 (2023): 84–94, https://doi.org/10.31943/afkarjournal.v6i2.517.Conflict.

[3] M Alwi Af, "*Transformational Leadership in Conflict Management (Case Study MTss Al-Istiqomah, Warudoyong District, Sukabumi City)*" 2, no. 2 (2023).

[4] Lawrie Drysdale et al, "Heroic Leadership in Australia, Sweden, and the United States," *International Journal of Educational Management* 28 No 7 (2014): 785–797, https://doi.org/https://doi.org/10.1108/IJEM-08-2013-0128.

[5] Sultoni et al, "One-Roof School Principal Excellence Leadership Development Model in Indonesia," *in Proceedings of the 2nd Early Childhood and Primary Childhood Education (ECPE 2020)*, 2020, https://doi.org/https://doi.org/10.2991/assehr.k.201112.044.

management involves interventions that reduce or promote conflict[6] Similarly, any organization that involves many people, in addition to the process of cooperation to achieve organizational goals, it is not uncommon for differences of opinion and discrepancies to occur.[7] It is impossible to eliminate conflict from within the organization, so the need is not to avoid conflict but to manage it.[8] Many studies on the subject of management conflicts inside educational institutions have been conducted by Bashori scholars. The present study sheds light on the conflict that occurs near yayasan nests, whether it be in a madrasah or a pondok pesantren. The research conducted by Ahmad Hasan Nasrudin dkk on how to manage conflict and how to prevent conflict from erupting within school administration sheds light on the causes of conflict as well as its consequences. [9]

This research is based on internal conflicts that occurred at the MI al Urwatul Wutsqo1 Bulurejo Jombang Educational Institution. Conflicts that occur include frequent differences of opinion over policy decisions and related to the personal behavior of teachers who do not reflect an educator who has personality competence at MI al Urwatul Wutsqo1 Bulurejo Jombang. This research study looks for the form of conflict that occurs and focuses on the style of conflict handling carried out by the head of the madrasah. This study also discusses conflict management in educational institutions, namely at MI al Urwatul Wutsqo1 Bulurejo Jombang. This institution is a private school under the auspices of the Muhammad Ya'qub Foundation. The conflict in this institution is quite complex. However, even though it is complex, conflicts that occur in this institution can be handled properly by the head of the madrasa. This means that the handling carried out does not cause continuous conflicts but conflicts can be resolved properly. Therefore, researchers want to know the methods and styles of handling conflicts carried out by the head of the madrasa at MI al Urwatul Wutsqo.

Methods

The method adopted for this study is a qualitative one. Open interviews are used in qualitative research to analyze and comprehend the attitudes, perspectives, feelings, and actions of particular persons or groups of people. According to Denzin and Lincoln (in Moleong), qualitative research is conducted in a situation that is natural.[10], with the intention of interpreting

[6] Sukatin et al., "Conflict Management in Educational Institutions," I*ndonesian Multi-disciplinary Scientific Journal* 1, no. 9 (2022): 1278–85.

[7] Muh Ibn Sholeh, Stai K H Muhammad, and Ali Sodiq, "*Edutian: Journal Of Islamic Management And Education Of Conflict Management In Islamic Educational Institutions,*" 2023, 1–20.

[8] Eko Suncaka, "*Conflict Management in Schools*" 05, no. 04 (2023): 15143–53.

[9] Sukatin et al., "Manajemen Konflik Di Lembaga Pendidikan."

[10] Lexy J. Moleong, *Qualitative Research Methodology*, Revi Edition (Bandung: PT Remaja Rosdakarya, 2018).

the phenomena that occur and is carried out by involving various existing methods. interview, and to analyze the data the res earcher used source triangulation [11]. The research was conducted at the MI al Urwatul wutsqo Educational Institute with instruments, namely interview guidelines, observation guidelines, and documentation. Interviews were conducted with the Principal and the Teachers. The interview results will be analyzed using triangulation analysis including data reduction, data display, and conclusions. The conclusions obtained will be checked for the validity of the data [12].

Research Results and Discussion
A. Conflict and Conflict Management

Conflict is a social event that shows opposition or disapproval. Thomas stated that conflict occurs when one party feels that its interests are being interfered with or attempted to be interfered with by the other party. The assumption that there is a mismatch of goals and attempts to control the choice of each other causes feelings and behaviors that oppose each other, which makes it possible to identify conflict situations.[13] Winardi said conflict is the existence of opposition or conflict of opinion between individuals, groups, or organizations. According to Alo Liliweri, conflict is a type of inappropriate feelings that plague relationships between individuals and groups.[14]

Conflict will have a negative impact if it is not managed properly. In order for conflicts to be managed properly, conflict management is needed. Moore said that conflict management or commonly called managing conflict is a person's tendency to organize or manage conflict in the form of attitudes and behaviors. Because problems born from opposition are something that hinders, hinders, or makes it difficult for someone to achieve certain goals and objectives.[15]

Dafidoff explained that conflict management is the tendency to choose attitudes in confronting, identifying, recognizing, and managing circumstances that are implemented in response to various environmental demands and pressures. [16] The same thing was stated by Toomey who revealed that conflict management is a pattern of human

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[11] Moleong.

[12] Moleong.

[13] Sri Lestari, Family Psychology: *Instilling Values and Handling Conflicts in the Family* (Jakarta: Kencana, 2012).

[14] Allo Liliweri, *Interpersonal Communication* (Bandung: Citra Aditya Bakti, 1997).

[15] H Frazier Moore, *Public Relations* (Building Image with Communication). (Bandung: Remaja Rosdakarya, 2004).

[16] L Davidoff, *Psychology An Introduction*, Volume 2. Translation. Drs. Marijuniati (Jakarta: Erlangga, 1991).

behavior in conflict situations. Based on some of the above concepts, conflict management can be derived as a coordination process that individuals use to manage or control conflict in the form of attitudes and behaviors.[17]

B. Conflict Management Objectives

Conflict is often an unavoidable phenomenon that prevents the achievement of organizational goals. Organizational resources, human resources, financial resources, technical resources are used to resolve conflicts, not to increase organizational productivity. Therefore, conflict management must be implemented systematically to achieve goals. The objectives of conflict management are: 1) Prevent distractions so that members of the organization can focus on the vision, mission, and goals of the organization; 2) Understand others and value diversity; 3) Increase creativity; 4) correct decisions taking into account different information and perspectives; 5) Facilitate the implementation of activities through participation, mutual understanding and cooperation; 6) Establishment of conflict resolution procedures and mechanisms; 7) Create an unpleasant atmosphere of conflict management and work environment: fear, low spirits, mutual suspicion; 8) an increase in the frequency of strikes leads to sabotage of the losing side of the conflict; 9) Reduce organizational loyalty and commitment; 10) interruptions in production and work processes[18].

From this explanation, it can be concluded that conflict management is a part that must be considered carefully in order to be involved and make decisions, so that conflicts do not become obstacles in the organizational system. In addition, conflict management is the most important part in solving all problems in Islamic educational institutions. In such a way, educational institutions with complex conflicts or multipurpose problems will transform into superior institutions if they are able to solve existing conflict problems. Therefore, it is clear that conflict that can be managed well can be a motivation to change for the better.

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[17] Wirawan, *Conflict and Conflict Management: Theory, Application and Research,* (Jakarta: Salemba, 2013).

[18] Wirawan.

C. Sources of Conflict in Islamic Educational Institutions

There are many sources of conflict, but mainly come from differences, which can be divided into: [19]

1. Need

In everyday life, people need to keep life universal or applicable to everyone. Interpersonal conflicts can arise when a person's needs differ or conflict with the needs of others. It is also possible that both parties cannot meet the existing needs, leading to conflicts due to contested needs.

2. Perception

Everyone's interpretation of an event or reality can be different. Since everyone has different perceptions, conflicts inevitably arise from differences in their perceptions. In fact, in democracies such opinions that cause dissent are natural and reasonable. Disagreements can lead to sharp conflicts if they are treated rigidly, where neither side wants to understand the opinions of the other side with different points of view.

3. Values *(Goals)*

In school, this can happen in person, and students are made up of different ethnic groups, each with a different culture and preserving the values that exist in their own culture. Conflict can arise when the values espoused by a person from one ethnic group conflict with the values of another ethnic group. Conflicts caused by differences in values are usually more difficult to resolve. When conflicts arise between individuals and groups, it seems unpleasant and can even threaten and damage the goals and relationships between individuals, groups, and ethnic groups. However, positive things can emerge from conflict if the conflict is viewed and resolved positively. Basically, conflicts have positive values, namely:

a. In education, conflict is a means of learning and self-development, especially in relation to problem solving and interpersonal relationships.

b. The existence of conflict is an innovation or a new discovery, because every new discovery must begin with a problem.

c. Conflict is a parameter as well as a tool to develop the quality of relationships between people and groups

D. Types of Conflict in Islamic Educational Institutions

In working life, people deal with conflict on the following four levels: First, individual conflicts are conflicts that relate only to specific

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[19] Sulistyorini, "The Role of Leaders in Overcoming Conflict and Stress in Islamic Education Institutions," Ta'allum: Journal Of Islamic Education 5 No 1 (2017): 149.

individuals**.**[20]. One example is the "people-role" conflict. They are often accompanied by real or perceived pressure from conflicting goals. Second, interpersonal conflicts. Occurs between individuals or between several individuals. It can be substantive, emotional or both. Everyone has experiences of interpersonal conflict, This is the main form of conflict that managers face, based on the highly interpersonal nature of leadership roles**.**

Third, intergroup conflicts. This is the second level of conflict in organizations. Intergroup conflicts often occur in organizations and can complicate the coordination and integration of task activities. Fourth, the conflict between workers and managers. Conflict between employees and managers is an important issue that must be handled properly by HR managers. It is important that conflicts that arise should be managed in accordance with the interests of the relevant organizations/institutions and the people associated with them. If it succeeds, the profit will be huge[21].

E. Conflict Handling Methods

Stoner mentioned there are three methods that can be used for conflict handling, namely [22]:

1. As mentioned earlier, conflict can lead to dynamism of teamwork and better practice. Situations where conflict is too low cause employees to be afraid of initiative and become passive. Events, behaviors, and information that can make people work are better ignored. Group members tolerate each other for the weakness and ugliness of the execution of work.

2. Conflict reduction and suppression. Leaders are usually more concerned with reducing conflict than stimulating it. Conflict reduction techniques emphasize the emergence of conflict-induced antagonisms. Thus, this method regulates the degree of conflict by "cooling the air", but does not deal with the problem that caused the conflict.

3. According to Stoner and Freeman, there are at least three ways to reduce conflict, namely: (1). Provide entertaining information between one group and another, (2). Increase pleasant social contact in various ways, (3). Confrontation or negotiation and clarification of

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[20] Jumiatmoko Jumiatmoko et al., "*Teacher Moral Conflict in the Implementation of Project-Based Learning in ECCE*" 7, no. 3 (2023): 3137–46, https://doi.org/10.31004/obsesi.v7i3.4625.

[21] Sulistyorini, "*The Role of Leaders in Overcoming Conflict and Stress in Islamic Educational Institutions.*"

[22] James and R. Edward Freeman AF. Stoner, Management, Volume 1 (Jakarta: Intermedia, 1992).

different information [23].

4. Conflict resolution, this is to get the results of conflicts that have been running, resolving these conflicts using conflict management styles that will be discussed in the next discussion

F. Conflict Management Style

The conflict management style used in an organization depends on the manager's understanding of conflict. A good conflict management style also makes for a good organizational system. An effective conflict management style is the use of a mental health approach in the form of primary intervention or preventive action, making the environment better. Meanwhile, Thomas and Kilmann developed a taxonomy of conflict management styles into two dimensions, namely commitment to cooperation along horizontal lines and assertiveness, namely vertical lines. Based on these dimensions, Thomas and Kilmann identified the following five conflict management styles [24]:

1. Competition *(competing)*

Conflict management style with a high level of assertiveness and low cooperation, power-oriented, in which a person will use the power he has to win conflicts

2. Collaboration

The style of collaborative conflict management is very similar both in terms of assertiveness and collaboration, whose goal is to find a way out or alternative, meeting the expectations of both parties to the conflict. This collaborative conflict management style is also a type of negotiation between conflicting parties to find solutions and create satisfaction for both parties. These efforts are usually born from mutual respect and always learn from events that lead to conflict. In addition, this style also creates innovation and creativity to find mutually acceptable options.Derr said that collaboration is the most preferred style of conflict management because it strengthens interpersonal relationships, increases creativity, improves, increases the flow of information, makes the organizational climate open and there is trust and integrity with better feelings[25]. Here are some reasons why conflict parties use a collaborative management style:

a) Creating a more integrative solution with the aim of chromomizing both parties.

b) Study the views of conflict opponents   so that they can be understood.

c) Both parties do not have a sense of domination aimed at carrying

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[23] AF. Stoner.

[24] Entrepreneur, Conflict and Conflict Management: Theory, Application and Research, .

[25] Wirawan.

out their will
3. Compromising

The compromise conflict management style has a degree of assertiveness and cooperation that uses a give-and-take strategy. This style governs decision-making, finding a middle ground that satisfies some of the desires of both parties. Compromise conflict resolution styles fall somewhere between competitive and cooperative styles. There are several reasons why conflict parties use a compromise style in conflict management, namely:

a) The importance of conflict objectives is only moderate and not worth enough to defend.
b) Both parties have the same power and have almost the same goals.
c) To reach temporary solutions to complex problems.

4. Avoiding *:*

Conflict management style with a low level of assertiveness and cooperation, with this style both parties try to avoid conflict, according to Thomas and Kilmann avoidance can be realized as follows: stay away from the main problem, postpone the main problem of the problem. until the matter is over. withdraw on time or from conflicts that appear threatening and dangerous Adaptive, low assertiveness and high cooperative conflict management style, the person ignores his own interests and seeks to satisfy his anticonflict interests.

G. Types and Causes of Conflict in MI al Urwatul Wutsqo 1 Jombang

Conflict is inevitable in a school environment, this is caused by many factors which are basically because schools are formed of many individuals and groups that certainly have different traits and goals from each other. Conflict can occur either with the individual himself or with other individuals or with other groups.   Conflicts are common in organizations, as well as Islamic educational institutions in MI Al Urwatul Wutsqo Bulurejo Jombang. The cause of conflict in this institution is caused by several things, namely:

1. Dissent on Policy

The head of the Madrasah as a leader in an educational institution must have rules or policies to achieve the expected educational goals. Rules or policies made will certainly get input or criticism from teachers or education staff who do not agree with these rules or policies[26]. The results of the interview with the head of the madarasah stated that the policies or rules made are certain for the progress of the institution, it is impossible for us to make rules or policies that will harm the

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[26] Meilina Bustari, "Transformational Leadership of School Principals in Improving Organizational Performance," *Leadership Quarterly* 2 (1994): 6.

institution, but the rules made will certainly get input and even criticism from teachers or employees[27].

The same thing was also explained by the class teacher, who stated: "I think there is something wrong with the head policy, including the selection of homeroom teachers, in addition to the competence of being a homeroom teacher, they should also look at the length of teacher performance, because many new teachers suddenly become homeroom teachers. Then picket teachers whose schedules do not arrive on time should be replaced immediately."[28]

Some policies that create conflicts in madarasah include 1) policies on the placement of homeroom teachers. The placement of homeroom teachers is based on deliberation with madrasah representatives with various considerations, but there are still some teachers who disagree with the placement because the class is a class consisting of several students who often commit violations compared to other classes. According to the Headmaster of the Madarasah, the reason is not right because violations committed by students are not only handled by the teacher in classes but also assisted by teachers who are responsible for student affairs, than became a conflict in the institution. 2) Policy on duties and obligations of picket teachers. Usually picket teachers are tasked with conditioning the class and replacing teachers who cannot be present on that day. However, at MI al Urwatul Wutsqo the task of picket teachers is not only to condition empty classrooms but also to arrange the crossing of students from the parking lot to the madrassa. The jam, the picket teacher is also in charge of conditioning and lining up students on morning apples. This task caused the picket teachers to leave earlier than the other teachers. For teachers who cannot leave early in the morning for various reasons do not agree with the rules which then triggers conflicts.

2. Teacher Behavior

MI al Urwatul Wutsqo teachers are on average disciplined in teaching or carrying out duties, although one or two teachers based on observation still seem to lack discipline. For example, teachers arrive late when teaching which causes the class to be not conducive. Likewise, there are picket teachers who still arrive late and lack discipline in carrying out their duties. For example, when you have to replace a teacher who is absent but not replaced, finally the class is empty. It was supposed to be in charge of leading the morning apples but because it arrived late, the apple executor was pushed back from the existing schedule. This kind of behavior becomes the talk of other teachers and some even express it with insinuations that lead to

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[27] Principal Interview
[28] Teacher Interview

conflicts between teachers, this problem is the lack of teachers who have personality and professional competence[29] .

The Headmaster of the Madrasah also stated that there are still teachers who often arrive late when teaching and picket teachers who still lack discipline in carrying out their duties. Discipline is also included in how a Master complies with the rules of the Institution. Regulations made by the institution can also affect the performance of employees at the institution [30]. As the head of a madrasa, it must be an obligation to remind but cannot immediately become disciplined but process.

From the explanation above, the type of conflict that occurs in MI al Urwatul Wutsqo is first, conflict *between* managers and employees in the world of education means conflicts that occur between the head of the Madrasah and the teacher. *Second,* conflicts that occur between individuals or individuals are conflicts that occur between teachers. *Third,* intrapersonal conflicts are conflicts that occur in certain individuals. Sulistyorini explained that there are four types of conflicts, namely intra-individual conflicts, conflicts between individuals (interpersonal), conflicts between groups and the four conflicts that occur between employees and managers[31].

This conflict between the head of the madrasah and the teacher occurs because of differences of opinion regarding a policy or rule made by the head of the madrasah. The policies made will bring up various kinds of perceptions. If both parties are dissatisfied with the policy, it will cause conflict. This conflict is a mild conflict and is very natural to occur in educational institutions because the number of people will cause various kinds of opinions.

Conflicts that occur between individuals or individuals are triggered by displeasure or protests to teachers who do not carry out their duties with discipline. At this institution is the task of being a teacher and picket teacher. When picket teachers often do not carry out their duties with discipline, there will be jealousy and protests and even insinuations from other teachers which then become conflicts in the institution. While intra-individual conflicts in this institution can be seen from the obligations or duties of picket teachers who must come

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[29] Ibrahim Bafadal, Improving the Professionalism of Elementary School Teachers, Cet.1 (Jakarta: Bumi Aksara, 2003).

[30] Edy Sutrisno and Novi Desanti, "Identification of Approaches in Conflict Handling and Their Effects on Employee Performance in the Regional Civil Service Agency of Sanggau Regency, West Kalimantan Province," TRANSFORMATION: Journal of Government Management, 2018, 143–54, https://doi.org/10.33701/jt.v10i2.526.

[31] Sulistyorini, "The Role of Leaders in Overcoming Conflict and Stress in Islamic Educational Institutions."

earlier than other teachers even though the teacher still has homework to do. This becomes a dilemma for a teacher. When leaving early, some other work will be hampered. If you don't come early, it will also be a problem for the institution. This incident caused a conflict for himself.

The cause of conflict in this institution based on the explanation above is differences in perception or opinion in making rules or policies. Differences of opinion often occur in educational institutions because everyone has a different point of view[32]. In addition to differences of opinion (unhappy with undisciplined teachers). Sulistyorini stated that each person's interpretation of an event or reality can vary. Because each has a different perception, there will inevitably be conflicts due to differences in their perceptions[33].

H. Conflict Handling Methods in MI al Urwatul Wutsqo 1 Bulurejo Diwek Jombang

All three conflict problems in their resolution use the same way. Or the same technique but also looking at the complexity of conflict. Conflict handling in MI al urwatul wutsqo is adjusted to the type of conflict. The head of the madrasah explained the type of conflict that occurred between superiors and subordinates caused by differences of opinion, then the way of handling it was carried out through consensus deliberation. If this method does not also produce a decision, a vote will be carried out with the lowest voting consequence having to give in. When the voting results are the same, they will usually ask for help from one of the foundation administrators to take a middle ground.

The conflict handling method used by the head of the madrasah in overcoming conflicts between superiors and subordinates with conflict resolution methods. This conflict needs to be resolved quickly because it is related to the policy to be implemented. When you get a clear decision, the policy made is also clear about the status whether the policy is approved or not approved. It is different from the conflict that occurs between teachers. In handling conflicts that occur between teachers, it is carried out through several steps, namely:

1. The head of the madrasah identifies the causes of conflict, by asking for information from people who know the process of conflict and listening to stories and complaints from parties in conflict. This is done in order to clearly and correctly know the process of conflict.

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[32] Yongzhan Li, Yongxin Li, and Gloria Castaño, "The Impact of Teaching-Research Conflict on Job Burnout among University Teachers: An Integrated Model," *International Journal of Conflict Management* 31 No. 1 (2020): 76–90, https://doi.org/https://doi.org/10.1108/IJCMA-05-2019-0080.

[33] Sulistyorini, "The Role of Leaders in Overcoming Conflict and Stress in Islamic Educational Institutions."

2. Understand well the conflict that is happening. The goal is so later, it can provide a good solution for both parties
3. Resolving conflicts by bringing in conflicting parties. The head of the madrasa gave inputs that became a middle ground for both parties.

Looking at the way conflict handling is carried out by the head of the madrasah against conflicts that occur between MI al Urwatul wutsqo teachers, handling this conflict is carried out in a collaborative style, this can be seen from conflict resolution more towards providing solutions or middle ways for both parties in conflict so that they feel satisfied with the results of conflict resolution. According to Thomas and Kilman, the collaboration conflict management style is to find a way out or alternative by meeting the expectations of both parties involved in the conflict[34].

Conclusion

There are three forms of conflict that occur in MI al Urwatul Wutsqo namely manager and subordinate conflicts, conflicts between individuals, and interpersonal conflicts. *First, the type of conflict between* managers and subordinates, in educational institutions this conflict occurs between the head of the madrasah and the teacher because of differences in perception of a policy. *Second*, conflicts that occur between individuals / individuals are conflicts that occur between teachers because they feel unhappy and dissatisfied with teachers who carry out their duties with lack of discipline. *Third*, interpersonal conflict is a conflict that occurs against individuals.

Conflict management in MI al Urwatul Wutsqo Jombang is adjusted based on the type of conflict. Handling conflicts that occur between superiors and subordinates on a policy is carried out by means of consensus deliberation. If this method still has not reached a decision, then voting is carried out, but if there is a common vote when voting, the last way is to bring one of the foundation administrators to participate in giving input and giving decisions. Handling conflicts between teachers is through conflict resolution with a collaborative style.

This handling goes through three stages, namely 1) the head of the madrasah identifies the cause of the conflict, by asking for information from people who know the process of conflict and listening to stories and complaints from parties in conflict. 2) Well understand the conflict that is happening. The goal is that later it can provide a good solution for both parties. 3) Resolve conflicts by bringing in conflicting parties. The head of the madrasa gave inputs that became a middle ground for both parties.

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[34] Entrepreneur, Conflict and Conflict Management: Theory, Application and Research, .

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