

Conflict Management In Islamic Education

Siti Romlah

Sekolah Tinggi Agama Islam Pancawahana (STAI PANA) BANGIL Indonesia

e-mail: sitiromlah7667@gmail.com

Abstract: *Conflict is a disagreement between opposing ideas (clash of interests, goals, opinions, principles, etc.), including battles, conflicts that occur in groups, and between individuals. In essence, conflict occurs when there are two or more sets of conflicting actions or responses to an event. This research aims to describe the management conflict in Islamic education, namely the side effects of a conflict and some principles to anticipate or overcome a conflict by the organization. This is library research. Data are collected from supporting books related to digitalization theory, human resource management, human capital resources, and merit systems. Data sources are journals, papers, theses, dissertations, and internet searches. The research reveals that the side effects of a conflict comprise of creating unpleasant feelings, hindering communication, leading to disintegration, disturbing the cooperation between individuals and sub-systems, and distracting the members from the goals of the organization. Besides, some principles to anticipate or overcome a conflict by the organization are: (1) the manager/leader must acknowledge that all employees are brothers who must be treated as such; 2) any information must be clarified (tabayun); 3) a strong relationship between a leader and his subordinates must be established among the subordinates.*

Keywords: *Conflict Management, Islamic Education*

1. INTRODUCTION

Difference opinion is natural because humans are created in different conditions, whether from the ability to think, sensitivity, and mental conditions (Wagnsson & Holmberg, 2014; Muhammad, 2005). This is in accordance with the word of Allah in al-Qur'an Surah Huud verse 118: "If your God wills, of course, He makes human beings one people, but they always disagree, except for those who are given mercy by your God. And for this Allah created them". Human beings are born with the same outward form but have different thought patterns, feelings, behaviors, and desires, which cause conflict (Morris et al., 1998; Thomas, 1992).

In summary, these causes can be explained as follows: 1) communication: 2) personal: 3) structure (Sulistyorini, 2005). An organization can not be separated from problems or conflicts. The source of the conflict comes from disagreement and unfair distribution of resources (Tampubolon, 2004). In carrying out the task of achieving individual or group goals, group members and their leaders can create conflict if there is a disagreement among them. The higher the discrepancy in achieving the target, the stronger the effect on the conflict. Thus, higher disagreement of target and higher unfairness in the distribution of resources will lead to a higher dependency of activities that can lead to higher levels of conflict between group members, or between groups and members, or between groups and groups within an organization (DeChurch & Marks, 2001).

2. METHOD

This research applies to the design of library research. The author read the sources and collect data and information from supporting books, journals, papers, theses, dissertations, and internet searches to obtain data being relevant to especially those related to the side effect of a conflict and some principles to anticipate or overcome a conflict by the organization (Parker, 2004; Mann, 2005). Data in this research are textual qualitative by using the basis of the statement and the proportion of scientific proportions (Creswell, 2012). The author uses personal documents as the data source for this research, namely personal documents. The documents as the basic source or primary data are books. The researcher wrote to search for things or variables in the form of notes, transcripts, books, etc. that related to managing conflict in Islamic education, namely side effect of a conflict and some principles to anticipate or overcome a conflict by the organization.

Data are collected with techniques of documentation, identifying discourse from books, papers or articles, magazines, journals, newspapers, the web (internet), or other information related to the titles (Yin, 2016). Data are analyzed with three methods: (1) descriptive analysis method by collecting, compiling data, and analyzing data, (2) content analysis by concluding efforts to find the characteristics of the message, and carried out objectively and systematically, and (3) critical analysis by starting certain views or values of researchers (Miles & Huberman, 1994).

3. RESULTS

3.1 *Conflict Management*

3.1.1 *Definition of Conflict*

Based on the root word, the term conflict comes from the word *configure* or *conflict*, which means colliding with each other which refers to all forms of collision, incompatibility, disagreement, opposition, fights, and antagonistic interactions (Kartono, 1994). Meanwhile, according to the Indonesian dictionary, conflict is a disagreement between two or more ideas between individuals or members of the community (Depdiknas, 1981; Tim Kamus Besar Bahasa Indonesia, 1994).

There are two (2) types of conflict based on the functions: 1) constructive conflict and 2) destructive conflict. Constructive conflict is a conflict that is beneficial for the growth of the organization. Destructive conflict is a conflict that is detrimental to the organization. Based on the subject of the conflict, there are three (3) kinds of conflict: 1) conflict between personal needs and roles in the organization, 2) conflict between different roles in the organization, and 3) conflict between different individuals. Based on the object of the conflict, there are four (4) kinds of conflict: 1) conflict in purpose, 2) conflict in the role, 3) conflict in value, and 4) conflict in policy (Wall & Callister, 1995).

It can be concluded that conflict has both positive and negative connotations, but mostly negative. The negative connotation of conflict is associated with animalistic behavior, abuse, destruction, lack of emotional control, and so on, while the positive connotation of conflict is associated with adventure, novelty, innovation, revolution, development, change, and so on. The neutral definition of conflict is a natural consequence of the diversity of individuals with different characteristics and life purposes (Van De Vliert & Kabanoff, 1990).

3.1.2 *Definition of Conflict Management*

Conflict Management is a series of actions between the perpetrators and an outside party in a conflict. Conflict management is an approach that directs the forms of communication (including behavior) of the perpetrators and an outside party, and how they

influence their interests and interpretations. In conflict management, the outside party (not involved in the conflict) as the third party needs accurate information about the situation of the conflict. This is because effective communication between perpetrators can occur if there is trust in the third party (Song et al., 2006).

Conflict management is the steps taken by the perpetrators and/or the third party to direct the dispute towards certain outcomes that may or may not result in an end in the form of conflict resolution and may or may not create peace with something positive, creative, and agreed by every party. Conflict management can involve self-help, cooperation in solving problems (with or without the help of a third party) or decision making by the third party (Arnold & Fieldman, 2016; Mastenbroek, 1987).

3.1.3 Levels of Conflict

Conflict can be described as four (4) levels: 1) intrapersonal, 2) interpersonal, 3) intergroup and 4) inter-organizational (Gordon, 1991).

1) Intrapersonal Conflict

Intrapersonal conflict is a person's conflict with oneself. This conflict occurs when at the same time a person has two desires that cannot be fulfilled at once. Conflict within a person can arise when the person is burdened with too many job responsibilities, and can also occur when faced with a situation where the person must make a decision that involves choosing the best alternative.

2) Interpersonal Conflict

Interpersonal conflict is a conflict between one person and another because of conflicting interests. This often happens between two people with a different status, position, occupation, and other things. This interpersonal conflict is a very important dynamic in organizational behavior because this kind of conflict will involve several roles from several members of the organization that will influence the process of achieving the goals of the organization. Interpersonal conflict can be either substantive or emotional. This conflict is the main conflict faced by the managers in charge of interpersonal relationships as part of the managerial task itself.

3) Intergroup Conflict

Intergroup conflict is familiar to any organization, and this conflict makes it difficult to coordinate and integrate activities related to tasks and work. In each case, intergroup relationships must be managed as well as possible to maintain cooperativeness and avoid all the dysfunctional consequences of any conflict that may arise.

4) Interorganizational Conflict

Interorganizational conflict is often associated with the competition that arises between private companies. Interorganizational conflicts are related to even bigger issues, for example, disputes between trade unions and companies. In each case, the individuals who represent the organization as a whole have the potential to cause the conflict, not just internal sub-units or groups.

The causes of conflict are grouped into three (3) broad categories: 1) individual characteristics, 2) some of the general conditions that arise between people and groups, and 3) the design and structure of the organization itself.

3.2 Alternative Conflict Management Resolutions

Several principles need to be considered by managers, organizers, or leaders in carrying out conflict management strategies, including treating it reasonably and naturally, viewing it

as one of the organizational dynamics, considering as a medium to test your leadership, and keeping the strategy flexible. The conflict management strategies, in general, can be considered as follows: 1) win-lose strategy, 2) lose-lose strategy, and 3) win-win strategy (Saeed et al., 2014). Megginson (1986) illustrated the appropriate strategy to resolve the conflict based on various combinations of cooperation and persistence levels in a grid shown in Figure 1.

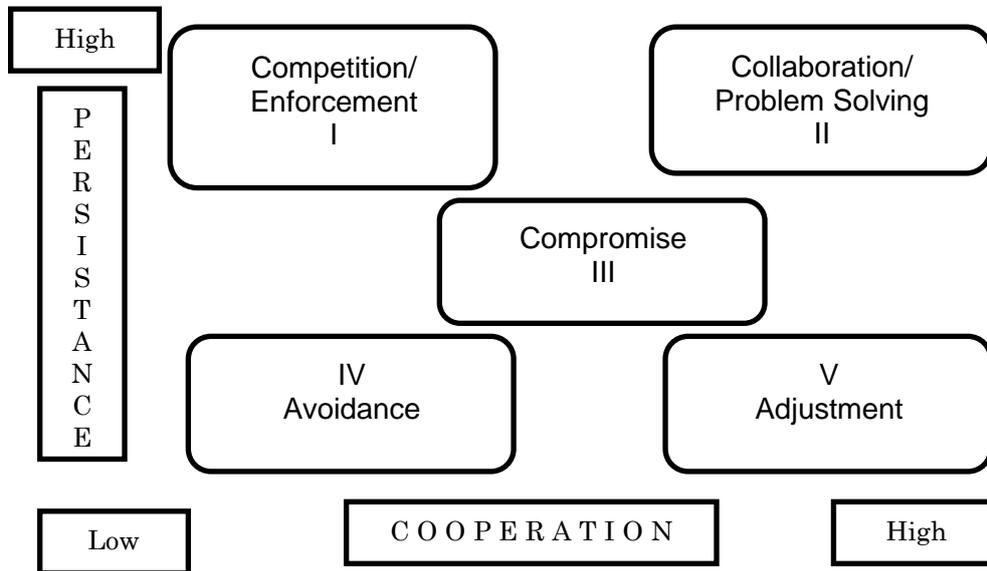


Figure 1 Conflict Resolution Model

Based on the conflict management strategy put forward by the experts, the author suggests the appropriate use of conflict management strategies for leaders of the education unit when dealing with conflicts as shown in Table 1.

Table 1 The Use of Conflict Management Strategies

| Number | Strategy | Situation | Procedure |
|--------|-------------------------------|--|--|
| (1) | (2) | (3) | (4) |
| 1 | Competition/enforcement | In need of fast, definitive and vital decision, regarding important issues where there is a case of uncompetitive behavior or a party that wants to win. | Power is used to resolve conflicts. |
| 2 | Collaboration/problem solving | Both parties care about compromise, learning interests, accepting other perspective, reaching agreement, and friendship | Conflicting parties are asked to understand each other, decide on solutions, and make a commitment for everyone's satisfactory. |
| 3 | Compromise | The goals are considered important with complex problems, under pressure situations, and unsuccessful attempts of collaboration. | Conflicting parties are asked to ccompromise or bargain, use mediators, and make some sacrifices on certain aspects as a result of the |

| | | | |
|---|--|---|--|
| | | | compromise. |
| 4 | Avoidance | The problems are not that important, there are other more pressing matters, there are other parties who can handle them more effectively. | The leader avoids those who are rumored to be in conflict |
| 5 | Adjustments | Errors are found, the problems are more important than personal needs, a party needs to be satisfied, harmony and stability need to be maintained, mistakes can be used as learning experience. | The leader convinces the conflicting parties that friendship, harmony and stability should be prioritized. |
| 6 | Negotiation (confrontation) | Each party has equal power and offers an acceptable solution. | Use third party, bargain, and find solutions that are equally beneficial |
| 7 | Integrative problem solving (confrontation) | There is only the minimum trust of the conflicting party, not enough time to get a solution, the organization gains from meeting different perspectives in making key decisions. | The leader integrates the parties in conflict to increase trust in order to find solutions integratively for the benefit of the organization. |
| 8 | Redesign of the organization involved in the confrontation | The source of conflict comes from working conditions, in need of a better task division and coordination between units/departments. | The leader devises new organizational regulations together with the conflicting parties using mediator for the benefit of both parties. |
| 9 | Improved organizational practices | The conflicts are related to organizational practices. | The leader devises new shared subgoals, eliminates organizational practices with double agenda, improves the policies that are in conflict, modifies multi-directional communication, rotates personnel, creates a healthy reward system and a sustainable training program. |

3.3 Conflict Management in Islamic Education

Some things must be considered to anticipate conflicts in Islam (Didin, 2003). First, there must be recognized from a leader that all employees are brothers who must be treated by the leader as brothers. Second, to anticipate conflicts, any information must be clarified (*tabayun*). The Qur'an has anticipated this in Surah Al-Hujurat verse 6: "you who believe, if you come to the wicked, bring a story, then examine it carefully, so that you do not inflict a disaster upon a people without knowing the circumstances that cause you to regret it." One of the efforts to anticipate the occurrence of conflict is through the establishment of a strong relationship between a leader and his subordinates, as well as between subordinates and subordinates themselves, as shown in Figure 2.



Figure 2: Islamic anticipation of conflict

Islamic education is a source of positive energy and creativity when conflicts are managed properly and correctly. Because it helps everyone to understand each other. Some steps that need to be taken by the leaders in implementing conflict management are planning a conflict analysis, evaluating conflict, selecting the conflict management strategies. Conflict management by the leaders can be said to be successful if it meets the criteria such as the ability to plan conflict analysis, the ability to evaluate conflicts, and the ability to choose a conflict management strategy.

Smith et al (1931) explained the process of conflict through the following stages: 1) the anticipation stage, in which the emergence of any suspicious change can be felt, 2) the awareness stage, in which the changes culminate into an unpleasant atmosphere, 3) the discussion stage, in which different opinions begin to emerge, 4) the open debate stage, in which different opinions start to be sharpened and formulated well and clearly, and 5) the open conflict stage, in which each party tries to force its position onto the other party (Smith et al, 1931)

Conflict does not happen by itself but through a certain process. Filley and House described the process and resolution of a conflict in a chart shown in Figure 3:

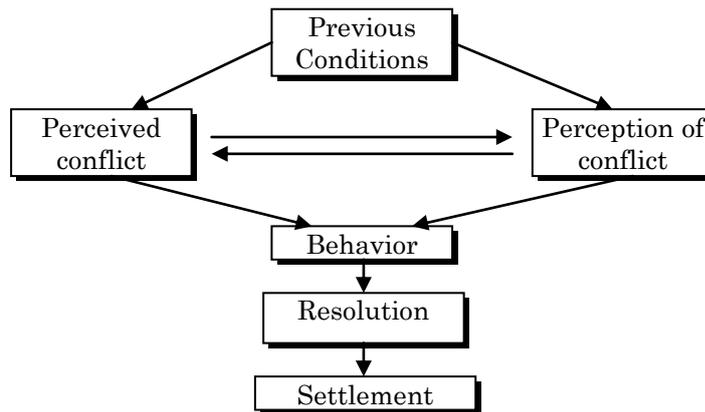


Figure 3. Conflict Process and Resolution

Evaluation procedures that leaders can carry out to achieve successful conflict management include the following steps:

- 1) Facilitation, a neutral third party informally encourage the conflicting parties to handle direct conflict between each other positively and constructively. This can be a form of detangling.
 - 2) Conciliation or placation, a third party informally acts as a communication link between two conflicting parties. This approach is appropriate if the conflicting parties refuse to meet face to face. The short term goal is to hold direct communication, with broader goals to find a common ground and constructive solutions.
 - 3) Peer review, a panel of trusted and widely accepted colleagues who are selected for their abilities to stay objective, listen to both conflicting parties in an informal and confidential meeting.
 - 4) Ombudsman, an official who works for the organization, is respected and widely trusted by his colleagues, who are appointed to listen to complaints without exposing the sources and search for solutions. The role of the ombudsman must be truly professional and independent in the organization.
- (1) Intermediaries, a neutral third party who is actively trained to give directions to conflicting parties in investigating innovative solutions to conflict.
- (2) Arbitration, in which the conflict is solved through the justification of rights and obligations between employees and leaders. In general, this can be overcome by utilizing an arbitral institution established by the government or professional staff in the field that is recognized by the organization where the conflict occurs. The arbitral institution can provide a way out for both parties who are at odds with each other (Tampubolon, 2004).

In the end, this paper has explained conflict management in Islamic education, from the different kinds of conflict, the strategy to overcome conflict, until the evaluation of conflict management.

4. CONCLUSION

Based on the results and discussion, conflicts in Islamic educational institutions are unavoidable, ranging from small to large scale, therefore the leader or manager (the head of school, supervisor, and leader of other educational institutions) must be able to manage the conflict properly so that the conflict can contribute to the dynamics of the organization, have a broad and modern view of conflict management.

Islamic education, which is contained in the Qur'an and Hadith, teaches that various conflicts that occur should be resolved peacefully by both parties/groups directly or through

peacekeepers. In Islam conflict can be developed into the competition which can encourage high creativity as the basis for the growth and development of competitive culture. The culture of conflict in Islamic education becomes a blessing by reviving the passion to hold discussions and dialogues to reach an agreement peacefully.

Conflict management in Islamic education opens a great opportunity to discover new ideas. The change that comes from a series of conflicts hopefully can be a learning experience for the leaders, as well as other educators, employees, and students in Islamic educational institutions to better manage the conflict in the future.

5. REFERENCES

- [1] Creswell, J. W. (2012). Research Design. In V. Knight, J. Young, & B. Bauhaus (Eds.), *Journal of Investigative Surgery*, 2nd ed., 25(5) 279–280. SAGE Publications, Inc. <https://doi.org/10.3109/08941939.2012.723954>
- [2] DeChurch, L. A., & Marks, M. A. (2001). Maximizing the benefits of task conflict: The role of conflict management. In *International Journal of Conflict Management*, 12(1) 4–22. <https://doi.org/10.1108/eb022847>
- [3] Dentsch, M. (1973). *The Resolution of Conflict and Destructive Process*. New York: York University.
- [4] Departemen Agama RI. (2010). *Al-Qur'an dan Terjemahnya*
- [5] Departemen Pendidikan dan Kebudayaan RI. *Materi Dasar Pendidikan Program Akta Mengajar IV buku IIIc: Administrasi Pendidikan*, Jakarta: Proyek Pengembangan Institusi Pendidikan Tinggi Ditjen Dikti.
- [6] Didin, H & Hendri T. (2003). *Manajemen Syariah dalam Politik*, Jakarta: Gema Insani.
- [7] Filey, AC & House RJ. (1976). *Managerial Process and Organization Behavior*. Glenview: Scoot Forem Company.
- [8] Gibson et al. (1996). *Organisasi Perilaku Struktur Proses*, Terj. Nunuk Adiani, Jakarta: Bina Aksara.
- [9] Gordon, T. (1991). *Kepemimpinan yang efektif. (Penyadur : Mudjito)*. Jakarta: Rajawali Press.
- [10] Indriyo G. (2001). *Perilaku Keorganisasian*. Yogyakarta: BPFE.
- [11] Kamus Besar Bahasa Indonesia. (1999). Jakarta: Balai Pustaka.
- [12] Kartono, K. (1991). *Pimpinan dan Kepemimpinan*. Jakarta: Rajawali Press.
- [13] Mastenbroek, WFG. (1987). *Conflict Management and Organization Development*. Chichester: John Wilwy & Sons, Ltd.
- [14] Megginson, LC., Mosley, D., Pietri, PHJ. (1986). *Management*. New York: Harper & Row Publisher.
- [15] Miles, M. B., & Huberman, A. M. (1994). Qualitative Data Analysis. In R. Holland (Ed.), *SAGE Publication* (2nd ed., Vol. 251, Issue 2). SAGE Publication Ltd. <https://doi.org/10.1007/BF02759913>
- [16] Morris, M. W., Williams, K. Y., Leung, K., Larrick, R., Mendoza, M. T., Bhatnagar, D., Li, J., Kondo, M., Luo, J. L., & Hu, J. C. (1998). Conflict management style: Accounting for cross-national differences. *Journal of International Business Studies*, 29(4), 729–747. <https://doi.org/10.1057/palgrave.jibs.8490050>
- [17] Muhammad AAJ. (2005). *Manajemen Konflik (Strategi Menghadapi Perbedaan)*, Bandung: PT. Syaami' Cipta Media.
- [18] Parker, L. (2004). Qualitative research. *Surviving Your Thesis*, 159–177. <https://doi.org/10.4324/9780203299975>

- [19] Saeed, T., Almas, S., & Anis-ul-Haq, M. (2014). Leadership styles: relationship with conflict management styles. *International Journal of Conflict Management*, 25(3), 2014–2225.
- [20] Song, M., Dyer, B., & Thieme, R. J. (2006). Conflict management and innovation performance: An integrated contingency perspective. *Journal of the Academy of Marketing Science*, 34(3), 341–356. <https://doi.org/10.1177/0092070306286705>
- [21] Sulistyorini. (2005). *Manajemen Pendidikan Islam*, Tulungagung: STAIN Tulungag
- Tampubolon, P. (2004). *Perilaku keorganisasian; organization behavior*. Jakarta: Ghalia Indonesia.
- [22] Thomas, K. W. (1992). Conflict and Conflict Management: Reflections and Update. *Journal of Organizational Behavior*, 265-274 .
- [23] Van De Vliert, E., & Kabanoff, B. (1990). Toward Theory-Based Measures of Conflict Management. *Academy of Management Journal*, 33(1), 199–209. <https://doi.org/10.5465/256359>
- [24] Wagnsson, C., & Holmberg, A. (2014). Conflict management. *Handbook of Governance and Security*, 324–342. <https://doi.org/10.4337/9781781953174.00028>
- [25] Wall, J. A., & Callister, R. R. (1995). Conflict and Its Management. *Journal of Management*, 21(3), 515–558. <https://doi.org/10.1177/014920639502100306>
- [26] Yin, R. K. (2016). *Qualitative Research: from Start to Finish* (2nd ed.). The Guilford Press.