

Conflict Management Strategies for Institutional Character in Pesantren

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ABSTRACT

In every organization or institution that involves many individuals, various differences can lead to misunderstandings, incompatibilities, and even conflicts within the organization or institution. This is no exception in a boarding school-based educational environment. Therefore, good conflict management is needed in an institution. Conflict management is basically able to be one of the reasons for the creation of characteristics that are so inherent in the scope of the institution. This study aims to explore 1) the forms of conflict that occur in the Tsurayya Islamic Boarding School (TISMA) Educational Institution, 2) conflict management strategies used to shape institutional character in the TISMA environment. The research method used is qualitative, using a case study approach. The respondents of this study were 3 resource persons, including (E) as the head of TISMA, (G) as a class teacher and (N) as a class teacher. The data analysis technique used is the coding stage technique. The results showed that there were several conflicts that occurred, namely personal friction and conflicts related to teacher professionalism. Conflicts experienced by students in the form of juvenile delinquency such as sleeping during lessons, fighting and bullying. The actions taken by the Tsurayya Islamic Boarding School institution are to prioritize deliberation or discussion, self-disclosure, leadership advice, personal approach, and so on. Conflict management is carried out by prioritizing Islamic values as stated in the vision and mission of the institution. This is what creates a unique character in the form of; discussion / deliberation, Tabayyun, and professionalism.

Keywords: Boarding School, Conflict Management, Institutional Character

A. INTRODUCTION

In any organization or institution that involves many individuals, differences in thinking are commonplace. However, often these differences can lead to misunderstandings, incompatibilities, and even conflicts within the organization, including within the organizational body. Boarding schools are no exception. Handling this kind of problem is a challenge for a leader, because conflict resolution requires structured competencies to solve problems effectively. One of the important competencies that a leader must possess is conflict management skills. Although conflict is a natural part of organizational life, handling it requires a good understanding in order to produce directed and planned conflict management. The world of education needs good and effective conflict management to ensure the successful operation of the school organization management system (Anita et al., 2022). Research conducted by Muliati

shows that conflict is a natural thing in life, but it also requires good management so that conflicts that occur can be resolved and do not adversely affect educational institutions (Muliati, 2016).

Conflict management in an educational organization such as a school is needed in order to create conducive cooperation between school residents, namely teachers, students in schools and school principals (Tanur et al., 2023). Conflict management in addition to being a way to resolve conflicts can also help make it easier to evaluate the education system that has been implemented at school whether it has been running well or still needs improvement. Conflict management can also be a means for organizations to develop non-technical skills such as resolving and handling conflicts that occur between internal organizations (Tanur et al., 2023).

Previous research shows that conflict management is very important in an institution. This is supported by research related to the urgency of conflict management to improve the organizational productivity of Islamic educational institutions showing that conflict management can improve the quality of educational institutions (Rahmadia et al., 2022). In addition, Anwar also described in his research the importance of implementing conflict management in educational organizations (Anwar, 2018). Conflict management is not only needed by general organizations such as general education institutions but also needed by Islamic education institutions. As research conducted by Nurainiah explains the importance of conflict management in Islamic educational institutions (Nurainiah, 2020). Research conducted by Ahmad Akbar et al. also describes how conflict management is seen from several points of view, namely from the point of view of religion, philosophy, psychology and sociology (Akbar et al., 2023).

Unique and diverse conflict management in an institution can form a certain character in the institution. Basically, the term character is closely related to individual personality. A person can be called a person of character if he has behavior that is in accordance with moral principles (Atfal et al., 2023). Likewise, an institution that has certain characteristics will form a unique character in the institution. The ability to manage conflict uniquely with certain methods carried out by the Institute will automatically shape the character of the Institute. This is interesting to discuss further, given that there is rarely research that discusses how the character of an institution can be formed through conflict management strategies applied by an institution. The place of this research is also a special attraction, namely in a Boarding School-based educational institution that combines modern religious education.

This study aims to explore 1) the forms of conflict that occur in the Tsurayya Islamic Boarding School (TISMA) Educational Institution, 2) conflict management strategies used to shape the character of institutions in the TISMA environment.

B. METHOD

The research method used is qualitative, namely research on natural phenomena with researchers as the main instrument, using various data collection methods, inductive analysis and results are more about meaning than generalization (Sugiyono, 2016). The approach taken in this research is a case study. The use of this model is because researchers want to explain in more detail and in depth, in this case wanting to explain in more detail and in depth a bullying phenomenon that occurs in the Tsurayya Islamic Boarding School (TISMA) Educational Institution.

The data collection method uses qualitative interview techniques. Qualitative interviews are a flexible possibility of exploring a phenomenon and finding aspects that were not anticipated at the beginning (Hanurawan, 2016). The type of interview used was informal confessional interviews or in-depth interviews that were spontaneous and unstructured. Interviews were conducted with 3 resource persons with focus group discussions. The interviewees were (E) as the head of boarding school, (G) as a class teacher and (N) as a class teacher. This interview technique was conducted so that researchers have comprehensive data based on the phenomena that exist in the environment.

Data analysis uses the coding stage technique. The following coding stages are carried out (Mahpur, 2022), namely 1) Preparing raw data into verbatim, 2) Compaction of facts, 3) Prepare probing for data deepening, 4) Collecting similar facts, 5) Determining categorization, 6) Building concepts and narrating.

C. FINDINGS

1. Institutional Conflict

a. Teacher Conflict

Teacher conflict at Tsurayya manifests in both personal frictions and systemic conflicts, which often intrude upon working hours. These conflicts can arise from personality differences, such as disliking a colleague's quietness or talkativeness. For instance, one teacher noted, "he doesn't like it because I am quiet, he doesn't like it because I talk a lot" (G1A.152; G1A.153). Another common issue is the demand for professionalism, especially

when those demanding it fail to exhibit it themselves. As one teacher stated, "While he demands us to be professional, for example. That person yes, while the person himself is difficult to do this" (G1A.154). When personal conflicts are brought into public forums, it causes broader unrest among the staff (G1A.172). These conflicts highlight the challenge of maintaining professional standards, as defined by the Indonesian Teacher Code of Ethics, when personal grievances interfere.

b. Student Conflict

Teachers at Tsurayya perceive juvenile delinquency in several forms, including harming friends, physical aggression, long hair, and disrespect towards teachers (N1A.4; N1A.7; E1A.56-59). They also view behaviors that exceed typical limits as delinquent. For instance, a teacher remarked, "there are typical santri whose behavior has gone too far" (N1A.5). The approach to addressing delinquency involves three methods: appeals, neglect, and follow-up actions. Appeals involve repeated reminders to students about acceptable behavior, as one teacher explained, "problems such as children sleeping in class, being lazy, there is an appeal, meaning that we appeal several times" (N1A.12; N1A.13). The neglect method is applied when the behavior does not significantly disturb others, or when the student is unwell (N1A.14; N1A.15). Follow-up actions are used as rehabilitative measures to prevent deviant behavior from becoming habitual (N1A.27).

Teachers note that while delinquency exists, it hasn't reached extreme levels. One teacher affirmed, "but here there is no one who has gone too far like that" (N1A.1; N1A.9). Common issues include laziness, sleeping in class, and emerging bullying problems (N1A.12; N1A.26). Thus, while delinquent behaviors are present, they are still within manageable and tolerable limits.

2. TISMA Institute Conflict Management Concept

a. Teacher Management

Emotion Management involves teachers regulating their emotional responses to prevent them from interfering with teaching. Teachers often feel emotional when students misbehave or harm others but strive to manage these feelings to avoid disruption in the classroom. One teacher reflected, "maybe the response is different, when the emotion is when the students do what do you mean? And when we are not too emotional when the

students are like that?" (G1A.191). This indicates that teachers experience emotions due to student behavior but try to manage these emotions appropriately (G1A.192).

Personal Approach and Deliberation are essential in resolving conflicts among teachers. The personal approach involves directly addressing the conflict by understanding each other's perspectives, followed by collective deliberation to find a middle ground. One teacher mentioned, "Yes, we still take a personal approach to what is wrong with me and what is going on with you" (G1A.140). If this approach doesn't resolve the issue, deliberation is used to find a final solution, sometimes involving supervisors to ensure objectivity (G1A.149, 158, 168). This approach aims to resolve conflicts without affecting the work environment at Tsurayya (G1A.178).

Teacher or Leader Advice is sought when conflicts cannot be resolved internally. Superiors or third parties provide guidance and solutions to ensure the conflicts are addressed properly. As one teacher noted, "if not, we teachers intervene to give advice to them," highlighting the role of third-party intervention in conflict resolution (G1A.10, 24, 7).

c. Student

Teachers adopt a tolerant approach in handling bullying, focusing on understanding the root causes and helping students change positively. As noted, "problems that arise from students can still be handled with tolerance" (E1A.25; E1A.53). This approach prevents immediate punitive measures against bullies, aiming instead to create a safe and supportive atmosphere.

When intolerable behavior occurs, teachers issue verbal or action reprimands. Verbal reprimands involve direct warnings to students, as explained, "those who bully we give a reprimand" (N1A.30; N1A.28). Action reprimands might involve physical separation or increased supervision to prevent further issues. This dual approach aims to build confidence in victims and correct the bullies' behavior (N1A.31; N1A.36-37; E1A.49). Teachers tailor their responses to each student's personality, recognizing that different students require different strategies. This personalized approach is crucial for effectively managing bullying and supporting both victims and perpetrators (N1A.35; E1A.50). Teachers also conduct thorough investigations (tabayyun) to verify bullying incidents and understand the motives behind them, ensuring a comprehensive resolution (G1A.102-103).

3. Character of the Institution

a. Deliberation

Deliberation is a key strategy for resolving conflicts among teachers, starting with a personal approach and progressing to group discussions to find a middle ground (G1A.140, 149, 178). A third-party intervention, often by supervisors, is sometimes necessary to maintain objectivity and ensure fair resolution (G1A.158, 168).

Discussion is crucial in conflict resolution. By bringing together conflicting parties early, before issues escalate, discussions help identify the roots of conflicts and work towards mutually acceptable solutions. Teachers engage in discussions to analyze problems and find a middle ground before conflicts become more complicated (G1A.1-4, 15, 34-35). This process fosters a collaborative environment where all educators can contribute to finding resolutions.

b. Professionalism

Teachers at Tsurayya are committed to maintaining professionalism despite conflicts. They uphold the teacher's code of ethics and strive to separate personal grievances from professional duties. One teacher stated, "Yes, things, outside of that, we can't bring it there (class), we have to be professional" (G1A.164). This commitment ensures that teaching and learning activities remain unaffected by personal disputes, preserving the integrity of the educational environment (G1A.165, 174). Professionalism is also evident in the hierarchical structure, where teachers respect the different roles and responsibilities within the institution (G1A.156, 163).

c. Self-Openness

Self-openness is essential in conflict resolution. Encouraging an understanding of each teacher's situation and character helps facilitate the resolution process (G1A.177, 145). Adjusting approaches based on individual personalities ensures more effective conflict management (G1A.180, E1A.23). This openness enables teachers to address personal issues constructively, contributing to a more harmonious work environment.

In summary, conflict management at Tsurayya involves a blend of emotional regulation, personal approaches, deliberation, professionalism, and self-openness. These

strategies ensure that both teacher and student conflicts are managed effectively, fostering a supportive and professional educational environment.

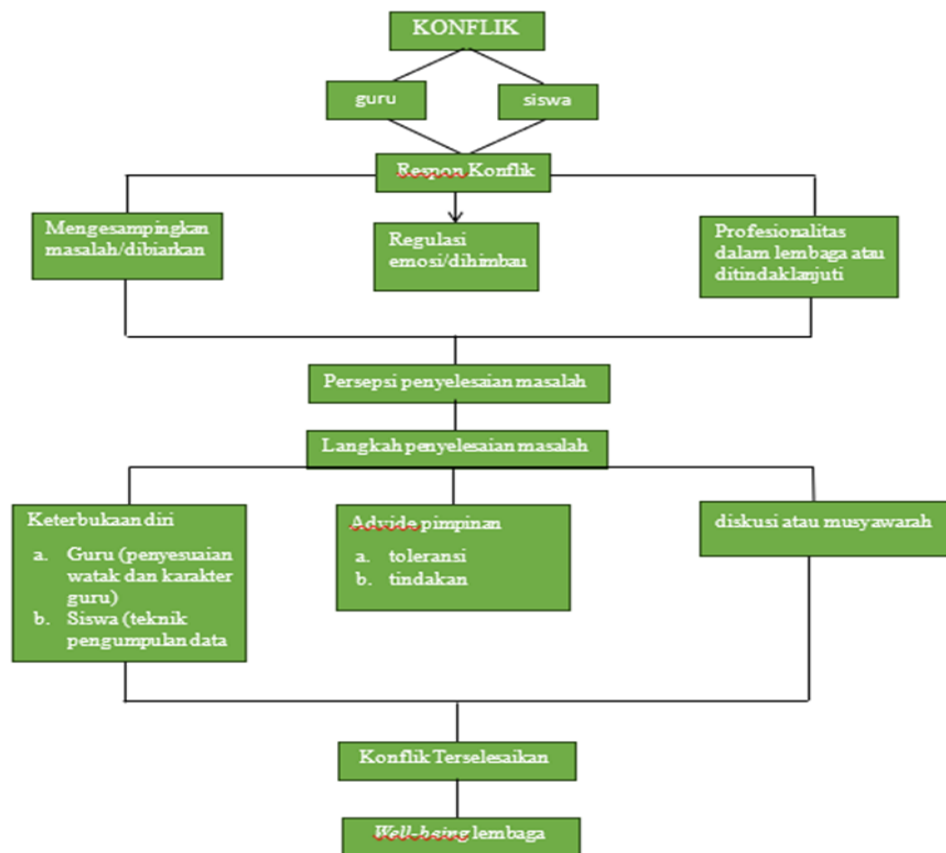


Figure 1: Institutional Conflict Management

D. DISCUSSION

Conflict is an individual or group exhibiting "hostile" behavior towards another individual or group, which can ultimately affect the performance of any or all parties involved. One of the objectives of conflict management according to Sudarmanto, et al, is to avoid and reduce disruption to organizational members, so that they can focus more on the vision, mission, and goals of the company or organization (Sudarmanto et al., 2021). So it can be said to be effective if it reduces negative impacts and provides solutions that can be accepted by both parties (Hasanah, 2020) In pesantren, conflict management can also be carried out by silat al Rahim or prevention, rembug or dialogue, tabayyun is the process of seeking the truth about a matter and

conveying information to those who need it to formulate a solution to a problem. (Syarifudin, 2019).

The conflicts that arise at Tsurayya Islamic School Malang do not only affect students, but also involve teachers. Therefore, the approach in dealing with these conflicts varies. Conflict management in this school environment consists of two aspects, namely from the perspective of teachers and students. For teachers, conflict resolution is done through the principles of openness, emotional control, collaborative discussion to reach a solution, personal approach, and advice from fellow teaching staff or school management. Meanwhile, from the student's perspective, conflict management is guided by the tolerance shown by the teacher towards behavior that causes conflict. When the level of tolerance for such behavior has reached a certain limit, the teaching staff will give a reprimand either verbally or by appropriate action. This approach is tailored to the individual characteristics of the students, given that each student is unique. The treatment of bullying cases does not only focus on the perpetrator, but also gives attention to the victim. The goal is for the victim to feel supported to rebuild their confidence.

Conflict is considered to be a factor in the decline of educational institutions, but on the other hand it is a factor in the progress of educational institutions, which is determined by the situation and conditions of educational institutions (Baharuddin, 2012). Islamic institutions should prioritize education, coaching, and preparation by prioritizing Islamic principles in their management, including in the conflict management applied (Puspitasari, 2022). Among other things, the institution can provide a healthy environment in communication and mutual respect, there is a religious atmosphere and can develop the interests and talents of students who are in it. In addition, the vision and mission owned by the school also has an important role in carrying out the duties and functions of the school in creating effective communication. If it is narrowed down to Islamic education, then the institution must integrate intellectual, emotional and spiritual education which is carried out simultaneously (Suganda et al., 2021).

TISMA as an Islamic-based school in daily activities also applies Islamic values in it. Both in teaching and conflict resolution that occurs. This boarding school has a vision and mission, namely 'The realization of an excellent and quality Islamic Education Institution to produce a generation of Qur'ani Rabbani and Independent'. Which means that this school integrates Islamic knowledge with other disciplines. As well as a partner of parents in the development of students. In its daily activities, of course TISMA does not escape the existence of conflicts, both experienced by teachers and students. It is known that the conflict resolution applied so far also involves Islamic values and has positive results, among others, namely 1) Discussion, 2) Tabayyun, and Professionalism.

Conflict does not only cause negative consequences, but can also have positive consequences. Positive consequences derived from conflict can be a tool to increase organizational effectiveness and efficiency when using appropriate conflict management (Mahardika et al., 2022). So that proper handling of conflict can make this an internal strength. The implementation of conflict management that has been carried out at TISMA is going well and has positive consequences. Conflict resolution carried out as conflict management has its own characteristics and uniqueness. So that conflict management carried out in a structured manner becomes the character of the institution. There are three characters of this school institution in conflict management, including 1) Discussion / Deliberation, 2) Tabayyun, and 3) Professionalism.

The implementation of conflict management at Tsurayya Islamic School can contribute to the achievement of psychological well-being, both for perpetrators and victims of conflict. The enforcement of reprimands that apply to both perpetrators and victims of conflict can have a positive impact, allowing them to recognize both their strengths and weaknesses and learn to manage emotions and maintain harmonious relationships. Thus, this approach can support the achievement of overall psychological well-being in the school environment.

Overall, the approach used in conflict resolution at Tsurayya Islamic School Malang reflects a commitment to the psychological and social well-being of all school members. Through the application of inclusive and caring conflict management principles, the school is able to create an environment that is safe, supportive and promotes positive development for its entire community.

Conflict management at Tsurayya Islamic School Malang is reflected in the application of Islamic values and general conflict management principles. Approaches such as negotiation, mediation and resolution through third parties, either teachers or leaders, are integral to the conflict resolution process at the school. In addition, approaches such as tabayyun or clarification are also applied as a form of openness in understanding the problems that occur.

E. CONCLUSION

Based on the description of conflicts that occur at Tsurayya Islamic School Malang, it can be concluded that conflicts involve not only students but also teachers. The approach in dealing with conflict varies depending on the perspective taken, both from the teacher and student side. From the teacher's perspective, conflict resolution is done through the principles of openness, emotional control, collaborative discussion, personal approach, and advice from fellow teaching staff or school management. Meanwhile, from the students perspective, conflict resolution is

carried out with a tolerance attitude shown by the teacher towards behavior that causes conflict. So, in this case, the institutional characters created in pesantren are; deliberation / deliberation, self-openness / tabayyun, and professionalism.

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