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RESEARCH ARTICLE

CONFLICT MANAGEMENT STRATEGY AT MTs SATU ATAP IN LAMPUNG PROVINCE

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Abstract

The main objective of this research is to analyze the conflict management strategy of MTs Satu Atap in Lampung Province. This research is descriptive research with a qualitative approach. The analysis found that, in general, the conflict management strategy has been implemented well at MTs Satu Atap in Lampung Province, namely 1) stimulating conflict, 2) reducing or suppressing conflict, and 3) resolving conflict. Stimulating conflict is the most frequently used conflict management strategy at MTs Satu Atap in Lampung Province. Conflicts might emerge due to boredom, decreased performance, no increase in competence, decreased creativity, lack of innovation, and setbacks in finding new ideas. Therefore, it is necessary to present new challenges that stimulate conflict, which will lead to increased morale, creativity, innovation, insight, and abilities of the MTs Satu Atap's members in Lampung Province.

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Introduction:-

Conflict is one of the essences and development of human life, with various characteristics. Humans have gender differences, social and economic strata, legal systems, ethnicities, religions, beliefs, political views, cultures, and life goals. In the history of mankind, these differences have always led to conflict. Conflict cannot be avoided and will always occur if there are differences (Wirawan, 2010: 1).

As part of the process of human development, institutions are also inseparable from various kinds of conflicts. As Mujamil Qomar (2007: 243) stated, conflict is natural in an institution, including in educational institutions. Besides having a cooperative process to achieve goals, each institution also has differences in views, disagreements, and problems that lead to conflict.

Conflict is like a double-edged sword. On the one hand, it can be useful if used to carry out a job. On the other hand, it can be detrimental and disastrous if used to fight. Therefore, according to Winardi (2007: 259), conflict can be used to promote changes, although it can also reduce performance if it cannot be controlled. Mulyasa (2015: 264) also emphasized that although conflict is often beneficial for progress, it can also reduce performance, cause dissatisfaction, increase tension and stress.

Several cases were found in educational institutions, especially in madrasas under the foundation of Islamic boarding schools. There are many sample cases, although these cases are rarely revealed. For a pesantren, revealing

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what happened in the pesantren (specifically the negative ones) is a taboo subject. Moreover, it concerns the pesantren's family members because it can bring harm (Afandi, 2016: 1809).

Islamic educational institutions, such as Islamic boarding schools and madrasas, have a complex problem prone to conflict. The conflicts can be between individuals or conflicts between groups. Admittedly or not, Islamic boarding schools and madrasas under the auspices of a foundation have a complex problem, both individually and in groups. These problems will result in conflicts that can arise at any time and be caused by the absence of understanding between individuals and groups (Bashori, 2016).

The mentioned statements are aligned with the traditional and semi-modern Islamic boarding schools. Conflicts occur, especially when the kyai, the founder and owner of the pesantren, pass away. Conflicts may also occur when the kyai of the pesantren, founder, ustadz, caregivers, and their families are involved in affairs outside the pesantren, such as state and political affairs. In such a situation, the atmosphere of the pesantren, which was originally filled with harmony, togetherness, brotherhood, and sincerity between residents, usually changes due to the attitudes and life choices of the elites (Afandi, 2016: 1810).

From the results of several studies, the roots of conflict in the world of Islamic boarding schools are divided into four: family conflict; politics, which is the dominant cause and its escalation are quite prominent; the struggle for influence over the people, which is closely related to the existence of a kyai and his pesantren; feudalism, which is related to the social system of relations between kyai-santri. Another factor behind the conflict is the management. It is closely related to the management system and the development of Islamic boarding schools (Afandi, 2016: 1812).

Some of the cases described also occurred in Lampung Province, especially in madrasas under the education foundation of Islamic boarding schools. Many Islamic boarding schools in Lampung Province have received assistance from the government to establish madrasas Satu Atap in equal distribution of education in difficult-to-reach areas. Madrasa Satu Atap is a policy implemented by the government to accelerate the completion of 9-year compulsory education in areas that fall into the 3T area criteria (remote, scattered, and isolated). This madrasa policy is one of the strategies of the government to ensure the certainty of education services in all regions (Tilaar, 2011: 102).

One of the government's programs for equal distribution of education is the Ministry of Religious Affairs program for education development. The Ministry of Religious Affairs program, in collaboration with the Australian government, is called AIBEP (Australia Indonesia Basic Education Program). The program launched at that time was the establishment of madrasa Satu Atap, namely Madrasah Tsanawiyah (MTs), which collaborated with Islamic boarding schools and Islamic schools.

Based on observations, there are three MTs Satu Atap under the management of the Islamic boarding school foundation, that received assistance from the Australian government, which has developed well. However, there have been various conflicts in their development from its establishment until now. The three MTs Satu Atap are MTs Satu Atap Daarunnasyiin of East Lampung Regency, MTs Satu Atap Baiturrahman of Tanggamus Regency, and MTs Satu Atap Al Basyari of Central Lampung Regency.

The results of interviews with several administrators of MTs Satu Atap in Lampung Province reveal that at the beginning of its establishment, many internal conflicts occurred, such as the disagreements between the pesantren foundation and the management of the MTs Satu Atap in determining various policies in the implementation of education and learning. Sometimes the pesantren foundation often issues policies without first coordinating with the management of MTs Satu Atap. Subsequently, the foundation's management took over the education and teaching sector of MTs Satu Atap. Another conflict is the policy issued by the management of the pesantren foundation, which integrates the education and teaching sector into the foundation. Therefore, the education and teaching sector's authority automatically loses in managing education autonomously. The conflict caused several important stakeholders in the education and teaching sector of MTs Satu Atap to resign in protest. Several teacher programs that had been designed were stopped.

Other conflicts originate from the MTs Satu Atap itself, such as disagreements over decisions taken by the leadership and the teacher council. Another conflict is caused by the lack of harmony between teachers, between teachers and the head of the madrasa, and between teachers and students. The conflict caused some teachers to

resign, teach inconveniently, hinder the smooth communication between teachers, and present a less harmonious environment. The conflicts more or less caused a decrease in teacher performance.

However, based on the observations, the various conflicts did not stop the productivity of the three MTs Satu Atap. The conflicts could even lead to increased progress. This increase can be seen from the state of educational infrastructure in the MTs Satu Atap in Lampung Province to be adequate and complete. Also, there are many additional classrooms and other learning facilities.

MTs Satu Atap Daarunnasyiin of East Lampung Regency, MTs Satu Atap Baiturrahman of Tanggamus Regency, and MTs Satu Atap Al Basyari of Central Lampung Regency experienced a significant increase each year in the number of students. It shows that the three MTs Satu Atap are increasingly advanced and are in demand by the public even though they have experienced various internal conflicts. The schools prove that they can manage their institutions well.

Based on the interviews with several administrators of MTs Satu Atap in Lampung Province, they admit that although conflicts often arise between the management and managers of MTs Satu Atap and the pondok pesantren foundation. However, they can overcome and manage these conflicts to acquire positive effects.

Based on the initial data collection results, MTs Satu Atap in Lampung Province can handle and manage conflicts in their educational institutions well. Thus, conflicts can present positive effects on the progress of their institutions. The effort to manage conflicts at the three schools is called conflict management. Indirectly, MTs Satu Atap in Lampung Province has implemented conflict management effectively because conflicts in their institutions can increase productivity.

Moore (2004: 176) argues that conflict management or commonly called managing conflict, is a person's tendency to organize or manage conflict through attitudes and behavior. Problems born from conflict hinder someone from achieving certain goals and objectives. Furthermore, Dafidoff (1991: 139) claims that conflict management tends to choose attitudes in dealing with, recognizing, identifying, and placing conditions as a reaction to various environmental demands and pressures. Based on some of the concepts stated, conflict management is a coordinating process used by individuals in managing conflicts through attitudes and behavior. So, conflict management is the art of managing conflicts in organizations so that they become functional and useful for increasing organizational effectiveness and achievement.

Conflict is a part of human life that does not disappear from history. As long as humans are alive, conflicts continue to exist, and humans can't erase conflicts from this world. The conflicts can be between individuals, between individuals and groups, and among groups within the scope of society. Conflict always colors people's lives in many aspects, including political, social, economic, and cultural. If the conflict is not handled properly, it will negatively affect the organization. Therefore, good and effective conflict management is needed so that conflicts can present a positive impact on the organization.

Howell (2014) argues that conflict management is essential for the effective functioning of organizations and people's personal, cultural, and social development. Syukur (2011: 160) asserts that leaders can turn conflict into a source of strength to improve performance and productivity through conflict management. Based on some of these opinions, conflict management is necessary because conflicts in organizations do not always present positive impacts. Conflict needs to be processed and made into the strength of an institution. If not managed properly, the conflict will gradually hamper harmony, performance, and morale so that organizational productivity can be hampered.

Conflict management strategies are behavioral methods used to resolve conflicts (Howel, 2014). A similar opinion defines conflict management strategies as various efforts to prevent and manage conflict effectively (Thakore, 2013). Based on these two understandings, the conflict management strategy in this study is the method and approach taken by managers in preventing, overcoming, and controlling conflict to bring about positive impacts on the organization.

According to Stoner and Freeman (1992: 562), strategies that can be used in conflict management are stimulating conflict, reducing conflict, and resolving conflict. The strategy to stimulate conflict is performed by 1) involving

members who have different attitudes, behaviors, and views from the prevailing norms, 2) restructuring the organization, especially job rotation and the division of new tasks, 3) conveying information that is contrary to the habits, 4) increasing competition by offering incentives, promotions, or other rewards, and 5) selecting new, more democratic leaders.

The second conflict management strategy is to reduce or suppress conflict. James AF. Stoner (1992: 562) discovered at least three are three methods to reduce conflict, namely 1) providing pleasant information between one group and another, 2) increasing pleasant social contact in various ways, and 3) confronting or negotiating and providing explanations about various information. The third strategy is conflict resolution. Devitto (1997: 270) claims that the strategies in conflict resolution are 1) avoiding and fighting actively, 2) forcing and speaking, 3) blaming and empathy, 4) silence and facilitating open expression, 5) gunnysucking and focusing on the present, 6) manipulation and spontaneously, 7) self-acceptance, 8) fighting "below and above the belt", and 9) argumentative and verbal aggression.

Based on the explanation, individuals with a good level of conflict management have less difficulty dealing with conflicts with other people, both with new and old acquaintances. Individuals who have good conflict management will always think twice before issuing opinions, not immediately responding to other people's opinions even though those opinions are quite convincing. Most individuals with good conflict management will control their attitudes and behavior in dealing with various conflicts.

Research Method:-

The researchers employed the field research method with qualitative and quantitative research approaches. Through this qualitative and quantitative approach, the research results are presented descriptively to systematically, factually, and accurately describe conflict management strategies at the MTs Satu Atap in Lampung Province, namely MTs Satu Atap Daarunnasyiin of East Lampung Regency, MTs Satu Atap Baiturrahman of Tanggamus Regency, and MTs Satu Atap Al Basyari of Central Lampung Regency. The sources of data in this qualitative research (the principal, teachers, students, parents at MTs Satu Atap Lampung Province) were selected purposively and through snowball sampling. The data collection techniques in this study were interviews, observations, and documentation. The researchers employed the inductive data analysis technique in this qualitative research. Inductive data analysis is based on the data obtained to find a certain relationship pattern. In this research, triangulation was performed to obtain the validity of the data.

Results and Discussion:-

Based on the results of data collection, the conflict management strategies performed by MTs Satu Atap in Lampung Province are 1) stimulating the conflict, 2) reducing or suppressing the conflict, and 3) resolving the conflict. Of the three strategies, stimulating conflict is the most effective strategy in overcoming conflict at MTs Satu Atap in Lampung Province.

Stimulating Conflict

These findings indicate that one of the factors that caused MTs Satu Atap in Lampung Province to grow rapidly is because the schools carry out conflict stimulation. The strategy done by MTs Satu Atap in Lampung Province in stimulating conflicts are as follows: 1) inserting or placing outsiders in the group, 2) rotating positions and assigning new tasks, 3) conveying information that is contrary to habits, 4) providing incentives, promotions, or other awards, 5) choosing new, more democratic leadership. The schools decided to perform this strategy because the teachers are experiencing boredom and decreased morale, so efforts are needed to stimulate conflicts through this technique.

Leung (2002) supports the research finding. The appropriate level of conflict can increase satisfaction to a certain degree; when satisfaction decreases, conflict increases. To produce an optimal level of satisfaction, a manager should stimulate conflicts in the early stages and resolve any undue conflict among participants. Other relevant research results are organizational effectiveness through conflict management. It starts with selecting managers and team leaders with well-developed leadership qualities and then training them in leadership skills and methods of resolving conflicts and handling complaints. Next, introduce better procedures for dealing with complaints and disciplinary issues. Also, train everyone to move from one-size-fits-all tactics to effectively manage, resolve, or eliminate conflict to ensure organizational effectiveness through positive contributions (Gwanyo, 2020).

The finding indicates that to reduce and suppress conflict, the head of the madrasa or the leadership of the Islamic boarding school must establish the relationship between other madrasah residents in harmonious, comfortable, and conducive atmospheres with good cooperation. Based on the results of interviews and observations, to reduce and suppress conflict, several steps need to be taken by the head of the madrasa or the leadership of the Islamic boarding school, namely: 1) providing pleasant information between one group to another, 2) increasing pleasant social contact with other groups, 3) confronting or negotiating and providing explanations about various information. The head of the madrasa must suppress so that conflicts do not occur by creating a comfortable, safe, harmonious, and pleasant working atmosphere. Negotiation needs to be done if there is a teacher problem so that the problems do not become a prolonged conflict.

Conflict management strategies can contribute to teamwork performance through the ability of employees to accommodate ideas from co-workers, the ability to avoid differences of opinion by maintaining feelings and maintaining communication relationships, and collaborating on work methods. The research results are relevant to the research findings by Sri Wartini (2015), who proves that conflict management strategies have a positive and significant effect on teamwork performance. Suggestions for this research should be to improve conflict management strategies, such as competing strategies at work, by providing opportunities for other colleagues to use their expertise in making decisions and finding solutions to work completion. The results of the Kurdish research (2019) found that *islah* is a conflict management effort that focuses on resolving conflicts effectively by avoiding elements of hostility and conflict between humans. In short, *islah* emphasizes the peace process between the two parties. In its development, *islah* is developed into conflict/dispute resolution steps carried out outside the court in mediation. *Islah* can also be interpreted as a conflict resolution method or strategy with an agreement from both parties to end their conflict peacefully.

Based on data collection through observations and interviews, the schools resolve conflicts within three strategies. The first strategy is the domination strategy. It tries to suppress conflict and not solve it using violent techniques that suppress autocracy. It views pacification techniques as more diplomatic. The principal avoids taking a firm position. The conflicts between groups are resolved through fair voting procedures. The second strategy is the compromise strategy. It tries to resolve the conflict by finding a middle way that is acceptable to the parties concerned. The form of compromise includes separating the conflicting parties so that a solution is reached through the interference of the third parties. The third strategy is an integrative problem-solving strategy by diverting conflict between groups into a problem-solving situation by using consensus techniques for both parties involved and confrontation to compare the opinions of each conflicting party.

The findings of this research are relevant to the results of the study by Gunawan & Rante (2011), which state that conflict resolution can be made by providing good options. This conflict resolution technique is pursued by (a) encouraging the group to suggest several options before evaluating them and choosing between them; (b) encouraging the group to find a way out to create values for mutual gain. The results of Saputra's study (2021) revealed a relationship between collaborative methods and the performance of health workers (p -value = 0.034). Of the 198 health workers, 86.4% used collaborative methods to resolve the conflicts, and 97% performed well. Health workers who resolve conflicts using collaborative methods are 7,000 times more likely to perform well than those who do not.

These findings indicate that in resolving the conflict at MTs Satu Atap in Lampung Province, adjustments are made by determining a firm attitude, making compromises, having a third party, and comparing the opinions of the majority. By following this strategy, conflicts are resolved following many people's opinions.

The conflict management strategy mostly carried out by the three MTs Satu Atap is to stimulate conflict. Meanwhile, strategies to reduce conflict are still rarely carried out by MTs Satu Atap Baiturrahman and MTs Satu Atap Al Basyari. Furthermore, sometimes conflict resolution is carried out by MTs Satu Atap Darunnasyiin and MTs Satu Atap Al Basyari.

Based on the analysis of the three strategies used in the MTs Satu Atap in Lampung Province in conflict management, the stimulating conflict strategy is the strategy that has the greatest impact on quality development. The managers of MTs Satu Atap in Lampung Province, including the madrasa principals, teachers, and administrative staff, experience boredom due to routines, decreased performance, no increase in competence, decreased creativity, lack of innovation, and setbacks in finding new ideas. Therefore, it is necessary to provide new

challenges that stimulate conflict that will increase the morale, creativity, innovation, insight, and abilities of the MTs Satu Atap in Lampung Province.

These findings prove that the stimulating conflict strategy influences the improvement and development of MTs Satu Atap in Lampung Province. Thus, these findings make it clear that the MTs Satu Atap in Lampung Province has developed well from its establishment until now due to being able to stimulate conflict within the madrasahs.

Conclusion:-

The researchers discovered several strategies for conflict management. First, the stimulating conflict strategy is done by including or placing outsiders in groups, rotating positions and dividing new tasks, conveying information contrary to the habits, providing incentives, promotions, or other awards, and choosing new leaders who are more democratic. Second, the reducing conflict strategy is done by providing pleasant information, increasing social contact and confrontation, or negotiating and explaining various information. Third, the resolving conflict strategy is done using the method of domination using violence techniques, calming techniques, and voting. The compromise method includes separating the conflicting parties and intervening with third parties. Furthermore, the integrative problem-solving method can be done by consensus and confrontation.

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