

Implementation of Conflict Management in the Development of Islamic Education Jember

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Abstract: *not only organizations, but also in the field of education there are conflicts. There is conflict in educational institutions because there are several parties involved in conflicts and gaps. Conflicts that were initially considered as negative, if managed properly can be used as competition to improve the quality of education. As well as Islamic educational institutions in Jember Regency. The purpose of this study is to analyze conflict management strategies carried out by Islamic Education institutions in Jember Regency. This research uses qualitative research with fenomenological approaches and sampling techniques with purposive sampling. The results explained that the conflicts that occurred in Islamic Education Institutions, especially the Jember Regency Boarding School, were Political Conflicts, Social Conflicts, Economic Conflicts and Task Conflicts. The conflict management strategy carried out is to try to prevent conflicts that occur by building good communication and carrying out good deeds between each other with various efforts, including Tabayyun, deliberation, Amar ma'ruf Nahi Munkar.*

Abstrak: Tidak hanya di organisasi atau perusahaan, konflik juga terjadi di lembaga bidang pendidikan Islam. Terjadinya konflik di lembaga pendidikan Islam karena ada beberapa pihak yang terlibat konflik dan kesenjangan. Konflik yang awalnya dianggap negatif, jika dikelola dengan baik dapat dijadikan kompetisi untuk meningkatkan mutu pendidikan, termasuk lembaga pendidikan Islam di Kabupaten Jember. Tujuan penelitian ini adalah menganalisis strategi manajemen konflik yang dilakukan oleh lembaga Pendidikan Islam di Kabupaten Jember. Penelitian ini menggunakan penelitian kualitatif dengan pendekatan fenomenologis dan teknik pengambilan informan dengan teknik purposive. Hasil penelitian menemukan bahwa konflik yang terjadi di Lembaga Pendidikan Islam khususnya Pondok Pesantren Kabupaten Jember adalah Konflik Politik, Konflik Sosial, Konflik Ekonomi dan Konflik Tugas. Strategi pengelolaan konflik yang dilakukan adalah dengan berusaha mencegah konflik yang terjadi dengan cara membangun komunikasi yang baik dan saling melaksanakan amal shaleh dengan berbagai upaya antara lain: *tabayyun, musyawarah, amar ma'ruf nahi munkar.*

INTRODUCTION

Philosophically, humans have two opposing potentials. The two intended potentials are the potential for conflict and the potential for peace. The potential for conflict will arise stronger if humans put the interests of individuals too first, so that there is competition to achieve goals. On the contrary, the potential for peace will appear stronger if humans are more concerned with the interests of the group. The statement that every creature will not escape from differences is supported by the elaboration of the Quran Surah Al Hujurat verse 13 as follows:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ
شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ
أَتْقَىٰكُمْ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

“O mankind, indeed We have created you from male and female and made you peoples and tribes that you may know one another. Indeed, the most noble of you in the sight of Allah is the most righteous of you. Indeed, Allah is Knowing and Acquainted”.¹

Differences often bring pros and cons, even giving birth to conflicts that are considered bad. Conflicts that are not visible object will also lead to good and bad things, be it individual conflicts and conflicts of groups, organizations or institutions.

There are several meanings of conflict in the organization described

by several experts, including Dubrint² defines conflict as a gap that occurs in individuals or groups that cause tension among them because of mutual obstruction to achieve predetermined goals. Winardi also explains the definition of conflict as a gap due to differences of opinion between people, groups or an organization³.

Sedarmayanti states that conflict is a struggle between needs, wants, ideas, interests or conflicting parties, as a result of differences in goals; value (values); mind (cognition); feelings (affect); and behavior. So conflict in an organization is a difference of opinion between two or more members of an organization or group, because it must divide resources or work activities and/or different views in achieving goals⁴.

Robbins expressed three views on conflict, namely the traditional view of conflict, the view of human relations (human relations view of conflict), and the interactionist view (interactionism view of conflict)⁵.

The traditional view considers all conflicts to be bad. Conflict is viewed negatively, and is anonymized in terms of violence, destruction and irrationality in order to reinforce its negative connotations. Conflict has a detrimental nature and should be avoided. This traditional view regards conflict as a dysfunctional result of poor communication, lack of openness and trust between people, and failure of

¹ Kementerian Agama, “Qur’an Kemenag,” Kemenag, 2010, <https://quran.kemenag.go.id/>.

² Dubrin A.J, *Foundation of Organizational Behavior an Applied Perspective* (London: Prentice-Hall International Inc, 1984).

³ Winardi, *Manajemen Konflik (Konflik Perubahan dan Pengembangan)*, (Bandung: Mandar Maju, 2004).

⁴ Sedarmayanti, *Restrukturisasi Dan Pemberdayaan Organisasi Untuk Menghadapi Dinamika Perubahan Lingkungan Ditinjau Dari Beberapa Aspek Esensial Dan Aktual* (Bandung: CV. Mandar Maju, 2000).

⁵ Stephen Robbins, *Prinsip-Prinsip Perilaku Organisasi*. Diterjemahkan Oleh Halida, Dewi Sartika (Jakarta: Erlangga, 2002).

managers to be responsive to the needs and aspirations of employees.

The view of human relations states that conflict is a natural event in all groups and organizations. Because conflict is inevitable, the flow of human relations advocates the acceptance of conflict. Conflict cannot be eliminated, and even sometimes conflict brings benefits to group performance.

The interactionist approach encourages conflict on the basis that cooperative, calm, peaceful groups tend to be static, apathetic, and unresponsive to the need for change and innovation. Therefore, the main contribution of the interactionist approach is to encourage group leaders to maintain a sustainable minimum level of conflict. With this view it becomes clear that to say that the conflict is entirely good or bad is not appropriate.

Based on this definition, can a conflict be seen from the type of conflict? According to Robbins, there are two types of conflict, namely functional conflict and dysfunctional conflict. The existence of gaps or conflicts that produce benefits for the performance of an organization is called functional conflict, while dysfunctional conflicts are the opposite, conflicts that occur between groups or organizations cause losses and hinder the organization to achieve predetermined goals.⁶

To advance an organization or institution, a leader must understand the factors that cause differences that occur in its members, let alone things that cause conflict by analyzing from

the real thing, whether the conflicts that occur between individuals or between groups. The factors that cause the conflict if understood properly by the leadership will make it easier to reach a solution in resolving the conflict that occurs, so that the realm for the achievement of goals will be more positive results. Even more beautiful if a leader is able to manage conflict into a positive thing in the form of quality improvement. This is where the role of conflict management is needed, the art of organizing and processing conflicts in a positive direction.

The definition of conflict management according to Criblin is the way taken by leaders in overcoming existing conflicts by determining rules in organizing⁷. Tosi, et al. describes the conflict, "Conflict management mean that a manager takes an active role in addressing conflict situations and intervenes if needed"⁸. In organizing, leaders are responsible for various lines from the bottom to the top structure, so it needs an active role from the leadership to overcome the conflicts that occur. The existence of conflict management carried out by leaders optimally will foster creativity and the creation of innovation so as to encourage changes of members to the development of the institution.

Not only organizations, but also in the field of education there are conflicts. There is conflict in educational institutions because there are several parties involved in conflicts and gaps. The role of the foundation chairman as a stakeholder of the institution must create conflicts that

⁶ Robbins.

⁷ Criblin, *Leadership Strategies for Organizations Effectiveness* (New York: Amacom, 1982).

⁸ Rizzo Tosi, H.L., *Managing Organizational Behavior. (2nd Edition)* (New York: Harper Collins Publisher, 1990).

lead to positive improvements in the quality of institutions and education.

Related to the conflict that occurred in Islamic education institutions, especially in Islamic Boarding School, there are several researches that explain the solution in the alignment of institutional conflicts. Previous research on the implementation of conflict management has been done a lot. Wahyudi in his research recommends resolving conflicts by taking an approach that is in accordance with the subject matter that is happening. Thus it will produce new innovations in performance and have an overall impact on organizational productivity⁹.

Other research was also conducted by Afandi. In the study recommended on how to resolve the resolution of conflicts that occur in pesantren with unique techniques such as holding marriages between pesantren, the implementation of end-of-year/pecansanah or istighosah¹⁰. In addition, it takes a leader who has transformational principles with some of his abilities such as being good at managing emotional, work spirit that takes precedence and always thinking about common interests can also mediate existing conflicts¹¹.

Unlike previous research, this study analyzed phenomena and management of conflicts carried out by Islamic Education Institutions, especially boarding schools in Jember Regency. This paper emphasizes more

on the strategies used by Islamic educational institutions by using qualitative research methods and fenomenological approaches so that it is hoped that this research can be used as a basis for developing and resolving conflicts that occur in various Islamic educational institutions.

In this study, there are several focus issues that will be discussed, namely: What are the forms of conflict in the development of Islamic educational institutions? as well as what conflict management strategies are used in the development of Islamic educational institutions?

THEORY FRAMEWORK

Management according to Richard L. Daft "Management is the attainment of organizational goals in an effective and efficient manner through planning organizing leading and controlling organizational resources". The meaning is that management is one way to achieve organizational goals by using effective and efficient ways through planning and supervision of the resources in the organization.

While the opinion of George R. Terry "management is a distinct process consisting of planning, organizing, actuating and controlling, performed to determine and accomplish stated objectives by the use of human beings and other resources." Management is a process to determine and achieve goals and objectives that have been

⁹ Wahyudi, *Manajemen Konflik Dalam Organisasi* (Bandung: Alfabeta, 2006).

¹⁰ Ahmad Hasan Afandi, "Masyarakat Pesantren Dan Resolusi Konflik," *Politik* 12 (2016).

¹¹ Asrama Paryono, "Manajemen Konflik Dalam Organisasi Sekolah Di SMA Negeri 8 Kota

Pontianak," *Pendidikan Dan Pembelajaran Khatulistiwa*, 2015, <https://jurnal.untan.ac.id/index.php/jpdpb/article/view/10377/10027>.

determined through a unique process consisting of planning, organizing, actuation and supervision of human resources or other resources in the organization¹².

Sedarmayanti states that conflict is a conflict or difference about desires, ideas or needs that are of personal or group interest because of differences between goals, values, thoughts of feelings or behavior. So that conflict in the organization is a conflict or difference that occurs between members or groups of organizations about the distribution of resources or activities in the organization to achieve an organizational goal¹³.

The purpose of conflict management is so that members in the organization can focus on the vision of the mission and the goals that have been set. Provide others with understanding of diversity, increase member creativity, determine decision-seeking through several considerations, produce conflict resolution procedures and procedures¹⁴. According to Feldman, D.C. and Arnold, H.J. Sources of organizational conflict are the cause of conflicts in organizations usually occur due to weak cooperation between teams, and lack of supervision in the course of the organization¹⁵.

The author uses the theory developed by Stevenin mentions there are 5 (five) stages for the conflict to be resolved, namely, 1) introduction, by

identifying the conflict with the actual circumstances and assuming that there is no problem, 2) diagnosis by knowing the conflict by identifying the problem using 5W1H, 3) agreeing on a solution can be done by collecting some input on the exit of each person who involved in the conflict then filter and choose the best input, 4) implementation with confidence aka the tone of profits and losses that will be received and 5) evaluation is to make an assessment of the solution carried out, if the conflict cannot be resolved then do it again with other solutions¹⁶.

Stevenin explained that when experiencing problems, there are some actions that are not allowed to be done during the conflict¹⁷, namely:

1. Do not get caught up in the issue of power. Usually if the power increases then the power also increases and vice versa, so as not to be tempted by the power struggle.
2. There is no need to be careless from the conflict, still help resolve the conflict because if the conflict can be resolved properly without a third person
3. There is no need to change the vision that has been formulated, just concentrate on the existing conflict.

According to Winardi in managing a problem there are stages that must be done, among others; (1) stimulate the problem, (2) intervene in the problem,

¹² George Terry, *Prinsip-Prinsip Manajemen Terj. J. Smith* (Jakarta: Bumi aksara, 1993).

¹³ Sedarmayanti, *Restrukturisasi Dan Pemberdayaan Organisasi Untuk Menghadapi Dinamika Perubahan Lingkungan Ditinjau Dari Beberapa Aspek Esensial Dan Aktual*.

¹⁴ Wirawan, *Konflik Dan Manajemen Konflik (Teori, Aplikasi, Dan Penelitian)* (Jakarta: Salemba Humanika, 2010).

¹⁵ Arnold Feldman, *Managing Individual and Group Behavior in Organizations* (London: McGraw-Hill International Book Company, 1984).

¹⁶ Thomas Stevenin, *Win-Win Solution: Mengatasi Konflik Di Lingkungan Kerja* (Jakarta: Metanoia, 2000).

¹⁷ Stevenin.

and (3) find a solution. Stimulating problems is highly recommended for departments that are declining in popularity or the presence of teams that do not achieve a cool performance. Ways to stimulate the problem include; (a) placing individuals with different personalities, behaviors and visions towards the values set, (b) reorganizing departments, especially changes in position and distribution of work programs, (c) providing news different from what has happened, (d) increasing rivalries through methods of granting support, increasing positions and so on, (e) establishing a better head/chairman.¹⁸

Activities to reduce problems are carried out if the clearing of problems has strengthened and leads to things that cause damage and deterioration in the performance of each department. How to reduce problems through the change of objects that can be understood by the problematic parts, after that direct them to solve new obstacles as a team, and hand over the burden that must be done in a team in order to appear familial nature in the team.

Solving problems is a task that must be done by the chairman / head of the group to reconcile the conflicting parts. Winardi argues that the way to solve problems that are often used is authority, agreement, and problem solving by reducing. In addition, in solving existing conflicts, the author also uses Winardi's theory in solving problems that are often used, namely through authority, agreement, and problem solving by exploring¹⁹.

Solving a problem or conflict that occurs is not as easy as turning the palm of the hand. Conflicts can be resolved quickly lies in the transparency and openness of members who are at odds to jointly want to resolve existing conflicts. The size of the level of conflict can be implemented by the intervention of third parties in mediating existing problems.

As for the solutions in solving conflicts that arise in the following ways: 1) refer, *personal approach* efforts that aim to jointly live a good relationship for the realization of common goals. 2) perusasi, change of position of the other party by showing evidence of losses incurred due to conflict, 3) bargaining, both parties both exchange acceptable offers for mutual progress, 4) integrated problem solving, efforts to combine the two parties in meeting needs, in this case both trust each other and formulate a common goal, 5) withdrawal, one party's efforts to clear up with what happened, This is if the disputing party is reluctant to be met, 6) emphasis and coercion, this is done if between the parties cannot be resolved, then those who have formal authority can command competently to solve the problem, 7) mediators, inviting mediators to mediate existing conflicts will help find evidence to be able to resolve the conflict.

In terms of institutional development, organizational development techniques include the act of uniting groups or group pairs to study their own interactions, their activities and their sentiments and relationships with organizational effectiveness²⁰. The introductions to

¹⁸ Winardi, *Manajemen Konflik (Konflik Perubahan Dan Pengembangan)*.

¹⁹ Winardi.

²⁰ Winardi.

change have many intervention techniques and approaches available, in which these techniques are classified according to the target group, namely: 1) Development of institutions for individuals; 2) Development of organizations/institutions for two or three persons; 3) Organizational development for a team or group; 4) Organizational development for intergroup relations; 5) Organizational development for the overall organization.

Included in the development are various types of managerial behavior such as coaching, training, mentoring, and consulting on careers designed to improve a person's skills and facilitate adjustments to his work and career development²¹. French and Bell analyzed a group of situations needed to carry out the progress of the institution including: 1) members of the organization on the development of the institution; 2) Appreciation of the strengths of managers; 3) Involvement of personnel department managers; 4) Development of internal agency development resources; 5) Effective management of the institution's development program; 6) Measurement of results.

LITERATURE REVIEW

Research on conflict management strategies in an organization or institution has been widely done. Research conducted by Wahyudi, stated that the conflict that occurred in the Malang Technology Teacher Management Development Center

(PPPGT) was caused by internal and external organizational factors. Second, In responding to conflicts that occur, leaders and employees state that conflict as organizational dynamics, differences that occur can encourage creativity in work, clarify problems, as an evaluation of organizational performance / programs, and encourage the creation of transparency in organizational resource management²².

Halimatus Sya'diyah also explained that the conflict that occurred in Islamic Higher education institutions was caused by internal factors, namely the policy of paying tuition fees with the Single Tuition Fee system which resulted in students demonstrating. The supporting factors in conflict management at the Institution are the familial and democratic attitudes of UIN leaders towards student aspirations²³.

Of the several conflicts that occurred, Paryono et al recommended that mediating conflicts, explaining the importance of cooperation, emphasizing common interests, conducting team building sessions, and others could not adequately resolve the conflict. Therefore, transformational leadership is needed through an approach to emotional intelligence, prioritizing work ethic, human-oriented and achievement²⁴.

In addition to these recommendations, Ahmad Hasan Afandi found that some conflict resolution resolution in pesantren is often taken in unique ways, including

²¹ Gary Yukl, *Kepemimpinan Dalam Organisasi* (Jakarta: Prenhallindo, 1990).

²² Wahyudi, *Manajemen Konflik Dalam Organisasi*.

²³ A Akbar, *Olahraga Dalam Perspektif Hadis* (Jakarta: UIN Syarif Hidayatullah, 2014).

²⁴ Paryono, "Manajemen Konflik Dalam Organisasi Sekolah Di SMA Negeri 8 Kota Pontianak."

through intermarriage, istighotsah, haul and akhirussanah ²⁵.

METHODOLOGY

The method used in this study is a qualitative method with a description of fenomenology to educational institutions in the city of Jember. Variables analyzed are factors that cause conflict, forms of conflict and conflict management strategies used by the institution based on in-depth interviews, observations or documentation of phenomena that occur in the field. Here researchers as a key instrument to plunge into the field to get empirical data.

Research is written to describe the views of Islamic educational institutions on conflict, conflict management strategies used by institutions and conflict tactics used by analyzing these problems derived from primary and secondary sources. For the determination of informants, researchers use purposive sampling techniques, namely the determination of informants based on certain considerations and objectives ²⁶. Because this research is related to managerial aspects, of course, the main thing to go is the leadership / head / chairman in Islamic education institutions that have been determined location.

The location of the research that was used as the object of study in this study is the Pesantren-based Religious Education Institute which houses education from early childhood education to high school. Based on data obtained from the kemenag.go.id, in Jember Regency, which obtained the

operational permit of the Pesantren-Based Educational Institution, namely Islamic Boarding School Nurul Islam Jember. Researchers also took several pesantren-based educational institutions that became recommendations based on pesantrenterbaik.com review data, namely Ponpes Al Qodiri, As Sunniyah, Darus Sholah, Bustanul Ulum Bulugading and Miftahul Ulum Kalisat.

The research site is located in Jember Regency. Each boarding school has a formal Islamic education institution that is shaded, ranging from Play Group, Kindergarten, MI, MTs / Junior High School and MA / SMA / SMK. The existence of formal education institutions of the same level as MTs and junior high schools in one auspices of foundations or MA, high school and vocational school in one institution has its own uniqueness. MTs and junior high school or MA, high school and vocational school are both institutions that have the same level, which at least even though in one foundation in it there is still an element of competition to attract students to the institution. Not infrequently in it there is a conflict (conflict) that if not managed properly will lead to the fall of one of the institutions.

RESULTS AND DISCUSSIONS

Forms of Conflict in Islamic Educational Institutions

The results of the research conducted found that the forms of conflict that occur in Islamic education institutions based on Pesantren are very diverse. In general, forms of conflict that occur in educational

²⁵ Afandi, "Masyarakat Pesantren Dan Resolusi Konflik."

²⁶ Sugiono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D* (Bandung: Alfabeta, 2012).

institutions that have the same formal institutions have various forms of conflict.

Conflict is a consideration for stakeholders in pesantren such as kiai, ustadz and other cottage leaders. Existing conflicts are used as evaluation materials so that pesantren huts are more responsive to the existing environment.

The emergence of a conflict usually begins with a gap between certain parties and the rules that have been set. This requires leaders to be able to identify the source of the problem by analyzing strength and weaknesses in determining the right steps in preventing the conflict (Pupun, 259).

Table 1 presented the form of conflict that arises and can hinder the continuity of the goals of Islamic educational institutions and the phenomenon of conflict that occurs in Islamic education institutions Jember Regency. First, Political Conflict, There is opposition in the political field because each individual has different thoughts and roles in performing tasks and they have personal interests and needs in carrying out their respective duties. The phenomenon of conflict that occurs in Islamic education institutions in Jember Regency is a political conflict built by families in the institution. The involvement of some family members who have the status of leaders of the institution has political involvement in other institutions.

Second, Economic Conflict, The increasing development of technology, humans are required to be able to face global life with various challenges. One of the biggest challenges is the economy. The rise of unemployment caused by the lack of employment,

poverty and so on makes pesantren huts to help overcome it by integrating social economic goals in one of the programs in the pesantren. The phenomenon of economic conflict in Islamic educational institutions has several students who come from underprivileged families so that institutions contribute by utilizing natural resources well, where students are involved in the economic empowerment of pesantren such as managing pesantren cooperatives, cultivating land to be more productive (herbal medicine growers), gardening (vegetable name) without leaving the educational activities in the pesantren.

Third, Task Conflict, The dependence of one group or more in completing the task, sometimes causing conflict. A group develops its desire to pursue what is targeted so as to make the desire an autonomy for it to be obtained. The conflict of tasks that occur in Islamic educational institutions lies in the non-conformity of the tasks given with personal ability to do them. So that it causes the task given to be abandoned. In addition, the absence of rewards or rewards for the executor of activities, without potential human resources and accompanied by the awarding of pesantren leaders will not be able to run the wheels of life in the pesantren world.

Fourth, Organizational Conflict, Pesantren which has many educational institutions in it will experience conflicts and conflicts in managing and aligning one goal and vision of the same mission. Between institutions and other institutions mention each has its own personal interests and ways of managing the organization. Organizational conflicts that occur in Islamic educational

institutions of Jember regency are as follows:

Misunderstandings in capturing news cause disputes that occur in one institution with another institution. Differences of opinion and miscommunication of the object of study will interfere with the achievement of agreed goals, meaning, if the communication carried out between institutions is not good, then it will cause conflict between institutions.

Placement of tasks and organizational structures that are not in accordance with their abilities and competencies will cause unproductive organizational conflicts. The placement of tupoksi is appropriate and in accordance with the abilities possessed by its members, then the organizational goals that have been set will be achieved properly.

Table 1. Forms of Conflict in Islamic Boarding School

Conflict Forms	Fenome in the Field
Political Conflict	Some leaders of institutions become leaders in other institutions, some are political leaders in various institutions of the Council.
Economic Conflict	Most students come from underprivileged families so that institutions take advantage of pesantren-based economy.
Task Conflict	the non-conformity of the given task with the personal ability to do it. So that it causes the task given to be abandoned.
Organizational Conflict	Misunderstandings in capturing news cause disputes that occur in one institution with another institution. Placement of tasks and organizational structures that are not in accordance with their abilities and competencies

Source: Data processing results

The above conflict is a part that must be considered properly and correctly in making a decision so that the conflict that occurs in the Islamic educational institution does not cause obstacles to the progress of a system in the institution. In addition, it is necessary to take quick and responsive action to existing problems so that they can be resolved immediately and do not cause new conflict seeds.

Based on this, it can be known that Islamic educational institutions that have complexities of conflicts and problems, will cause changes and allow the pesantren to transform into a more advanced pesantren. Therefore, good cooperation is needed to manage these forms of conflict as a solution to better change.

Conflict management strategies used in the development of Islamic educational institutions

Conflicts that occur among pesantren will be different from conflicts that occur in other institutions, because the sources that cause conflict are also diverse patterns and characters. Wirawan stated that conflict is an event that occurs that cannot be avoided and will have an impact on the achievement goals of an organization if it is not avoided and a solution is sought. To avoid conflict, various sources are needed, including sources owned by the organization, namely human resources, financial funds or technology sources. The source needs to be regulated in conflict management in accordance with the procedures that have been set so that the goals set can be directed and

achieved properly²⁷. The objectives of conflict management include:

1. Preventive measures to focus more on the vision, mission and objectives of the organization
2. Provide understanding to others of the importance of respecting each other's differences
3. Increase the creativity of members
4. Provide solutions to decisions through various considerations of the viewpoints and thoughts of various informants.

From the results of research conducted at Islamic education institutions in Jember regency, that in developing the institution, one solution is to create a conflict management strategy to mediate and provide solutions to existing conflicts for the achievement of a certain goal. The conflict management strategies carried out by Islamic Education Institutions are as follows:

1. Tabayyun

Tabayyun is a negotiation process conducted by the parties involved in the conflict. The purpose of this negotiation process is expected to get a mutual agreement between conflicting groups or individuals. There are strategies that can be done in conducting negotiations. Robbins 28 and Sopiah (2008: 64) divide the strategy into two, namely: 1) distributive, which is a bargain made to divide resources permanently so as to know the risks that will be received when losing or winning; 2) integrative, which is a bargaining conducted to

solve problems by making solutions and solutions to each conflict.

In the Qur'an it is told about the procedure of conducting negotiations continuously, communicating in an authentic manner between superiors and subordinates as described in Surah Yusuf verse 80:

فَلَمَّا اسْتَيْسَسُوا مِنْهُ خَلَصُوا نَجِيًّا قَالَ كَبِيرُهُمْ أَلَمْ تَعْلَمُوا أَنَّ أَبَاكُمْ قَدْ أَخَذَ عَلَيْكُمْ مَوْثِقًا مِنَ اللَّهِ وَمِنْ قَبْلُ مَا فَرَّطْتُمْ فِي يُوسُفَ فَلَنْ أَبْرَحَ الْأَرْضَ حَتَّى يَأْذَنَ لِيَ أَبِي أَوْ يَحْكُمَ اللَّهُ لِي وَهُوَ خَيْرُ الْحَاكِمِينَ

So when they despaired from it (Joseph's verdict) they were alone (while deliberating) by whispering. The eldest of them said, "Do you not know that your father has taken the promise from you with the name of Allah and before that you have wasted Joseph? Therefore I will not leave this land (Egypt), until my father allows (to return), or God gives me a decision. He is the best judge."

Based on the research conducted, the conflict resolved at the Jember Regency Islamic Education Institute was carried out with tabayyun, where pesantren leaders negotiated and invited their members to conduct joint negotiations related to the conflicts in the institution. With the tabayyun the conflict between the two sides being the solution for both parties, and between the two no one being harmed, they felt the benefits of the agreement that had been set. Tabayyun can be used as one of the conflict management

²⁷ Wirawan, *Konflik Dan Manajemen Konflik (Teori, Aplikasi, Dan Penelitian)*.

²⁸ Robbins, *Prinsip-Prinsip Perilaku Organisasi*. Diterjemahkan Oleh Halida, Dewi Sartika.

strategies to make further improvements.

2. Deliberation

According to Wirawan stated that conflict management strategies with other parties can be done by mutual confirmation between opposing parties and interacting with each other. Deliberations are carried out with several stages, including inviting conflicting parties and then negotiating by communicating about the problems at hand to find solutions to the achievements of the conflict that is happening²⁹.

The conflict management strategy carried out by the Islamic Education Institute in Jember Regency through deliberation is in accordance with the word of Allah in the letter of Shuraa verse 38:

وَالَّذِينَ اسْتَجَابُوا لِرَبِّهِمْ وَأَقَامُوا الصَّلَاةَ وَأَمْرُهُمْ شُورَىٰ بَيْنَهُمْ وَمِمَّا رَزَقْنَاهُمْ يُنفِقُونَ ٣٨

That is: and (for) those who receive (obey) the Lord's call and perform prayers, are their affairs (decided) by deliberation between them; and they took some of the sustenance which We gave them,

The verse explains the importance of carrying out deliberation in all problems, whether family, community or organizational problems, all oppositions must be passed by deliberation for consensus. From this it can be explained that conflict management strategies carried out by deliberation can produce mutual agreements to find the right problems. This strategy is very

appropriate if applied to pesantren organizations or institutions, because in it is also taught about religious values that are in accordance with the conditions and problems of life in the institution.

3. Amar Ma'ruf Nahi Munkar

Another conflict management strategy carried out by the Islamic education institute of Jember regency is to prepare amar ma'ruf nahi munkarpada every human being. In Arabic, Amar ma'ruf Nahi munkar is an order to carry out good deeds and prevent bad things from happening for society. Good deeds formed in Islamic educational institutions, especially in pesantren huts through individuals and communities. In individual activities, students and asatidz are given religious education in accordance with Islamic teachings³⁰. Studying books and studying together fosters good deeds that will arise from each individual. Each individual is given the freedom to always call for good. This is in accordance with ali-Imran verse 104 which reads:

وَلْتَكُنْ مِنْكُمْ أُمَّةٌ يَدْعُونَ إِلَى الْخَيْرِ وَيَأْمُرُونَ بِالْمَعْرُوفِ وَيَنْهَوْنَ عَنِ الْمُنْكَرِ وَأُولَٰئِكَ هُمُ الْمُفْلِحُونَ

Meaning: And let among you be a group of people who call upon virtue, command (do) the makruf, and prevent from being corrupt. And they are the lucky ones.

This verse explains the command of Allah SWT so that believers call on people to good and prevent bad deeds. The existence of this call makes

²⁹ Wirawan, *Konflik Dan Manajemen Konflik (Teori, Aplikasi, Dan Penelitian)*.

³⁰ Agama, "Qur'an Kemenag."

Muslims protected from divisions or conflicts from any party. In the verse it is also explained that both must run well, not enough to do good, but must be accompanied by eliminating existing vices.

Amar Ma'ruf Nahi Munkar's activities not only explain about matters related to religious ideology in the form of Islamic religious principles, but the ability of Amar Ma'ruf Nahi Munkar is very relevant to social, political, cultural and economic khidupan. In Islamic education institutions a leader or Kiai gives an example and as a role model in carrying out Amar Ma'ruf Nahi Munkar to students and their families, so that the conflicts in the institution can be prevented by practicing Amar Ma'ruf Nahi Munkar which has been exemplified in every activity in life. This is also a solution to prevent conflicts that occur in Islamic Education institutions in Jember regency.

Table 2 Conflict management strategies at Islamic Educational Institutions

Conflict Management Strategy	Practice in Institutions	Verses of the Qur'an
Tabayyun	Pesantren leaders negotiate and invite their members to negotiate together regarding the conflict in the pesantren.	QS. Joseph: 80
Deliberation	Invite conflicting parties and then negotiate by communicating about the problems at hand to find solutions to the	QS. Shuraa: 38

	achievement of the conflict that is happening.	
Amar Ma'ruf Nahi Munkar	a leader or Kiai set an example and as a role model in carrying out Amar Ma'ruf Nahi Munkar to the students and their families	QS. Ali Imran: 104

Source: Data processing results

Impact of Conflict on the development of Islamic Education Institutions of Jember Regency

The resolution of management and handling of conflicts in Islamic educational institutions in Jember regency has been running effectively and efficiently, so that the consequences arising from existing conflicts have a positive impact on the development of educational institutions through actions taken by members of institutions as human resources that have the potential to be masterminded. Table 3 presented the positive impact that exists in the Islamic education institutions of Jember Regency, first there is an increase in discipline and order of members in working, the implementation of the members use time effectively so that no member is absent from teaching and always go home on time unless an urgent matter. Second, there is an increase in productive cooperation between members and groups, the implementation of each member in the institution is to analyze their respective work based on predetermined tupoksi. Third, there is an increase in the motivation of the work of the members, the implementation of the members in the institution competes healthily to improve work performance

and be responsible for its performance. Fourth, the reduction of pressures that make the mind negative so that increased work productivity, the implementation of the members in the institution feel safe and more confident in the success of the work so as to increase the potential of the members.

In addition to the positive impact caused, there are also negative impacts arising from conflicts on Islamic educational institutions in Jember Regency. The lack of effectiveness in managing conflicts in Islamic educational institutions, especially in pesantren which is less strategic in its territory such as Pesantren Miftahul Ulum Kalisat causes negative impacts in developing its institutions, including first, the increase in member molor hours, this is seen by the number of members who have collapsed because of the preoccupation of chatting with their sidekicks or returning home early for various reasons. Second, give rise to groups in the institution, because the leader is considered less fair in the division of tupoksi. Third, it often causes disputes between members that cause anger so that it has an impact on the psychic or his family. Fourth, defiance of superiors if they get a reprimand by damaging planned activities.

Table 3 impact of conflict on the development of Islamic Education Institutions of Jember regency

Positive Impact	Negative Impact
Increased Discipline and order of members	Increased hours of molor members due to the preoccupation of chatting
Increased productive cooperation	There are several groups in one

between members and groups	institution that is not one vision.
Increased motivation in the work motivation of the members	Often cause disputes between members
Reduced pressures that make the mind negative	Rejection of superiors by undermining planned activities

Source: Data processing results

CONCLUSION

The forms of conflict that occur in the Islamic Education Institute in Jember Regency are caused by certain factors in the reality of daily life. The conflict resulted in changes from various aspects and can also hinder the continuity of activities in the hut, among the conflicts that occurred, namely a) Political Conflict, b) Social Conflict, c) Economic Conflict and d) Task Conflict.

The conflict management strategy carried out by the Islamic education institutions of Jember Regency is to try to prevent any conflicts that occur by building good communication and carrying out good deeds between each other with various efforts, including: a) Tabayyun, b) deliberation, c) Amar ma'ruf Nahi Munkar.

The impact of conflict management implemented by Islamic education institutions in Jember Regency has a positive impact and also a negative impact. The positive impact that is granted puts more emphasis on the discipline of the members. While the negative impact caused in the form of the emergence of several groups in the institution that are not one vision in carrying out the activities of the institution.

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