Conflict Management: Building the Dynamics of Leadership in Islamic Educational Institutions

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ABSTRACT

This study aims to explain conflict management in building leadership dynamics in Islamic educational institutions. This research is a literature review with a conflict management approach to educational institutions. Conflict management is an effort that needs to be dontoto prevent, avoid conflicts and reduce risks and resolve conflicts so as not to interfere with organizational performance. Conflict is somethilt to avoid in an Islamic educational institution. If managed properly, conflict will dynamize Isthe lamic educational institutions in a positive directipositivelylamic education institution must have the authority for his leadership potential in managing conflict to guide and control the behavior and actions of his subordinates and be well-coordinated so that dynamics that can produce change and development for the better can be realized effficiently.

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ABSTRAK

Kata Kunci:
Dinamisasi Kepemimpinan; Konflik Organisasi; Lembaga Pendidikan Islam; Manajemen Konflik;

Penelitian ini bertujuan untuk menjelaskan manajemen konflik dalam membangun dinamisasi kepemimpinan lembaga pendidikan Islam. Penelitian ini merupakan kajian kepustakaan dengan pendekatan manajemen konflik lembaga pendidikan. Manajemen konflik merupakan usaha-usaha yang perlu dilakukan dalam rangka mencegah, menghindari terjadinya konflik serta mengurangi resiko dan menyelesaikan konflik sehingga tidak mengganggu kinerja organisasi. Konflik dalam sebuah lembaga pendidikan Islam meruapakan suatu hal yang tidak mungkin dapat dihindari. Konflik jika dikelola dengan baik, akan mendinamisasikan lembaga pendidikan Islam ke arah yang positif. Pimpinan sebuah lembaga pendidikan Islam harus mempunyai otoritas potensi kepemimpinannya dalam mengelola konflik untuk membimbing dan mengontrol perilaku dan tindakan bawahannya serta dikoordinir dengan baik supaya dinamisasi yang bisa menghasilkan perubahan dan perkembangan ke arah yang lebih baik dapat terwujud secara efektif dan efisien.

INTRODUCTION

In general, humans desire to avoid conflict at all costs, despite the fact that they cannot, both internally (internal) and externally (external), at least to some degree throughout their lives (Prasetyo, 2022; Theaker, 2020). In a broader context, namely organizing, conflict becomes inseparable, even becoming a crucial factor in determining whether an organization is advancing or not (Shockley et al., 2017).

The most prevalent assumption is that the emergence of conflict can cause strain on the organization's personnel, difficulty or even failure to achieve the vision and mission, and difficulty uniting or dividing the organization (Pammer

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& Killian, 2019). It is time for every organizer to abandon this way of thinking so that what is required is not avoiding or evading the reality of conflicts that inevitably arise in an organization but rather a positive outlook on how to organize or manage a conflict (Rahim, 2015).

Managing conflicts should not be destructive (damaging, destroying, or destroying), but constructive (building, repairing, or building) and beneficial to human life. Islam teaches its adherents to manage or resolve conflicts or differences with a very shrewd system; therefore, Islam never tolerates the use of violence to resolve a conflict in its teachings. Conceptually, solutions or conflict resolutions in Islam around the world tend to resemble conflict management (Bashori, 2018).

Regarding the dynamics of an organization, it is difficult to avoid conflict, for instance, between leaders and those they lead or between one work group and another (Rothermel & LaMarsh, 2012). Conflict cannot be eradicated; it can only be managed, controlled, and even synergized into something very harmonious and dynamic; this is the essential aspect of a leader's leadership responsibilities (Rhodes & Hart, 2014). The effectiveness of a leader's leadership in an organization can be determined or evaluated in part by his capacity to manage and transform conflict into a positive dynamic (Mikkelsen & Clegg, 2019).

In the current era of globalization, people are aware of the relationship between constructive conflict and the success of an organization, according to Broullitte, without conflict, it is difficult for everyone to think creatively, resulting in stagnation for the organization because it always agrees and "forces" every policy or decision, regardless of whether it is appropriate or incorrect according to the SOP (Brouillette, 2019). These will exhibit signs of congestion, autocracy, mental rigidity, uniformity, psychological disorders

(laziness or sloth), and apathy in the absence of correction and opposition (Claridge & Davis, 2013).

On the other hand, the existence of democracy, difference, diversity, development, progress, growth, self-transcendence, and self-actualization demonstrates that the conflicts that occur are extremely dynamic and are still at a very reasonable level (Bickmore, 2013).

Successful leaders in an organization can guide and influence the behavior of personnel to carry out and complete their work to provide direction and guidance, remain steadfast, develop, achieve goals collectively, and maintain group loyalty (Liu et al., 2014). Similarly, leaders must play a significant role in minimizing, utilizing, and directing conflicts that arise, as leaders are individuals with substantial authority within an organization.

Some organizations still have leaders who have not been able to bring color in a better direction for the organization they lead, particularly in utilizing and controlling conflict, which is one of the obstacles a leader must overcome to accomplish the management goals of the organization he leads. So that many organizations fail due to the absence of a leadership role. This phenomenon has also permeated education to the extent that it is not uncommon for the education management system to be influenced by the diverse interests of individuals, groups, and even certain elites .

The dynamics of educational institutions are everything or conditions that are constantly changing, actively moving, and experiencing significant development. The availability of resources in educational institutions, including human resources, funds, facilities, curriculum, and students with high potential, does not guarantee the success or success of the educational process if a leader of an educational institution does not regulate or manage the multiplicity of all these elements that have the potential for conflict (Siregar et al., 2021).

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Therefore, understanding the heterogeneity of managed resources, supporting personnel for the implementation of education who have interests, the many interests between units in the overall organizational structure, authorities or tasks, backgrounds, and very varied responsibilities, must be owned by a leader in an educational institution (Ardian et al., 2021).

Competition or competition between elements of parts or units, such as interests, goals, needs, exclusive materialism, and individualism, is the genesis of potential conflicts in the dynamics of educational institutions (Davies, 2003). Although competition is unavoidable, it is still necessary to plan and manage it as effectively as possible so that it does not become a destructive force within an educational institution.

Based on the above understanding and the extent of the study of conflict management in Islamic educational institutions (Minarti, 2011), the authors will focus the study on the essence of conflict management and leadership, sources and factors causing conflict in Islamic educational institutions, and conflict resolution strategies in Islamic educational institutions so that the formation of dynamics in each element or element in Islamic educational institutions exists. This research is a literature review focusing on conflict management in educational institutions.

RESULT AND DISCUSSION

The Essence of Leadership and Conflict Management in Islamic Educational Institutions

Conflict management entails an approach geared toward managing and directing forms of communication from actors or external parties, as well as influencing interests and interpretations (Winardi, 2012). Wirawan defines conflict management as the process of individuals, groups, or third parties

developing conflict strategies and implementing them to control conflict and produce the desired policies and decisions (Wirawan, 2017).

There are several elements in a conflict, including a goal that is the target of the conflict, two or more parties involved, differences in feelings and thoughts, actions between the parties involved to obtain or accomplish the goal, and contradictory situations between two or more parties (You et al., 2022).

Conflict management refers to the actions taken by actors or third parties to manage and direct differences toward specific outcomes, which may or may not produce positive, calm, agreeable, and creative outcomes. Self-help, collaborative problem-solving, and third-party decision-making are all examples of conflict management techniques. A process-oriented approach to conflict management refers to the actors' communication model (attitude or behavior) and their methods or systems for influencing the conflict's interests and interpretations (Syarnubi et al., 2021).

Although the conflict has a strong negative connotation and is always viewed as an impediment to progress, it also has positive aspects (Branson & Gross, 2014; Edmonson et al., 2013; Lathif et al., 2020), such as:

(a) Conflict facilitates the creation of problem-solving, as each member of the organization psychologically focuses on the issue;

(b) Conflict brings to light who is involved and how human resources and organizations can resolve problems or difficulties;

(c) Conflict results in high-quality decisions when organizational members express opposing views and perspectives;

(d) Conflict stimulates change, causing organizations to become more conscious of inequities, wastes, and deviations and what is required to correct them;

(e) Conflict enhances the enjoyment of work; conflict dynamics will increase the originality of policies and decisions, which in the end (among other things) will create competition and work enjoyment;

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(f) If accompanied by encouragement and ambitious goals, conflict increases productivity;

(g) Conflict encourages management's creativity; conflict will encourage management to examine a problem from multiple perspectives;

Some believe that conflict has become a natural law of the universe. As a result, conflict cannot be eliminated because humans are born with diverse interests. For conflict to have a positive impact or effect on a group or organization, it must be managed effectively and methodically. This contradictory viewpoint by Robbins is referred to as the conflict paradox, which is the understanding that, on the one hand, conflict is believed to increase a group's work ethic, while on the other hand, most groups and organizations try to minimize conflict (Fauzi & Hariyanto Surbakti, 2019).

According to Veithzal Rivai, all elements or groups in conflict will experience climate change in a predictable manner, including the following (Rivai & Arifin, 2009): an increase in harmony among members; the emergence of negative stereotypes; the selection of strong representatives; the emergence of regeneration of new leaders; the development of a need for each other; and barriers to the perception of their group and other groups in conflict.

Leaders must have the fortitude to confront conflicts that arise between members. Conflicts must be confronted transparently or openly, discussed intelligently in public forums, and without personalization of the underlying issues. When conflict cannot be avoided, especially in the world of education, the role or strategy of an educational institution's leader can make the most of it to achieve the desired goals effectively and efficiently.

Educational leadership is the ability and process of influencing, coordinating, and mobilizing others involved in the development and implementation of education and teaching so that the activities conducted are

more efficient and effective in achieving educational and teaching objectives. Leadership in education is the capacity to motivate education implementers so that educational goals can be attained effectively and efficiently (Tang & Lee, 2021).

Conflicts between teachers, conflicts between students and educators, conflicts between students, conflicts between educators, conflicts between educators and school leaders, and conflicts between educational institutions and the community are all possible in educational institutions. To encourage Islamic educational institutions to be dynamic and to prevent conflicts from inhibiting Islamic educational institutions' programs, leaders of Islamic educational institutions must confront and manage conflict with prudence and positivity.

Educational leaders must have the power and authority to lead Islamic education units. Based on the Qur'an and Sunnah, a leader in education must be able to maximize his potential and utilize his inherent authority to manage the behavior and attitudes of subordinates. Thus, conflicts that arise or already exist must be managed and coordinated so that the resulting dynamics can be positive and support the development and achievement of the objectives of Islamic education.

Conflict-Causing Sources and Factors in Islamic Educational Institutions

Some people view conflicts in the world of education as one of the weaknesses in managing an educational institution. This perception exists because educational institution administrators view conflict as destructive or counterproductive. The problems that lead to conflicts within an organization, including educational institutions, are directly proportional to the organization's age. The initial cause of the emergence of a conflict can arise from situations that may be viewed as simple or trivial, but this is frequently a factor in determining the long-term viability or survival of an organization.

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Robbins (Robbins, 2001), humans have different perspectives on conflict, so the origin of conflict also has different perspectives, including: According to the traditional viewpoint, all conflicts are undesirable, and each is viewed as something negative, harmful, and to be avoided.

Based on the assumption that cooperative, calm, peaceful, and harmonious groups tend to be static, apathetic, not aspirational, and not innovative, the interactionist perspective tends to promote conflict.

Human Relations Perspective, conflict cannot be avoided; therefore, the existence of conflict must be rationalized and accepted in a way that enhances organizational performance. According to Usman, conflicts between individuals and groups are frequently influenced by the existence of group pressure on the involved individual. There may be personnel who are deemed to have violated group norms such as vision, mission, or actions, which may lead to this pressure. According to Nitisemito, the source of conflict is a misunderstanding or a difference in perspective that causes one or both parties' sensitive feelings to be hurt (Nohria & Khurana, 2010).

According to Mulyasa (Mulyasa, 2012) (Mulyasa, 2012), conflict can arise when one or both parties feel materially and non-materially disadvantaged in each situation. To prevent it, its causes must be understood, including:

A misinterpretation. Misunderstandings can lead to hostility, discomfort, and conflict.

Different points of view. Disagreements can arise due to divergent viewpoints, with each party believing that they are correct. If this divergence of opinion persists and persists at the surface, it will cause tension.

Overly delicate. Conflicts can arise when parties are overly sensitive; perhaps one party's actions are reasonable, but because the other party is overly sensitive, it is deemed unprofitable and even offensive, even though ethically, their actions are not always considered harmful or improper.

d) Either or both parties are aggrieved. Conflict can arise when one party's behavior is perceived to be detrimental to the other, or when each party believes it is not gaining anything from the relationship. This feeling's sensitivity can lead to conflicts that result in moral, social, and material losses.

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Strategies for Resolving Conflicts in Islamic Educational Institutions

Changes to the system within an educational institution or organization are frequently accompanied by conflict. Institutional changes, whether planned or unplanned, have an effect not only on personnel and organizational structure, but also on the creation of individual and organizational harmony, which has the potential to cause conflict. In addition, if a conflict is not managed systematically and professionally, it will disrupt the equilibrium of resources and not create harmony among the interacting or involved personalities.

Managers of public organizations must recognize that conflicts are caused by a wide variety of factors; consequently, the forms or models used in conflict management and control vary according to the problems and circumstances. Choosing an appropriate conflict resolution model depends on a few variables, such as the reasons for why a conflict may arise and the relationship between the leadership and the disputants or parties. The effectiveness of organizational leaders in resolving conflict depends on how well they comprehend and comprehend the substance of a conflict's dynamics, as well as their ability to identify the crucial issues that arise from the conflict.

According to Miftah Thoha (Thoha, 2017), there are several organizational conflict resolution strategies that can be implemented, including:

(1) Bargaining approach, resolving organizational conflicts that dispute limited material and non-material resources' demands.

(2) Systems approach emphasizing the problem of competition between parts of the organization and resolving horizontal relationships among multiple functions within an organization.

(3) bureaucratic approach, resolving conflicts caused by horizontal and vertical hierarchical problems and authority relationships in the organizational hierarchy. This conflict arises because of the leader or

superior's intention to supervise subordinates and the subordinate's refusal to be supervised.

If there is a widespread conflict or excessive pressure in an organization, human resources must immediately reduce it. Permitting high-intensity conflict will disrupt employee performance, thereby disrupting the operational system of the organization. Surbakti identifies a number of methods for resolving conflicts within organizations (Fauzi & Hariyanto Surbakti, 2019):

(a) Problem Solving entails conflicting individuals or groups engaging in direct, face-to-face confrontation.

(b) Avoidance is not an effective long-term strategy for resolving conflicts; however, it is effective in the short term.

(c) Hospitality, friendliness can be described as a process that minimizes differences between individuals or groups while highlighting similarities. Differences are diminished by applying gentle pressure, while similarities are highlighted.

(d) Compromise, a compromise frequently involves an outside party or a third party, after which the conflicting party offers a solution, so that neither party loses nor gains in a compromise.

(e) The approach to power frequently imposes one's views on others. Power is a highly effective method for resolving short-term conflicts.

(f) In collaboration, each party evaluates the strength of the other. Because it views problems as "common problems," collaboration is highly effective at resolving conflicts (Moirano et al., 2020).

(g) Self-Adjustment is frequently interpreted as the weakness of those who want to give in, as they are deemed too weak because they may (too) readily give in. Therefore, this method is frequently perceived as "losing face."

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If a conflict arises due to an insufficient organizational structure, it is necessary to restructure the organization to revitalize it. This approach is appropriate for conflicts resulting from structural relationships.

The conflict reduction method is predicated on the belief that intense conflict is a sign of ongoing change (organizational dynamics). Individuals and groups that are engaged in conflicts of interest regarding the allocation of work resources, differences in understanding of assigned tasks, or incompatible work relations between divisions tend to hinder one another. Too much conflict results in aggressive individual behavior, then authoritarian attitudes, prolonged conflicts, and hatred, and is primarily concerned with groups (Supriadi & Supardi, 2015).

Huse and Bowditch, in Imam Moedjino, suggest five methods for reducing organizational conflict (Silvers et al., 2005):

(1) Communication clarity; Ensure that information necessary to address the issue is located and shared with the affected parties. Representatives of opposing groups can meet face-to-face regularly to discuss issues and make joint recommendations.

(2) Change of positions; rotate individuals between groups with distinct viewpoints. Some group members are too specialized to use this method to reduce conflict, but certain work areas are suitable for rotating group members.

(3) Work team union. Establish groups capable of forming close bonds with one another. Bring in opposing groups to explain the issue and allow them to share their perspectives.

(4) Find common enemies. A group or organization can convince groups in conflict to unite and work together to defeat the enemy. This can facilitate group cohesion and reduce conflict.

(5) Identify or create a set of shared objectives. This is the concept of locating a shared objective that benefits all groups involved (Schwaba et al., 2018; Zhang et al., 2020).

According to various statements about conflict resolution strategies, the focus of an educational institution's leader in dealing with or managing existing conflicts should be on several factors, ranging from a passive to an active orientation and depending on the maturity level of the parties involved in the conflict. To master conflict management in an educational institution, it is necessary to comprehend how to alter the behavior and attitudes of those being led, as well as issues about power or authority.

The leaders of an Islamic educational institution can resolve conflicts immediately when the problem has just entered the first stage, namely, the latent stage, in which individual, organizational, and environmental factors still manifest as differences. Although not included in systematic prevention efforts, conflict resolution at this stage is a rapid response solution that has a substantial impact on preventing the actual occurrence of conflict.

CONCLUSION

Conflict management is a stage or policy implemented by an institution's or organization's leadership to manage and control conflicts that arise so that their goals are optimally attained. Dynamism results from the interaction of all parties involved. An educational institution will experience conflict due to changes in its dynamic or structure. Conflict will occur in educational institutions in line with the increasing complexity of life and the demands of work so that the leadership of educational institutions must be able to control it because it can reduce achievement and performance. Conflicts in Islamic educational institutions do not arise by themselves. Conflicts occur through

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certain events or mechanisms, both in the form of policies and thoughts. Conflict management implies that a leader of an Islamic educational institution can make conflict a positive dynamic as an effort to achieve the agreed vision and mission. Leaders in Islamic educational institutions must know and understand the source or cause of conflict so that a leader can analyse and determine solutions or strategies for resolving a conflict.

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