

# Conflict Management between Students at the Integrated Islamic Elementary School Qurrota A'yun Ponorogo

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**Abstract.** The aim of this writing was to find out the role of the school, types of conflict and causes of conflict and to know the school strategy in managing the conflict between students at the Integrated Islamic Elementary School (SDIT) Qurrota A'yun. This research uses a qualitative approach in the form of a case study. The data collection techniques used were an in-depth interview, participant observation, and documentation. The data analysis techniques used data collection, data display, data condensation, and data verifying. The criteria to check the data validity used credibility, transferability, dependability, and confirmability. The results of the research were: *First*, the role of the school as the educator, mentor, and advisor. *Second*, the types and causes of conflict between students were individual conflicts, between individuals and between individual and group in the school. The school strategy in managing the conflict was by prevention and resolution.

**Keywords:** school role, types of conflict, conflict management.

## INTRODUCTION

Conflicts can occur anywhere and at any time, including in the world of education. Therefore, the right conflict management functions, conflict management implementation policies, and conflict resolution strategies in schools are needed. Educational conflict can occur because of the opposition or inequality of the parties involved in the world of education; it can be principals, teachers, students, and others. This research aimed to examine in depth the process of handling conflicts between students that occurred at SDIT Qurrota A'yun Ponorogo. The method of conflict resolution in this school was quite impressive for the researcher. This research describes the models of conflict resolution without bringing adverse effects, but on the contrary changed those bad potentials into something positive, unique, and memorable.

There are several previous studies discussed conflicts. Bashori, Mulhimah, and Narjono in their respective studies showed similarities in identifying problems that cause conflicts. Conflicts can occur between individuals or between groups. The cause of the conflict is because the process of interaction and communication is not good between individuals who have different characters and

cultures. Bad policies and decisions from managers also have the potential to cause conflict. The possibility of conflict in Islamic education institutions is higher than other educational institutions. Thus, conflict management is very important in solving problems that occur. Conflict cannot be avoided, so controlling conflict becomes a necessity to achieve goals [1]. Organizational leaders are required to master conflict management so that emerging conflicts can have a positive impact on improving the quality of institutions [2],[3]. Conflict is not always detrimental but can also be beneficial in the long term. Whereas, according to the *interactionist* view, it is said that conflict is actually something that must be stimulated because conflict can encourage changes in the organization to occur. Conflicts can change behavior and can awaken those in conflict over their mistakes [4].

Muliati argues that an educational institution with a low level of conflict, or no conflict at all, tends to stagnate, does not develop and fails to achieve effectiveness. A leader must control conflict at a moderate level so that the organization becomes dynamic and achieves high effectiveness. If the conflict is at a high level, it is feared that educational institutions will be difficult to control, and all of the potentials could be used up to think of a solution to the conflict. This will harm educational institutions and even fail to achieve effectiveness. Conflict management is said to be successful if it can develop and implement a conflict strategy properly. Conflict in Islamic teaching is not as a goal but as a means of uniting various conflicting things to free human life from individual interests and badness, thus resulting in goodness [5].

Wartini highlights the influence of conflict management strategies toward teamwork performance. Conflict can happen to anyone anywhere, regardless of status, income, and position. An individual who is unable to manage conflict will backfire on his performance and ultimately also impact on the performance of the institution. A strategy for managing conflict is needed as an effort to create a performance for both individual performance and team performance. The results of her research proved the hypothesis that states the conflict management strategy has a positive and significant effect on received teamwork performance. This explained that conflict management strategies could contribute to teamwork performance through individual's ability to accommodate ideas from colleagues, the ability to avoid differences of opinion by maintaining feelings and

communication relationships and collaborating on work methods [6].

Other research states that bad behavior carried out by someone in an organization will inhibit communication that occurs between members [7]. The conflict is not good or bad, depending on how people handle it. If it is managed properly, the conflict will produce something good, but if it is managed poorly, the conflict will produce something bad [8].

#### METHOD

This research used a qualitative approach with the type of case study. The data collection techniques used were *in-depth interviews*, *participant observation*, and *documentation*. The data analysis techniques used *data collection*, *data display*, *data condensation*, *data verifying*. The main data source was taken from the results of field research with a research locus at SDIT Qurrota A'yun Ponorogo, East Java. The interactions that took place produced descriptive data that could expose the conflict between students. The researcher understood and analyzed the solution to solve the problem. Four criteria covering *credibility*, *transferability*, *dependability*, and *confirmability* were used by the researcher in checking the validity of the data.

#### RESULT

SDIT Qurrota A'yun Ponorogo, East Java is in an area of 8000 m<sup>2</sup> and consists of 800 students every day. As a school in general, there would be various problems encountered when interacting with each other in daily life. The head of the student affair said that the problem was directly proportional to the number of students. That is, the more students there were; the more problems would occur. Each student had their unique code; they were not computer programs that could be changed whatever we wanted.

There were quite interesting ways done by the school to grow positive potential and reduce the negative potential of their students. It was called the transverse wave philosophy. The transverse wave had a section called a wave and valley of waves. Maximizing the positive potential of students was like a wave hill while reducing the negative potential of students was like the valley of waves.

One of the principles in strengthening the students' character education applied by this school was to prioritize on rewards rather than the punishment. The biggest deviation occurred on the hill that we know as amplitude was the positive potential of students. In the transverse wave amplitude technique, the positive potential of students was directed in the form of the team, often referred to POKJA.

There were several POKJA that have been identified. Children who inclined to health were grouped in the "Little Doctor." They would help the teachers oversee the sustainability of UKS program. The students who cared about environmental hygiene were grouped in the

"Friends of the Environment" in which it leads to the culture of healthy living, for example how to best dispose of trash, how to wear proper footwear when playing in the yard, and how to wash hands after doing outdoor activities.

The talented students who became the members of "Little Journalists" could empower school leaders. There was also a young entrepreneur who turned on "Business on Saturday" activity. The students who had leadership trait were empowered in "Islamic School Culture" team that helped the teachers oversee the "Standard Operation Procedure" of the school culture from arrival to homecoming. The monitoring students of "Clean and Comfortable Toilet Movement" were formed to control the completeness of toilet training and amenities in schools. Some POKJA were still at the concept level, including "School Literacy Community," "School Security Patrol," and "School Snack Inspector."

The POKJA members were the students of IV-VI classes who were selected based on a selection process and their candidacy. Usually, the recruitment is carried out at the beginning of the school year with the help of the class teacher. Every working group had an organizational structure and mentoring from the consultant teacher. The consultant teacher provides guidance related to the implementation of instructions, which include making schedules, area division, job description, and how to recapitulate/evaluate the implementation of activities. Muslih Eriyad, one of the members of BUSI team from VI class, said that he was very happy to join this working group. In addition to increasing knowledge, he also felt challenged to invite his friends to be able to enforce the school rules. He also felt happy because the school provided support in the form of rewards. Usually, the reward is in the form of outbound or out of school motivation training as well as other refreshing activities.

Refreshing activities are indeed considered necessary. When the tidal wave reaches its peak, that is where students experienced saturation. Similarly, when it reaches the valley point, motivation was needed, so that wave dynamics returned to the horizontal axis and even rose to the wave hill. Then the inversed mode was used to reduce the turmoil of problems or negative potential that appeared. When the hillside tried to boost the positive potential of students, the valley of the waves boosted the weaknesses of students by giving specific responsibilities to the things that were the problem points.

To reduce problems related to the negative potential of students, the school formed a Case Handling team which was often referred to as "PANSUS." It was identified that there were several PANSUS that had been formed, for example, PANSUS for missing sandals, PANSUS for missing money, PANSUS for lunch, PANSUS for bullying, PANSUS for garbage around the field, PANSUS for snacking carelessly, etc. which were adjusted to the problems that arose. Interestingly, the students who were appointed as PANSUS chairpersons were those proven to have committed violations

themselves. The members were their community friends who also committed the same violation.

The working flow of PANSUS was as follows: First, the teacher who was given the task by the principal as the PANSUS chairman must be able to find at least one actor from the problems that arose at that time. So naturally, one student surely led to another student who was involved in the same problem. Second was dialogue. The teacher tried to share problems with PANSUS members through dialogue and emotional approaches. The teacher placed the 'violator' not as a defendant, but as a work partner. Sharing partners were considered very effective because they directly affected the source of the problem and made the source of the problem become a problem solver. After successfully solving the problem, students received rewards. So students who did violation had the opportunity to get rewards under one condition that they completed the responsibilities given by their teachers.

PANSUS was incidental; it could be dissolved at any time if the problem had been resolved. Some children felt proud to be a part of PANSUS members. As if they were detective Conan who was trusted by the police inspector to uncover cases that were rife in school. The success of completing a case certainly provided satisfaction for the students themselves. One student who had been involved in bullying cases said that the technique applied by this school was very good for motivating students to improve their behavior without feeling hurt. Children were not intimidated due to their problem, but they were given the trust to resolve the problem.

The creation of POKJA and PANSUS was very effective to reinforce character education at school. Besides, POKJA and PANSUS had other job descriptions, both of them were the form of school culture control in groups. The students' existence was stronger in a community, as a group of sheep beating a single lion. Therefore, the higher the number of POKJA, the better it was because it could expand the students and teacher empowerment so that the more school problems could be solved. The individual potential was facilitated in the form of extracurricular activity and life skill preferences based on their age.

#### DISCUSSION

Referring to the theory stated by Edy, Owen, Hani Handoko and Robert G. Owens, the conflict happened among students at SDIT Qurrota A'yun Ponorogo was conflict within individual self, the conflict between individuals, and conflict between individuals and groups. The conflict within individual self happened because the individual faced uncertainty about education, the individual had a will which contradicts with school regulations, and the individual was required to do more than he could. Different personalities often caused a conflict between individuals in the school. On the other hand, the conflict between individuals and groups occurred because of the individual relationship in responding pressure of uniformity forced by other groups at school.

Besides, the factor which caused conflict at SDIT Qurrota A'yun Ponorogo, referring to Stevenin's [9] opinion, which underlie the emersion of conflicts between individual at school are: simple problem solving; compromise, both parties were disposed to give and accept solution from school; win/ lose factors, a party feels "win", and others feel "lose". It is certain that, individually, ones want to win the fight by disrespecting other students' opinion and ideas; and disagreement between students factor, opinion debate often occurred among them.

The impact of conflict handling at SDIT Qurrota A'yun Ponorogo tend to be a positive one, as explained by Wijono and Muliati. The positive impacts were the improvement of orderliness and discipline in spending learning time, like there were almost no students absent without any reason, they became on time, they spent their time at school effectively, the learning process improved in terms of quantity and quality, and there was an improvement in productive students' cooperation relationship.

These were seen from the job and responsibility distribution based on each work analysis within each POKJA. The improvement of learning motivation to do healthy competition between individual as well as group, observable through the attempt to improve learning achievement, responsibility, honesty, initiative and creativity; the less pressure and intrigues that caused stress could even increase the learning productivity; and the high number of students who could develop their career based on their potential through education service, training and counseling in cognitive, affective, and psychomotor aspects. All of them could make the school's objective achieved, and learning productivity increased.

The outlines of the conflict handling strategy at SDIT Qurrota A'yun Ponorogo were in two ways, the first was prevention, and the second was handling. The prevention of conflict occurrence was by making a workgroup called POKJA. There are nine POKJA shaped in this school, that were: *Dokcil, Salink, Warcil, BOS, BUSI, Getol Beriman, Kolase, PKS, and Ijasah*. The conflict solution was by making a special handling team called PANSUS.

#### CONCLUSION

Conflict management is an art of managing and solving conflict occurred within a group or organization, including an educational institution. Conflict is a necessity in every community which consists of various individuals with their characteristics; the school principal should have sufficient knowledge in handling conflict. The school principal of SDIT Qurrota A'yun Ponorogo has owned a strategy that can be used to solve internal conflicts especially those that occurred among their students' association, the conflict prevention was done by creating POKJA, and the conflict handling was done by creating PANSUS.

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