

# Conflict Management in Islamic Boarding Schools: A Framework Based on Local Wisdom for Educational Institutions

Fathor Rakhman<sup>1\*</sup>, Mohammad Fauzan<sup>2</sup>

<sup>1</sup>Economic Education Department, Sekolah Tinggi Keguruan dan Ilmu Pendidikan PGRI  
Situbondo, East Java, Indonesia

<sup>2</sup>Sharia Accounting Department, Universitas Islam Negeri Kiai Haji Achmad Siddiq,  
Jember, East Java, Indonesia

Email: fathorrakhman@stkipgrisitubondo.ac.id<sup>1</sup>, fauzan.febi@uinkhas.ac.id<sup>2</sup>

DOI: <http://doi.org/10.33650/al-tanzim.v9i1.10404>

Received: 28 December 2024

Revised: 21 January 2025

Accepted: 7 February 2025

## Abstract:

This research focuses on understanding how conflicts that occur in Islamic boarding schools are managed and the strategies used to resolve these conflicts. This research uses a qualitative method with a case study. Data was collected through in-depth interviews, observations, and documentation. The collected data was analyzed using data analysis techniques according to Miles and Huberman, which included data reduction, data presentation, and a conclusion. The study results show that conflicts in Pesantren appear in various forms, such as political, economic, task, and organizational conflicts. The conflict management strategies implemented include Tabayyun (clarification), deliberation, and the application of the *Amar Ma'ruf Nahi Munkar* value (inviting goodness and preventing evil). This study found that effective conflict management can increase cooperation, motivation, and discipline among Pesantren members. Conversely, poorly managed conflicts can degrade the performance of institutions and create internal tensions. The implication of this study is the importance of implementing conflict management strategies based on religious values to create a harmonious environment and support the development of Islamic boarding schools.

**Keywords:** *Conflict Management, Islamic Boarding School, Tabayyun, Deliberation, Performance*

## Abstrak:

Fokus penelitian ini adalah untuk memahami bagaimana konflik yang terjadi di Pesantren dikelola dan strategi-strategi yang digunakan untuk menyelesaikan konflik tersebut. Penelitian ini menggunakan metode kualitatif dengan pendekatan studi kasus. Data dikumpulkan melalui wawancara mendalam, observasi, dan dokumentasi. Data yang terkumpul dianalisis menggunakan teknik analisis data menurut Miles dan Huberman, yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa konflik di Pesantren muncul dalam berbagai bentuk, seperti konflik politik, ekonomi, tugas, dan organisasi. Strategi manajemen konflik yang diterapkan meliputi Tabayyun (klarifikasi), musyawarah, dan penerapan nilai *Amar Ma'ruf Nahi Munkar* (mengajak pada kebaikan dan mencegah kemungkaran). Penelitian ini menemukan bahwa manajemen konflik yang efektif dapat meningkatkan kerjasama, motivasi, dan kedisiplinan di kalangan anggota Pesantren. Sebaliknya, konflik yang tidak dikelola dengan baik dapat menurunkan kinerja lembaga dan menciptakan ketegangan internal. Implikasi dari penelitian ini adalah pentingnya penerapan strategi manajemen konflik berbasis nilai-nilai agama untuk menciptakan lingkungan yang harmonis dan mendukung perkembangan Pesantren.

**Kata Kunci:** *Manajemen Konflik, Pesantren, Tabayyun, Musyawarah, Kinerja*

Please cite this article in APA style as:

Rakhman, F., Fauzan, M. (2025). Conflict Management in Islamic Boarding Schools: A Framework Based on Local Wisdom for Educational Institutions. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 9(1), 124-137.

## INTRODUCTION

Effective conflict management in educational institutions, especially in religious educational institutions such as Islamic boarding schools, has an important role in maintaining a productive and harmonious environment (Grissom & Condon, 2021; Izumi et al., 2021; Rahtikawatie et al., 2021). An educational institution is a place where various groups of individuals with different values and interests join forces to achieve a common goal (Ferrer-Estévez & Chalmeta, 2021; Konno & Schillaci, 2021; Zhou & Etzkowitz, 2021). Conflict is an inevitable part of the educational environment, but the way it is managed has a profound impact on the overall educational experience and the institutional climate (Burger, 2022; Ortan et al., 2021; W. Wang et al., 2022). In Islamic boarding schools, a unique aspect of this institution is its dual focus on academic education and spiritual development. Therefore, understanding conflict management in Islamic boarding schools is important for organizational stability and the preservation of values that support unity and cooperation.

Existing research has explored conflict resolution theories in general and their application in the educational environment. However, the role of religious values in managing conflicts in Islamic educational institutions is still poorly explored. For example, several studies have identified common types of conflict and their resolution strategies in secular schools (Gaffney et al., 2021; Hendren et al., 2023; Perrella et al., 2024), but the research often ignores the cultural and religious context that influences conflict resolution strategies in Islamic boarding schools. Meanwhile, some researchers such as Nyadera et al. (2023) have touched on the relevance of Islamic teachings in conflict management, but the detailed mechanisms of how values such as *Amar Ma'ruf Nahi Munkar* (instructing on good and preventing evil) influence this practice are still rarely discussed. In addition, existing research focuses more on conflicts in secular educational institutions. It has not fully identified how faith-based educational institutions, such as Islamic boarding schools, experience and manage conflicts in ways that may be very different.

Although previous studies have highlighted the importance of conflict management in educational settings (El Zaatari & Maalouf, 2022; Perrella et al., 2024; Ratten & Jones, 2021), most of these studies tend not to delve into specific strategies applied in Islamic boarding schools or similar Islamic educational institutions. These studies focus more on conflict resolution theories or are limited to applying conflict management in more conventional educational institutions without paying attention to the religious and cultural nuances that shape conflict dynamics in Islamic boarding schools. Although there are developments in research on the influence of conflict in the context of organizations (Alderwick et al., 2021; Nguyen et al., 2022), very little research has addressed how religious values, such as those contained in Islamic teachings, affect the approach to conflict management in Islamic boarding schools. This gap in the literature underscores the importance of further research on how these values shape conflict resolution

strategies in Islamic educational institutions.

This research aims to fill this gap by providing an in-depth examination of conflict management in Islamic boarding schools, focusing on the strategies applied to resolve conflicts and how these strategies are in line with Islamic principles. Specifically, this study will answer several key questions: 1) What forms of conflict exist in Islamic boarding school educational institutions? 2) What is the conflict management strategy of Islamic boarding schools based on local wisdom? By answering these questions, this study aims to provide an understanding of conflict management in Islamic boarding schools and contribute to a broader discourse on conflict resolution in the context of religious education institutions.

## RESEARCH METHOD

This research uses a qualitative method with a case study approach, which focuses on Islamic educational institutions in Situbondo Regency, especially at the Miftahul Ulum Islamic Boarding School, Situbondo, East Java, Indonesia. The case study approach was chosen because this study wanted to delve deeper into the dynamics of conflicts that occur in one Pesantren institution and how conflict management strategies are applied in this context (Helo & Hao, 2022; Nikander et al., 2022; Sundarakani et al., 2021). This approach allows researchers to explore the phenomenon in detail and in specific contexts and provide in-depth insights into how the Pesantren face conflicts in the management of Islamic educational institutions. Case studies are more relevant than other approaches because this research aims to explore the understanding of conflicts in general and obtain comprehensive information on how conflicts arise, manage, and resolve.

The data in this study was collected through in-depth interviews, observations, and documentation of phenomena that occurred in the field. Interviews were conducted with the administrators of the Islamic boarding school, including the head of the Islamic boarding school, the deputy head of the Islamic boarding school, and other administrators involved in the management of the institution. Observation is carried out to see firsthand the social dynamics and interactions that occur and understand how conflicts can arise in everyday contexts. In addition, documentation in the form of activity records, annual reports, and internal communications is used to delve into how decisions and policies are made and their impact on the emergence of conflicts. Purposive sampling selects informants that are important in management and decision-making at the Pesantren. The selected informants have direct experience handling conflicts in Islamic boarding school educational institutions. The number of informants involved in this study is 10 Pesantren administrators relevant to the topic studied.

For data analysis, this study uses data analysis techniques according to Miles and Huberman (1994), which involves three main stages: data reduction, data presentation, and conclusion drawn (Ray et al., 2021; Y. Wang et al., 2021). In the first stage, the data obtained from interviews and observations were reduced by identifying the main themes related to conflict and conflict management that occurred in Islamic boarding schools. The presentation of data is carried out in the

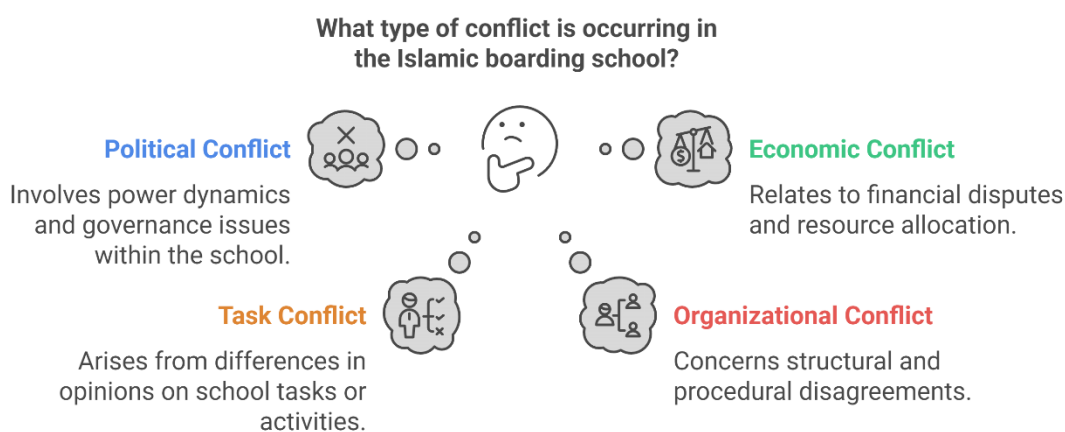
form of a narrative that describes important findings in a structured and in-depth manner, emphasizing conflict management. In the final stage, conclusions are drawn by analyzing the data that has been presented to identify patterns and relationships that exist in conflict management in Islamic boarding schools. Researchers also use data verification techniques to ensure the validity of the findings and produce credible conclusions.

## RESULT AND DISCUSSION

### Result

#### Categories of Conflict in Islamic Boarding Schools

Conflicts in Islamic boarding schools are inevitable, considering the complexity of the environment that involves many parties with different backgrounds, perspectives, and interests. These forms of conflict can appear in various aspects of Pesantren lives, individually and in groups. Conflicts that occur in Islamic boarding schools can be divided into several main categories, namely political, economic, task, and organizational conflicts, as shown in Figure 1.



**Figure 1. Conflict in the Islamic Boarding School**

#### *Political Conflict*

Political conflicts in Islamic educational institutions, such as Islamic boarding schools, often arise due to individual differences in ideas, roles, and personal interests. This political dynamic is more intense in the Pesantren environment when several individuals who hold leadership positions are also involved in other organizations or institutions outside the Pesantren. When family members who occupy leadership positions have links to outside political or organizational interests, decisions taken in Pesantren can be influenced by these external factors, creating internal conflicts that affect the institution's stability. Political conflicts in this context often arise in decisions related to Pesantren management policies that can favour certain interests rather than the common good.

Departing from the information obtained in interviews with several Pesantren administrators, it was found that political conflicts were more triggered by personal interests that were contrary to the collective policy of the institution.

An Islamic boarding school administrator emphasized, "Some decisions made by families who lead Islamic boarding schools sometimes prioritize outside political interests, which causes tension among members of the Islamic boarding school (I\_24)." Departing from the interview results, it shows that political conflicts arise not only due to differences in ideological views but are also influenced by the dual roles played by individuals who have connections with other organizations outside the Pesantren. Leadership divided between Islamic boarding schools and other institutions causes a tendency to prioritize external interests that can interfere with the common goals of the Islamic educational institution. If not resolved immediately, this kind of conflict can damage the harmony and effectiveness of Islamic educational institutions.

### *Economic Conflict*

Economic conflicts in Islamic educational institutions are often related to socio-economic problems such as poverty and limited job opportunities. Many students come from low-income families, so this challenge is getting bigger. To overcome these problems, Pesantren often implements economic empowerment programs that aim to improve the welfare of students while supporting its educational goals. Some of the programs carried out include the management of Pesantren cooperatives, medicinal plant cultivation, and gardening. These programs help improve the economy of Islamic boarding schools and provide direct educational benefits that students in their daily lives can feel.

This is reinforced by several interviews conducted with several informants as conveyed by one of the Pesantren administrators; it was found that economic conflicts often arise when students from poor families have difficulty meeting their daily needs, which can ultimately interfere with the teaching and learning process. One of the Pesantren administrators said, "We are trying to overcome this problem by managing cooperatives and holding gardening activities to help underprivileged students (I\_24)." These economic empowerment programs, such as cultivating medicinal plants and managing Islamic boarding school cooperatives, help reduce students' dependence on external resources and encourage them to be more independent. This program also opens up job opportunities for students while providing valuable experience in economic and entrepreneurial skills. However, differences of opinion on dividing resources between economic and educational activities can cause internal conflicts in Pesantren if not managed properly.

### *Task Conflicts*

Task conflicts in Pesantren often occur due to inconsistencies between the tasks given and the individual's abilities. Based on interviews with Pesantren administrators, we know that this discrepancy can cause tasks to be abandoned and lower work morale. When students or administrators feel that their duties are too heavy or not by their abilities, they tend to feel disappointed. As a result, internal tensions in the Pesantren also appeared. The data collected shows that the lack of recognition of the efforts made can have a negative impact on the performance of the Pesantren. This kind of conflict can worsen the work



atmosphere and hinder the achievement of the goals of the Pesantren.

From interviews with several Pesantren administrators, task conflicts often arise due to workloads not determined by individual abilities. One of the administrators of the Pesantren said, "We give tasks to students, but sometimes the tasks are too heavy, so they feel burdened and not appreciated." This shows that improper task management can reduce the morale of students. When management does not show appreciation for the tasks that have been completed, students can feel frustrated, which impacts the quality of work and the overall performance of the Pesantren. These findings are very relevant to the research objectives that focus on human resource management and its impact on the stability of Islamic boarding schools. Therefore, better task management is needed to reduce conflicts and improve the performance of Islamic boarding schools.

### *Organizational Conflict*

Organizational conflicts in Pesantren often arise due to differences in management styles, goals, and communication methods between educational institutions. Based on the observations, one of the main problems found is misunderstandings in the flow of information between institutions and inconsistencies in assignments in organizational structures. When Pesantren have several interconnected educational institutions, these differences often cause tension. This can hinder collaboration between sections and affect the achievement of common goals that have been set. These findings show that better organizational management is needed to ensure smoother communication between institutions in Islamic boarding schools.

Organizational conflicts often occur due to misunderstandings between the institutions involved. This misunderstanding is generally related to the flow of information that does not run well between institutions. In addition, assignments in inappropriate organizational structures also add to tensions. When the assigned tasks are unclear or overlapping, Pesantren members feel confused, which ultimately interferes with coordination and cooperation between institutions. This ambiguity also affects work efficiency and can slow achieving Pesantren goals. Therefore, organizational structure and communication improvements are essential to reduce potential conflicts.

Political conflicts often arise because of the dual role of leaders who influence important decisions in Islamic boarding schools. Economic conflicts arise due to socio-economic inequality among students from poor families. Task conflicts occur when assignments do not match the individual's abilities, leading to an inability to complete tasks properly. Finally, organizational conflicts arise due to misunderstandings in the flow of information and the division of tasks that are not by the members' competence. All of these conflicts are interconnected and can affect the stability and performance of Islamic boarding schools. The various forms of conflict that can occur in Pesantren are shown in Table 1.

**Table 1. Forms of Conflict in Islamic Boarding Schools**

<b>Form of Conflict</b>	<b>Field of Phenomenon</b>
Political Conflict	Some leaders within the institution hold leadership positions in other

	organizations, influencing decisions made within the Pesantren.
Economic Conflict	Many santri come from low-income families, and the Pesantren system offers economic opportunities through its programs, which may cause resource allocation tensions.
Task Conflict	There is a mismatch between the tasks assigned and the abilities of individuals, leading to neglect of responsibilities.
Organizational Conflict	Misunderstandings regarding information flow and task assignment lead to disputes between different institutions or departments within the Pesantren.

Conflicts in Islamic boarding schools can be divided into several main categories, namely political, economic, task, and organizational conflicts. Political conflicts often arise due to differences in interests and roles, especially when Pesantren administrators are also involved in other organizations outside the Pesantren, which can affect internal policies. On the other hand, economic conflicts are related to the difficulties of students from poor families in meeting their daily needs, which interferes with the learning process. Economic empowerment programs like cooperatives and gardening can help mitigate this problem. However, they can create conflicts if resource-sharing between the economy and education is not properly managed. Task conflicts occur when the assigned task load does not match the individual's abilities, which lowers morale and creates internal tensions. Finally, organizational conflicts are often caused by misunderstandings in the flow of information and inconsistencies in assignments between institutions. These findings show the importance of better management to reduce the potential for conflict and increase the effectiveness of Islamic boarding schools.

### **Conflict Management Strategies in Islamic Educational Institutions**

Conflicts within and outside of pesantren arise from various sources, patterns, and characteristics. Conflict is an inevitable event, and if not adequately addressed and resolved, it can hinder the achievement of an organization's goals. To manage conflicts effectively, various resources are required, including those available within the organization, such as human, financial, and technological resources. These resources must be utilized according to established guidelines to ensure that goals are achieved efficiently. The conflict management strategy implemented by the Islamic educational institution is as follows.

#### **Tabayyun**

Tabayyun is a negotiation process conducted by the parties involved in a conflict to reach a mutual agreement between the conflicting groups or individuals. There are exceptional strategies that can be used by individuals during negotiation. These strategies are divided into two types. 1) Distributive: This refers to bargaining aimed at dividing resources permanently, where the outcome is determined by who wins or loses. 2) Integrative: This involves bargaining to find solutions that address each side's interests in the conflict.

The Qur'an describes how negotiations should be conducted continuously, with proper and valid communication between superiors and subordinates, as explained in Surah Yusuf, verse 80.

فَلَمَّا اسْتَيْسَسُوا مِنْهُ خَلَصُوا نَجِيًّا قَالَ كَبِيرُهُمْ أَلَمْ تَعْلَمُوا أَنَّ أَبَاكُمْ قَدْ أَخَذَ عَلَيْكُمْ مَوْثِقًا مِنَ اللَّهِ وَمَنْ قَبْلُ مَا فَرَّطْتُمْ فِي يُوسُفَ فَلَنْ أَبْرِحَ الْأَرْضَ حَتَّىٰ يَأْذَنَ لِيَّ أَبِي أَوْ يَحْكُمَ اللَّهُ لِيَّ وَهُوَ خَيْرُ الْحَاكِمِينَ ﴿٨٠﴾

*So when they had despaired of him, they secluded themselves in private consultation. The eldest of them said, "Do you not know that your father has taken upon you an oath by Allah and [that] before you failed in [your duty to] Joseph? So I will never leave [this] land until my father permits me or Allah decides for me, and He is the best of judges (QS: Yusuf: 80).*

Based on the research conducted, conflict resolution in Islamic Educational Institutions in Situbondo Regency is carried out through Tabayyun, where the Pesantren leaders negotiate and invite their members to have a joint discussion regarding the conflict within the institution. Through Tabayyun, the conflict between the two parties is resolved in a way that benefits both sides, with neither party being harmed, and both feeling the advantages of the agreement made. Baiyun is one of the conflict management strategies to facilitate further improvements.

### **Consideration**

Conflict management strategies with other parties can be carried out through mutual confirmation between the conflicting parties and by engaging in interactions. Deliberation is conducted by inviting the conflicting parties and then holding negotiations to communicate the existing issues to find a solution. The conflict management strategy used by Islamic Educational Institutions in Situbondo Regency through deliberation is by Surah Ash-Shura, verse 38.

وَالَّذِينَ اسْتَجَابُوا لِرَبِّهِمْ وَأَقَامُوا الصَّلَاةَ وَأَمْرُهُمْ شُورَىٰ بَيْنَهُمْ وَمِمَّا رَزَقْنَاهُمْ يُنْفِقُونَ ﴿٣٨﴾

*(it is also better and more lasting for) those who accept (obey) God's call and perform prayers, while their affairs are (decided) by deliberation between them. They spend part of the sustenance that We have bestowed upon them (QS: Ash-Shura: 38).*

The verse emphasizes the importance of conducting consultations (musyawarah) in all matters, whether it be family issues, community concerns, or conflicts. All disputes should be resolved through consultation to reach a consensus. It is explained here that the conflict management strategy implemented through musyawarah can lead to mutual agreements to find the appropriate solution to problems. This strategy is highly suitable for application in Pesantren organizations or institutions, as it also teaches religious values that are in harmony with the traditions and life issues within the institution.

### **Amar Ma'ruf Nahi Munkar**

Another conflict management strategy implemented by the Islamic Education Institution in Jembe Regency is preparing *Amar Ma'ruf Nahi Munkar* for



every individual. In Arabic, *Amar Ma'ruf Nahi Munkar* refers to the command to perform good deeds and prevent bad actions or immoral behaviour. This concept is applied in Islamic educational institutions, particularly in Pesantren, through individuals and the community. In individual activities, students are provided with religious education by Islamic teachings. By studying religious texts and learning together, righteous deeds are cultivated within each individual. Every individual is given the freedom to always call for goodness.

وَلْتَكُنْ مِنْكُمْ أُمَّةٌ يَدْعُونَ إِلَى الْخَيْرِ وَيَأْمُرُونَ بِالْمَعْرُوفِ وَيَنْهَوْنَ عَنِ الْمُنْكَرِ وَأُولَئِكَ هُمُ الْمُفْلِحُونَ ﴿١٠٤﴾

*There should be among you a group of people who call to virtue, enjoin (do) what is virtuous, and forbid what is evil. They are the lucky people (QS: Ali 'Imran: 104).*

*Amar Ma'ruf Nahi Munkar's* practice not only explains Islam's principles as part of religious ideology but also shows its relevance to social, political, cultural, moral, and ethical life. In Islamic education, the institution or Kiai provides examples and role models for practising *Amar Ma'ruf Nahi Munkar* with students and families. Family conflicts in institutions can be prevented by practising *Amar Ma'ruf Nahi Munkar*, which has been exemplified in all aspects of life. This is also a solution to prevent conflicts in Islamic educational institutions.

These three strategies reflect efforts to resolve conflicts through effective communication per Islamic teachings, aiming to create peace and harmony within Islamic educational institutions, which is shown in Table 2.

**Table 2. Conflict Management Strategies**

Strategies	Practice in Institutions	Quranic Verse
Tabayyun	The Pesantren leaders hold discussions and invite their members to negotiate together regarding the conflicts that occur.	QS. Yusuf: 80
Consideration	Invite the conflicting parties, then conduct negotiations by communicating the existing issues to resolve the ongoing conflict.	QS. Ash-Shura: 38
Amar ma'roof nahi munkar	A leader or Kiai sets an example by practising <i>Amar Ma'ruf Nahi Munkar</i> with the students and their families.	QS. Ali Imran: 104

This research highlights the importance of conflict management strategies in Islamic educational institutions, especially in overcoming conflicts between Islamic boarding schools and other institutions. This study identifies three main conflict resolution strategies: Tabayyun, Consideration, and *Amar Ma'ruf Nahi Munkar*. Tabayyun, as described in the Qur'an, emphasizes negotiation and mutual understanding to resolve conflicts that benefit all parties involved. Consideration, which is based on the principle of deliberation, encourages communication between the disputing parties to reach an agreement and find the best solution. Finally, *Amar Ma'ruf Nahi Munkar* invites individuals in institutions to promote goodness and prevent immoral actions, creating a moral framework

that can prevent conflicts. These three strategies are in line with the principles contained in the Qur'an. They are essential for maintaining peace and cooperation in the Islamic educational environment to support the achievement of organizational goals effectively.

## Discussion

The study revealed four major types of conflicts in Pesantren: political conflict, economic conflict, task conflict, and organizational conflict. Political conflicts were the most prevalent, often stemming from the dual roles of Pesantren leaders involved in external organizations. This involvement can lead to decisions favouring external interests over the needs of the Pesantren, creating internal friction. Economic conflicts were linked to the socio-economic disparities among the santri, particularly those from low-income backgrounds. This hindered their ability to meet daily needs and disrupted the learning process. Task conflicts emerged due to mismatches between assigned responsibilities and the capabilities of individuals, leading to frustration and reduced motivation. Finally, organizational conflicts were caused by miscommunication and unclear task assignments within the Pesantren's internal structure.

The study also identified three main conflict management strategies: *Tabayyun*, *Consideration*, and *Amar Ma'ruf Nahi Munkar*. These strategies, grounded in Islamic teachings, aim to resolve conflicts through negotiation, deliberation, and promoting good behaviour. *Tabayyun*, in particular, was an effective means of addressing political conflicts, as it involves direct negotiation and mutual agreement between conflicting parties. *Consideration*, or deliberation, was shown to foster collaboration and understanding, helping to resolve conflicts that arose from differences in perspectives. *Amar Ma'ruf Nahi Munkar* was emphasized as a strategy for preventing conflicts by instilling moral and ethical values within the Pesantren community.

One of the study's expected outcomes was identifying political conflict as a dominant issue in Pesantren. This aligns with previous research on organizational dynamics, such as the work of Wang (2021), which highlights how external affiliations of leaders can influence decision-making within educational institutions. However, the finding that economic conflicts arise from socio-economic disparities and are mitigated through initiatives like cooperatives and gardening was more unexpected. While such programs have been documented in other community-based research, their direct impact on conflict resolution in Pesantren was not anticipated to be so significant.

The study also reflects that conflict management strategies are not universally effective in all contexts. For example, while *Tabayyun* effectively resolved political conflicts, its applicability to economic conflicts was more limited. This discrepancy suggests that different conflicts require tailored strategies, and the one-size-fits-all approach might not always be effective.

From a theoretical standpoint, the findings of this study support the idea that conflict is an inevitable and essential part of organizational life, particularly in complex social settings like Pesantren. This study aligns with the conflict theory by Wienrich et al. (2022), which posits that conflict is not inherently destructive but can be managed in ways that lead to constructive outcomes. The use of

Tabayyun and Consideration reflects a shift from traditional conflict resolution methods towards more inclusive and communicative approaches consistent with modern theories of collaborative governance and participatory decision-making.

This research contributes significantly to understanding conflict management in Islamic educational institutions, especially Islamic boarding schools, by investigating the types of conflicts that often arise, such as political, economic, task, and organizational conflicts and the strategies used to overcome them. The main contribution of this study is the discovery that conflict management strategies based on Islamic teachings, such as Tabayyun, Consideration, and *Amar Ma'ruf Nahi Munkar*, are effective in resolving internal conflicts in Pesantren, which are often triggered by differences in interests and roles. This study also succeeded in showing that economic conflicts can be managed with economic empowerment programs that provide opportunities for students from poor families to be independent, while task and organizational conflicts can be minimized through better human resource management. Thus, this research not only adds academic insight into conflicts in the context of Islamic educational institutions but also provides practical recommendations that can be implemented to improve the stability and operational effectiveness of Islamic boarding schools.

## CONCLUSION

The conclusion of this study highlights the importance of conflict management in Islamic educational institutions, especially in Islamic boarding schools. The main findings of this study show that political, economic, task and organizational conflicts are an inevitable part of the dynamics of Islamic boarding schools. However, implementing conflict management strategies based on Islamic teachings such as Tabayyun, Consideration, and *Amar Ma'ruf Nahi Munkar* can manage these conflicts constructively, leading to a mutually beneficial resolution for all parties. The lesson drawn from this study is that although conflicts arise from various factors, a religious values-based approach can facilitate the creation of harmonious solutions and increase cooperation in the Islamic educational environment. These findings also enrich our understanding of how well-managed conflicts can contribute positively to the development of Islamic boarding schools and educational institutions.

This research contributes significantly to the literature on conflict management in Islamic educational institutions by identifying specific strategies that can be applied to handle various forms of conflict. This research not only renews the existing perspective in conflict management studies but also proposes an approach based on Islamic values that can be applied in the context of educational institutions. In addition, the study opens up opportunities for broader follow-up research, which can include other variables such as gender, age, or more varied locations. The limitations in the scope and methods used show the importance of further research that can explore aspects that have not yet been reached and provide a more comprehensive picture of conflict management in Islamic education. Future research is expected to develop more appropriate approaches to create more effective policies in conflict management in Islamic

educational institutions.

## ACKNOWLEDGMENT

The author would like to thank Miftahul Ulum Islamic Boarding School, Situbondo, East Java, for the support and cooperation provided during this research, as well as to the managers who have taken the time to share their experiences on conflict management in Islamic boarding schools. Hopefully, this research will be helpful in the development of Islamic boarding schools in the future.

## REFERENCES

- Alderwick, H., & Mays, N. (2021). The Impacts of Collaboration Between Local Health Care and Non-health Care Organizations and Factors Shaping How They Work: A Systematic Review of Reviews. *BMC Public Health*, 21(1), 1–16. <https://doi.org/10.1186/s12889-021-10630-1>
- Burger, C. (2022). School Bullying Is Not a Conflict: The Interplay Between Conflict Management Styles, Bullying Victimization and Psychological School Adjustment. *International Journal of Environmental Research and Public Health*, 19(18), 11809. <https://doi.org/10.3390/ijerph191811809>
- El Zaatari, W., & Maalouf, I. (2022). How the Bronfenbrenner Bio-ecological System Theory Explains the Development of Students' Sense of Belonging to School? *SAGE Open*, 12(4), 21582440221134090. <https://doi.org/10.1177/21582440221134089>
- Ferrer-Estévez, M., & Chalmeta, R. (2021). Integrating Sustainable Development Goals in Educational Institutions. *International Journal of Management Education*, 19(2), 100494. <https://doi.org/10.1016/j.ijme.2021.100494>
- Gaffney, H., Ttofi, M. M., & Farrington, D. P. (2021). Effectiveness of School-based Programs to Reduce Bullying Perpetration and Victimization: An Updated Systematic Review and Meta-analysis. *Campbell Systematic Reviews*, 17(2), e1143. <https://doi.org/10.1002/cl2.1143>
- Grissom, J. A., & Condon, L. (2021). Leading Schools and Districts in Times of Crisis. *Educational Researcher*, 50(5), 315–324. <https://doi.org/10.3102/0013189X211023112>
- Helo, P., & Hao, Y. (2022). Artificial Intelligence in Operations Management and Supply Chain Management: An Exploratory Case Study. *Production Planning and Control*, 33(16), 1573–1590. <https://doi.org/10.1080/09537287.2021.1882690>
- Hendren, K., Newcomer, K., Pandey, S. K., Smith, M., & Sumner, N. (2023). How Qualitative Research Methods Can Be Leveraged to Strengthen Mixed Methods Research in Public Policy and Public Administration? *Public Administration Review*, 83(3), 468–485. <https://doi.org/10.1111/puar.13528>
- Izumi, T., Sukhwani, V., Surjan, A., & Shaw, R. (2021). Managing and Responding to Pandemics in Higher Educational Institutions: Initial Learning from

- COVID-19. *International Journal of Disaster Resilience in the Built Environment*, 12(1), 51–66. <https://doi.org/10.1108/IJDRBE-06-2020-0054>
- Konno, N., & Schillaci, C. E. (2021). Intellectual Capital in Society 5.0 by the Lens of the Knowledge Creation Theory. *Journal of Intellectual Capital*, 22(3), 478–505. <https://doi.org/10.1108/JIC-02-2020-0060>
- Nguyen, T. M., & Budhwar, P. (2022). Knowledge Hiding in Organizational Crisis: The Moderating Role of Leadership. *Journal of Business Research*, 139, 161–172. <https://doi.org/10.1016/j.jbusres.2021.09.026>
- Nikander, J. A. O., & Ryba, T. V. (2022). From Athletic Talent Development to Dual Career Development? A Case Study in a Finnish High Performance Sports Environment. *International Journal of Sport and Exercise Psychology*, 20(1), 245–262. <https://doi.org/10.1080/1612197X.2020.1854822>
- Nyadera, I. N., Islam, M. N., & Shihundu, F. (2023). Rebel Fragmentation and Protracted Conflicts: Lessons from SPLM/A in South Sudan. *Journal of Asian and African Studies*, 59(8), 2428–2448. <https://doi.org/10.1177/00219096231154815>
- Ortan, F., Simut, C., & Simut, R. (2021). Self-efficacy, Job Satisfaction and Teacher Well-being in the K-12 Educational System. *International Journal of Environmental Research and Public Health*, 18(23), 12763. <https://doi.org/10.3390/ijerph182312763>
- Perrella, L., Lodi, E., Lepri, G. L., & Patrizi, P. (2024). Use of Restorative Justice and Restorative Practices in Prison: A Systematic Literature Review. *Rassegna Italiana Di Criminologia*, 18(1), 69–82. <https://doi.org/10.7347/RIC-012024-p69>
- Rahtikawatie, Y., Chalim, S., & Ratnasih, T. (2021). Investigating the Role of Religious Leadership at Indonesia's Islamic Boarding Schools in the Sustainability of School Management. *Eurasian Journal of Educational Research*, 2021(96), 51–65. <https://doi.org/10.14689/ejer.2021.96.4>
- Ratten, V., & Jones, P. (2021). Entrepreneurship and Management Education: Exploring Trends and Gaps. *International Journal of Management Education*, 19(1), 100431. <https://doi.org/10.1016/j.ijme.2020.100431>
- Ray, P., Reddy, S. S., & Banerjee, T. (2021). Various Dimension Reduction Techniques for High Dimensional Data Analysis: A Review. *Artificial Intelligence Review*, 54(5), 3473–3515. <https://doi.org/10.1007/s10462-020-09928-0>
- Sundarakani, B., Ajaykumar, A., & Gunasekaran, A. (2021). Big Data Driven Supply Chain Design and Applications for Blockchain: An Action Research Using Case Study Approach. *Omega (United Kingdom)*, 102, 102452. <https://doi.org/10.1016/j.omega.2021.102452>
- Wang, W., Xiao, J., Li, W., & Yao, J. (2022). How School Climate Affects the Development of the Social and Emotional Skills of Underprivileged-Background Students – An Empirical Study Based on the SSES2019 Data. *Children*, 9(12), 1812. <https://doi.org/10.3390/children9121812>
- Wang, Y. (2021). What Is the Role of Emotions in Educational Leaders' Decision Making? Proposing an Organizing Framework. *Educational Administration Quarterly*, 57(3), 372–402. <https://doi.org/10.1177/0013161X20938856>



- Wang, Y., Huang, H., Rudin, C., & Shaposhnik, Y. (2021). Understanding How Dimension Reduction Tools Work: An Empirical Approach to Deciphering T-SNE, UMAP, TriMap, and PaCMAP for Data Visualization. *Journal of Machine Learning Research*, 22(201), 1-73.
- Wienrich, C., Obremski, D., & Israel, J. H. (2022). Repeated Experience or a Virtual Nose to Reduce Simulator Sickness? – Investigating Prediction of the Sensorial Conflict Theory and the Rest-frame Hypothesis in Two Virtual Games. *Entertainment Computing*, 43, 100514. <https://doi.org/10.1016/j.entcom.2022.100514>
- Zhou, C., & Etzkowitz, H. (2021). Triple Helix Twins: A Framework for Achieving Innovation and Sustainable Development Goals. *Sustainability (Switzerland)*, 13(12), 6535. <https://doi.org/10.3390/su13126535>