



ISLAMIC BOARDING SCHOOL-BASED MADRASAH CONFLICT MANAGEMENT

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Abstract:

This study explores and analyzes the conflict management of pesantren-based madrasahs, especially madrasahs, in the educational environment. The conflict has both positive and negative impacts, such as the conflict in the madrasah environment, which includes a decrease in the mutual of teachers and groups in the world of education, which hinders effective communication. This research focuses on finding pesantren-based conflict management in MA Nurul Jadid, which aims to understand conflict dynamics, analyze conflict sources, impact on the learning environment, evaluate the effectiveness of conflict management strategies, and develop a contextualized model. The research method includes identifying patterns, themes, and nuances from interviews and observations. This study describes how pesantren values are implemented in daily life in madrasah, especially in the context of conflict management. The results showed that pesantren values became an essential foundation in their approach to conflict, creating an environment filled with brotherhood and deliberation. Training and discussion forums support creating a school culture that reflects these values. This research is expected to contribute value to understanding conflict management in pesantren, particularly in MA Nurul Jadid, and enrich the literature related to conflict management in pesantren-based educational institutions.

Keywords: *Internal Quality Assurance System, Pesantren, Education*

INTRODUCTION

Educational institutions are a means of developing student competency. In educational institutions, there are various components to support developing these competencies, such as learning process components, curriculum, teachers, educational staff, infrastructure and finance (Prasetyo & Anwar, 2021). The process is very important for students to give us the opportunity to experience all things that have never been felt before (Asil et al., 2023). However, in the process there will definitely be conflicts that will become obstacles in achieving success. God creates something for a reason. Just as Allah created poison but also created the antidote. Poison is the most important part that is used for negative or positive sides, such as conflict which is necessary for progress. There must be enthusiasm and struggle to overcome a conflict.

Facts on the ground, especially madrasahs, which will be the topic of the current research, can explain some of the conflicts they are

currently experiencing, such as; Muru'ah from teachers to students is decreasing and the

existence of groups in the world of educators results in less effective communication (Pratiwi, 2023). At MA Nurul Jadid, in the dynamics of Islamic boarding school-based conflict management. As an Islamic educational institution that creates a holistic environment, MA Nurul Jadid faces unique challenges in managing conflicts arising from differences in educational backgrounds, religious understanding, and personality dynamics between students and teachers. In response to this dynamic, MA Nurul Jadid implemented an inclusive conflict management strategy. Communication skills training for students and teachers, through this approach MA Nurul Jadid ensures a learning environment that is conducive to students' spiritual, academic and social development. This phenomenon not only reflects the unique dynamics at MA Nurul Jadid but also provides inspiration for other Islamic educational institutions that face similar challenges.

Wirawan in his research said that currently conflict has become a normal thing in human life, especially in the world of education (Wirawan, 2023). However, in this era of globalization, we can all work together to overcome these conflicts (Rohmi & Kusmianto, 2018). What we know is that conflict can start from feelings of being ignored, underestimated, unappreciated or even because of having too much work, so that you feel inappropriate things towards yourself (Bashori & Anggun Manumanoso Prasetyo, 2020).

Departing from the research above, the novelty of this research regarding Islamic boarding school-based conflict management at MA Nurul Jadid lies in its special focus on the Islamic boarding school context which creates unique dynamics in handling conflict. Explore and analyze conflicts that arise within the framework of Islamic boarding school education, accommodating student diversity and religious traditions. This innovation provides in-depth insight into the dynamics of conflict that specifically occur in Islamic boarding school-based educational institutions (Asirullah et al., 2022). Develop conflict management strategies that are contextual and in accordance with Islamic boarding school values (Sari et al., 2022). This approach is directed at integrating religious harmony, moral values and Islamic boarding school traditions in conflict resolution, which creates a new contribution to the understanding of conflict management in Islamic boarding school institutions. Opening the door to understanding how innovation in conflict management can be an important instrument in improving the quality of education at MA Nurul Jadid. Thus, the exploration and development of conflict management strategies that are appropriate to the Islamic boarding school context, provides a valuable contribution to the literature on conflict management in Islamic educational institutions (Haya, 2022).

The aim of this research is research on Islamic boarding school-based conflict management at MA Nurul Jadid, aiming to explore the dynamics of conflict that may arise in the Islamic boarding school environment. One of the main objectives of this research is to analyze in detail the sources of conflict that may arise between MA Nurul Jadid students and teachers, as well as evaluate their impact on the Islamic boarding school learning environment. Apart from that, this research also aims to evaluate the effectiveness of conflict management strategies and methods that have been implemented at MA Nurul Jadid, with the aim of providing in-depth insight into the responses and actions taken by the school in managing conflict situations.

Another aim is to develop a conflict management model that is more contextual and relevant to the characteristics of Islamic boarding schools. This exploration will provide a deeper understanding of the unique needs and context of Islamic boarding schools as Islamic educational environments.

Furthermore, this research aims to provide concrete recommendations for improving and increasing the implementation of conflict management at MA Nurul Jadid, with the hope of providing practical guidance for other Islamic boarding schools in strengthening their conflict management capacity. Thus, it is hoped that this research can provide a valuable contribution to a broader understanding of conflict management in the context of Islamic boarding schools, especially at MA Nurul Jadid. It is hoped that the findings and recommendations from this research will enrich the literature and provide a deeper view regarding conflict management in Islamic boarding school-based educational institutions.

RESEARCH METHODS

This research is a qualitative descriptive study that focuses on the role of empathy in improving the quality of education. Data was obtained through interviews and observations (Talib, 2022). Data sources come from interviews with teachers and direct observation at the research location, MA Nurul Jadid. Data collection techniques involve interviews and observation (Hasibuan et al., 2022). Interviews are used as a systematic method to obtain verbal information from teachers, which involves research into the ongoing learning process (Ali Basyah & Razak, 2020). Data analysis was carried out using the Milles & Huberman concept, which includes presenting the data as a whole, data reduction, and sorting and selecting data according to the research theme. This process aims to conclude research findings carefully and in depth (Firmansyah et al., 2021).

This research uses a qualitative case study type method with a multi-site design. The case study in this research is in-depth research about an individual, a group, an organization, an activity program, and so on at a certain time (Adlini et al., 2022). The data collection technique in this research was carried out circularly using three approaches, namely; 1) participant observation; 2) in- depth interviews with 4 educators (Teachers) (Amaliah, 2021). Meanwhile, data analysis in this research was carried out through; data reduction, data presentation, and drawing conclusions or verification (Hanyfah et al., 2022).

This research describes conflict management in Islamic boarding school-based madrasas, in detail the experiences and views of teachers related to conflict management in madrasas, as well as concrete efforts taken to provide an in-depth picture of conflict management in Islamic boarding school-based madrasas, a place where Islamic education and character formation become the main focus. This research seeks to identify and describe the extent to which conflict occurs in the madrasah environment

RESULTS AND DISCUSSION

The research results show that Islamic boarding school-based madrasa conflict management at MA Nurul Jadid is carried out through:

The importance of Islamic boarding school-based conflict management

The importance of Islamic boarding school-based conflict management is an effort made by MA Nurul Jadid by implementing conflict management that originates from Islamic boarding school values. This approach not only manages conflict but also creates an atmosphere that respects diversity and harmony in madrasas (Asil et al., 2023). As stated by EIR as the principal of XII IPA Regular

3 MA Nurul Jadid, conflict cannot be avoided, but here in Islamic boarding

school-based madrasas, the focus is more on a reconciliation approach. Usually try to approach conflicts in a spirit of deliberation with teachers, other staff and facilitate discussions between students.

EIR said that this madrasa continues to be an educational institution that upholds Islamic boarding school values, not only in conflict management but also in forming students' strong character based on Islamic teachings. The application of Islamic boarding school values successfully resolves differences of opinion or minor conflicts through deliberation. In fact, the results are often more than just conflict resolution; Students also learn to appreciate differences and increase tolerance. Supporting conflict resolution in madrasas strongly supports the Islamic boarding school-based approach providing guidance and encouragement to find solutions that are fair and in accordance with religious teachings. This provides calm and a sense of justice in the madrasa environment.

Conflict management in madrasas is very much influenced by an Islamic boarding school-based approach that prioritizes Islamic values in resolving conflicts, and tries to ensure that this approach is applied consistently throughout all madrasas (Andani et al., 2022). Islamic values are the main guide in resolving conflicts, in every policy or action taken, always assess whether it is in accordance with religious values (Hidayah, 2022). And also provide training to teachers so they are able to apply appropriate approaches. On transparency and participation. Encourage open dialogue and involve the entire school community in the conflict resolution process (Andani et al., 2022). In addition, ensuring that conflict resolution policies and procedures are always updated as needed. The development of conflict management in madrasas continues to be an example in implementing Islamic boarding school-based conflict management. Hopefully Islamic values will continue to be maintained and strengthened in everyday life, so that we can create a harmonious learning environment and support students' positive growth.

Development of Cross-Cultural Understanding

Islamic boarding school-based conflict management encourages cross-cultural understanding between teachers and students (Haya, 2022). This creates awareness about differences and builds effective communication bridges. This was also conveyed by IM as MA Nurul Jadid's teacher, that developing cross-cultural understanding in madrasas is a crucial aspect in creating an inclusive educational environment. Madrasas as Islamic educational institutions must be able to accommodate students from various cultural backgrounds to create a generation that understands and respects differences. Program to develop cross-cultural understanding through extracurricular activities, special training for teachers, and a curriculum approach that integrates Islamic boarding school values. This program helps in immersing Islamic boarding school values which prioritize deliberation and tolerance. Students become more open to differences, and it is easier for teachers to handle conflicts that may arise in the classroom. This makes the madrasah atmosphere more harmonious.

EIR explained that there were several challenges or obstacles faced in implementing this cross-cultural understanding development program, such as initial discomfort and the need for time to change thinking patterns. However, we see this challenge as an opportunity to grow and strengthen the madrasah community. In addition, further training for teachers will

continue to be carried out so that they can continue to develop in terms of cross-cultural understanding.

Developing cross-cultural understanding has a central role in creating an inclusive educational environment based on Islamic boarding school values (Adisel et al., 2023). Aims to explore teachers' views regarding the development of cross-cultural understanding and its implementation in Islamic boarding school-based conflict management in madrasas. Cross-cultural understanding is very crucial in madrasas. Recognize that teachers and students have diverse cultural backgrounds. This understanding helps create a harmonious environment and manage conflict with an approach that is in line with Islamic boarding school values.

ANL as MA Nurul Jadid's teacher said that, I try to continue learning and understanding the students' cultural background. In the classroom, I employ an approach that respects differences and facilitates open dialogue. This helps manage conflict and creates a supportive environment. ANL said that developing cross-cultural understanding has a positive impact on conflict management in madrasas. Implementation of Islamic boarding school values in conflict resolution creates a harmonious and supportive environment. Challenges such as discomfort in sharing cultural experiences can be overcome through open communication and safe spaces (Hasanah, 2020). And also contribute to practical understanding of the importance of cross-culture in conflict management, especially in the context of Islamic boarding school education.

Training and Education for Parties Involved

Training and Education for Parties Involved Training programs for teachers and madrasah managers are an important component of Islamic boarding school-based conflict management (Hidayah, 2022). This education equips them with conflict resolution skills and a deep understanding of the Islamic approach to conflict resolution (Mundiri, 2015).

RS as a teacher said that training has a crucial role in developing conflict management skills. And has held regular workshops and training sessions for staff, focusing on applying Islamic boarding school values in resolving conflicts. This provides a solid foundation for teachers to deal with conflict situations wisely. The training helps teachers to better understand Islamic boarding school-based approaches to resolving conflict. They learn to use the principles of deliberation, respect each other, and understand Islamic values in the context of conflict. This improves the quality of decisions and solutions produced.

IM as a teacher at MA Nurul Jadid said that the impact of education and training in developing conflict management skills in madrasas provided a very necessary framework for me. I gained a better understanding of how to apply Islamic boarding school values in conflict resolution. This allows me to be more effective in supporting students and maintaining harmony in the classroom environment. Challenge. Some teachers may have difficulty internalizing Islamic boarding school values, especially if they do not have a strong Islamic background. Therefore, education and training must be tailored to individual needs to make it easier to implement. Shows that training and education have a positive impact in developing teacher conflict management skills in madrasas. The training program helps build skills and strengthen understanding of Islamic boarding school values in handling conflict. Challenges such as difficulty internalizing Islamic boarding school values require tailored approaches to ensure training effectiveness.

Community Participation in Decision Making

Community Participation in Decision Making shows that involving the community in decision making regarding conflict can produce more sustainable solutions (Prasetyo & Anwar, 2021). This strengthens the involvement of all parties and creates a sense of ownership of conflict resolution (Adisel et al., 2023). EIR as principal of XII IPA Regular 3 MA Nurul Jadid, explained that community participation is the key to the success of our madrasa. We believe that decisions that involve stakeholders, including parents and the surrounding community, can create conflict solutions that are more sustainable and more in line with Islamic boarding school values. Community participation provides a valuable perspective in conflict resolution. We involve students in discussions and decision making related to problems that arise. This creates mutual support and understanding.

The importance of community participation in decision making regarding Islamic boarding school-based conflict management in madrasas. Teachers emphasize that involving students can create solutions that are more sustainable and in line with Islamic boarding school values. Although challenges arise, this approach supports the creation of more inclusive decisions and gaining broad support from the community can contribute to a practical understanding of the role of community participation in conflict management, particularly in the madrasa context.

ANL as a teacher said that community participation is an important foundation in Islamic boarding school-based conflict management. I believe that decisions involving the madrasah community create shared responsibility and a better understanding of the pesantren's values. Community participation provides diverse perspectives and ensures that decisions taken reflect the needs and expectations of all parties (Farhan & Hadisaputra, 2021). The challenge may be taking extra time to align schedules and understand different views. However, the benefits are clear, namely the creation of active involvement and full support from the community, which is very important in conflict management in madrasas. Community participation in decision making regarding Islamic boarding school-based conflict management in madrasas. Teachers emphasize that community participation creates a basis for shared responsibility and enriches decisions with multiple perspectives.

Implementation of Islamic Boarding School Values in Daily Life

Implementation of Islamic Boarding School Values in Daily Islamic Boarding School-based conflict management is not only about handling acute conflicts but also implementing Islamic boarding school values in the daily routine of madrasas (Rozi et al., 2023). This establishes a culture that prevents conflict and promotes cooperation. Islamic boarding school values are the moral and ethical foundation in our madrasah. In conflict management, the focus is on *ukhuwah* (brotherhood) and deliberation (consensus), which are Islamic boarding school values that we apply in everyday life (Setiawati et al., 2023).

IM as a teacher, explained that he encouraged open dialogue and deliberation between teachers and students. Conflict resolution is based on the values of solidarity and mutual understanding. This creates a peaceful environment and minimizes the potential for conflict escalation.

I practice Islamic boarding school values in my teaching and daily interactions. When facing conflict, I try to understand the student's point of view and use a deliberative approach to find a joint solution (Mu'is et al., 2022). When there are differences of opinion among students, encourage them to sit together and talk. Applying Islamic boarding school values such as mutual assistance and

respecting other people's opinions helps them find solutions without ongoing conflict.

The importance of implementing Islamic boarding school values in daily madrasah life, especially in the context of conflict management (Baharun, 2021). The teacher emphasizes that values such as *ukhuwah*, deliberation, solidarity, and mutual understanding play an important role in creating a harmonious environment and resolving conflict with an approach that is in accordance with Islamic boarding school values, providing valuable insight for other madrasas who wish to strengthen the implementation of Islamic boarding school values. in conflict management (Baharun et al., 2021).

Some students may not be used to this approach, and it may take time for them to adapt. However, with consistency and support from teachers, these challenges can be overcome (Hayyah et al., 2023). Describes how Islamic boarding school values are implemented in daily life at madrasas, especially in the context of conflict management (Mundir et al., 2022). Teachers indicated that Islamic boarding school values were an important foundation in their approach to conflict, creating an environment filled with brotherhood and deliberation. Training and discussion forums support the creation of a school culture that reflects these values (Rozi et al., 2022).

The research results show that effective conflict management in Islamic boarding school-based madrasas involves several key strategies. First, there needs to be a clear policy regarding conflict management. Second, the involvement of all stakeholders in the conflict resolution process is important to ensure the sustainability and success of the solution. Third, a communicative approach and self-empowerment can increase the active involvement of all parties involved.

Apart from that, this research also identifies factors that can minimize the occurrence of conflict, such as fostering togetherness, developing interpersonal skills, and increasing understanding of Islamic boarding school values. The implication of the results of this research is the need for special attention to aspects of conflict management in Islamic boarding school-based madrasas, with a focus on developing sustainable strategies and strengthening an organizational culture that supports harmony. This research contributes to the development of conflict management in Islamic boarding school-based madrasas, providing practical guidance for madrasa leaders, teachers and related parties in increasing the effectiveness of conflict management and creating an environment that is conducive to mutual learning and growth (Ardhana et al., 2023).

It is hoped that the results of this research can produce a conflict management model that can be implemented effectively in Islamic boarding school-based madrasas. This model will involve active participation from all stakeholders, including teachers and students. In addition, it is hoped that practical recommendations for increasing community involvement, effective communication, and developing conflict management skills can make a positive contribution to the development of conflict management in Islamic boarding schools and become a reference for related parties in efforts to improve the quality of Islamic education in Indonesia.

CONCLUSION

The conclusion of this research shows that conflict management in Islamic boarding school-based madrasas requires special attention to

create a harmonious educational environment. Conflict in Islamic boarding schools cannot be avoided, but active participation from all stakeholders, such as

teachers and students, has proven to be key in managing tensions. A participatory conflict management model, involving all parties in the decision-making process, has proven to be effective in building a sense of shared ownership and responsibility for conflict resolution. Effective communication also emerged as an important element, considering that misunderstanding and lack of good communication can trigger conflict. Therefore, practical recommendations such as increasing community involvement, conflict management training for stakeholders, and implementing policies that support effective conflict resolution, are expected to provide guidance for the development of Islamic boarding schools that are more harmonious and conducive.

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