

CONFLICT MANAGEMENT OF MADRASAH HEADS IN IMPROVING TEACHER PERFORMANCE IN MADRASAH IBTIDAIYAH AL IZUDINIYAH CIPULUS WANAYASA PURWAKARTA REGENCY

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Abstracts

Conflict management in the leadership of the principal aims to provide solutions to problems that arise in improving teacher performance. Good conflict management has a positive effect on community life, organization, and work atmosphere. This research is intended to describe existing phenomena, both natural phenomena and man-made phenomena. These can be forms, activities, characteristics, changes, relationships of similarities and differences between one phenomenon and another. This qualitative research uses a descriptive method, where research describes symptoms, events, events that occur now and focuses on actual problems as during the research. The results of this study include; 1) The role and function of the Head of Madrasah in improving teacher performance, among others; a) Involve teachers in upgrading, b) mobilize teachers to evaluate learning outcomes, c) Use learning time effectively. 2) Factor inhibitors include; a) Madrasah educators do not have much time to carry out coaching, b) Diversity of HR vision. Differences in perception often arise when competency coaching of educators (teachers) will be held.

Keyword:

Conflict Management, Teacher Performance, Madrasah Head

Introduction

The phenomenon of conflict is a situation that often occurs in community life, both in society in large scopes such as national and state conflicts, conflicts in institutions or organizations, or communities in small scopes, such as families and even conflicts against one's own person, or known as psychological conflicts. Prolonged conflict not only affects the psyche of the community but also affects the destruction of social interaction. To prevent, control, and

resolve conflicts, knowledge and skills are needed to manage these conflicts, in order to create a safe, comfortable, calm, and peaceful atmosphere.

In the context of educational institutions, good conflict management has a positive effect on community life, organization, and work atmosphere. According to Hasanah (2020), conflict management is one effective way to increase work productivity. The key to the effectiveness of conflict management in educational institutions is the ability and innovation of institutional leaders in combining or choosing the most appropriate conflict management strategy. Because of that, conflict management in educational institutions is very important to be studied.

Madrasah as a form of small organization demands progress and development in various aspects. Both the development of science and technology, culture and organization. So the larger the size of an organization, the more it will tend to be complex. This complexity concerns various things such as the complexity of information flow, complexity of communication, complexity of decision makers, complexity of delegation of authority and so on.

Another complexity is with respect to human resources. As we know that in relation to human resources can also be identified various complexities such as the complexity of positions, complexity of tasks, complexity of positions and status, complexity of rights of others, organization with the reality of what is expected.

Just as Kreither suggests that conflict can be viewed from the process, conflict can occur if one party or group sees the other party as having negative or different attitudes about things that are cared about or conflict can occur if one party feels that what one party wants is opposed or negatively addressed by the other party.

Based on preliminary research, Madrasah Ibtidaiyah Al Zudiniyah, Wanayasa District, Purwakarta Regency is one of the private madrasahs in Wanayasa District that is developing, it was found that the performance of teachers in this madrasah is declining. In addition to the ineffective learning process, many teachers who decline in discipline, often do not come to the madrasah for no apparent reason. Many teachers also permit when learning is in progress. Teachers rarely use teaching media in the learning process. Most teachers in the process of transferring knowledge or teaching without making lesson planning, learning design first. Usually teachers reason that they already know and memorize the material taught. The negative impact caused by undisciplined teachers is that many students come and go to Madrasah arbitrarily, and wander outside the classroom when learning is in progress. The level of reading interest of students is also still low, this can be seen in the library which is always quiet.

The picture when students enter and return Madrasah like that is actually a criticism of madrasahs whose teachers lack discipline, as a result of which students enter madrasahs much later than normal times and return home much faster than normal times. The head of the madrasah seeks various ways to improve performance, but so far the management steps of the head of the madrasah have not been optimal so that the positive impact has not been felt.

Related to the above phenomenon with teacher performance problems in Madrasah Ibtidaiyah Ibtidaiyah Al Zudiniyah Purwakarta Regency, researchers are interested in knowing more deeply and writing a study entitled "Conflict Management of Madrasah Heads in Improving Teacher Performance in Madrasah Ibtidaiyah Ibtidaiyah Al Zudiniyah, Wanayasa District, Purwakarta Regency".

A. Theoretical Foundation

a) Understanding Conflict Management Head of Madrasah

Management comes from the word *manage* or *managiare*, which means to train horses in stepping their feet. Why horses? Because horses have great ability. In terms of management, there are two activities, namely thought (*mind*) and action activities (*action*). Both activities appear to be management functions such as *planning, organizing, directing, coordinating, controlling*, and others. While viewed from English, the word *management* is a verb *to manage which means to manage, organize, implement and*

manage which is synonymous with the word to hand which means to manage, to *control* which means to check, and to *guide* which means leading. So, according to the origin of the word and lexical, the word management has the meaning of managing, controlling, leading or guiding.

The word conflict comes from the word *confligere*, conflictuan means clashing with each other, namely all forms of collisions, collisions, non-conformities, conflicts, fights, opposition and antagonistic interactions Mangkunegara said conflict is a conflict that occurs between what is expected by someone of himself, others, organizations and the reality of what he expects. Kreither said conflict can be reviewed From the process, conflict can occur if one party or group sees the other party as having a negative or different attitude about things that are concerned or conflict can occur if one party feels that what one party wants is opposed or negatively addressed by the other party.

P. Vecchio views another, conflict as a process that occurs if someone views other people or groups as frustrated at something most desirable Usman said conflict is a conflict between two or more against one or more things with fellow members of the organization or with other organizations, and conflict with one's own conscience. Greenberg defines conflict as a process that occurs when an individual or a group perceives that other individuals or groups match their interests.

Kretiner and Kinicki define conflict as the process by which one party perceives that its interests are opposed or negatively influenced by the other. Winardi added that conflict occurs when two individuals who each hold views that are completely contrary to each other, and they are never different, and they tend to be intolerant, then it can be ascertained that conflict will arise While Indrawijaya states that conflict is various forms of relationships between humans that are opposite (antagonistic) it can be seen clearly and can also be hidden.

Based on some of these understandings, there are similarities in understanding, namely related to mutual opposition, obstacles and assumptions of two or more interested parties or incompatible goals. Incompatibility between two parties involved in the conflict occurs due to the scarcity of resources, both in the form of funds, promotion, prestige, differences in interpretation of ideas, mismatch of goals and objectives to be achieved, power and forms that support one party respecting the other party obtaining it. Coordinate all resources through planning, organizing, manpower, directing and supervising processes to achieve the goals that have been set in advance so that in the process involving people, technology, task forces and other resources are combined and coordinated effectively to achieve the goals

Interaction and social interrelations between individuals or between groups, conflict is actually [a natural thing](#). In the past, conflict was considered an unnatural symptom or phenomenon, but now conflict is considered a [natural symptom](#) that can have negative or positive consequences depending on how it is managed.

The definitions of organizational conflict that have been described have a number of similarities. First, there are opposing or hindered goals. Second, there are parties who assume that conflict exists, and this biases individuals, groups, teams, or parts of the organization against each other. Third, conflict manifests in the form of discomfort or hostility. Fourth, conflict can be addressed both negatively and positively for the development of the organization. Fifth, conflict is inevitable as long as the organization continues to operate because it consists of entities that have their own interests and goals.

Conflict can occur in a variety of organizational work situations, or written and unwritten rules and procedures can cause conflict if the application is too rigid and harsh. Each member of the organization inherits values based on their background in life, the application of sanctions or punishments as a result of the application of strict rules

causing individuals to work based on threats rather than based on motivation. The causes of conflict in each organization vary greatly depending on the way individuals interpret, perceive, and respond to their work environment. The emergence of various conflicts is a variety of organizational dynamics and developments, therefore the leader or head of the madrasah needs to understand some of the causes of conflicts that can cause conflict. And look at conflict as an event that cannot be separated from organizational problems. The task of the leader is to manage conflicts so that they can be functional to be used to improve work performance.

Conflict is often one of leaders' strategies for change. Leaders use factors that can cause conflict to drive change. However, conflict can occur naturally because of objective conditions that can lead to conflict.

2. Conflict Resolution Strategies.

There are three methods of conflict resolution that are often used, namely dominance or emphasis, compromise, and integrative problem solving.

a. *Dominance or emphasis.* Dominance and suppression can be done in several ways, namely

- 1) Violence (*forcing*) of an autocratic suppression nature.
- 2) Smoothing is a more diplomatic way
- 3) Smoothing is a more diplomatic way.
- 4) Smoothing, a more diplomatic way of majority *rule*, attempts to resolve conflicts between groups by voting through fair procedures

b. *Compromise.* The manager tries to resolve the conflict through the search for a middle ground acceptable to the warring parties. Forms of compromise include

- 1) Separation, in which the conflicting parties are separated until they reach an agreement.
- 2) Arbitration, in which a third party (usually the manager) is asked to give an opinion.
- 3) Back to the prevailing regulations, where the bottleneck is returned to the provisions of the applicable written provisions and agrees that the regulations that decide the resolution of conflicts
- 4) Bribing. One of the parties receives competence in carpentry to achieve conflict resolution.

c. *Integrative problem solving.* Intergroup conflict is transformed into a shared problem-solving situation through problem-solving techniques. In addition to the emphasis of conflict or the search for compromise, both sides openly try to find a solution that is acceptable to all parties. In this case, managers need to encourage their subordinates to work together to achieve common goals, exchange ideas freely and emphasize efforts to find optimal solutions in order to achieve integrative solutions. There are three kinds of integrative solving methods, namely:

- a. *Consensus.* Both sides meet together to find the best solution to their problems and not to seek one side's victory.
- b. *Confrontation.* Both parties express their opinions directly with each other, and with skillful leadership and a willingness to accept resolution, a rational resolution of the conflict can often be found.
- c. *The use of higher goals.* It can also be a method of conflict resolution if the goal is mutually agreed.

b) Teacher performance

The term performance comes from the word *job performance*. (Mangkunegoro, 2000: 67) defines performance as "the results of work in quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given

to him". In general, performance is based on what are the expectations and requests of the group or organization in which a person works.

Teacher performance can be reflected in their duties as teachers and administrative implementers of teaching activities. Teacher performance is a picture of a teacher in carrying out his daily duties, one of which is carrying out face-to-face activities with students within a predetermined period of time and in accordance with predetermined rules. Teacher performance is one of the responsibilities that must be carried out in order to carry out the mandate of the law (Hasibuan 2005: 67).

Performance can be said to be good if the indicators used as planning objectives can be achieved within a predetermined period of time (Mangkunegara, 2000: 16). Teacher performance is the teacher's compliance in carrying out his duties as a teacher related to planning, implementing and evaluating the results that have been carried out.

Based on the above understandings, it can be concluded that a teacher is someone who obtains a decree (SK) either from the private or government to engage in a profession that requires special expertise in its main task to teach and educate students in early childhood education through formal education, primary and secondary education, whose main purpose is to educate the nation in all aspects. Based on Law No. 14 of 2005, teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education formal education pathways, primary education, and secondary education. (Mahardika, 2009), teachers as professionals in the field of learning must have qualifications in accordance with special requirements, namely teachers must master the ins and outs of education and teaching with various other sciences that need to be fostered and developed through certain education periods or pre-service education.

Methods

The research used a Qualitative research model. Qualitative Paradigm is a paradigm that emphasizes understanding problems in social life based on reality or natural settings that are holistic, complex and detailed. Research procedures that produce descriptive data in the form of written or spoken words of people and observed behavior.

The results of the discussion of research findings.

1. The function and role of Madrasah head through Conflict management in improving teacher performance.

Conflicts that occur due to ineffective communication, inappropriate reward systems, and individual / personal factors, including:

- a) In organizations communication has an important role, especially in forming an effective and efficient organization. The better the communication between leaders and subordinates, the better the cooperation. For this reason, the Head of Madrasah should create an atmosphere of effective communication with teachers and staff, discuss well every problem that occurs and find the best solution for the common interest in maintaining the integrity of the Madrasah in order to create a conducive Madrasah atmosphere.
- b) Improper Reward System.
It is better for the head of the Madrasah to consult with the Ministry of Religious Affairs of Purwakarta Regency and also involve advisors to provide solutions by paying attention to the ability of the madrasah as well, to provide a decent salary to honor teachers at Madrasah Ibtidaiyah AlIzudiniyah
- c) Be realistic in giving Honorarium to Teachers.

Head of Madrasah to always be transparent in terms of finance, transparency, and adjusted to the Master's beben in carrying out duties.

Said Prophet Muhammad SAW. *Baeti jannati (My House Is My Paradise)*, in Islam, Baiti Jannati means to describe the state of residence that is like paradise. It does not have to be a magnificent or luxurious house, but the most important thing is that the house inhabited brings happiness and blessings as well as Madrasah Ibtidaiyah Al Izudiniyah Kepla and Guru always make this institution maintain kinship.

d) Individual / personal factors

There should be a clear division of duties without discriminating between general teachers and religious teachers so that no jealousy occurs.

2. Classification of conflicts in Madrassas

Based on the identification of conflicts that occur in Madrasah Ibtidaiyah Al Izudiniyah Cipulus Wanayasa are interpersonal and personal conflicts. Interpersonal conflict is conflict that occurs within an organization or conflict in the workplace. Conflicts occur between those who work for a profit or nonprofit organization. Interpersonal conflict is a conflict in the organization between parties involved in the conflict and interdependence in carrying out work to achieve organizational goals.

This conflict can also be seen in the occurrence of disputes between the foundation and the head of the madrasah and also between civil servant teachers and non-civil servant teachers Horizontal Conflict (Conflict that occurs between groups and groups with groups. Vertical Conflict).

3. Conflict Resolution Strategy in Madrasah Ibtidaiyah Al Izudiniyah Cipulus Wanayasa. In this case the head of the madrasah should do:

1) Dominance or Emphasis.

Domination and suppression can be done in several ways, one of which is following the *majority rule*, trying to resolve conflicts between the madrassa and the government. Because Thailand is predominantly Buddhist, we follow the rules of the local government without having to force Islamic teaching.

2) Compromise.

The head of the madrasah tries to resolve conflicts through finding a middle way that is acceptable to the teacher is trying to explain to the teacher that the duties and responsibilities of the teacher are the responsibility of the duania and the hereafter. MI Al Izudiniyah institution is a foemal institution which is certainly bound by government regulations which inevitably we have to submit to the responsibility of jwab in the hereafter we will be accounted for before Allah Almighty. So in carrying out obligations as a teacher is not a grounded civil servant or NON civil servant his responsibilities are the same.

3) *Integrative problem solving*.

Intergroup conflict is transformed into a shared problem-solving situation through problem-solving techniques. In addition to the emphasis of conflict or the search for compromise, both sides openly try to find a solution that is acceptable to all parties. In this case, the head of the madrasah needs to encourage his subordinates to work together to achieve common goals, exchange ideas freely and emphasize efforts to find optimal solutions in order to achieve integrative solutions. There are three kinds of integrative resolution methods to resolve personal conflicts that occur between general teachers and religious teachers in Madrasah Ibtidaiyah Al Izudiniyah Cipulus Wanayasa, namely: *Consensus*. Both sides meet together to find a good solution to the problem and not to seek a one-sided victory in this case between senior teachers with new ones or who have received salaries from the government or teachers who have not.

4) Mediation.

Mediation is conflict resolution through mediation is a type of alternative conflict resolution that has long been used to resolve various types of conflicts. In Indonesia, mediation is used in resolving conflicts in various indigenous communities, family/marriage, interpersonal conflicts, resolving business and government management conflicts to resolving industrial relations disputes, as well as social conflicts. The researchers put forward various definitions of mediation. Through mediation as a conflict management process in which parties to a conflict resolve their conflicts through negotiations to reach mutual agreement with the definition, a number of indicators need to be explained further. In resolving the conflict between the Head of Madrasah and the Teacher

4. Implementation of conflict management of the Head of Madrasah in improving performance

The head of the madrasah who has been carried out in his function as a leader in improving pedagogic competence in the Al Muchtar Integrated Islamic Basic Madrasah, North Bekasi District, Bekasi City, there are several stages that need to be prepared by the head of the madrasah, such as madrasah program planning, organizing, policy setting and supervision. Details of the efforts of the head of the madrasah as a leader include:

- a. Making program planning, which is a process in designing or compiling various kinds of activity programs to achieve common goals by assessing the achievement of these goals, the material or materials to be delivered and the tools needed to support the implementation of activity programs and the efforts of the head of the madrasah as a leader.
- b. Organizing is a step taken by the head of a madrasah to establish, classify and regulate various kinds of activities that are deemed necessary, such as the assignment of one's duties and authorities, delegation of authority to people who have been appointed by the head of the madrasah to achieve the goals of the madrasah organization that has been set.
- c. Policy determination is a process of attitudinal approach carried out by the head of a madrasah in determining provisions or decisions, so that normative results are obtained to achieve common goals optimally.
- d. Supervision carried out by the head of the madrasah when determining a work that is being carried out or carried out in accordance with the plan that has been designed by the head of the madrasah before carrying out the supervision. And the head of the madrasah has the right to make decisions or actions if the resources or programs that are being run are not optimal.

Based on the description above, the efforts of the head of the madrasah as a leader in improving pedagogic competence in the madrasah, in general, can be observed from three main things as follows: *First, commitment to the vision of the madrasah in carrying out its duties and functions*, second, making the vision of the madrasah *a guide in managing and leading the madrasah*, and *third*, always focusing its activities on teacher learning and performance in madrasah.

5. Analyzing the inhibiting factors for the Head of Madrasah in improving the performance of teachers of Madrasah Ibtidaiyah Al Izudiniyah Cipulus Wanayasa, Purwakarta Regency

Inhibiting factors in efforts to improve teacher performance in Madrasah.

1. The implementation of the madrasah program always has support and obstacles, supporting factors for Madrasah include: (1) The role of the relevant agencies and from supervisors and from heads of fields who provide support to the Madrasah to improve the quality development of the competence of educators (teachers) in order to get

qualified or competent teachers, besides that the learning process becomes better and the vision, mission and goals can be achieved. (2) Increasing the competence of educators (teachers) in collaboration with the Indonesian Education Quality (KPI) Bandung. KPI also fully supports the head of the madrasah in improving the competence of its educators. KPI will continue to cooperate with Madrasah Ibtidaiyah.

2. Inhibiting factors in improving teacher professionalism include the problems faced, namely: (1) Time. Madrasah educators (teachers) do not fully have much time to carry out coaching. Because an educator (teacher) also has his own busy life in his family. The efforts made by the head of the Madrasah in overcoming these problems are always to increase coordination with educators (teachers) so that there is no conflict of time when coaching activities will be carried out, besides that the head of the madrasah also provides a regular schedule of coaching so that the educators have prepared themselves beforehand. (2) Diversity of HR vision. Differences in perception often arise when competency coaching of educators (teachers) will be held. The effort made by the head of the madrasah in overcoming the problem is to coordinate with the foundation and the leadership so that there are no different or different perceptions.

Although there are these obstacles faced by the Head of Madrasah in improving the competence of educators (teachers), there are several supporting factors that motivate the head of the madrasah to improve the competence of educators (teachers).

After conducting the development of educator (teacher) competence, the head of the Madrasah held a follow-up program given to outstanding educators (teachers). The follow-up program is to provide promotion based on category assessment. The categories are as follows: Category A is given to educators (teachers) who within 2 years have shown their achievements. Category B is given to educators (teachers) who within a period of 4 years have shown their achievements. Category C has no promotion or promotion is still pending.

This is done because they want to motivate educators (teachers) to always learn and continue to improve their abilities to become competent and outstanding educators (teachers).

Conclusion

Based on the results of the discussion on "Conflict management of madrasah heads in improving teacher performance in madrasah ibtidaiyah al izudiniyah cipulus wanayasa purwakarta regency" concluded as follows:

- a. The function and role of the head of Madrasah in Conflict Management in Madrasah in improving teacher performance; dominating or emphasizing, compromise, integrative *problem solving* (thoroughly), mediation and instilling character that we work solely because of Allah.
- b. The Head of Madrasah in improving teacher performance includes; 1) Involve teachers in upgrading, 2) mobilize teachers to evaluate learning outcomes, 3) Use learning time effectively.
- c. Fator inhibitors include; (1) Madrasah educators do not have much time to carry out coaching, (2) Diversity of HR vision. Differences in perception often arise when competency coaching of educators (teachers) will be held.

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