Complexity of Conflict for Islamic Educational Management Student: Humanistic Approach as a Solution

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ABSTRACT:

The realm of Islamic educational management is not immune to conflicts, which can arise from various sources such as differing ideologies, cultural disparities, or administrative challenges. This study delves into the multifaceted dimensions of conflicts faced by Islamic educational management students. By employing a humanistic approach, this research seeks to unravel the intricate layers of conflicts within the context of Islamic education and offers innovative solutions to mitigate their adverse effects. Drawing from theories rooted in humanism, the study explores the psychological and sociocultural aspects of conflict resolution, emphasizing empathy, understanding, and effective communication. Through in-depth qualitative analysis and case studies, the research provides valuable insights into the root causes of conflicts, enabling Islamic educational management students to cultivate a harmonious learning environment. This study not only contributes to the academic discourse but also equips future leaders in Islamic education with practical strategies to navigate conflicts, fostering a conducive atmosphere for holistic learning and personal growth.

Keywords: *Approach, Complexity, Conflict, Islamic Educational Management, Humanistic, Solution*

ABSTRAK:

Ranah manajemen pendidikan Islam pun tidak luput dari konflik yang dapat muncul dari berbagai sumber seperti perbedaan ideologi, kesenjangan budaya, atau tantangan administratif. Penelitian ini menggali dimensi multifaset konflik yang dihadapi mahasiswa manajemen pendidikan Islam. Dengan menggunakan pendekatan humanistik, penelitian ini berupaya mengungkap lapisan konflik yang rumit dalam konteks pendidikan Islam dan menawarkan solusi inovatif untuk mengurangi dampak buruknya. Berangkat dari teori-teori yang berakar pada humanisme, penelitian ini mengeksplorasi aspek psikologis dan sosiokultural dari resolusi konflik, menekankan empati, pemahaman, dan komunikasi yang efektif. Melalui analisis campuran (kuantitatif dan kualitatif secara mendalam melalui studi kasus), penelitian ini memberikan wawasan berharga mengenai akar penyebab konflik, memungkinkan mahasiswa manajemen pendidikan Islam untuk menumbuhkan lingkungan belajar yang harmonis. Studi ini tidak hanya berkontribusi pada wacana akademis tetapi juga membekali para mahasiswa sebagai pemimpin masa depan dalam pendidikan Islam dengan strategi praktis untuk menavigasi konflik, menumbuhkan suasana kondusif untuk pembelajaran holistik dan pertumbuhan pribadi.

Kata Kunci: *Pendekatan, Kompleksitas, Konflik, Manajemen Pendidikan Islam, Humanistik, Solusi*

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INTRODUCTION

Students are valuable assets for the progress of a nation. As future leaders, students have great potential to inspire positive change in society. Therefore, the educational process provided to them must be a top priority for national development. However, good education is not only limited to providing theoretical knowledge, but also involves a quality learning process. A quality learning process not only guarantees the acquisition of knowledge, but also develops skills, attitudes and moral values that will shape students' character.

In managing the learning process, educational institutions have an important role in creating a conducive learning environment. This involves using innovative teaching methods, combining theory with practice, and facilitating the development of student creativity and leadership. In the context of Islamic education management students, strengthening understanding of religious values, ethics and fair leadership is very important.

Effective educational management also involves a holistic approach to student development, including psychosocial support, character development, and development of soft skills such as communication and leadership abilities.[1] By creating an educational environment that focuses on comprehensive development, students will be trained to become individuals with integrity, highly competitive, and make positive contributions to the nation and society.

By understanding that students are valuable assets for the nation, it is important for educational institutions and related stakeholders to work together in managing their learning process. Continuous support, improving the quality of teaching staff, and developing adequate educational infrastructure are steps that must be taken to ensure that students receive quality and adequate education. Only with a comprehensive and integrated approach, students can grow and develop into an intelligent, creative and highly competitive generation who will bring progress to the nation and state.

All of the things stated in the previous paragraph aim to ensure that the process taking place at the school or campus (educational

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[1] A. Allen Agih, "Effective School Management and Supervision: Imperative for Quality Education Service Delivery," *African Research Review* 9, no. 3 (2015): 62–74, https://doi.org/http://dx.doi.org/10.4314/afrrev.v9i3.6.

organization) is effective and in line with the flow, meaning that no disruption occurs in the process. But it's absolutely nil that everything is always perfect. In every process there will always be challenges that become obstacles. For example, based on student factors, students on a campus will definitely experience stress related to their study assignments.

Students at the middle and high levels are also like that, they will experience periods of stress originating from academic demands. This will have an impact on decreased learning motivation and other negative behavior. [2] The dominant factor causing stress experienced by students comes from lecture assignments. [3] Things will get worse for students who study while working, where pressure and stress can come from family, feelings of worry and difficulty in managing time for studying. The stress coping carried out is self-acceptance, positive interpretation of stress, socio-emotional support, and aspects of religiosity. [4]

Therefore, a solution needs to be found for stress, especially for students on campus. Delay in this will bring bad things to them. In this article, we will explain the stress and conflict faced by students, where the causes come from, and the humanistic approach as a capable approach to dealing with stress in students.

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[2] Michaela C. Pascoea, Sarah E. Hetrickc, dan Alexandra G. Parker, "The impact of stress on students in secondary school and higher education," *INTERNATIONAL JOURNAL OF ADOLESCENCE AND YOUTH* 25, no. 1 (2020): 104–12, https://doi.org/https://doi.org/10.1080/02673843.2019.1596823© 2020 The Author(s). Published by Informa UK Limited, trading as Taylor & Francis Group.This is an Open Access article distributed under the terms of the Creative Commons Attribution License (http://creativecommons.org/licenses/by/4.0/), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

[3] Fenindra Anggi Alifta dan Evi Martha, "Faktor-Faktor yang Berhubungan dengan Tingkat Stres Selama Masa Pandemi COVID-19 pada Mahasiswa Program Ekstensi Fakultas Kesehatan Masyarakat Universitas Indonesia," *Perilaku dan Promosi Kesehatan; Indonesiaon Journal of Health Promotion and Behavior* 5, no. 1 (2023), https://doi.org/http://dx.doi.org/10.47034/ppk.v5i1.6190.

[4] Hamidah Anzalna Rahmah dan Riza Noviana Khoirunnisa, "Coping Stress for Students Who Studying While Working," *Jurnal Penelitian Psikologi* 10, no. 1 (2023): 18–28.

METHODS

This research uses mixed analysis with qualitative and quantitative approaches. The method used was in-depth interviews and surveys of MPI students at STAIN Mandailing Natal and UIN Imam Bonjol. 5 respondents were randomly conducted in-depth interviews with MPI students at STAIN Mandailing Natal, and 5 more respondents were also conducted in-depth interviews with MPI students at UIN Imam Bonjol Padang. After that, a random survey was also conducted among MPI students at both universities. Data collection was carried out at the end of September to mid-December 2023. In-depth interviews were conducted using Zoom and surveys were distributed via social media such as WhatsApp groups.

DISCUSSION

Conflicts within the sphere of Islamic educational management often encompass multifaceted dimensions, involving various stakeholders such as students, faculty members, and administrative bodies. These conflicts can emerge from diverse perspectives, ideologies, and expectations within the educational context. Addressing such complexities requires a nuanced understanding, and the application of a humanistic approach might offer a viable solution.

Understanding the Complexity of Conflicts

1. Interpersonal Dynamics: Conflicts may arise due to differences in opinions, ideologies, or objectives among students, between students and faculty, or between students and the administration. These conflicts often stem from varying perspectives and approaches to education.
2. Cultural and Religious Context: The educational environment in Islamic institutions is often deeply rooted in cultural and religious beliefs. Divergent interpretations or applications of Islamic teachings and values may contribute to conflicts.

3. Management Perspectives: Conflicts can also emerge from discrepancies in administrative decisions, policies, or priorities within educational management, impacting student satisfaction, participation, and learning outcomes.

Problems regarding conflict originating from interpersonal dynamics can be caused by several things. There are students who are in conflict (experiencing inner turmoil) between themselves and their friends in adapting to several classes in the Islamic Education Management Study Program. The students were divided into several groups, namely those who were diligent, relaxed and lazy. Students from this diligent group tend to do their assignments on time, make good papers and presentations and are active in lecture activities. This is different from relaxed students, all assignments given by lecturers in the study program are done casually and not even on time, and the lazy group of students are students who do not want to know about the lecture activities that have been instructed by their lecturers. Even if they do, they will plagiarize. Such a situation will cause conflict between student groups inside and outside lecture activities.

Conflicts that occur due to cultural differences are conflicts that originate from language. MPI students at STAIN Mandailing Natal are students from various regions, not only from North Sumatra but also from West Sumatra (Pasaman). Likewise, MPI students at UIN Imam Bonjol, not only come from West Sumatra but also from the North Sumatra area. These language and cultural differences often cause minor differences and conflicts in lecture classes. Those who are used to using regional languages in lectures experience problems in interpreting lecture material.

Apart from that, conflict also comes from other factors, such as family and economic factors which influence students' concentration in attending lectures. Factors are the dominant and most influential factors. If done, the percentage can be depicted in the following diagram:
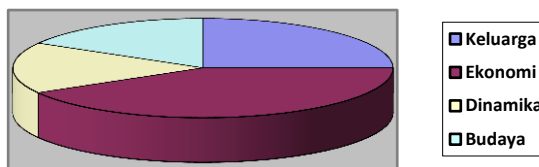
Gambar 1. Penyebab Stres mahasiswa MPI STAIN Madina
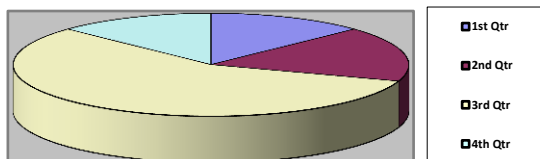
Gambar 2. Penyebab Stres mahasiswa MPI UIN Imam Bonjol

In the diagram, it is explained that the two MPI students, both at STAIN Madina and UIN Imam Bonjol, experienced the most dominant causes of stress from family and economic factors.

Family and economic factors can be the dominant causes of stress for Islamic Education Management (MPI) students at both STAIN Madina and UIN Imam Bonjol. This could be because the study load and high academic demands may conflict with expectations or pressure from the family, such as expectations to achieve high achievements. Then family problems such as parental conflict, family financial problems, or changes in family status can put psychological pressure on students.

Students from economically disadvantaged backgrounds may experience difficulties in meeting basic needs such as tuition fees, accommodation, food or study needs. Some students may be forced to work part-time to support their finances, which can cause fatigue and interfere with focus on studies.[5]

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[5] Christine Elisabeth Widyachandra et al., "GAMBARAN STRES PADA MAHASISWA MAGANG DI JABODETABEK," *Provitae: Jurnal Psikologi Pendidikan* 16, no. 2 (2023): 73–85.

Humanistic Approach as a Solution

Empathy and Engagement: A humanistic approach emphasizes empathy, understanding individual perspectives, and emotionally engaging with conflict resolution. Encouraging open dialogue and active listening fosters better conflict resolution.

Empowerment: This approach empowers stakeholders, including students and faculty, to actively participate in conflict resolution processes. Empowering individuals enhances their sense of ownership and responsibility in resolving conflicts.

Equality and Respect: Valuing equality and respect for all involved parties is central to a humanistic approach. It advocates for fair treatment, mutual respect, and dignified communication in resolving conflicts.

The humanist approach to conflict resolution focuses on human values, empathy, respect for diversity, and the development of better relationships between individuals involved in conflict.[6] In higher education environments such as STAIN Madina and UIN Imam Bonjol, students can use a humanistic approach to resolve conflicts in the following ways:

Understanding Individual Perspectives and Experiences, in this case students can attempt to understand the perspectives and experiences of other individuals involved in the conflict. This involves listening carefully, showing empathy, and valuing diversity of views and experiences.

Prioritizing open and meaningful communication, the humanist approach emphasizes the importance of open dialogue and constructive discussion. Students can use effective communication, express opinions respectfully, and seek mutual understanding.[7]

Collaboration and Empowerment, with a humanist approach, students can promote collaboration in finding solutions. Encourage cooperation between the parties involved to find mutually acceptable solutions.

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[6] M Sayuri Rustam, "PENGELOLAAN KONFLIK, PENDEKATAN HUMANISME," *Journal Competency of Business* 1, no. 2 (2017): 99–114.

[7] Fauzan Ahmad Siregar dan Lailatul Usriyah, "Peranan komunikasi organisasi dalam manajemen konflik," *Idarah (Jurnal Pendidikan Dan Kependidikan)* 5, no. 2 (2021): 163–74.

Developing Conflict Skills, students can learn and develop conflict management skills, such as effective communication, negotiation and conflict resolution skills.

Prioritizing Shared Welfare, a humanist approach emphasizes the importance of shared prosperity. Students can strive to find solutions that take into account common interests and create an inclusive environment.

Respecting Diversity, students can strengthen appreciation for the diversity of cultures, views and values that exist between parties in conflict, which can help resolve misperceptions or prejudices.

Increasing Self-Awareness, students can increase awareness of themselves, including recognizing emotions and understanding how their attitudes or actions influence conflict.

The humanist approach opens up opportunities for students to understand conflict in depth, prioritize human values, and create a more harmonious environment in the educational environment.[8] It's not just about resolving conflicts, but also about building interpersonal skills that are important in their future personal and professional lives.

CONCLUSION

The intricate nature of conflicts within Islamic educational management requires a comprehensive approach that combines qualitative and quantitative methodologies. By implementing a humanistic approach as a solution, there is a potential to mitigate conflicts effectively, creating a more harmonious and inclusive educational environment for students and faculty alike. This approach fosters a culture of understanding, empathy, and collaboration essential for resolving conflicts within educational settings.

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