

Integrative Model of Conflict Management in Islamic Educational Institutions: An Analysis of Types and Sources of Organizational Conflict

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ABSTRACT

Conflict is a phenomenon that is inseparable from the dynamics of organizational life, including in Islamic educational institutions that involve various interests and interactions between individuals and groups. Differences in values, perceptions, and limited resources are the main factors in the emergence of organizational conflicts. This study aims to analyze the types, sources, and interactive models of conflict management in Islamic educational institutions. The approach used is qualitative through *library research* by reviewing relevant literature. The results of the study show that conflict is an inseparable phenomenon from the dynamics of educational organizations. Conflicts can occur in various forms, such as intrapersonal, interpersonal, intragroup, intergroup, and organizational conflicts, with diverse sources. The application of an integrative model that prioritizes Islamic values is important to create harmony and improve the quality of the organization. Thus, proper conflict management is not only able to minimize negative impacts but also the sustainability of Islamic educational institutions.

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Introduction

Conflict is a condition that cannot be separated from human life. Conflict occurs because there are differences in interests, goals or views among individuals or groups who interact with each other in a certain environment.(Asep et al. 2025, p. 199) From a social perspective, conflict is understood as a process of interaction between two or more parties in which there is a conflict of interests, values and perceptions. The existence of conflict is often perceived as a negative one because it can cause tension, division, and decreased individual and organizational performance. However, in today's developments, conflict is not always seen

as a detriment, but can be a driving factor for change, innovation and improvement of organizational quality if managed appropriately.

Conflicts in the world of education often occur between teachers, students and structural officials in the organization. (Anita et al. 2022, p. 139) Educational institutions not only function as a place for knowledge transfer, but also as a dynamic space for interaction. This educational institution acts as a forum to develop student competencies supported by various supporting components such as curriculum, learning processes, students, teacher resources, education personnel, education management, financial aspects, facilities and infrastructure as well as educational evaluation processes that are interrelated with each other. (Anita et al. 2022, p. 136) The interconnectedness between these components creates intense interactions in the educational environment so as to open up opportunities for differences in views, interests, and values between individuals and groups.

An Islamic educational institution is a forum or organization that provides education based on Islamic values, has a clear structure and is responsible for the implementation of the Islamic education process. (Mohammad and Siti 2022, p. 42) This institution has different characteristics from public educational institutions because it is not only oriented to academic achievement but also to the formation of spiritual and moral values. From an Islamic perspective, conflict is seen as part of the sunnatullah which reflects human diversity, as the Qur'an explains that differences are things that allow disputes to occur. (London 2024, p. 10)

Conflicts in Islamic educational institutions can occur in various forms and levels, ranging from intrapersonal conflicts, interpersonal conflicts, conflicts between individuals and groups, conflicts between groups within the same organization, conflicts between organizations. (Bresca 2024, pp. 162-164) Each type of conflict has different characteristics and impacts on the sustainability of the organization. Intrapersonal conflicts, for example, occur in individuals when facing difficult situations in making decisions. Meanwhile, interpersonal conflict occurs when there are differences in views or interests between individuals. Group and organizational conflicts are usually related to the work system, policies and distribution of resources in educational institutions.

The source of conflict is also an important aspect that needs to be understood in conflict management in addition to the types of conflicts. Conflicts in Islamic education organizations can be triggered by various factors, such as limited resources, differences in goals, differences in views, poor communication, dependency between work units, and unclear organizational structure. (Risnita et al. 2022, p. 45) These factors show that conflicts do not arise suddenly, but arise from the interaction of various variables in the organization.

Various previous studies have examined the phenomenon of conflict in Islamic educational institutions with various approaches. Research conducted by Eggar Pradita et al (2024) revealed that conflicts in the educational environment are influenced by individual motivational factors, where the higher a person's motivation, the higher the potential for conflict. (Enggar Pradita, Rofikoh, and Mu'alimin 2024, p. 192) Another research conducted by Yesi (2025) highlights the importance of approaches based on Islamic values, such as deliberation and mediation in resolving conflicts in Islamic educational institutions. (Yesi & Junaidi 2025, p. 265) Another study by Khafidhotun and Sulistyorini (2023) conducted at SDI Al Huda, Kediri City, shows that the implementation of conflict management through a quality assurance system can help educational institutions in managing conflicts systematically. This research emphasizes the importance of integration between conflict management and existing organizational systems. (Khafidhotun and Sulistyorini 2023, pp. 127-128)

Based on previous research, it is known that studies on conflicts in Islamic educational institutions have been carried out with various approaches. These studies still discuss conflict in general and have not thoroughly studied the integration between conflict types, sources of conflict and conflict management models. This shows that there is a *research gap*, in the form of limited research that integrates various aspects of organizational conflict with Islamic values comprehensively. This research will analyze the types and sources of organizational conflict as well as integrative models of conflict management in Islamic educational institutions. This

research provides novelty by integrating the conflict management approach with Islamic values so that it is able to produce an optimal conflict management strategy.

Method

This study uses a qualitative approach with *the library research* method. *Library research* is a research method that is carried out by collecting, processing, and analyzing data from various sources of literature and previous research results, resulting in the latest findings that are relevant for further study (Riyanto and Setyorini 2024, p. 2). Data sources are obtained through searching through various sources that have been previously available. The collection includes books, articles, journals, and other papers relevant to the research topic (Ramadona Wijaya et al. 2025, p. 272). The data analysis technique used in this study is basic inductive analysis. The first stage is data reduction, which is simplifying the data by summarizing and identifying the main points in the primary unit. The second stage is carried out by grouping data that has similarities based on themes or concepts that appear in the secondary unit. The third stage is to develop a more abstract concept from the results of data grouping to answer the formulation of the research problem. The analysis process is carried out through reading, integrating, and forming categories, concepts, and themes by carefully comparing similarities and differences between data. (Abdurrahman 2024, p. 104)

Results and Discussion

1. Definition of Organizational Conflict in Islamic Education Institutions

Islamic educational institutions will continue to face various problems if they are unable to manage conflicts, both internal and external conflicts. Therefore, understanding conflict is important for leaders and institutional managers. In addition, the ability to manage conflict can begin with understanding the basic concept of conflict itself. Conflict comes from the Latin word *confligo* consists of 2 kinds of words, *con* and *fligo*. *Con* means together and *fligo* means strike, destruction, crushing. (Lutfi & Hadijah, 2023) Sociologically, conflict can be understood as a social process that occurs between two or more individuals, as well as between groups, where one party seeks to defeat the other party by weakening, eliminating or making them powerless. (Ajeng et al., 2022)

According to James A.F. Stoner, organizational conflict is a dispute that occurs between individuals or groups in an organization. This condition arises due to the limitation of resources that must be used together, as well as differences in work activities and viewpoints between parties. Conflict refers to the difference between elements in an educational institution. In organizations, conflict can also be understood as disharmony in interactions between individuals so that parties who previously worked together have difficulties in carrying out the cooperation. (Samsudin and Setyowati 2022, p. 552)

In addition, in the perspective of the Qur'an, it is explained that humans tend to experience disputes as a result of the efforts of each individual in fulfilling his interests and desires.

وَلَوْ شَاءَ رَبُّكَ لَجَعَلَ النَّاسَ أُمَّةً وَاحِدَةً وَلَا يَزَالُونَ مُخْتَلِفِينَ ﴿١١٨﴾

Meaning: "And if your Lord had willed, He would have made mankind one people, but they are always at variance" (Q.S. Al-Hud: 118). (Mukminin (Para Permaisuri Rosul), 2020, p. 235)

Conflicts also often arise in the Islamic education environment both between teachers, students, and structural parties in school organizations. Assigning additional tasks that are not in accordance with the main responsibilities of teachers can trigger conflicts, and even have the potential to cause pressure and work stress. (Anita et al. 2022, pp. 138-39).

So, organizational conflicts in Islamic educational institutions are differences of opinion or interests that occur between members of Islamic educational organizations

that arise naturally and must be managed properly so as not to damage, but to improve the quality of educational institutions.

2. Types of Organizational Conflicts in Islamic Education Institutions

Conflicts in organizations, including Islamic educational institutions, are generally triggered by three main factors, namely organizational structure, human resource aspects, and communication problems. These conditions can affect the operation and overall health of the organization. Conflicts can occur in individuals, groups or organizations when one or both parties feel aggrieved. (Rohmawati Dewi et al. 2024, p. 21) The types of conflicts in Islamic educational institutions include the following: (Yunus, Mikhlisin, and Khodijah 2025, p. 20) *First*, Intrapersonal Conflicts, conflicts that occur within individuals. (Winata Martoatmodjo et al., 2024, p. 227) This conflict arises when a person faces two desires or choices at the same time, but they cannot be fulfilled at the same time, causing conflict within him. (Nur Kumala Sari et al. 2024, p. 65), *Second*, Interpersonal Conflict, a conflict that occurs between two or more people that is triggered by differences in views, interests, values, and goals. (Azzahra Putri et al., 2025, p. 87) This conflict can arise due to less effective communication, differences in values adhered to, and disagreements regarding the division of duties or responsibilities. (Safari et al. 2024, p. 145)

Third, Intragroup Conflict, conflicts that occur within a certain unit work group. (Iwan, 2023) This conflict is generally caused by differences of views, unequal division of duties, or unclear roles of each member. If managed appropriately, these conflicts can encourage creativity and increase the effectiveness of teamwork. *Fourth*, Intergroup Conflict, a conflict that arises between two groups or departments in an organization. This condition can be triggered by competition in obtaining resources, differences in work goals, or differences in values and culture between units. And *fifth*, Organizational Conflict, conflicts that arise due to less effective policies or organizational structures. This situation can occur due to unclear hierarchies, complicated work procedures, or communication that does not go well within the organization. (Imran and Imron 2025, p. 152)

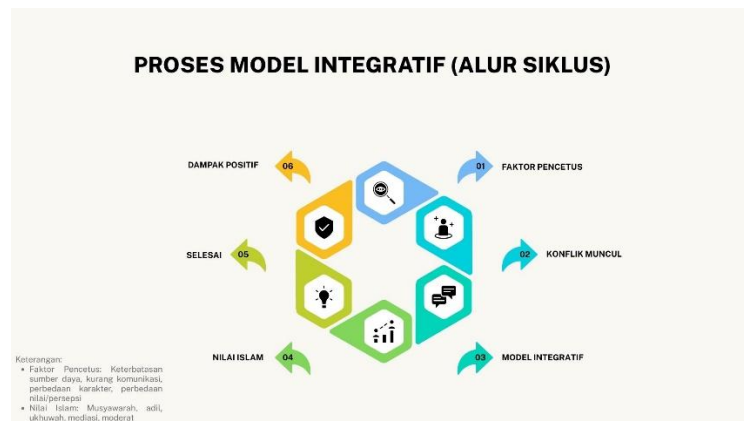


Image 1. Integrative Model Process (Alus Cycle).

3. Sources of Organizational Conflict in Islamic Education Institutions

In the environment of educational institutions, conflict can be understood as a form of conflict that occurs both between individuals and between groups in the organization. The conflict is generally related to the level of motivation possessed by each individual. The higher a person's motivation, the greater the potential for conflict. (Diana et al., 2024) According to Reece, conflicts in organizations can arise from a variety of diverse sources, namely: (Winata 2022, pp. 37–39) *First*, The need to fairly manage limited resources The need to allocate limited resources fairly is often a trigger for conflicts within organizations. When each part has limited resources, the problem that arises is how to distribute them

fairly. This situation has the potential to lead to conflict because not all parts can obtain resources according to their needs. As a result, there can be disputes between groups in organizations that compete with each other for a larger portion of resources.

Second, Differences in various objectives. Differences in goals between parts within the organization can also cause conflict. Each group usually has different tasks, interests, and focuses. Although the organization's goals are generally mutually agreed, differences in priorities often remain. For example, the sales department wants to set a lower price to attract more customers, while the production department wants a higher price to keep costs down. Differences of views like this make it more difficult to agree on organizational programs and potentially cause conflicts. *Third*, interdependence in work. Interdependence at work can also lead to conflicts in the organization. This happens when two or more groups have to work together and depend on each other to complete a task. Conflicts can arise if the workload is too much or there is pressure between groups. In addition, the condition of blaming each other or throwing responsibility also often occurs. Conflicts can be even greater if the awards given are not the same, even though the work done is similar. In fact, more serious conflicts can occur when one part cannot start its work because it has to wait for the work of the other part to be completed.

Fourth, Differences in values and perceptions Differences in values and perceptions can also trigger conflicts in the organization. This happens when members or groups have different views, attitudes, and understandings. These differences often lead to disparities in goals, potentially causing conflicts within the organization. *Fifth*, the organizational duality of the Ministry of Cooperation in the organization can also cause conflicts between groups. This happens when the division of duties and responsibilities is not clearly defined, and the organization's goals are less clear. For example, one manager wants to improve his group role, while another manager tries to maintain his work area. In addition, the use of unclear words or sentences can cause differences in understanding between groups. If this happens, then conflicts between groups are difficult to avoid. *Sixth*, Lifestyle. Differences in lifestyles can also affect the emergence of conflicts in the organization. There are individuals who tend to like debates or arguments. However, if it is seen from the positive side and managed well, it can actually encourage members of the organization to improve and improve their performance. (Sri et al., 2023)

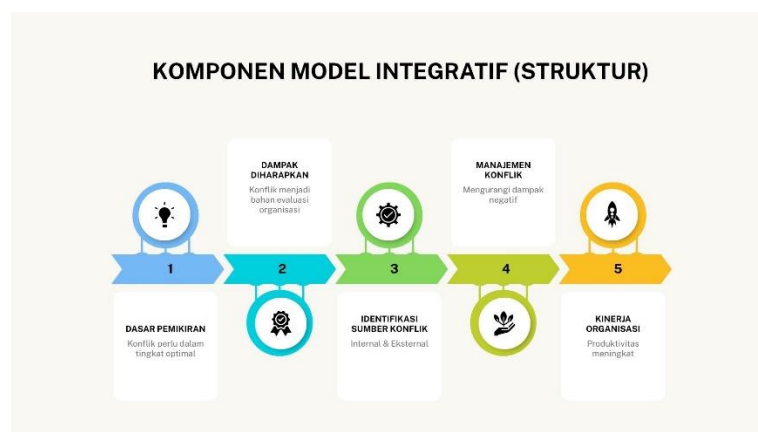


Image 2. Components of the Integrative Model (Structure).

4. Integrative Model of Management in Islamic Educational Institutions

An educational institution or educational organization is an organization established to achieve certain goals such as imparting knowledge and cultural values to individuals so that they are able to shape behavioral changes towards a more mature direction and help realize a better life in the future. (Hubbil, 2021) Conflict is a natural

phenomenon and is inseparable from the dynamics and development of an organization. Conflict often arises in interactions between individuals and groups. In dynamically evolving organizations, conflict is necessary at an optimal level as it helps to understand the various issues that arise. (Albertus, 2020) Here are some conflicts that originate within the organization, including: (Ilham, 2023), limited organizational resources, lack of communication, differences in character, and values and perceptions between individuals. The integrative model of conflict management is an approach that aims to create an integrated conflict resolution process. Through this approach, it is hoped that conflict resolution can be more efficient in the use of time, energy, costs and other resources. With the application of this model, the conflict resolution process is more effective and efficient. (Alma and Wahyu 2023, p. 5).

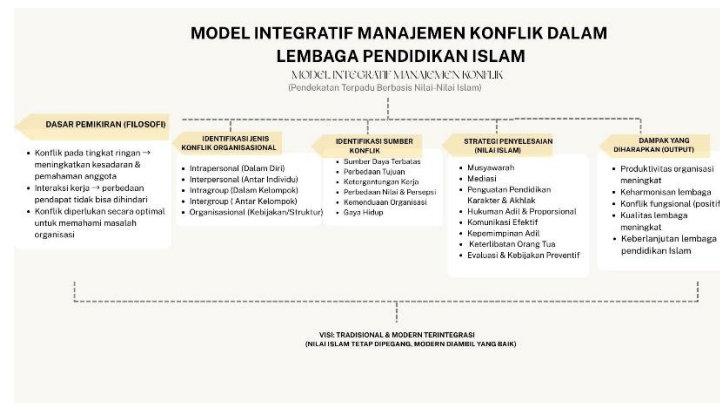


Image 3. Integrative Model of Conflict Management in Conflict Islamic Educational Institutions.

The integrative model in organizational conflict management has several components, including: (Khafidhotun and Sulistyorini 2023, p. 123) *First*, the Basis of Thought. An organization can develop well with the existence of conflicts at a certain level actually necessary. Conflicts that are at a mild level can increase members' awareness and understanding of the problems that arise. In an organization where members work and interact with each other to carry out work activities, through such interactions, differences of opinion between members are often inevitable. *Second*, the expected impact. Based on previous thinking, conflicts are expected to have a positive impact. Conflict can help increase understanding and clarify the conditions that occur in the organization so that it can be material for organizational development in the future. *Third*, identify the sources of conflict. Conflict can arise from two factors, namely internal factors and external factors. *Fourth*, Conflict management in increasing organizational productivity Conflict management is an effort to manage conflicts in the organization. Conflict management aims to achieve optimal organizational performance by reducing negative impacts that can be detrimental to the organization.

5. How to Overcome Conflicts in Islamic Education Institutions

Islamic educational institutions manage conflicts well so that any dispute or difference can be directed to something positive. Efforts to overcome conflicts can be carried out through several stages, including: (Yesi 2025, pp. 269-270) *First*, using the principle of deliberation Deliberation is one of the important principles in Islam to resolve differences of opinion and conflict. In Islamic educational institutions, deliberation can be carried out by parties involved in conflicts such as teachers, students, institutional managers and parents. Steps that can be taken in the deliberation by gathering all parties involved to discuss together. Each party present was given the opportunity to express their opinions, views and feelings openly. The deliberation process is carried out with the aim of

finding a fair solution. So the result of the decision is determined based on mutual agreement without any compulsion. *Second*, Conflict Mediation that cannot be resolved by deliberation can be resolved by involving a neutral third party. Third parties can be counselors, mediators or religious leaders who are respected within the educational institution. In the mediation process, the mediator is chosen because he is considered capable and trusted by all parties involved in the conflict. Then the mediator listens to the explanation of each party in a fair and objective manner. After that, the mediator provides a means or solution in accordance with Islamic values that can be accepted by all parties.

Third, Strengthening character and moral education Conflicts in Islamic educational institutions can be partially overcome by strengthening character and moral education for teachers, students, and institutional managers. Instilling these values such as mutual respect, patience, honesty and responsibility. Steps that can be taken include integrating Islamic values in the learning process for both teachers and students. In addition, educational institutions need to provide training and guidance to all members regarding good manners, morals and communication methods. Educational institutions also need to instill an attitude of mutual tolerance and respect for differences of opinion. *Fourth*, conflict resolution through the provision of fair and proportionate punishment. Conflicts in Islamic educational institutions can occur due to violations of rules that require disciplinary action. Therefore, the punishment given must be fair and balanced with the mistakes committed and not carried out arbitrarily. Steps that can be taken are first researching the problems and causes of the conflict so that the root of the problem can be known. After that, the punishment is given in accordance with the applicable rules and based on the principles of justice, the delivery of the punishment is carried out in a wise manner without degrading the dignity of the person who is punished.

Fifth, Maintain good communication Conflicts that often arise can be caused by a lack of clear communication between the parties involved. Therefore, open, honest and respectful communication is essential to prevent and resolve conflicts. Some steps that can be taken such as holding regular meetings between teachers, students, managers of educational institutions and parents to discuss various problems that arise. In addition, there needs to be transparent communication. *Sixth*, Improve fair and wise leadership. Leaders of Islamic educational institutions have an important role in creating a harmonious atmosphere in the educational environment. Therefore, leaders must show a fair, thoughtful attitude and prioritize the common interest so that conflicts can be minimized. Steps that can be taken such as becoming a leader as an example in applying Islamic values in daily life. In addition, leaders also need to make decisions wisely and impartially.

Seventh, Increasing parental involvement in the educational process Parents have a very important role in helping to reduce conflicts that occur in educational institutions. With good cooperation between parents and the institution, it can help solve various problems more effectively. Steps that can be taken such as encouraging parents to actively communicate with the institution and be involved in educational activities, institutions can hold regular meetings to share information related to the development of their students, and parents can be involved in decision-making related to their children's education. *Eighth*, Evaluation and formulation of policies to prevent future conflicts. Conflict resolution not only aims to improve the current situation, but also requires efforts to prevent similar conflicts from occurring in the future. Therefore, educational institutions need to evaluate and formulate policies better. Steps that can be taken such as making clear policies regarding rights and obligations in educational institutions. In addition, there is a need for regular supervision and evaluation.

Based on the description above, the author argues that conflict management in Islamic educational institutions does not only focus on solving the problems that are happening but also on efforts to prevent and establish a harmonious culture. In this case, conflict is a means of improving and strengthening relationships if managed through

Islamic principles, such as deliberation, justice, good communication, and strengthening character and morals. In addition, in determining success and creating a conducive environment, the role of leaders, teachers, students, parents and all madrasah residents is needed so that these activities can be optimal. Therefore, the implementation of a proper conflict management strategy with sustainable evaluation and policy formulation can help Islamic educational institutions in realizing a peaceful, productive and oriented educational atmosphere towards achieving optimal educational goals.

Conclusion

Organizational conflict in Islamic educational institutions is an unavoidable phenomenon due to differences in interests, values, perceptions, and limited resources within the organization. Conflict can arise at various levels, ranging from intrapersonal to organizational, with a variety of sources such as differences in goals, work dependencies, and unclear structure and communication. Although it has the potential to disrupt the performance and stability of institutions, conflict can also have a positive impact if managed appropriately through an integrative approach. Therefore, conflict management is important by prioritizing the principles of deliberation, mediation, effective communication, fair leadership, and strengthening character and Islamic values. With good management, conflicts can not only minimize their negative impacts, but also be used as a means to improve the quality, harmony, and sustainability of Islamic educational institutions.

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