



Leadership Conflicts in the Management of Madrasah Aliyah Educational Institutions in Indonesia

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Received : 27-12-2023 Revised : 28-12-2023 Accepted: 27-12-2023 Published on: 29-12-2023

Abstract: In the management of educational institutions still creates conflicts, because some leadership is still weak at the level of management, competence and leadership ability in managing educational institutions. The purpose of this paper is not only to map but also to analyze leadership conflicts in the management of Madrasah Aliyah educational institutions in Indonesia. Using descriptive qualitative methods. Data sources from scientific books, scientific articles, scientific journals both print and online, both nationally and internationally. The results showed that leadership conflicts in education management occur because the level of management of educational institutions by some leadership is still weak such as weak in planning, organization, movement, direction and supervision or control. Leadership conflicts also occur because the level of competence or ability of a leader is still weak. Leadership conflicts also occur due to differences in opinions, stances, beliefs, cultural differences, differences in interests, conflicts also occur between superiors and subordinates, even conflicts with students and parents including the community or external parties. Thus it can be concluded that leadership conflicts in the management of educational institutions occur due to weak management levels, competencies and abilities. So it can be suggested that if you want to minimize conflict among the leadership, then improve the management of better educational institutions in Indonesia.

Keywords: *Conflict, Leadership, Management of Educational Institutions, Madrasah Aliyah*

Abstrak: Dalam pengelolaan lembaga pendidikan masih menciptakan konflik, dikarenakan sebagian kepemimpinan masih lemah pada tingkat manajemen, kompetensi dan kemampuan kepemimpinan dalam mengelola lembaga pendidikan. Tujuan tulisan ini selain memetakan juga menganalisis konflik kepemimpinan dalam pengelolaan lembaga pendidikan Madrasah Aliyah di Indonesia. Menggunakan metode kualitatif deskriptif. Sumber data dari buku-buku ilmiah, artikel ilmiah, jurnal ilmiah baik cetak maupun online, baik nasional maupun internasional. Hasil penelitian menunjukkan bahwa konflik kepemimpinan dalam pengelolaan pendidikan terjadi karena tingkat pengelolaan lembaga pendidikan oleh sebagian kepemimpinan kepala Madrasah Aliyah masih lemah seperti lemah dalam perencanaan, pengorganisasian, pergerakan, pengarahan dan pengawasan atau kontrol. Konflik kepemimpinan juga terjadi karena tingkat kompetensi atau kemampuan seseorang pemimpin yang masih lemah. Konflik kepemimpinan juga terjadi karena perbedaan pendapat, pendirian, keyakinan, perbedaan kebudayaan, perbedaan kepentingan, konflik juga terjadi antara atasan dengan bawahannya, bahkan konflik dengan siswa dan orang tua termasuk masyarakat atau pihak eksternal. Dengan demikian dapat disimpulkan bahwa konflik kepemimpinan dalam pengelolaan lembaga pendidikan terjadi karena tingkat pengelolaan, kompetensi dan kemampuan kepemimpinan masih lemah. Sehingga dapat disarankan jika ingin meminimalisir konflik dikalangan kepemimpinan, maka tingkatkan pengelolaan lembaga pendidikan yang lebih baik di Madrasah Aliyah Indonesia.

Kata kunci: *Konflik, Kepemimpinan, Pengelolaan Lembaga Pendidikan, Madrasah Aliyah*

Introduction

Leadership is a very strategic component and authority in an institution, but leadership still creates conflicts and difficulties in the

development of educational institutions. As Aryawan, I. W. (2021) explains that leadership conflicts that often occur in schools are not all principals have the ability to manage conflicts. Both conflicts



between principals and their subordinates or conflicts occur among teachers or employees, even conflicts occur with students and external parties.¹ 5 (five) sources of conflict occur, namely; (1) Frustration-aggression. Frustration often produces aggression that leads to conflict; (2) Personality and interaction. Seditious personalities, psychological disorders, poverty, interpersonal skills, aggravation, competition, differences in interaction styles, and inequality of relationships; (3) Structural. Conflicts inherent to organizational and societal structures such as those fueled by power, status, and social class; (4) Culture and ideology. The intensity of conflict from this source often results from political, social, religious, and cultural differences; and (5) Convergence, in certain situations the sources of conflict become one, giving rise to the complexity of the conflict itself.² Other conflicts such as the principal's leadership have dual duties as a leader and as an educator. Leaders as educators do not understand their existence as leaders with integrity, leaders as educators should educate the people they lead. Such as being a figure worthy of emulation in all aspects of his life, both spiritual, moral, social, action, behavior, experience, leadership style

and various matters related to service performance so that people become mature. However, many leaders are willing to lead and not all leaders are ready to lead, and are not ready to be agents of change for the better.³ Thus leadership conflicts still often occur in educational institutions because leadership management has not played a good role. So far, studies on leadership conflicts in education management tend to see, first, the managerial duties of leadership as leaders and educators overlap so that integrity conflicts arise.⁴ Second, conflict management, strategies and the role of leaders in resolving conflicts..⁵ Third, different perceptions and polemics about conflicts in Islamic educational institutions. Polemics arise because of the dual impact of conflict which can be destructive and constructioneven productive.⁶ Fourth, the causes and effects of personal and interpersonal conflict management,

¹Aryawan, I. W. (2021). Penerapan Kepemimpinan Asta Brata dalam Pendidikan dari Sudut Pandang Teori Konflik. *Jurnal Ilmiah Ilmu Sosial*, 7(1), 56-66. <https://doi.org/10.23887/jiis.v7i1.31628>

²Anwar, K. (2018). Urgensi penerapan manajemen konflik dalam organisasi pendidikan. *Al-Fikri: Jurnal Studi Dan Penelitian Pendidikan Islam*, 1(2), 31-38.

³Tanyid, M. (2018). Kualitas Pemimpin Sebagai Pendidik Dalam Menghadapi Konflik. *BIA': Jurnal Teologi dan Pendidikan Kristen Kontekstual*, 1(1), 124-137. <https://doi.org/10.34307/b.vii1.24>

⁴Tanyid, M. (2018). Kualitas Pemimpin Sebagai Pendidik Dalam Menghadapi Konflik. *BIA': Jurnal Teologi dan Pendidikan Kristen Kontekstual*, 1(1), 124-137.

⁵Huriyah, L., Fauziyah, N., Ula, N., Perdana, W. C., Syahrini, M. F. M., & Hidayah, Z. A. (2023). Urgensi Manajemen Konflik dalam Konteks Kepemimpinan Pendidikan Islam. *Dirasat: Jurnal Manajemen Dan Pendidikan Islam*, 9(2), 114-125. <https://doi.org/10.26594/dirasat.v9i2.3735>

⁶Setiawan, F. (2018). Mengelola konflik di lembaga pendidikan Islam. *Ta dib Jurnal Pendidikan Islam*, 7(1), 410-424.



organization in conflict management and interpersonal management, and procedures in interpersonal conflict management.⁷ None of these four studies have discussed conflict in the management of Madrasah Aliyah educational institutions. The purpose of this study is to map and analyze leadership conflicts in the management of Madrasah Aliyah educational institutions in Indonesia. To facilitate the achievement of the above objectives, the researcher formulated three questions as follows; (1) How is leadership conflict in Madrasah Aliyah; (2) How is the management of Madrasah Aliyah educational institutions; and (3) How is leadership conflict in the management of Madrasah Aliyah educational institutions in Indonesia. These three questions are discussed in the following section. This paper is based on an argument that leadership conflicts are not only on the ability to manage conflicts, both conflicts between the leadership of the principal and his subordinates, even conflicts occur in students and external parties, but conflicts also occur due to frustration-aggression, personality and interactions such as personality likes to instigate, psychological disorders, poverty, interpersonal skills, aggravation, competition, differences in interaction styles, unequal relationships, while structural occurs in the organizational structure, and culture and ideology,

including conflict convergence into one, giving rise to the conflict complexity itself. Conflict if not managed properly, then the conflict continues to increase, naming if the conflict is managed properly, then avoid conflict in educational institutions in Indonesia. The problem of leadership in the management of educational institutions has occurred conflicts, conflicts from the level of ability, communication in various bad practices that occur in the management of educational institutions.⁸ Leadership conflicts that are built in the management of educational institutions have caused the birth of anxiety which then affects the attitude of leadership behavior towards the efforts made in overcoming leadership conflicts in the management of educational institutions.

Methodology

Researchers on leadership conflicts in the management of Madrasah Aliyah educational institutions use descriptive qualitative methods. Sources of data obtained through observation, surveys and literature review. Descriptive qualitative research has the main objective of trying to map, analyze and obtain a more in-depth and comprehensive picture based on the actual situation of the things studied about leadership conflicts in the

⁷Muslim, A. (2020). Manajemen konflik interpersonal di sekolah. *Jurnal Paedagogy*, 1(1), 17-27.

⁸Khairiah, Akbarjono, Zubaedi, Mus Mulyadi, & Irsal. (2023). Misperceptions of Leadership in Education Management in the Metaverse Era. *Migration Letters*, 20(6), 465-481. <https://doi.org/10.59670/ml.v20i6.3498>



management of educational institutions.⁹ This research was conducted in stages; (1) describing data based on what has been obtained from research, both what is with, felt and seen; (2) the reduction or focus stage to sort the data obtained from the initial stage and focus on specific problems; and (3) selection, at this stage the researcher begins to describe what is obtained in stage two into more detail to get a theme by managing the data that has been obtained into new knowledge.¹⁰ Furthermore, checking the validity of the data is done by triangulating, then analyzed through 5 (five) steps, namely descriptive or summary, reflection and interpretation, comparison and action.¹¹

Discussion

Leadership Conflict

Leadership conflicts often occur because leadership as an authority in an educational institution does not have the ability to develop educational institutions.¹² Not having the ability to improve the quality of education, not

being able to make changes towards the better, not being able to innovate, not being able to improve student management in school culture and discipline it, not being able to foster school culture, not being able to become a work partner, not being able to create cooperation between all school residents to form a friendly school environment atmosphere that has a purpose.¹³ Do not have good leadership management, so that conflicts arise in the management of educational institutions.¹⁴ Thus leadership conflicts occur, when leadership does not have the ability to manage educational institutions or organizations. Leadership conflicts occur including limited organizational resources, communication failures, differences in traits, values and perceptions, task interdependence and salary systems.¹⁵ Broadly speaking, there are three causes of conflict, namely; (1) differences in the stance and beliefs of individuals have caused conflict between individuals; (2) cultural differences not

⁹Yoki Yusanto. (2020). Various Qualitative Research Approaches. *Journal of Scientific Communication (Jsc)*. 1.1. 1–13.

¹⁰Amirotun Sholikhah. 2016. Statistik Deskriptif Dalam Penelitian Kualitatif, *KOMUNIKA: Jurnal Dakwah Dan Komunikasi*. 10.2. 342–62 <<https://doi.org/10.24090/komunika.v10i2.953>>.

¹¹Huberman, M. (1990). Linkage Between Researchers and Practitioners: A Qualitative Study. *American Educational Research Journal*, 27(2), 363–391. <https://doi.org/10.3102/00028312027002363>

¹²Siti Suherni, E., Zohriah, A., & Bachtar, M. (2023). Peran Kepemimpinan Dalam Lembaga Pendidikan Pada Kajian Manajemen Pendidikan Islam. *Journal on Education*, 6(1), 2515–2522. <https://doi.org/10.31004/joe.v6i1.3275>

¹³Sari, J. D. R., Giatman, M., & Ernawati, E. (2021). Peran Kepemimpinan Kepala Sekolah dalam Meningkatkan Mutu Pendidikan. *Jurnal Penelitian Dan Pengembangan Pendidikan*, 5(3), 329–333. <https://doi.org/10.23887/jppp.v5i3.34846>

¹⁴Supriani, Y., Tanjung, R., Mayasari, A., & Arifudin, O. (2022). Peran Manajemen Kepemimpinan dalam Pengelolaan Lembaga Pendidikan Islam. *JlIP - Jurnal Ilmiah Ilmu Pendidikan*, 5(1), 332–338. <https://doi.org/10.54371/jiip.v5i1.417>

¹⁵Huriyah, L., Fauziyah, N., Ula, N., Perdana, W. C., Syahrini, M. F. M., & Hidayah, Z. A. (2023). Urgensi Manajemen Konflik dalam Konteks Kepemimpinan Pendidikan Islam. *Dirasat: Jurnal Manajemen Dan Pendidikan Islam*, 9(2), 114–125. <https://doi.org/10.26594/dirasat.v9i2.3735>



only cause conflict between individuals, but also between groups; and (3) differences in interests.¹⁶ Leadership conflict can also occur in the form of vertical conflict, staff line conflict and role conflict. This conflict occurs between individuals or groups that have different positions with the organization such as conflicts occur between subordinates and superiors.¹⁷ Including the level of leadership ability in the role also often cause conflicts such as leadership roles as principals and as educators, as managers, as administrators, as supervisors, leaders and innovators, and the achievement of goals that have been set effectively and efficiently.¹⁸ Leadership conflicts also occur in the leadership role in carrying out ineffective management functions such as; (1) still weak in planning a change; (2) still weak in organizing organizational change in its implementation; (3) still weak in mobilizing and directing organizational resources to change and make changes.¹⁹ Seven leadership roles of

school principals that often trigger conflicts in the management of educational institutions, namely; (1) as an educator; (2) motivator; (3) manager; (4) innovator; (5) supervisor; (6) leader; and (7) as an administrator.²⁰ Thus, leadership conflicts occur in leadership management that is still weak, namely planning organizing, implementing, moving, and supervising. Leadership conflicts occur in leadership management that is not optimal due to the lack of school leadership competence, not referring to four main things, namely leadership traits and skills, problem-solving skills, social skills and knowledge and professional competence.²¹ The level of pedagogic and professional competence of leadership in schools is still not encouraging. This can be seen from the regional education balance sheet (NDP) released by the Ministry of Education and Culture which shows that the results of the 2020 teacher competency test (UKG). The pedagogic competency score is still at 50.43 and the professional competency score is at 55.46. These values are still far from the expected average of 70.²² Often

¹⁶Setiawan, F. (2018). Mengelola konflik di lembaga pendidikan Islam. *Ta dib Jurnal Pendidikan Islam*, 7(1), 410-424.

¹⁷Muslim, A. (2020). Manajemen konflik interpersonal di sekolah. *Jurnal Paedagogy*, 1(1), 17-27.

¹⁸Sumiati, T. (2023). Peran Manajemen Kepemimpinan Dalam Pengelolaan Lembaga Pendidikan Islam. *Jurnal Ilmu Pendidikan (ILPEN)*, 2(1), 33-41.

¹⁹Khairiah, K., Mubaraq, Z., Asmendri, A., Hendriani, S., Musa, D. T., & Sihombing, A. A. (2022). Delegitimization of Leadership in Overcoming Difficulties in Online Learning during the COVID-19 Pandemic. *World Journal on Educational Technology: Current Issues*, 14(3), 726-739.

²⁰Mahananingtyas, E., Lesnussa, A., & Nussy, H. (2021). Peran Manajemen Kepemimpinan Kepala Sekolah Terhadap Kepuasan Kerja Guru Di Sd Inpres 19 Ambon. *PEDAGOGIKA: Jurnal Pedagogik dan Dinamika Pendidikan*, 9(1), 11-26.

²¹Sumiati, T. (2023). Peran Manajemen Kepemimpinan Dalam Pengelolaan Lembaga Pendidikan Islam. *Jurnal Ilmu Pendidikan (ILPEN)*, 2(1), 33-41.

²²Mutadi, Mudofir, & Munadi, M. (2021). Peran Manajemen Kepemimpinan, Pelatihan Dan



conflicts occur due to differences in views, inconsistencies in leadership policies, and unmet criteria that have been set.²³ Conflict also arises because of feelings of unease, hatred and resentment from a person or group against another party.²⁴ Leadership conflict also triggers organizational conflict which is a mismatch between two or more members of the organization that arises due to the fact that they have to share in terms of getting limited resources, or work activities and or due to the fact that they have status, goals, values or perceptions.²⁵ Thus leadership conflict occurs because of the level of leadership ability in managing educational institutions.

Education Institution Management

Management of educational institutions is a new

alternative that emphasizes the independence and creativity of schools, which is designed to improve the ability of schools and communities to manage educational change, in relation to the overall goals, policies, planning strategies, curriculum initiatives that have been determined by the government and education authorities. The management of educational institutions requires a change in the attitude and behavior of all school components starting from the principal, teachers and administrative staff including parents and the community in viewing, understanding, assisting as well as monitors who carry out monitoring and evaluation in managing the school concerned with the support of the management of presentative and valid information systems. In the end, all of this is shown to the success of the school to prepare quality education.²⁶ Quality education is largely determined by leadership which is one of the factors determining the achievement of the vision, mission and goals of an institution or organization. In the context of Islamic educational institutions, the key success factor is the leadership of the head of the madrasa, pesantren caregivers, deans, rectors and all elements of educational institutions which are also very influential in the success of Islamic educational

Supervisi Terhadap Pedagogical Content Knowledge Di Madrasah. *Jurnal Ilmiah Ekonomi Islam*, 7(02), 638-647. doi: <http://dx.doi.org/10.29040/jiei.v7i2.2527>

²³Wajdi, F., & Arif, A. (2021). Peran Kepemimpinan dalam Manajemen Organisasi: Studi Kasus Konflik Internal Partai Demokrat dalam Perebutan Kepemimpinan. *Tanah Pilih*, 1(2), 91-107.

²⁴Khairiah, K., & Sirajuddin, S. (2019). The Effects of University Leadership Management: Efforts to Improve the Education Quality of State Institute for Islamic Studies (IAIN) of Bengkulu. *Jurnal Pendidikan Islam*, 7(2), 239-266. <https://doi.org/10.14421/jpi.2018.72.239-266>

²⁵Huriyah, L., Fauziyah, N., Ula, N., Perdana, W. C., Syahrini, M. F. M., & Hidayah, Z. A. (2023). Urgensi Manajemen Konflik dalam Konteks Kepemimpinan Pendidikan Islam. *Dirasat: Jurnal Manajemen Dan Pendidikan Islam*, 9(2), 114-125. <https://doi.org/10.26594/dirasat.v9i2.3735>

²⁶Hidayat, R. (2016). Manajemen Peningkatan Mutu Lembaga Pendidikan Islam di Kota Medan. *Jurnal Isema: Islamic Educational Management*, 1(1).



institutions.²⁷ Quality educational institutions are determined by leaders who have the ability to influence the behavior of others in their work by using power, to direct their subordinates in connection with the tasks that must be done. Whether or not an educational institution is very dependent on leadership-type management as the highest leader in an educational institution to produce an appropriate and wise performance.²⁸ Thus the management of educational institutions is highly dependent on leadership that has a clear vision, mission and goals for the progress of educational institutions. The management of educational institutions can be seen from various aspects, including the management of achievement-based educational institutions. Such as; (1) planning begins with achievement targets during the current year; (2) recruitment with the opening of achievement paths with various tests; (3) implementation, coaching and quarantine; and (4) evaluation, the evaluation carried out is the evaluation of the test system and direct evaluation from the madrasah, including

evaluating students and activities.²⁹ The dynamics of the management of Islamic education in Indonesia are very diverse and experience ups and downs of development, but in general in the management of Islamic education institutions there are still some weaknesses, such as human resources, infrastructure, financial management and managerial governance.³⁰ The management of educational institutions is also carried out for quality improvement in management actions to achieve the needs and expectations of customers. Management is always directed towards prioritizing students or continuous improvement programs.³¹ The quality of education management has the following characteristics; (1) focus on both internal and external customers; (2) total involvement; (3) the existence of standardized measures of graduate quality; (4) commitment; and (5) continuous improvement.³² The

²⁷Fauziah, Nur. 2021. "Fungsi Leadership Dalam Pengelolaan Lembaga Pendidikan Islam". *IQ (Ilmu Al-qur'an): Jurnal Pendidikan Islam* 3 (02):245-64. <https://doi.org/10.37542/iq.v3i02.132>.

²⁸Supriani, Y., Tanjung, R., Mayasari, A., & Arifudin, O. (2022). Peran Manajemen Kepemimpinan dalam Pengelolaan Lembaga Pendidikan Islam. *JiIP - Jurnal Ilmiah Ilmu Pendidikan*, 5(1), 332-338. <https://doi.org/10.54371/jiip.v5i1.417>

²⁹Alim, N., Syamsuddin, S., & Nurhalimah, S. (2021). Role Model Pengelolaan Lembaga Pendidikan Islam Berbasis Prestasi di Madrasah Aliyah. *AL-ISHLAH: Jurnal Pendidikan*, 13(3), 2011-2020.

³⁰Na'im, Z. (2021). Sejarah Perkembangan Manajemen Lembaga Pendidikan Islam. *Journal Evaluasi*, 5(1).

³¹Subronto, S., Ali, H., & Imron Rosadi, K. (2021). FAKTOR YANG MEMPENGARUHI MANAJEMEN PENDIDIKAN ISLAM: SISTEM PENDIDIKAN, PENGELOLAAN PENDIDIKAN, DAN TENAGA PENDIDIKAN. *Jurnal Ekonomi Manajemen Sistem Informasi*, 3(1), 24-34. <https://doi.org/10.31933/jemsi.v3i1.671>

³²Umam, M. K. (2020). Dinamisasi Manajemen Mutu Perspektif Pendidikan Islam. *Al-*



management of educational institutions that are no less important include quality management policies such as multidimensional crises and contemporary issues; shifting emphasis from teachers and towards students; curriculum issues; teacher and education personnel turnover, and education quality.³³ The management policy of educational institutions has moved towards; (1) giving greater autonomy to schools in setting their own rules in a unique context, empowering the community to play an active role in providing support and supervision in the world of education; (2) decentralization of education which gives freedom to determine policies based on the conditions of Islamic educational institutions; (3) education is responsible and regulated with transparency; (4) relevance of education to the needs and conditions of society; and (5) decentralization of education which gives freedom to determine policies based on the conditions of Islamic educational institutions.³⁴ The management of educational institutions today in Indonesia is still in the low

category. As Erwin Indrioko (2022) explains the low quality of management of educational institutions, namely (1) the implementation of education on inconsistent results; (2) the implementation of education is carried out centrally and not holistically; (3) community participation in the world of education is still minimal.³⁵ Including the challenges faced in managing digital-based education. Such as internet support through a system in the network is the readiness of the institution in the aspect of infrastructure support and the readiness of human resources who are experts in their fields, this is very important in increasing competition and competition between Islamic educational institutions³⁶. Financing management is also a priority in education management to create an effective and efficient learning process.³⁷

Leadership Conflict in the Management of Educational Institutions

Research that analyzes leadership conflicts in the management of

Hikmah: Jurnal Kependidikan Dan Syariah, 8(1), 61–74.

³³Khairiah, K. (2015). Pengaruh Implementasi Kurikulum Berbasis KKNi Terhadap Peningkatan Mutu Pendidikan PTAIN. *Nuansa: Jurnal Studi Islam dan Masyarakat*, 8(2).

³⁴Irawan, M. N. L., Yasir, A., Anita, A., & Hasan, S. (2022). Strategi Lembaga Pendidikan Islam Dalam Menjawab Tantangan Pendidikan Kontemporer. *Jurnal Pendidikan Dan Konseling (JPDK)*, 4(6), 4273–4280. <https://doi.org/10.31004/jpdk.v4i6.8887>

³⁵Erwin Indrioko. (2022). MEMBANGUN CITRA PUBLIK DALAM LEMBAGA PENDIDIKAN ISLAM. *UNIVERSUM: Jurnal Kelslaman Dan Kebudayaan*, 9(02), 265–274. Retrieved from <https://jurnalfuda.iainkediri.ac.id/index.php/universum/article/view/775>

³⁶Zulfa, F., Jahari, J., & Hermawan, A. H. (2021). Peluang dan tantangan pengelolaan lembaga pendidikan Islam pada masa Covid-19. *J-MPI (Jurnal Manajemen Pendidikan Islam)*, 6(1), 14–28.

³⁷Solehan, S. (2022). Manajemen Pembiayaan Pendidikan dalam Meningkatkan Mutu Lembaga Pendidikan Islam. *Edumas pul: Jurnal Pendidikan*, 6(1), 98–105. <https://doi.org/10.33487/edumas pul.v6i1.3046>



MadrasahAliyah educational institutions has found thatgood, effective and efficient management ofeducational institutions, competence orability of a person's leadership and leadershipstyle in communication can minimizeconflicts in it has no justification. Thisresearch is different from previous research,which found that leadership conflicts due todifferences in stance and beliefs, culturaldifferences, and differences in interests.Vertical conflict occurs between superiorsand subordinates, conflict, staff line conflictand role conflict. Including weak in themanagement of educational institutions,namely; (1) still weak in planning a change; (2)still weak in organizing organizational changein its implementation; (3) still weak in mobilizing and directing organizationalresources to change and make changes and(4) still weak in supervision .³⁸ The results of this study have shown(1) on the one hand there has been afundamental leadership conflict in themanagement of educational institutions.Leadership conflicts that are integrated inthe management of educational institutionsthrough the level of ability or leadershipcompetence of school principals in carryingout management functions have redefinedleadership conflicts in the management ofeducational institutions; (2) on the otherhand, this research is a

basis for seeing thatthere has been a basis that bringsfundamental consequences to leadershipconflicts in the management of educationalinstitutions such as weak leadership inplanning, organizing, mobilizing andsupervising in the future.³⁹ Good, effective, and efficient management of educationalinstitutions can minimize conflict, but on thecontrary, the emotional ties of leadership inthe management of educational institutionshave become fragile commitment ofleadership, subordinates, and roles andstudents⁴⁰. The results of this study also providean understanding that leadership conflictsare not only for institutions based on a modeof production structured by institutionalmanagement functions in the managementof educational institutions that are bound bymanagement functions such as planningwork programs, organizing, mobilizing allcomponents in the madrasah, and alwayscontrolling subordinates, but have beenstructured by leadership competencies incarrying out their roles as principals, aseducators, as managers, as administrators,

³⁸Siti Suherni, E., Zohriah, A., & Bachtiar, M. (2023). Peran Kepemimpinan Dalam Lembaga Pendidikan Pada Kajian Manajemen Pendidikan Islam. *Journal on Education*, 6(1), 2515-2522. <https://doi.org/10.31004/joe.v6i1.3275>

³⁹Khairiah, K., Mubaraq, Z., Asmendri, A., Hendriani, S., Musa, D. T., & Sihombing, A. A. (2022). Delegitimization of Leadership in Overcoming Difficulties in Online Learning during the COVID-19 Pandemic. *World Journal on Educational Technology: Current Issues*, 14(3), 726-739.

⁴⁰Sari, J. D. R., Giatman, M., & Ernawati, E. (2021). Peran Kepemimpinan Kepala Sekolah dalam Meningkatkan Mutu Pendidikan. *Jurnal Penelitian Dan Pengembangan Pendidikan*, 5(3), 329-333. <https://doi.org/10.23887/jppp.v5i3.34846>



assupervisors, leaders and innovators, and achieving goals that have been set effectively and efficiently.⁴¹ And not all leadership has the ability to carry out its role well, effectively and efficiently. This kind of leadership shows that leadership conflict in the management of educational institutions is a historical production that develops in line with the development of the world of education. This study is different from the study of leadership conflicts that have been asserting that the problems faced by leadership, some of which assess that leadership experiences threats or conflicts at the level of competence or ability to manage educational institutions, and communication links, do not see fundamentally how leadership conflicts are not a static entity, leadership continues to experience conflict to adjust to the demands of management functions such as the ability to plan change towards a better direction, organize all components to their subordinates, mobilize the performance of their subordinates, and always control their subordinates.⁴² And continue to adjust to the needs and interests of subordinates who continue to experience changes in orientation. In line

with the fundamental changes in the management of educational institutions, between the leadership and its subordinates, between the madrasah head and his teachers and staff, and with his students. Therefore, an action plan is needed in fostering the fundamental management of educational institutions. Leadership education and training needs to start, starting from school so that it requires the integration of the management functions of educational institutions to the leadership to madrasah to minimize conflict in educational institutions in Indonesia.

Conclusion

Leadership conflicts in education management occur because the level of management of educational institutions by some of the leadership of the head of Madrasah Aliyah is still weak, such as weak planning, organization, movement, direction and supervision or control. Leadership conflict also occurs because the level of competence or ability of a leader is still weak. Leadership conflicts occur due to differences in opinion, stance, beliefs, cultural differences, differences in interests, conflicts also occur due to vertical conflicts such as conflicts between superiors and subordinates, even conflicts with students and parents including the community or external parties. This study provides a perspective in studying leadership conflicts not on static causal factors but on dynamic processes, how leadership conflicts can occur in the management of educational institutions. The level of ability and

⁴¹Purwanti, S. (2016). Peranan kepala madrasah terhadap kinerja guru. *Al-Idarah: Jurnal Kependidikan Islam*, 6(1).

⁴²Tanjung, R., Hanafiah, H., Arifudin, O., & Mulyadi, D. (2021). Kompetensi Manajerial Kepala Sekolah Dalam Meningkatkan Kinerja Guru Sekolah Dasar. *JlIP - Jurnal Ilmiah Ilmu Pendidikan*, 4(4), 291-296.
<https://doi.org/10.54371/jiip.v4i4.272>



competence of a person's leadership in managing educational institutions such as planning, organizing, movement/movement and supervision is the basis of this study. Thus, this study confirms that the competence or ability of a person in managing educational institutions can minimize conflict in Islamic educational institutions/madrassahs. The study of leadership conflicts in the management of educational institutions has limitations in data sources that are standardized in one region of Bengkulu, so that it cannot be used as a basis for making a policy, because policy formulation requires in-depth and extensive surveys and informant interviews to be used as a policy formula in improving the world of education. This study has limitations in data sources that are limited to one area of Bengkulu City, so it cannot be used as a strong basis for policy making, because policy formulation requires in-depth and extensive surveys and informant interviews to be used as a basis for policy formulas in improving education services. It is recommended that future studies seek in-depth knowledge and understanding of leadership conflicts in the management of educational institutions in Indonesia.

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URL : <https://ejournal.iainbengkulu.ac.id/index.php/khair/index>
Email: jmkhair@iainbengkulu.ac.id
E-ISSN : [2808-4632](#)
P-ISSN : [2808-828X](#)
Contak person : **0853-8130-5810/0852-6824-1677**

Organisasi: Studi Kasus Konflik Internal Partai Demokrat dalam Perebutan Kepemimpinan. *Tanah Pilih*, 1(2), 91-107.

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