
Building a Conducive Work Environment for Teachers Through Proactive and Collaborative Conflict Management at MA Sirojul Ulum, Krejengan Probolinggo

Mohamad Ahyar Ma'arif^{1*}, Subira Kaserero²

¹ Universitas Islam Zainul Hasan Genggong, Probolinggo, Indonesia

² Saint Augustine University of Tanzania, Tanzania

e-mail: ahyarqotrun19@gmail.com

*Corresponding Author.

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Abstract: This study explores conflict management strategies to create a conducive work environment for teachers at MA Sirojul Ulum, Krejengan, Probolinggo. Conflicts in schools, such as interpersonal disagreements and structural role ambiguities, disrupt relationships and reduce teaching effectiveness. Effective conflict management is essential for maintaining harmony and productivity in schools. The research employs a qualitative approach with a case study method, gathering data through in-depth interviews with principals, teachers, and staff, as well as observations and document analysis. The data were analyzed thematically to uncover patterns in conflict dynamics and resolution strategies. The findings indicate that structured deliberations and conflict management training significantly enhance communication and collaboration among teachers, fostering a harmonious work environment. Deliberation provides an open platform for resolving conflicts, while training improves teachers' abilities to handle disputes effectively. However, bureaucratic challenges, such as slow administrative processes, often hinder timely conflict resolution, underscoring the need for streamlined procedures. This research introduces a proactive and collaborative approach to conflict management, which goes beyond reactive strategies. By involving all stakeholders principals, teachers, students, and parents in early identification and resolution of conflicts, this participatory model not only addresses existing issues but also strengthens relationships and supports long-term educational goals. In conclusion, integrating proactive and collaborative conflict management strategies improves teacher performance, enhances the quality of education, and creates a sustainable and productive work environment. These insights provide valuable guidance for school administrators and stakeholders aiming to refine conflict resolution systems in educational settings.

Keywords: Put 3-5 your keywords here; keywords separated by semicolon

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Introduction

Conflict management is an important aspect in creating a harmonious and productive work environment, especially in the context of education in schools (Hananto et al., 2024). As an educational institution that plays a central role in shaping students' character and academic quality, schools often face challenges in managing various forms of conflict that arise among educators, students, and other related parties (Arifin et al., 2025). Conflicts that are not well managed can disrupt the work atmosphere, damage relationships among colleagues, and reduce the quality of the teaching and learning process (Puspitasari et al., 2023). Therefore, it is important for school management to have the right approach in managing conflicts in the work environment to create a conducive atmosphere for all parties.

Schools, as places of interaction among diverse individuals with different social, cultural, and value backgrounds, often face conflicts that arise either interpersonally, structurally, or due to differing objectives (Burlian, 2022). The complexity becomes even more challenging when the relationships between teachers, students, and school management are not well managed. Therefore, effective conflict management strategies are needed to ensure the creation of a harmonious work environment that optimally supports the educational process.

This research aims to analyze and explore conflict management strategies and approaches that can be applied to create a conducive work environment for teachers at MA Sirojul Ulum, Krejengan. Specifically, this research will identify the types of conflicts that frequently arise in the school, analyze how conflict management can be applied to alleviate conflicts among teachers, and assess its impact on the quality of the working environment in the school.

Previous research conducted by (Fitryana Susanto & Dwianansya, 2024) and (Suncaka, 2023) shows that conflict management in schools is an important element that not only impacts the resolution of emerging problems but also enhances performance and productivity in the work environment. Conflict management by the principal and stakeholders plays a key role in maintaining the harmony and effectiveness of the school, by implementing strategies that can address conflicts constructively (H.E. Mulyasa, 2022). Unlike previous research that focused more on reactive conflict solutions, this study introduces a more proactive and collaborative approach, involving all relevant parties from the principal, vice principal, to other educators in the decision-making process related to conflict resolution. This approach is expected to create a more harmonious work environment, which in turn supports learning effectiveness and improves the quality of education in schools. The novelty of this research also lies in the emphasis on teacher well-being as an important element in conflict management, which is less commonly found in previous studies.

Thus, this research provides an important academic contribution to conflict management studies while also offering practical insights for school administrators in improving positive working relationships. In addition, the results of this research are expected to provide guidance for stakeholders in improving the quality of conflict management in the educational environment. With a focus on relevant and urgent approaches for the education sector, this research is beneficial not only for academics but also for education practitioners involved in school management.

Method

This research uses a qualitative research type with a case study approach. Qualitative research was chosen because it aims to understand phenomena in depth and comprehensively (Handoko et al., 2024), as well as to explore various perspectives related to conflict management in creating a conducive work environment for teachers in schools. Qualitative research allows researchers to explore the meanings and subjective experiences of individuals involved in conflicts within the school environment. Through this approach, this research will provide a clearer picture of the realities faced by teachers in creating a conducive work environment at MA Sirojul Ulum, Krejengan. The data sources in this study consist of two types (Saadah et al., 2022). First, the primary data source, which is the main data, will be obtained through in-depth interviews with the school principal, teachers, and other management parties involved in the conflict management process at the school. Second, secondary data sources will be collected through relevant literature studies, including books, journal articles, and reports related to conflict management, as well as conducive work environments. The data collection techniques used in this research are through in-depth interviews, participatory observation, and documentation studies (Alhamid & Anufia, 2019). Data analysis in this qualitative research uses thematic analysis. The data analysis process begins with the transcription of interview and observation results, then the collected data will be analyzed to identify the main themes that emerge related to conflict management in schools (Umrati & Wijaya, 2020).

Results and Discussion

This research aims to analyze how conflict management can be applied to create a conducive work environment for teachers at MA Sirojul Ulum, Krejengan. Based on interviews, observations, and documentation studies, several key findings were obtained, which include the types of conflicts that occur, the approaches used in conflict management, and the impact of conflict management on the work environment.

Table 1. Types of Conflicts Occurring in Schools

Type of Conflict	Description	Case Example
Interpersonal Conflict	Conflict between individuals, such as disagreements about teaching methods or communication styles	A teacher disagrees with a colleague regarding teaching methods, which causes tension..
Structural Conflict	The ambiguity of roles or responsibilities between teachers and school management	Some teachers feel unclear about the division of tasks and responsibilities within the teaching team.
Value Conflict	Tension due to differences in religious values and administrative policies	Some teachers feel that the more administrative management policies contradict the religious principles they adhere to.

In managing conflicts in schools, various approaches are implemented to create a conducive working environment for teachers (Sari et al., 2024). These approaches include methods that are not only effective in resolving conflicts but also align with the values upheld by the school (Wahyudi & Suriati, 2023). One of the dominant approaches is deliberation and dialogue, which provides an opportunity for teachers to openly discuss the issues they face (Siti, 2017). In addition, the application of humanitarian principles such as patience, justice, and mutual respect also plays an important role in resolving disputes peacefully (Nurhaliza, 2024). Then, the conflict management training that has begun to be implemented by the school shows a proactive effort in enhancing the skills of teachers and staff in handling conflicts in a more professional and value-based manner. However, this research offers an approach that introduces more proactive and collaborative conflict management strategies, making it an innovative step in the context of conflict management in schools. This approach not only focuses on reacting to conflicts that have occurred but also aims to prevent conflicts before they escalate into larger problems.

To delve deeper into the types of conflicts occurring among teachers at MA Sirojul Ulum, Krejengan, the researcher conducted an interview with Teacher B, who shared experiences about the dynamics of interpersonal conflicts that often happen in the school environment.

"In this school, I often find myself involved in interpersonal conflicts with colleagues regarding teaching methods. We have different approaches, and sometimes it causes tension. However, with discussions, we can resolve it well and find a solution together."

This interview shows the presence of interpersonal conflicts that often occur among teachers. This conflict is related to differences in teaching approaches that create tension. The approach offered by this research emphasizes cross-party collaboration, where teachers, school management, and even students are involved in the conflict management process. This collaborative approach emphasizes the importance of active involvement from all parties in the process of problem identification, decision-making, and seeking solutions that positively impact all stakeholders (Efendi & Ibnu Sholeh, 2023). The deliberation process allows each party to listen to different perspectives and seek solutions that can be mutually accepted. This reflects the importance of democratic values and openness in resolving conflicts within the educational environment, especially in the context of schools that prioritize deliberation (Rofiq, 2018). Deliberation not only serves as a means of conflict resolution but also as a

space to appreciate differences. The use of deliberation as a response to conflicts that have already occurred, as well as part of preventive measures by establishing open communication spaces regularly, makes this approach a more holistic solution (Hasanah, 2020). This indicates that deliberation can be an effective method for conflict resolution, as well as strengthening professional relationships among teachers (Ritonga, 2024).

This research also emphasizes the importance of conflict management training for teachers, principals, and other staff as part of a systematic effort to enhance the competence of the entire school community in handling conflicts. By integrating proactive and collaborative approaches, this research contributes new insights into creating a harmonious, sustainable, and conducive work environment for all members of MA Sirojul Ulum, Krejengan.

Table 2. Approaches in Conflict Management

Approach	Description	Impact on the Work Environment
Deliberation and Dialogue	Open dialogue between teachers and management to resolve conflicts	Improving harmony and cooperation between teachers and management.
Application of Religious Values	The use of humanitarian principles such as patience, fairness, and mutual respect in conflict resolution	Encouraging peaceful solutions and reducing tensions between individuals.
Conflict Management Training	Training provided to enhance conflict management skills	Helping teachers and managers manage conflicts professionally and effectively.

In an effort to create a conducive work environment at MA Sirojul Ulum, Krejengan, conflict management plays a very important role. The approach used in resolving conflicts can have a significant impact on the relationships between teachers as well as the quality of the education provided. Some research findings indicate that effective conflict management contributes to improved team cooperation and harmony among teachers (Supendi & Zuhri, 2022). The structured deliberation process helps create an atmosphere of mutual trust and support, which in turn improves teacher performance. This approach not only aims to resolve conflicts that have occurred but also to identify potential conflicts early on, so they can be prevented before they develop into major issues.

In order to understand the approach applied in conflict management at the managerial level, an interview was conducted with the Principal of MA Sirojul Ulum, Krejengan to gain insights into the policies implemented in conflict resolution.

"We at this school strive to always involve humanitarian values in conflict resolution. Principles such as patience, deliberation, and justice are highly emphasized in every discussion conducted between teachers and management. As a result, many conflicts can be resolved more peacefully and productively."

As the interview results above reveal, humanitarian values such as patience, deliberation, and justice form the foundation of every conflict resolution effort (Na'im, 2021). By integrating these principles into the dialogue process, schools not only resolve conflicts but also build harmony and peace. This shows that the application of religious values in conflict management not only supports practical resolution but also creates a more harmonious and quality work environment. The principles applied in conflict management provide a moral and ethical framework that strengthens the problem-solving process. Patience teaches us to remain calm in the face of problems (Jaya et al., 2021), deliberation teaches us to engage in dialogue with full respect, and justice ensures that the solutions taken do not harm either party. Through the combination of these values with a proactive approach, this research aims to provide a new contribution to conflict management in schools, where a harmonious working environment can be created with more comprehensive and participatory strategies.

Table 3. The Impact of Conflict Management on the Work Environment

Impact	Description	Data Source
Increased Team Collaboration	Effective conflict resolution enhances mutual trust among teachers.	Interview with the teacher and principal
Improvement of Teacher Performance	The teacher feels calmer and more focused, improving the quality of teaching.	Interview with the teacher and observation of the teaching quality
Challenges in Implementation	Bureaucracy that hinders the optimal resolution of conflicts.	Interview with the principal and teachers

As part of the research on the impact of conflict management on the work environment, an interview was conducted with Teacher H to understand how the implementation of deliberation and conflict management training affects communication and collaboration among colleagues at MA Sirojul Ulum, Krejengan.

"After the training on conflict management and the implementation of deliberation, we feel more comfortable working. Communication has become more open, and we can more easily collaborate in various teaching activities. This greatly helps us in improving the quality of teaching and our relationship with students."

The results of this interview indicate that conflict management training and the implementation of deliberation have had a positive impact on the work environment. Teachers feel more comfortable and open in communicating after conflicts can be resolved in a good way. This leads to an increase in collaboration and the quality of teaching. A conducive work environment and better relationships among teachers will create a more productive atmosphere and support the teaching and learning process (Ismail & Maulida, 2020). The positive impact of effective conflict management is very clear in creating more harmonious interpersonal relationships (Ismail & Maulida, 2020). Better collaboration among teachers directly impacts the quality of education provided to students (Nur Efendi & Muh Ibnu Sholeh, 2023). When teachers feel valued and empowered in the conflict resolution process, they will be more focused and dedicated to their work. A collaborative approach that involves all parties ensures that the solutions produced not only include practical resolutions but also build a stronger foundation of relationships among all elements of the school (Anwar, 2018).

To understand the challenges faced in the implementation of conflict management, the researcher interviewed Teacher L, who revealed that bureaucratic obstacles sometimes hinder the conflict resolution process at MA Sirojul Ulum, Krejengan.

"Even though we often hold discussions, sometimes the conflict resolution process can be hindered by the existing bureaucracy. For example, there are procedures that take quite a long time to get a decision from management, which sometimes makes the problem more complicated."

This reveals that although deliberation has been implemented as the main approach in conflict resolution, there are bureaucratic obstacles that hinder the smoothness of the process. The slow decision-making procedures by management can worsen the situation and prolong conflict resolution, making the problems more complex (Aliviameita & Puspitasari, 2020). This indicates that the success of conflict management does not only depend on dialogue methods but also on the administrative processes that support its implementation. Although deliberation is effective in addressing interpersonal conflicts, bureaucratic obstacles indicate a gap between ideal practices and reality in the implementation of conflict management in schools. Lengthy and sometimes inflexible procedures can exacerbate the situation and hinder quicker and more effective solutions. Therefore, improvements in

the bureaucratic system are important to support the successful implementation of conflict management.

Based on the collected data, thematic analysis identified three main themes characterizing conflict management in schools: First, communication as the key to conflict resolution, second, the application of humanitarian values in conflict resolution, third, training and development of conflict management skills.



Figure 1. Conflict management identification

First, communication as the key to conflict resolution, one of the themes that emerged is the importance of open communication between teachers and management. Interviews with several teachers show that most conflicts can be resolved well if there is clear and transparent communication regarding the issues faced. For example, one of the teachers at MA Sirojul Ulum, Krejengan stated

"When I was given the opportunity to talk about my differing views on teaching methods, everything became clearer, and we were able to work together better."

Second, the application of humanitarian values in conflict resolution, the second theme that emerges is the application of humanitarian principles in conflict resolution. Values such as patience, mutual assistance, and deliberation become the foundation in resolving various conflicts. The principal of MA Sirojul Ulum, Krejengan stated

"We always refer to the principle of deliberation. Although there are differences of opinion, we strive to find a solution together with a cool head."

Third, training and development of conflict management skills, several schools highlight the importance of conflict management training to enhance the abilities of teachers and managers in managing conflicts professionally and based on values. One of the teachers stated

"The training we received on how to manage conflicts with a more productive approach was very helpful. We now better understand our role in preventing and resolving conflicts."

The interview results provide an overview of the conflict dynamics in the school and how a deliberative approach has become an effective solution. However, the existing bureaucratic challenges indicate that adjustments in the administrative system are necessary to ensure that conflict management implementation runs more smoothly and effectively. This interpretation also emphasizes that collaboration and open communication between teachers and management are key to creating a conducive work environment in schools.

Conclusion

This study highlights the crucial role of conflict management in creating a conducive work environment for teachers. Approaches such as deliberation, humanitarian values like patience and fairness, and conflict management training improve collaboration, teacher performance, and teaching quality. The research introduces a novel proactive and collaborative approach involving all stakeholders teachers, principals, management, and students to address and prevent conflicts effectively. While deliberation resolves conflicts, bureaucratic barriers remain a challenge, requiring administrative improvements for more efficient implementation. By integrating proactive and collaborative strategies, this study contributes academically by deepening understanding of conflict management's role in schools and practically by guiding leaders to develop inclusive strategies for a productive and supportive work atmosphere.

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