

## Conference Paper

# Prophetic-based Conflict Management Model in Senior High School

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**Abstract.**

The lack of competence of principals in resolving conflicts in schools is of particular concern because it is related to the progress of an educational institution. This study aims to develop models and research products that are useful for education and literacy used by school principals in managing conflict in schools. The research method used is the research and development of the ADDIE model. The research subjects were linguists, materials experts, and learning design experts to validate research products, while to test user responses, the subjects selected were the principal of SMA PGRI Metro City, SMA Ma'arif 1 Metro City, and SMA Muhammadiyah 02 Metro City. Data collection was done using questionnaires, and the results were analyzed qualitatively and descriptively. This research went through several stages, namely: 1) the model development stage, which was carried out at the analysis stage, namely analyzing the characteristics of the school; 2) the feasibility of a prophetic-based conflict management model product; and 3) the use of the prophetic conflict management module through user response testing. As a result, prophetic conflict management is in the very good category to use. The format and layout aspects of the conflict management module fall into the very appropriate category. In the aspect of writing, the Prophetic conflict management module is in the very appropriate category. In the aspect of formulating the outline of the material, the principal must improve conflict management skills by participating in training or developing conflict management capacity in schools. The implementation of the principal's role in creating a harmonious and comfortable school organizational climate can be realized if he can demonstrate fair and responsible leadership behavior.

**Keywords:** Principal, Prophetic-Based Conflict Management

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## 1. INTRODUCTION

The existence of educational institutions is a goal and a hope that must be fought for as much as possible by the managers of educational institutions. Educational institutions must be built through a good management system, a conducive and competitive organizational climate and culture, systematic and clear cooperation and coordination, a good organizational governance system, and visionary and professional leadership. One of the important factors for realising adaptive and competitive educational institutions is the climate built into educational institutions. These institutions must be comfortable, conducive, full of tolerance, kinship, and a high sense of belonging among the educational institution's personnel (Mian et al., 2020).

A conducive school climate is an internal school strength that strongly supports school progress and productivity (Ruiz et al., 2018). The principal has a big role in the school organization, namely creating a good, comfortable work environment; professional, competitive working relationships; tolerance; togetherness; and a sense of kinship and solidarity (Arif et al., 2019). One study said that schools were unable to develop because internal conditions did not run in a conducive and fair manner (Vygotsky, 2019). Between school personnel, there is no loyalty, and high motivation to advance the school and make the school an advanced and superior school (Kettell, 2020). School leadership in managing the diversity and heterogeneity of the character of school personnel is very significant (Andriani et al., 2018). The inability of the principal to accommodate differences and the wishes of school personnel properly will result in conflicts that threaten the sustainability of the school.

Conflict is a clash or disagreement that occurs between two or more parties (Jaborova & Umarova, 2020). Conflict occurs when there are misconceptions, differences of opinion, and differences in values and perspectives between one party and another. For example, the principal as a policy maker with teachers and administrative staff as the party who is the target of the policy. Conflicts in schools that are not managed and resolved properly have a bad impact on schools (Hakvoort et al., 2019). The situation created will not run comfortably, coordination will not work well, and various school programs will not run optimally. Conflicts that occur in educational institutions are triggered by several causes. Conflicts occur between principals and teachers, principals and administrative staff, fellow teachers, and principals and parents, and conflicts with students and even alumni can arise (Manesis et al., 2019).

Based on a preliminary study conducted by researchers at private high schools in Metro City, namely SMA Muhammadiyah 2 Metro City, Ma'arif High School Metro City,

and PGRI High School Metro City. The three schools for school accreditation are still B-accredited and financially not too big compared to other private schools in Metro City. Based on the results of interviews with the principal and several teachers, initial data was obtained related to problems that often occur and become conflicts in the school. Based on the data obtained in the preliminary study, it is known that conflicts still occur frequently and the conflict management efforts carried out tend to be incidental without a good process, so the conflict management carried out still leaves things that are not productive for schools. The ability of the principal to manage conflict or conflict has a very large impact on the development and existence of the school. The principal's inability to manage conflict or resolve conflicts wisely, fairly, and democratically will disrupt the school's balance.

The data presented is based on the preliminary study. If it is explored in-depth, it will certainly be more. In this potential conflict, the capacity and competence of the principal in managing conflicts that arise properly and effectively is necessary to make conflict an opportunity to progress. The implementation of conflict management carried out by school principals tends to use a structural approach that will cause the conflicting parties to not get the best solution because the conflicts experienced are resolved by not accommodating the interests and desires of the conflicting parties.

The conflict management model used in managing conflict tends to focus on the main goal of conflict resolution alone. Whereas in essence, when conflict arises, many aspects are involved, such as the desires and needs of each party, a sense of fairness, appreciation, and a sense of respect. so that when resolving conflicts, not only problems are resolved, but these aspects must also be considered. The elements or values of humanism, wisdom, and result orientation that refer to divine values in the conflict management model mentioned above tend not to be the basis for the values put forward. Referring to the facts obtained above regarding the implementation of conflict management by school principals as well as conflict management models that are usually used as references in conflict management, it becomes material for thought to develop a prophetic value-based conflict management model for school principals. The development of a prophetic-based conflict management model is a process to internalize prophetic values in the stages of the principal's conflict management process (Yuliharti & Umiarso, 2021).

The prophetic-based conflict management model that will be developed consists of stages, namely planning, organizing, implementing, and evaluating. By internalizing prophetic values at every stage of prophetic management activities, the use of prophetic-based conflict management to manage conflicts that occur in educational

institutions not only resolves conflicts between conflicting parties. However, the wisdom or value of goodness is also obtained from the conflict that occurred. To develop a prophetic-based conflict management model, the step used is the ADDIE development step. The use of the ADDIE development model is also based on the fact that the expected outcome is a prophetic-based conflict management module product that can be used as a guide in efforts to manage conflict in schools (Kurnia et al., 2019). Based on this explanation, the research conducted by the researcher aims to develop a model and research product that is useful for education and literacy used by school principals in managing conflict in schools.

## 2. METHODS

The method used in this research is the research and development method. This research is intended to produce a prophetic-based conflict management model in private high schools in Metro City. Development research is a structured study of the design, development, and evaluation of programs, processes, and learning products that must meet the eligibility criteria, be efficient, and have a high success rate. The development research carried out aims to produce research products in the form of a prophetic conflict management module. Therefore, the development research carried out is oriented to developing and validating research products.

Methods and steps of model development are done using ADDIE. The development of a prophetic-based conflict management model is carried out through the steps of problem analysis, design making, and developing a prophetic conflict management model. The product is a Prophetic Conflict Management module. development using the ADDIE model, which is one of the research models developed by Reiser and Mollenda. The ADDIE model is structured systematically using the development stages, namely analysis, design, development, implementation, and evaluation. The use of the ADDIE development model is based on the fact that the ADDIE development model is quite relevant to the development objectives, namely to produce products that can serve as guidelines for school principals in managing conflicts that occur in schools.

## 3. RESULTS

The process of developing a prophetic conflict management model uses the ADDIE model with the stages of analysis, design, development, implementation, and evaluation. In the development of research products, the ADDIE model is considered quite

helpful in a systematic way at the product preparation stage. Seels and Richey explain that the development of teaching materials, one of which is a module with the ADDIE model, is quite relevant because the development of teaching materials is a product in the form of printing technology that is produced to deliver materials to module users. In detail, the implementation of the development of the Prophetic Conflict Management Module is presented below:

### 3.1. Analysis Stage

The research findings at the analysis stage explained that the schools that were the research targets, namely SMA PGRI Metro City, SMA Ma'arif City Metro, and SMA Muhammadiyah 02 Metro City, were conflict schools with variations in form and parties in conflict. Conflict in the school organization is a necessity and should not occur. The diversity of motivations, differences in character, and differences in needs among members or school members creates a potential for conflict to arise in schools. The existence of differences between school residents who do not get attention, are accommodating and tend to be left alone will be a momentum that is just waiting for the right moment to turn into a conflict. Conflict occurs because there is a difference between school personnel, both internal and external school personnel.

The findings of the research at the analysis stage show that there are conflicts between fellow teachers and/or teachers and other parties in schools. But the fact is that the principal is not able to manage conflicts that occur with good strategies and methods. Many factors are thought to be an obstacle to school principals' being unable to carry out conflict management, one of which is the lack of understanding and referrals that can be used as guidelines for resolving conflicts. The results showed that conflict resolution carried out by school principals tended to be trial and error and incidental. so that conflicts cannot be resolved effectively and are not resolved according to the root of the problem that triggers the conflict. The principal, as a leader, must have good skills in managing conflict. With departing from the research findings at the analysis stage, it is necessary to have a guide or guidelines that can become practical demands by school principals in resolving conflicts that occur in schools.

### 3.2. Design Stage

The next research stage is the design stage of the prophetic conflict management model. The prophetic conflict management model design consists of two designs,

namely the first draft model design, and the final model design. The design of the draft I model is to identify the objectives of the conflict management model developed, the competencies required, the behaviour or activities carried out by each party in implementing the conflict management model, and also the expected outputs from the implementation of the conflict management model. At the design stage, it is clear how the flow of activities, systematics, and stages will be carried out in implementing the prophetic conflict management model. The design developed will then be translated in the development stage to produce a guide or guidelines for implementing a conflict management model in resolving conflicts that arise in the form of modules. The module was developed as a manual book that was compiled to make it easier for users to carry out systematics on the prophetic conflict management model.

### 3.3. Development Stage

The development stage of the final model has been designed to be usable. The model is conceptual, which can make it easier to carry out a project or activity operationally. Therefore, to use it, a manual book in the form of a module must be developed as a guide. At the development stage, a manual book product for the prophetic conflict management model was produced in the form of the Prophetic Conflict Management Module. The design of the Prophetic Conflict Management Module that was developed consists of five chapters, namely: 1) Chapter I. Definition of Conflict, Forms of Conflict, 2) Chapter II. Prophetic Conflict Management Model, 3) Chapter III. Prophetic Conflict Management Planning Stages, 4) Chapter IV. Prophetic Conflict Management Model Implementation, 5) Chapter V. The Prophetic Conflict Management Model's Evaluation Phase. The subject matter in the module is developed in a structured and hierarchical manner to achieve the expected competencies, namely from the domain of understanding to skills (ability to perform). The arrangement of the subject matter in the module must be considered carefully and correctly because it will greatly affect the construction of the reader's knowledge after reading the module to completion. The sequence of study and discussion materials will make it easier for readers to master each study and discussion material in a complete, comprehensive, and linear manner.

### 3.4. Implementation Stage

The next step in the development stage of the Prophetic Conflict Management Module is the implementation stage. At the implementation stage, the activities carried out

are theoretical and practical testing of the Prophetic Conflict Management Module for experts and also for practitioners or users. The implementation of the implementation phase is carried out with the aim that the conflict management module that has been compiled has a theoretical feasibility level as well as a practical level for the module to be used in solving problems that occur in schools. Theoretically, the feasibility of the module is carried out by an expert review of learning media experts, linguists, and conflict material experts. Sutrisni Andayani, as a learning media expert; Dr Sudirman AM., M. Hum., as a linguist; and Ida Umami, as an expert on conflict materials. conducting a theoretical feasibility test of the module through an expert review, a usability test or practitioner test is also carried out. The practitioner test to determine the user's response to the feasibility of using the conflict management module was carried out by three school principals, namely the principle of PGRI Metro City High School, Ma'arif 1 High School Metro City, and SMA Muhammadiyah 02 Metro City

### 3.5. Evaluation Stage

The last stage of the process of developing a prophetic conflict management model is the evaluation stage. The evaluation stage is the process of making improvements to the suggestions and inputs obtained from the implementation stage. Suggestions and input can come from experts or practitioners. At the evaluation stage, revisions were made to the following aspects: a). At the beginning of the module, a competency map is given to be achieved after studying the module; b) the need for examples to clarify and improve practical understanding for users; and c). Construction and grammar are checked and adapted to Indonesian rules. Several improvements have been made to make the Prophetic Conflict Management Module more perfect, more systematic, more informative, and easier to understand to serve as a guide for users

## 4. DISCUSSION AND CONCLUSION

The feasibility of research products is a form of appropriateness for the products produced through research activities. The results showed that the research product in the form of the Prophetic Conflict Management Module had a very high level of feasibility. From the calculations, a total score of 212 was obtained, with an average score of 70.67 and a percentage score of 84.8%. Therefore, the Prophetic Conflict Management Module is in the very feasible category. The very appropriate category in the prophetic conflict management module is an accumulation of module aspects in

the form of module format and layout, material writing, and also the formulation of the outline of the module material. In the aspect of format and layout, the calculation shows that the total score is 61, the score and percentage score is 81.33%, and it is included in the very feasible category.

A good module is one that can demand readers or users to understand and use the module in an implementable manner. The results of the feasibility test show that the Prophetic Conflict Management Module has a very good level of feasibility. This can be interpreted as that the module has attractiveness in terms of design, is communicative and informative, the intent and message to be conveyed are easy to understand, and substantially the content of the module can be used implementatively. The developed prophetic conflict has elements that support the quality and feasibility of a module, including aspects of writing, construction of content or material, use of language, and the relevance of the module to the characteristics of potential users, namely the principal.

The achievement of the theoretical module feasibility test conducted through an expert review resulted in the Prophetic Conflict Management Module category being in the very feasible category. After reaching a very feasible category and then a revision process is carried out after obtaining advice and input from experts, then the next step is to conduct a field test to determine the response of users, namely the principal, to the research product. The field test process was carried out on three private high school principals who were selected to be research respondents. User responses to the Prophetic Conflict Management Module are divided into several aspects of the module, namely aspects of identifying the module's goals and objectives, aspects of material outline formulation, aspects of material writing, and aspects of format and layout.

The results of the calculation show that the target and objective identification aspects of the module get a total score of 107, and the percentage level of the score is 89.17, which is in the very good category. For the aspect of the formulation of the outline of the material, the total score is 123, with a percentage score of 91.11%, and is in the very good category. In the aspect of material writing, it obtained a total score of 106 with a percentage score of 88.33%, and for the format and layout aspects, it obtained a score of 71 with a total score of 94.76%, so it was included in the very good category.

The test results of respondents in each aspect of the Prophetic Conflict Management Module showed that they were all in the very good category. This can also be explained by the overall response to the prophetic conflict management module, namely the acquisition of a total score of 407, with an average score of 101.75 and a percentage score of 90.82%. The achievement score indicates that the response assesses that the Prophetic Conflict Management Module is very good to use.



Prospective users of the Prophetic Conflict Management Module are school principals, who typically have managerial skills and competencies, high or good qualifications and educational standards, and have the authority to resolve conflicts in schools. Based on this basis, the prophetic conflict management module received a very decent rating by the principal as a user. The principal who became the respondent gave a very decent rating to the Prophetic Conflict Management Module because he considered that the module is a product of learning technology that can help improve the ability of school principals to resolve conflicts in a structured, systematic, and efficient manner.

Conflict tends to lead to disharmony within a school organization. Therefore, in managing the diversity of differences among school members, it is necessary to have a leader who understands the management capabilities of conflict management. supported by research that finds the occurrence of conflict in a school organization is something that cannot be lost, but on the other hand, the ability of school leaders or principals to manage conflict is something that can be improved and developed (Chandolia & Anastasiou, 2020). In addition, other studies say things that cause conflict can come from various causes, such as the character or leadership style of the principal, the financial condition of the school, the tendency of the principal's attitude to be unfair, and the principal's policies, which tend to be produced without deliberation and considering the aspirations of the principal (Maryanti et al., 2020).

However, the problem is the ability of the principal as a leader to be able to manage conflict so that it does not have a detrimental impact on the school and instead makes it an opportunity to move forward. School principals who have the capacity for conflict management will be able to make conflict an opportunity to further advance the school and make conflict a trigger to increase the loyalty of all school members to achieve school progress (Naidoo, 2019). Principals need systematic, measurable, and structured guidelines for resolving conflicts that arise in schools. Therefore, based on problems and needs related to efforts to help resolve conflicts by school principals to be effective, a prophetic conflict management model was developed with its product in the form of the Prophetic Conflict Management Module

With the prophetic conflict management model, principals when resolving conflicts that occur in schools will be able to understand what things need to be done and what stages must be done first so that conflicts that occur can be resolved according to the causal factors (Rofiq, 2018). Implementation of good conflict management will build an effective school organization as a social system that can empower all the potential of the school it has without putting pressure on every school member (Yin et al., 2020).

Rasulullah SAW is a true role model and a perfect model for humans to resolve conflicts. Islam teaches that conflict resolution is carried out fairly and impartially, and is carried out in a democratic and open manner (Kuncoro, 2021). Based on these facts, the implementation of Islamic values in the form of the prophet's example through prophetic values developed a conflict management model that can be an alternative to conflict resolution that occurs in educational institutions. The prophetic values of the Prophet Muhammad SAW, which are implemented in the prophetic conflict management model, the values and principles of togetherness by helping each other and not exposing the faults and disgrace of others to bring each other down and self-justification are prioritized (Kasim et al., 2019). The implementation of the principal's role in creating a harmonious and comfortable school organizational climate will only be realized when able to demonstrate fair and responsible leadership behaviour.

Based on the results of the study, it can be concluded that the Prophetic Conflict Management Model is in the very appropriate category, and in the aspect of the formulation of the outline of the material or content of the Prophetic Conflict Management Module, it is in the very appropriate category. So, the overall level of the theoretical feasibility of the Prophetic Conflict Management Module is in the very feasible category. The usefulness of the Prophetic Conflict Management Module through testing the user's response to the identification of user targets and the module's achievements and objectives is in the very good category for use; the response to the formulation aspect of the material outline is in the very good category; the response to the writing aspect of the material is in the very good category; and the aspects of format and layout received a very good response to use. So the response to the usefulness of the Prophetic Conflict Management Module received a very good response to use. The implementation of good conflict management will build an effective school organization as a social system that can empower all the potential of the school it has without putting pressure on every school member.

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