

Stakeholders in Building Conflict Resolution Networks in Islamic Educational Institutions

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ABSTRACT

Background. The objective of this research is to discuss the concept and identification of stakeholders, emphasizing the need for a holistic understanding of the various parties involved in the educational process, such as principals, teachers, parents, the government, and the community. The involvement of stakeholders in building conflict resolution networks is a primary focus, considering the complexity of global challenges and educational dynamics.

Purpose. To discuss the concept and identification of stakeholders, emphasizing the need for a holistic understanding of the various parties involved in the educational process.

Method. The method used in this research is a literature review through stakeholder analysis, which identifies power, legitimacy, and urgency to help determine who or what is truly considered in decision-making.

Results. The first research result shows a variety of approaches and strategies for addressing conflicts, both in Islamic boarding schools (pesantren), Islamic educational institutions, and at the national level. There is an awareness of the role of Islam and religious values in conflict resolution, as well as the importance of pluralism and multicultural education. Leaders of Islamic educational institutions are considered to have a key role in conflict resolution.

Conclusion. Secondly, the stakeholders involved in the context of conflict resolution research in pesantren and Islamic educational institutions include various parties who have interests and roles in conflict resolution efforts and educational development.

KEYWORDS

Conflict Resolution, Islamic Educational Institutions, Legitimacy, Stakeholders

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INTRODUCTION

Sustainable educational innovation is not only a necessity but a response to growing dissatisfaction with current educational practices (Fathurrohman, 2022). In a dynamic and evolving educational landscape, maintaining continuous innovation is crucial to meeting the shifting needs of the education sector (Nisa, 2016). The discontent expressed by certain groups underscores the urgency of rethinking educational models, as they must be adaptable to diverse expectations and able to support a wide range of stakeholders.



In recent years, there has been a noticeable societal shift toward Islamic-based education, particularly due to concerns regarding moral decline in the younger generation (Salleh, et.al, 2015). Islamic education, designed to cultivate strong character and leadership qualities rooted in faith, serves as a response to these concerns (Centre & Jeffery, 2019). With Indonesia's Muslim-majority population, educational practices grounded in Islamic values are critical in addressing the moral and social needs of the community. Studies such as those by Pasir (2016) and Afandi (2016) have explored how Islamic institutions contribute to both individual development and conflict resolution, fostering a harmonious educational environment.

However, despite their importance, Islamic educational institutions are not immune to internal conflicts. Disagreements among stakeholders—including the management board, educators, students, and the community—can disrupt the learning environment. Existing studies, such as those by Teteh (2017) and Soubagleh (2022), have examined various methods of conflict resolution, but there remains a gap in the research concerning how a sustainable conflict resolution network can be systematically built and maintained within Islamic institutions. This gap is particularly significant when considering the role of stakeholders in facilitating such a network.

This article aims to explore the critical role of stakeholders in building and sustaining an effective conflict resolution system within Islamic educational institutions. By doing so, it seeks to highlight how such systems can contribute to a conducive learning environment, aligning with the values and expectations of the Muslim community while enhancing the overall quality of Islamic education.

RESEARCH METHODOLOGY

This research employs a literature review method, focusing on the role of stakeholders in building conflict resolution networks within Islamic educational institutions. The study was conducted in September 2023, with data collection centered on analyzing scholarly articles and books through journal websites such as Google Scholar and Publish or Perish. The process followed several steps: gathering relevant articles, reducing the number of articles to a manageable set, organizing and structuring the selected works, analyzing the content, and drawing conclusions (Darmalaksana, 2018). This method aligns with the framework for conducting systematic reviews, which emphasizes a structured approach to collecting, filtering, and analyzing data from existing literature (Snyder, 2019).

The population of the literature included peer-reviewed articles, conference papers, and books published in reputable journals and academic sources within the last decade. Articles were selected based on relevance to the key topics of stakeholders and conflict resolution in Islamic educational contexts. No geographical restrictions were applied, as the study aimed to capture a broad perspective. This broad selection approach is consistent with methods in educational research that advocate for a comprehensive review of diverse sources to ensure a rich and multi-faceted understanding of the topic (Boote & Beile, 2005).

The research utilized digital databases, particularly Google Scholar and Publish or Perish, to collect and organize the articles. These tools allowed the researcher to filter articles by relevance, citation count, and keywords related to Islamic education, conflict resolution, and stakeholder roles. According to Haddaway et al. (2015), the use of these databases ensures access to a wide range of high-quality, peer-reviewed literature while enabling efficient search and retrieval processes.

The research was carried out over a one-month period in September 2023. This timeframe was dedicated to systematically collecting and reviewing relevant literature. The process began with a comprehensive search using predefined keywords, followed by a careful review and reduction of

articles based on their relevance to the research questions. The organization of articles into thematic categories allowed for a focused analysis of each key issue (Tranfield, Denyer, & Smart, 2003).

A thematic analysis was employed to identify common patterns, arguments, and conclusions within the selected literature. Articles were coded based on themes such as stakeholder involvement, conflict resolution mechanisms, and leadership roles in Islamic educational institutions. The analysis aimed to synthesize various perspectives to provide a holistic understanding of the topic. This approach to thematic analysis is widely used in literature reviews to distill essential insights and construct a cohesive narrative around the research focus (Braun & Clarke, 2006).

To enhance the reliability of the findings, the selection criteria were clearly defined, and the data extraction process was documented to ensure consistency. This approach follows best practices in systematic reviews, which emphasize transparency in the selection process and detailed documentation of the data collection methods to increase reliability (Tranfield, Denyer, & Smart, 2003). Additionally, the use of a structured approach to literature review helps in mitigating bias and ensuring that the findings are reproducible (Petticrew & Roberts, 2006).

Moreover, the use of multiple sources, including books and peer-reviewed articles, contributed to the validity of the analysis by providing diverse perspectives. This methodological triangulation—gathering data from various types of sources—helps enhance the credibility of the results by ensuring that they are supported by a range of scholarly views (Patton, 1999). Utilizing both peer-reviewed articles and books ensures a comprehensive review, as recommended in qualitative research, where the inclusion of various data types is crucial for a well-rounded analysis (Denzin & Lincoln, 2011).

The main limitation of the study lies in its reliance on secondary data, which may not capture real-time developments in conflict resolution practices. Secondary data, while useful for broad analysis, may lack the immediacy of primary data collection and thus may miss recent trends or innovations in the field (Johnston, 2017). Additionally, the scope was limited to published works in digital databases, potentially excluding unpublished reports or local studies that may offer additional insights. This exclusion is a common limitation in systematic literature reviews, where the focus on peer-reviewed and published works can overlook grey literature and reports with localized, practical applications (Adams, Smart, & Huff, 2017).

RESULT AND DISCUSSION

Initially, the term “stakeholder” was used in a business context and comes from the English language, consisting of two words: “stake”, meaning to give support, and “holder”, meaning the one who holds. Stakeholder refers to anyone who has an interest in a particular endeavor. They can act as “key figures” or “key person”, respected and followed by the surrounding community. Freeman, as cited by S. Benn et al., defines a stakeholder as “any group or individual who can affect or is affected by the achievement of an organization’s objectives.” This has become the most widely accepted definition of a stakeholder (Benn et al., 2016). Meanwhile, Donaldson, as referenced by Stephen and Jonathan, defines a stakeholder as any group or individual who can influence or be influenced by the achievement of a company’s objectives (McGrath & Whitty, 2017).

Syahyuti discusses the role of stakeholders, where participation is the process of realizing the interconnection among different stakeholders in society. The divisions in society include social groups, communities, policymakers, and other service institutions (Bourne, 2009).

In short, Biset defines stakeholders as individuals with an interest or concern in an issue. Stakeholder identification is often based on specific frameworks, such as Freeman's, which assesses

stakeholders from the perspective of power and interest relative to the issue, or Grimble and Wellard's approach, which considers the importance and influence of their positions (Parmar et al., 2010).

Thus, stakeholders refer to groups or individuals who have the potential to influence or be influenced by the achievement of an organization's or company's objectives. In this context, stakeholders can come from various layers of society, including customers, employees, suppliers, the government, and the general public. The relationship between an organization or company and its stakeholders is crucial, as their involvement and support can significantly impact the success or failure of the entity. This definition reflects the interdependent relationship between the entity and the various parties involved. It is important to understand that stakeholders include diverse groups, such as social groups, communities, policymakers, and other service institutions, which together contribute to the dynamics and success of the organization or company.

Another definition of stakeholder is an individual or group with an interest in an object. Therefore, stakeholders in education can be understood as parties who not only have an interest in education or educational institutions but also act as holders and supporters (Pettalangi, 2013). Afandi, as cited by Jatmiko, categorizes stakeholders in education into three main groups: (1) Schools, involving teachers, principals, students, and administrative staff; (2) Government, represented by supervisors, inspectors, education offices, mayors, and the national education minister; and (3) Society, including parents, education observers and experts, non-governmental organizations, companies or institutions that require educated personnel, bookstores, school construction contractors, book publishers, and providers of educational equipment (Jatmiko, 2017).

Considering the power, strategic position, and influence stakeholders have over certain issues, they can be grouped into several categories, such as primary stakeholders, secondary stakeholders, and key stakeholders. (a) Primary Stakeholders are those directly connected with policies, programs, and specific projects. They are the main decision-makers in the decision-making process (Benn et al., 2016). For example, communities and community leaders directly related to the project, whether as beneficiaries or those affected by it, such as losing land or livelihoods. Community leaders are figures regarded as representing the aspirations and views of the community. Primary stakeholders also include public managers, which are public institutions or bodies responsible for decision-making and implementation. (b) Secondary stakeholders are parties not directly involved with policies, programs, or projects but have concerns and thus participate in decision-making and influence the public's and government's attitudes. This includes local government agencies that, although not directly responsible, are still involved, local NGOs focused on their concerns, and universities with significant influence on government decision-making (Benn et al., 2016). (c) Key Stakeholders are those with legal authority in decision-making. This includes executive, legislative, and institutions playing important roles in the decision-making process. For a project at the district level, key stakeholders involve the district government, the district legislature, and the relevant agency responsible for the project (Benn et al., 2016)

Stakeholder Involvement in Building Conflict Resolution Networks in Islamic Boarding Schools

Human thought has now embraced the concept of stakeholders as an integral element in various dimensions of life, particularly in efforts to enhance the empowerment of education (Parmar et al., 2010). In the past, stakeholders were understood as individuals who invested or had ownership in a company, in accordance with the traditions of that time (Bourne, 2009). However, the understanding of stakeholders has evolved, no longer limited to individuals but also including groups. Today, stakeholders are defined as individuals or groups who have an interest in one or

more types of endeavors or businesses, where they may serve various functions, including as implementers, policyholders, security providers, and business actors.

From an operational perspective, stakeholders can be understood as groups or individuals that provide essential support for the well-being and sustainability of an organization. According to Clarkson, stakeholders are divided into two types: primary and secondary stakeholders. Primary stakeholders are those whose ongoing involvement is crucial to the organization's survival, while secondary stakeholders, on the other hand, are groups or individuals who may not have as much influence or interest as primary stakeholders but still play a role in the organizational context. Although their participation may not always be crucial, their roles can still impact the organization's policies, decisions, or overall outcomes (McGrath & Whitty, 2017). Therefore, managing relationships with secondary stakeholders is also important to maintain balance and support the organization's goals holistically.

In the context of Islamic education, stakeholders involve various parties who are directly or indirectly linked to the success of the educational process. These groups include school principals, teachers, parents, the government, as well as community leaders and members who play important roles. In other words, discussions about stakeholders in education refer to the need to establish educational institutions integrated with systems, tools, and attributes that can meet the expectations of the community and interested parties. The importance of these efforts is recognized without neglecting the fundamental values of truth rooted in faith. These values serve as the main foundation in guiding Islamic education to remain aligned with the principles of truth held strongly by the community and the relevant stakeholders. Therefore, efforts to understand and meet the needs of each stakeholder group are essential for creating a holistic and sustainable educational environment. Education, in essence, cannot operate selfishly or independently. Instead, it must build communication, relationships, and networks with various parties to support and achieve the desired goals and ideals. In today's global situation, where the world faces the era of free markets and national borders are increasingly blurred, the role of education becomes highly important. Therefore, stakeholders in education must have a strong will and ability to respond to these challenges, while remaining grounded in the foundation of tauhid (monotheism).

Thus, the presence of stakeholders in education is not just as spectators but as actors with significant responsibility in shaping the direction and sustainability of education. Successful education requires strong collaboration between all related parties. Stakeholders, such as school principals, teachers, parents, the government, and community leaders, must synergize to create an optimal and sustainable learning environment (Jatmiko, 2017).

In this era of globalization, where educational challenges are becoming more complex, educational stakeholders are also faced with the demand to adapt and contribute maximally. Enhancing stakeholders' ability to collaborate, innovate, and communicate will be key to success in dealing with the ever-evolving dynamics of education. The importance of the foundation of tauhid in the context of educational stakeholders creates a strong basis for facing changing times. Tauhid as a core value will guide stakeholders to carry out their roles and responsibilities with integrity and care for the success of sustainable education.

Thus, stakeholders in education not only act as interest holders but also as strategic partners who support and complement one another. Active and positive involvement from all related parties is key to achieving the shared goal of creating an inclusive, innovative, and relevant educational system that meets the needs of society and the times. According to Mitchell, Agle, and Wood's theory, the criteria for being a stakeholder include the interconnectedness of power, legitimacy, and urgency (Centre & Jeffery, 2019), as shown in the following figure:

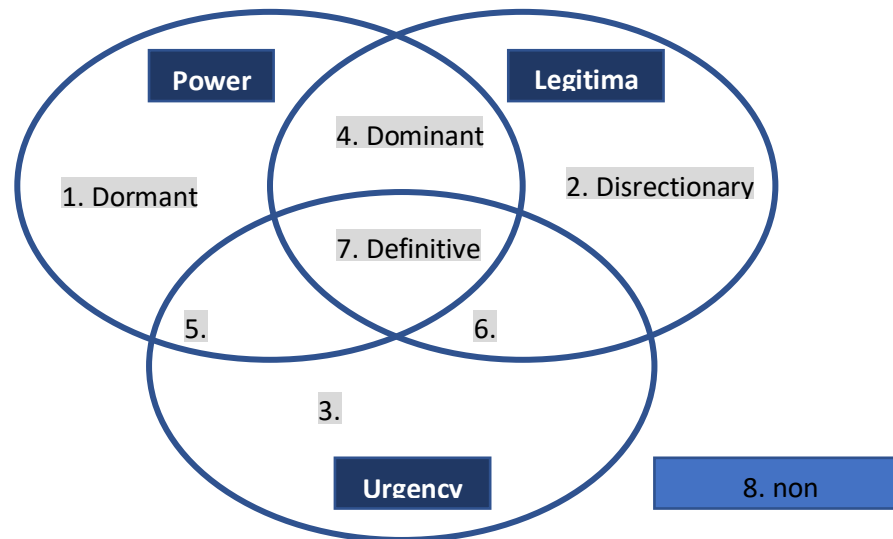


Figure 1: Teori Power, Legitimacy, dan Urgency (Mitchel, Agle, Wood)

The stakeholder theory, as explained in Figure 1, aims to determine who or what truly matters. Although developed within a business context, this analysis has broader relevance. Power, legitimacy, and urgency are defined as the relationships between social actors, general perceptions or assumptions about actions that are desirable, proper, or appropriate within a system of norms, and the extent to which a stakeholder's claim demands immediate attention (McGrath & Whitty, 2017). Stakeholders are mapped based on their evaluation of these attributes. It is important to note that certain activities may involve tasks, projects, programs, a company's or government agency's ventures, or even specific instances of individual behavior (McGrath & Whitty, 2017), as shown in the following figure:

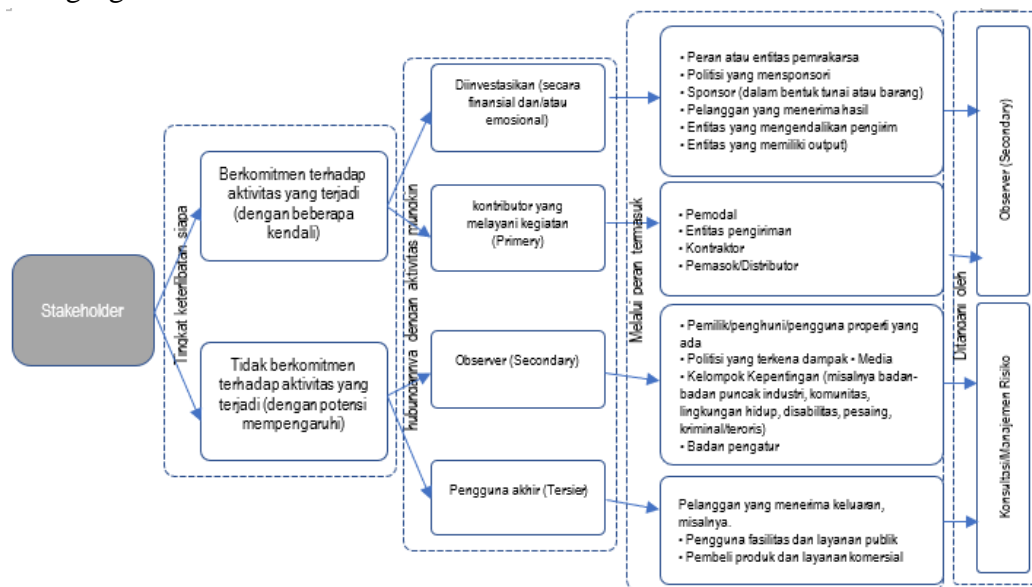


Figure 2: Stakeholder Locus of Interest

In the latter case, not all roles are involved, but the diagram has been designed to accommodate the stakeholder circumstances for the most complex activities; otherwise, the diagram would be incomplete. As humans fulfilling the duty of stewardship, the struggle between idealism and pragmatism becomes inseparable (Sulaeman, 2010). The two are interconnected and lead humans to the pinnacle of happiness when both are placed proportionally by applying management

concepts relevant to Islamic teachings and understanding stakeholders who possess the essence of monotheism.

Muslims do not need to distance their children from knowledge and technology, which provide skills to adapt to worldly aspects, but it is essential not to sacrifice spiritual values in equipping them to compete in the global era. A balanced approach between knowledge and spiritual values is the key (Putri, 2022).

The importance of Islamic education as a platform for nurturing the next generation depends on the comprehensive understanding of Islamic education stakeholders. A collective awareness is needed to ensure that education can produce graduates with strong faith and commendable skills, in line with the examples set by the companions, Hadith narrators, and scholars of integrity.

Uswatun Hasanah's research highlights the importance of the innovative role and capability of institutional leaders in choosing the best strategies for conflict management. According to her, the key to effectiveness lies in the leader's ability to face various types of conflicts with careful and innovative approaches (Hasanah, 2020). Meanwhile, Ahmad Asroni offers the perspective of perennial philosophy as a solution to religious conflicts, focusing on the esoteric dimension to ease tensions between religious communities. This approach is expected to provide a deeper and more universal understanding of resolving religious conflicts, positively impacting tolerance and harmony between religious communities (Asroni, 2020).

On the other hand, Meti Andani et al.'s research focuses on conflict management in Islamic educational institutions, particularly the role of school principals in socializing and handling conflicts. They emphasize the need for a deep understanding of conflict dynamics in Islamic education and the proactive role of principals in creating a conducive atmosphere (Andani et al., 2022). Bashori views conflict management as a central element in the development of Islamic educational institutions, where controlling and managing conflicts is considered a crucial step in achieving educational goals (Bashori, 2020). Thus, the findings of this research emphasize the importance of innovative approaches, philosophical approaches, and effective conflict management in responding to and resolving conflicts in various contexts, particularly in Islamic educational institutions.

Sagaf S. Pettalongi explores the role of Islam, as a peaceful majority religion, in preventing social conflicts. Humanistic education is seen as the key to achieving a peaceful approach, emphasizing the need for multicultural and character education to realize the concept of humanistic education in resolving social conflicts. Badrus Sholeh underlines the role of Islamic figures such as Abdurrahman Wahid and Muhammad Yusuf Kalla in mediating and resolving conflicts at the national and international levels. Their moderate and open identities as Indonesians and Muslims are seen as positive factors that strengthened their role in conflict resolution (Sholeh, 2013).

Anita et al. discuss various conflict management strategies such as negotiation, tabayyun, deliberative mediation, arbitration, and islah as approaches to handling conflicts. They highlight the importance of the skills, insights, and innovation of Islamic educational institution leaders in addressing conflicts to enhance productivity and work quality (Anita et al., 2022). Ahmad Hasan Afandi offers a unique perspective by showing that pesantren (Islamic boarding schools) use distinctive methods for conflict resolution, such as inter-pesantren marriages, istighotsah, haul, and akhirusanah. He details the stages of conflict resolution in pesantren, which involve clear processes, starting from silaturahmi (socializing) as prevention to islah as the final resolution. Samsudin and Nanik Setyowati emphasize concrete steps such as silaturahmi, bahts al-masaail, tabayyun, the role of mediators, and islah as strategies for conflict prevention and resolution (Samsudin & Setyowati, 2022). Sigit Santoso stresses the great hope placed on pesantren in the

conflict resolution education program, including interfaith dialogue learning, conflict mediation, and peace education (Santoso, 2020). Ali Mutakin identifies both internal and external conflicts in pesantren, highlighting the pesantren's cultural values and stages of conflict resolution (Mutakin, 2019). This summary of research provides deep insights into various aspects of conflict management and resolution within the context of Islam and Islamic educational institutions.

The above research findings demonstrate various approaches and strategies for handling conflicts, whether in pesantren, Islamic educational institutions, or on a national scale. There is an awareness of the role of Islam and religious values in conflict resolution, as well as the importance of pluralism and multicultural education. Islamic educational leaders are considered to play a key role in conflict resolution.

Conflict resolution is a process or effort to resolve disputes or tensions between involved parties. Conflicts can arise in various contexts, including interpersonal relationships, groups, organizations, or even between countries. Conflict resolution aims to create solutions acceptable to all parties involved to avoid escalation and restore harmonious relationships (Santoso, 2020.).

To restore harmonious relationships, stakeholders in the context of conflict management in Islamic educational institutions can be grouped into three main categories: primary, key, and secondary stakeholders. Primary stakeholders include those directly involved in the dynamics of pesantren, Islamic educational institutions, as well as the Muslim community and society involved in religious activities or affected by conflicts. Among them are the leaders and managers of pesantren, educators, pesantren support staff, and students, creating an ecosystem closely related to conflict management in Islamic educational institutions.

Key stakeholders involve the government and relevant parties, Islamic leaders, educational institution leaders, pluralism and multiculturalism advocates, as well as the broader Indonesian society. These parties play a strategic role in handling conflicts, either through the implementation of educational policies, mediation, or advocacy for pluralism. Additionally, Islamic figures such as Abdurrahman Wahid and Muhammad Yusuf Kalla have played important roles in conflict resolution at local or national levels. Secondary stakeholders, which include academics, researchers, and NGOs, also contribute to shaping theories, perspectives, and educational programs related to conflict resolution in Islamic educational institutions (Sholeh, 2013). Therefore, cooperation and coordination among stakeholders from these three categories become crucial in achieving effective and sustainable conflict management.

This aligns with several approaches in conflict resolution, including: (1) Negotiation: A process where the parties involved in the conflict seek to reach an agreement through discussion and bargaining. This approach attempts to find a middle ground between different interests and needs (Yaqinah et.al 2019). (2) Mediation: Involving a neutral third party, the mediator, who helps the disputing parties reach an agreement. The mediator does not make decisions but facilitates communication and creates a conducive environment for negotiation (Yaqinah et.al 2019). (3) Arbitration: A process in which a third party, the arbitrator, makes a binding decision for the parties involved in the conflict. The arbitrator acts as a judge who listens to the arguments of both parties and makes a decision. (4) Reconciliation: Focused on restoring relationships and trust between the parties involved in the conflict. Reconciliation includes understanding, forgiveness, and rebuilding broken relationships (Yaqinah et.al 2019).

Experts often emphasize the importance of solution-oriented approaches and consideration of mutual interests. Dr. John Burton, a renowned conflict expert, developed the “basic human needs” approach, which emphasizes the need to understand and fulfill the basic needs of each party

involved in the conflict. According to Burton, dissatisfaction with basic needs can be a source of conflict, and therefore, conflict resolution must include meeting these needs (Bakri, 2015).

It is also important to remember that each conflict has unique contexts and dynamics. Therefore, conflict resolution approaches must be tailored to the specific characteristics of each situation. Patience, empathy, and the ability to listen well are key skills needed in the conflict resolution process. Involving key stakeholders is crucial as they have a significant impact on the success of conflict resolution initiatives and the development of Islamic education. Primary stakeholders are those directly involved in the daily process, while key stakeholders have significant strategic influence. Secondary stakeholders play a supportive role in supporting these efforts.

It is easy to inflate the interpretation of the results. Be careful that your interpretation of the results does not go beyond what is supported by the data. The data are the data: nothing more, nothing less. Please avoid and makeover interpretation of the results, unwarranted speculation, inflating the importance of the findings, tangential issues or over-emphasize the impact of your research.

CONCLUSION

Stakeholders are individuals or groups who have an interest in an endeavor or organization. This definition includes a wide range of parties, such as social groups, communities, policymakers, and service institutions. The concept of stakeholders has evolved from an initial understanding limited to individuals to include groups, encompassing roles as executors, policymakers, security, and business actors.

In the context of Islamic education, stakeholders include various parties with relationships to the success of the educational process. Principals, teachers, parents, the government, as well as community leaders and society, are part of these stakeholders. Discussions about stakeholders in education indicate that creating a comprehensive educational institution with systems, tools, and attributes requires a holistic understanding of the various parties involved.

The involvement of stakeholders in building a conflict resolution network becomes important in ensuring the continuity of harmony and achieving common goals. The concept of conflict resolution involves various approaches, such as negotiation, mediation, arbitration, and reconciliation. In the context of education, the importance of conflict resolution is evident in efforts to create an optimal and sustainable learning environment.

Conflict resolution also reflects the need to understand and fulfill the basic needs of each party involved. A solution-oriented approach that considers mutual interests is key to resolving conflicts. Patience, empathy, and the ability to listen well are key skills in the conflict resolution process. In facing global challenges and the complexities of education, stakeholders in education are confronted with the demands to adapt, collaborate, and contribute to the fullest.

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