

CONFLICT RESOLUTION STRATEGY FOR ISLAMIC RELIGIOUS EDUCATION TEACHERS IN FOSTERING STUDENTS' SOCIAL INTERACTION IN RECITING LEARNING

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Abstrak

Penelitian ini bertujuan untuk mengkaji bentuk konflik antar santri, faktor penyebab terjadinya konflik, serta strategi guru PAI dalam menangani konflik antar santri pada kegiatan mengaji di Masjid Ta'lim Riyadul Jannah. Penelitian menggunakan pendekatan kualitatif dengan jenis studi kasus untuk memahami secara mendalam fenomena konflik antar santri dalam lingkungan pendidikan nonformal. Subjek penelitian adalah guru PAI. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Data dianalisis menggunakan tahapan pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Keabsahan data dilakukan melalui credibility, transferability, dependability, dan confirmability. Hasil penelitian menunjukkan bahwa konflik antar santri muncul dalam berbagai bentuk seperti bercanda berlebihan, saling mengejek, bertengkar, kurang memperhatikan guru, serta perilaku tidak kondusif lainnya selama pembelajaran berlangsung. Faktor penyebab konflik dipengaruhi oleh rendahnya kemampuan santri dalam mengontrol emosi dan perilaku, kurang optimalnya pengelolaan kelas, penggunaan metode pembelajaran yang monoton, serta kondisi lingkungan belajar yang kurang mendukung kenyamanan belajar santri. Dalam menangani konflik tersebut, guru PAI menerapkan strategi berupa pemberian teguran dan nasihat secara langsung, memisahkan santri yang bertengkar, melakukan pendekatan keagamaan melalui penanaman nilai-nilai Islam, serta bekerja sama dengan pengajar lain dalam mengawasi santri selama kegiatan pembelajaran berlangsung. Penelitian ini berkontribusi untuk menciptakan suasana pembelajaran yang kondusif melalui pendekatan pembinaan yang berkelanjutan.

Kata kunci: Konflik, Pendidikan Nonformal, Pembelajaran Mengaji, Strategi Guru PAI

Abstract

This study aims to examine the form of conflict between students, the factors that cause conflicts, and the strategies of PAI teachers in dealing with conflicts between students in reciting activities at the Ta'lim Riyadul Jannah Mosque. The research uses a qualitative approach with a case study type to understand in depth the phenomenon of conflict between students in a non-formal education environment. The subject of the research is a PAI teacher. Data collection techniques are carried out through observation, interviews, and documentation. Data is analyzed using the stages of data collection, data reduction, data presentation, and conclusion drawn. The validity of the data is carried out through credibility, transferability, dependability, and confirmability. The results of the study show that conflicts between students appear in various forms such as excessive joking, mocking each other, quarreling, lack of attention to teachers, and other uncondusive behaviors during learning. The factors that cause conflict are influenced by the low ability of students to control emotions and behaviors, lack of optimal classroom management, the use of monotonous learning methods, and learning environment conditions that do not support students' learning comfort. In dealing with these conflicts, PAI teachers apply strategies in the form of giving direct reprimands and advice, separating students who quarrel, taking a religious approach through instilling Islamic values, and collaborating with other teachers in supervising students during learning activities. This research contributes to creating a conducive learning atmosphere through a sustainable coaching approach.

Keywords: Conflict, Non-formal Education, Learning to recite, PAI Teacher Strategy

Introduction

Education is a learning experience that takes place in various environments and throughout time (Andrean & Muqowim, 2020) Education is also a consciously planned effort to create a learning environment so that students can develop their potential, both religious, intellectual, and social needed for themselves and society (ABSUHALINI, 2015) Education aims to teach humans to have faith and piety in Allah swt, so that they will have knowledge and abilities and be useful for themselves, society, and their environment (Amiruddin et al., 2021) Therefore, it is important as a human being to have knowledge and abilities both in terms of cognitive, affective and psychomotor in developing their potential in learning (Amiruddin et al., 2021) The educational process does not only occur in formal institutions such as schools, but can also take place in non-formal institutions such as reciting activities in mosques. In the context of religious education, conflicts between students are an important problem because they can affect the process of reciting learning activities and hinder the formation of morals, discipline, and Islamic values that should be instilled from an early age in students.

In Islamic religious education, teachers have an important role, namely in implementing the values of Islamic religious teachings to students. The role of PAI teachers includes teachers (*mu'allim*), religious advisors (*murabbi*), moral advisors (*mursyid*), suri tauladan (*uswah hasanah*). As *mu'allim*, teachers convey religious knowledge systematically. As *murabbi*, teachers foster and cultivate the moral character of students so that they become individuals of faith and piety. As *mursyid*, teachers provide spiritual guidance that helps students in overcoming life's challenges in accordance with Islamic principles. As *uswah hasanah*, teachers provide examples in daily behavior by showing Islamic values such as honesty, patience, and responsibility (Auliya, 2025) This role is also seen in religious learning activities, including in reciting activities at the Ta'lim Riyadul Jannah Mosque. Previous research has shown that conflicts between students in formal educational institutions such as in schools, can arise from various factors. SMA Negeri 4 Palopo, conflicts between students originate within oneself, and occur between two or more people. The strategies carried out by homeroom teachers to overcome conflicts between students are by providing advice, reprimands, and threats (Afifah, 2016) Meanwhile, conflicts between students occur due to personality differences, social backgrounds, ineffective communication, and unbalanced social relationships between students (Yunus, 2014) The strategies used by PAI teachers to deal with conflicts between students are by understanding the root of the problem and then giving advice, and using personal counseling guidance, as well as reconciling students through deliberation. Some of

these previous studies have shown that teachers have an important role in creating a conducive learning atmosphere through moral education approaches, and student behavior control.

In the recitation activities at the Ta'lim Riyadul Jannah Mosque, the learning process not only focuses on the ability to read Iqra or the Qur'an but also includes other religious learning activities such as memorizing short letters, memorizing prayers, chanting prayers, and delivering basic materials about fiqh and moral beliefs. The recitation activities are attended by students of various ages and backgrounds at the same time. However, learning activities often do not run smoothly and conducive. There are often conflicts between students, one of which is joking during learning activities, which ultimately results in quarrels between students. So that these conflicts do not occur again, teachers need to use the right strategies, so that learning activities run smoothly and conducive. Thus, teachers need to adjust appropriate learning approaches to discipline students, and provide solutions to various obstacles that arise during the learning process (Aisha et al., 2025)

Based on the description above, it can be synthesized that conflicts between students often arise in the learning process and are influenced by various factors, namely: personality differences, social backgrounds, and less effective communication between students. Facing conflicts between students, teachers play an important role in managing and resolving conflicts that occur in learning activities through various strategies, such as giving advice, reprimands, counseling guidance, and joint deliberation to reconcile students. However, the research still focuses on conflicts between students in formal educational institutions such as schools. Research on conflicts between students that occur in religious learning activities in non-formal institutions, especially reciting activities in mosques, is still not widely studied. Therefore, special research is needed to examine the strategies of PAI teachers in dealing with conflicts between students in reciting activities in mosques.

The novelty of this research lies in the strategy of PAI teachers in handling conflicts between students at the Ta'lim Riyadul Jannah Mosque which is a non-formal educational institution. The aspects that are formulated in this study are: the form and causes of conflicts between students, as well as the strategies of PAI teachers in handling these conflicts during recital activities. The purpose of this research is to examine and analyze the causes of conflicts between students and the strategies of PAI teachers in handling them in reciting activities at the Ta'lim Riyadul Jannah Mosque. It is hoped that the understanding of the results of this research can provide strategies in creating conducive learning in reciting activities in the Ta'lim Riyadul Jannah Mosque. This research is expected to contribute both theoretically and practically. Theoretically, this research can provide insight into conflict management strategies in Islamic Religious Education, especially in non-formal educational institutions such as mosques that are still under-researched. The findings of this research

are expected to have a real impact on the progress of education and become a reference for educational institutions, and PAI teachers in developing a learning environment that is more conducive, effective, and can foster discipline and moral character in students.

Research Methods

This research was carried out at the Ta'lim Riyadul Jannah Mosque, using qualitative research with a case study type. Qualitative research is research that produces data in the form of descriptive statements made in writing or orally by individuals, as well as actions that can be observed (Supandi, 2025). Meanwhile, case study research is research that investigates certain phenomena using various data sources to provide a comprehensive and up-to-date picture of the situation. Qualitative research with the type of case study was chosen to understand in depth the conflict between students and the strategies of PAI teachers in handling it in the recital learning activities at the Ta'lim Riyadul Jannah Mosque. By using this research design, it is possible to find out the conflicts between students, the causes of conflicts between students, and the strategies of PAI teachers in handling conflicts between students.

In this study, the subjects who were made participants were PAI teachers who taught recital activities at Majid Ta'lim Riyadul Jannah. This study used *purposive sampling* samples, namely the researcher selected participants based on specific criteria related to the phenomenon being studied. The selection of the location at the Ta'lim Riyadul Jannah Mosque was chosen because there were reciting learning activities with students who were diverse in terms of age and others, which allowed conflicts between students during the learning process.

Data collection in this study uses interviews and documentation (Supandi et al., 2024). Interviews are meetings between two individuals to exchange information and ideas by asking questions, so that the results of the interview can be processed and developed (Wijoyo, 2022). Meanwhile, documents are records of events and evidence in the form of writing, photos, sounds, videos (Miles & Huberman, 1994). Interviews are conducted directly with PAI teachers to obtain information about conflicts between students, the causes of conflicts between students, and PAI teachers' strategies in handling conflicts between students during the learning process. Meanwhile, observations were carried out by researchers by observing the learning process, such as interactions between students, student behavior during learning, and teachers' strategies in handling conflicts that occurred during learning. The documentation was carried out to provide evidence to complete the research data such as photos of learning activities, field notes and others.

Data analysis in this study uses data collection (data collection in the form of interviews and documentation), *data reduction* (selecting important data), *data display* (presenting data), and *conclusion drawing* (drawing conclusions) (Sugiyono, 2013) In this study, it has validity that can be seen from *credibility*, *transferability*, *dependability*, *confirmability*. *Credibility* is carried out through direct observation and data triangulation by comparing the results of interviews, observations, and documentation so that the data obtained is more accurate and reliable. *Transferability* is carried out to describe the research location, participants, and research process in detail so that the research results can be used as a reference in similar research. *Dependability* is carried out to systematically document the entire research process from data collection to conclusion so that the research process can be clearly traced. *Confirmability* is carried out to ensure that research results are based on field data through interviews, observations, and documentation so that the objectivity of the data is maintained.

Research Findings and Discussion

Based on the results of interviews and observations conducted at the Ta'lim Riyadul Jannah Mosque, it was found that the recitation learning process did not always run smoothly, and still faced various obstacles related to the behavior of students during learning activities. Obstacles that often occur are low concentration of student learning, the emergence of uncondusive behavior during learning, and interpersonal conflicts between students during the recitation learning process. The findings of this study also show that there are causes that affect conflicts between students, including some students who are less able to control their behavior, an unsupportive learning environment, a lack of classroom management, and the use of less varied learning methods. In addition, this study also explains the strategies used by PAI teachers in handling conflicts between students during the recitation learning process.

Forms of Conflict Between Students in Learning to Recite

Based on the results of observations, it was found that a small number of students still showed less conducive behavior during learning activities. When the teacher explained the material in front of the class, some students seemed to pay less attention to the teacher's explanation and preferred to talk to their peers. In addition, there were some students who joked excessively to disturb the concentration of other students. In addition, there were students who ran around in the classroom when the learning process took place. This condition caused the classroom atmosphere to be less orderly so that the learning process had not run optimally.

In addition to the lack of conducive behavior, interpersonal conflicts between students were also found during recital learning activities. Based on the results of the interview, the teacher explained that conflicts between students generally start from excessive joking interactions until they develop into quarrels. The PAI teacher stated that: "Usually joking continues to be a fight, and fighting for erasers to be made to play football." (Results of an interview with PAI teachers at the Ta'lim Riyadul Jannah Mosque). The results of the interview are in line with the opinion (Fajrussalam, 2019) that conflicts between students can arise in various forms such as bullying, fighting, excessive joking, and differences of opinion. Based on the results of observations and interviews, it shows that the behavior of students in reciting learning is not only related to low learning concentration, but also related to the ability of students to maintain discipline, control behavior, and build good social interaction during learning activities.

Factors Causing Conflicts Between Students

Based on the results of observations and interviews, several factors were found that affected the cause of conflicts between students, both in terms of classroom management, learning methods, learning environment, and student behavior (Wiyata, 2002). In the aspect of classroom management, teachers did not seem to be fully optimal in supervising all student activities during learning. Based on the results of observations, teachers focused more on writing material on the board than paying attention to the condition of the students as a whole. As a result, some students were still seen chatting, joking, and running around in the classroom without maximum supervision. This condition caused the learning atmosphere to be less orderly so that students' learning concentration was easily distracted.

In addition to classroom management, the use of learning methods is also one of the factors that affect the students' focus on learning. Based on the results of observations, teachers use the lecture method in delivering recitation materials. Although this method helps teachers in explaining the learning material, the use of monotonous methods can cause students to easily feel bored and less actively involved during the learning process. With diverse student behaviors, they need a more interactive and fun learning atmosphere so that their attention can last longer during recitation activities.

The condition of the learning environment also affects the comfort of students while participating in recitation learning. The learning place actually has adequate facilities such as a whiteboard, but the condition of the floor that does not use a carpet base causes some students to look uncomfortable sitting for a long time. Based on the results of observations, some students seem to

change places often and find it difficult to sit quietly during the learning process. This condition indirectly affects the concentration of the students when receiving learning materials.

Furthermore, the emotional condition of the students is also the cause of the emergence of uncondusive behavior during learning. Based on the results of the interview, the teacher explained that the students still have difficulty controlling behavior when interacting with their peers and are difficult to advise. The PAI teacher stated that:

"The students are difficult to advise, sometimes they listen to advice but do not do it." (Results of an interview with PAI teachers at the Ta'lim Riyadul Jannah Mosque)

The statement shows that students still have difficulty in applying the advice given by the teacher into their daily behavior. In addition, the teacher also explained that the formation of student behavior is not only influenced by the learning environment at the place of study, but also requires support from parents and families at home. The findings of this study show that the low focus on learning and the emergence of uncondusive behavior of students are influenced by various interrelated factors. Therefore, good management and more optimal learning strategies are needed so that the learning atmosphere becomes more conducive and effective.

PAI Teachers' Strategies in Handling Conflicts Between Students

Based on the results of the interviews, PAI teachers have carried out various strategies to keep learning conditions running well and condusive. One of the strategies carried out by teachers is to provide reprimands and advice directly to students who commit violations during learning. In handling conflicts between students, teachers usually separate students who are involved in quarrels and then give directions slowly so that students can understand the mistakes made and correct their behavior. PAI teachers stated that:

"I invited him well by advising him slowly. For the process, the students were usually called, then invited to reconcile and advised not to mock each other, let alone fight." (Results of an interview with a PAI teacher at the Ta'lim Riyadul Jannah Mosque)

This statement is in line with the opinion (Darmayanti, 2023), the strategy in dealing with conflicts between students is to find the root cause of the conflict, and then give a reprimand to the students involved. In addition to providing reprimands and advice, teachers also apply a religious approach in fostering student behavior. Teachers instill Islamic values through the delivery of stories and examples of the Prophet Muhammad SAW as an effort to form good behavior in students. PAI teachers stated that:

"I instill Islamic values in the students by telling the characteristics of the prophet and good and bad behavior according to the teachings of the prophet." (Results of an interview with PAI teachers at the Ta'lim Riyadul Jannah Mosque)

The cultivation of Islamic values is carried out so that students not only understand reciting learning, but also are able to apply moral values in daily life, especially when interacting with peers. In addition, PAI teachers also collaborate with other teachers in supervising students during learning. This cooperation is carried out so that supervision of student behavior can run more optimally so that learning conditions become more orderly and conducive.

However, based on the results of observations, the strategies implemented by teachers are still not fully running optimally. Some students are still seen chatting, joking, and not paying attention to teachers even though they have been given reprimands and advice. This condition shows that it is necessary to develop a more varied, interactive, and in accordance with the characteristics of the students so that the learning atmosphere becomes more effective and conducive.

Conclusion

Based on the results of research conducted at the Ta'lim Riyadul Jannah Mosque, it can be concluded that conflicts between students are still one of the obstacles that arise during recital learning activities. These conflicts arise in various forms such as excessive joking, mocking each other, quarreling, chatting when the teacher explains the material, and other unconducive behaviors that disrupt the order of the learning process. The conflicts that occur not only have an impact on social relations between students, but also affect the effectiveness of reciting learning because the learning atmosphere becomes uncomfortable, less orderly, and the concentration of students is easily distracted.

The results of the study show that the causes of conflict between students are influenced by various interrelated factors, namely internal and external factors. Internal factors come from the low ability of students to control emotions, behavior, and discipline when interacting with peers. Meanwhile, external factors are influenced by the lack of optimal classroom management, the use of less varied learning methods, and the conditions of the learning environment that have not fully supported the comfort of students while participating in recitation activities. In addition, the lack of support and guidance from the family environment also affects the formation of students' behavior in daily life. This condition causes some students to be difficult to direct and have not been able to apply the teacher's advice consistently in their behavior.

In dealing with conflicts between students, PAI teachers have implemented various strategies to keep the learning atmosphere conducive. These strategies are carried out through providing reprimands and advice directly to students involved in conflicts, separating students who are fighting, inviting students to reconcile, and instilling Islamic values and the example of the Prophet

Muhammad (saw) in daily life. Teachers also collaborate with other teachers to increase supervision of students' behavior during the learning process. This strategy shows that PAI teachers not only play the role of teachers, but also as moral guides and character builders of students. However, the strategies implemented are still not fully running optimally because there are still students who are less disciplined, difficult to advise, and still show uncondusive behavior during learning. Therefore, it is necessary to develop a learning strategy that is more interactive, creative, and in accordance with the characteristics of students so that learning activities can take place more effectively, orderly, and fun. In addition, better cooperation is needed between teachers, parents, and the surrounding environment in shaping the behavior of students so that the religious values and morals taught in reciting activities can be applied in daily life.

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