

Conflict Management in Handling Extortion Cases in Schools

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ABSTRACT

Extortion is a form of intimidation or extortion involving threats and violence, and is one of the main problems that occur in the school environment. This study aims to determine the factors causing extortion conflicts and the strategies implemented by the principal. This study uses a qualitative approach with a case study method. Data were collected through interviews, direct observation, and documentation. The subjects of this study were the principal, teachers, and students who were perpetrators or victims in extortion cases. Data validity was guaranteed through triangulation of techniques and sources. The data obtained were then analyzed through condensation, data presentation, and drawing conclusions. The results of the study showed that the factors causing extortion conflicts were: less supportive social and school environmental conditions, peer influence, and family background, such as ineffective parenting patterns. Meanwhile, the strategies implemented by the principal were: individual and group counseling approaches, strengthening religious values, and conflict management policies such as mediation and sanctions. Individual counseling helps perpetrators understand their impact, while group counseling builds students' awareness of the importance of mutual respect. Strengthening religious values through religious activities, such as Islamic studies and joint prayers, has also succeeded in forming better student character. The study contributes as a reference for schools in handling cases of radicalism or other violence.

Keywords: Extortion Conflict, School Principal Strategies, Conflict Management, Character Education, School Environment.

ABSTRAK

Pemalakan adalah bentuk intimidasi atau pemerasan yang melibatkan ancaman dan kekerasan, dan menjadi salah satu masalah utama yang terjadi di lingkungan sekolah. Penelitian ini bertujuan untuk mengetahui faktor penyebab terjadinya konflik pemalakan serta strategi yang diterapkan oleh kepala sekolah. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus. Data dikumpulkan melalui wawancara, observasi langsung, dan dokumentasi. Subjek penelitian ini adalah kepala sekolah, guru, dan siswa yang menjadi pelaku atau korban dalam kasus pemalakan. Validitas data dijamin melalui triangulasi teknik dan sumber. Data yang diperoleh kemudian dianalisis melalui kondensasi, penyajian data, dan penarikan kesimpulan. Adapun hasil penelitian menunjukkan faktor penyebab konflik pemalakan yaitu: kondisi sosial dan lingkungan sekolah yang kurang mendukung, pengaruh teman sebaya, serta latar belakang keluarga, seperti pola asuh yang kurang efektif. Sedangkan Strategi yang diterapkan oleh kepala sekolah yaitu: pendekatan konseling individu dan kelompok, penguatan nilai keagamaan, serta kebijakan manajemen konflik seperti mediasi dan pemberian sanksi. Konseling individu membantu pelaku memahami dampaknya, sementara konseling kelompok membangun kesadaran siswa akan pentingnya saling menghormati. Penguatan nilai-nilai agama melalui kegiatan keagamaan, seperti kajian Islam dan doa bersama, juga berhasil membentuk karakter siswa yang lebih baik. Studi berkontribusi sebagai acuan bagi sekolah dalam menangani kasus-kasus radikal atau kekerasan lainnya.

Kata Kunci: Konflik Pemalakan, Strategi Kepala Sekolah, Manajemen Konflik, Pendidikan Karakter, Lingkungan Sekolah.

INTRODUCTION

Radicalism and extremism cases in the education sector are phenomena that demand serious attention and require comprehensive resolution to stop acts of violence in education. Usually, these cases involve conflicts between students of the same age group, which is currently faced by MTs An-Najah I Karduluk, where the immoral act occurs in the form of student conflicts known as extortion or bullying. Extortion is an act of imposing threats or intimidation carried out by an individual or a group of students against other students. This action not only causes material losses to the victims but can also have a negative impact on their psychological well-being and the school learning environment. The most targeted victims of extortion are students considered different from others, such as quiet students. This was also confirmed by the principal, Mr. Asis, S.Hi, M.Pd.I, stating that extortion cases occur at MTs An-Najah I, which happen due to many factors from the perpetrators. Most often, extortion is carried out by eighth-grade students targeting younger students. Several actions have been taken by the school to handle the involved students in this conflict.¹ Extortion itself is a significant threat, especially to the victims, with various impacts such as fear of attending school, loss of confidence, withdrawal or becoming more reserved, and the most feared of all is frustration.² Therefore, it is crucial for all parties inside and outside the school to address this issue, especially the principal, who, as the school leader, is expected to handle extortion cases at MTs An-Najah I Karduluk. It is hoped that this will create a pleasant learning atmosphere where all students feel free to be themselves.

In addition, conflict management heavily depends on the leadership involved. Well-managed and controlled conflicts will lead to the success of the organization as a whole, preventing friction arising from beliefs and disagreements.³ If conflicts are not handled properly, it will harm the organization itself. Therefore, managers or leaders must be capable of managing ongoing conflicts effectively so that organizational goals are achieved without obstacles. One of the essential qualities a leader or manager must have is knowing how to manage conflicts well.⁴ The principal undoubtedly has strategies for handling extortion conflicts, where strategy is a pattern of actions that must be undertaken to achieve specific goals. The ability to manage strategies to motivate members within the school becomes an important point for school leaders.⁵ The progress of an institution rests in the hands of the principal because the principal bears full responsibility for the school's management process. A strategic principal does not mean abandoning traditional school culture; rather, it is about how the principal faces future challenges by creating educational innovations aligned with the development of the times.⁶ The principal must be capable of resolving conflicts related

¹ Asis, Principal, Face to Face Interview Results January 10, 2025, n.d.

² Estévez-Soto and Patricio R., "Determinants of Extortion Compliance: Empirical Evidence from a Victimization Survey," *The British Journal of Criminology* 61, no. 5 (2021): 1189, <https://doi.org/10.1093/bjc/azab007>.

³ Oachesu Madalina, "Conflict Management, a New Challenge," in *Procedia Economics and Finance*, 2016, 808.

⁴ Ramlah Pontoh, Kasim Yahiji, and Lisdawati Muda, "Manajemen Kepemimpinan Sayid Idrus Bin Salim Aljufri Dalam Mengembangkan Lembaga Pendidikan Alkhairaat," *Tadbir: Jurnal Manajemen Pendidikan Islam* 7, no. 1 (2019): 59, <https://doi.org/10.30603/tjmpi.v7i1.1061>.

⁵ Dono Bagus Eko, "Strategi Kepala Sekolah Dalam Meningkatkan Prestasi Siswa," in *Bondowoso: Guepedia*, 2021, 16.

⁶ Wilda Arif, "Strategi Kepala Sekolah Dalam Pembinaan Budaya Religius," *Kelola: Journal of Islamic Education*

to extortion within the institution, one of which is through the realization of conflict management in dealing with extortion cases.

Conflict management studies have indeed been examined by previous researchers, such as in the study conducted by Fiana, motivated by the importance of conflict management to prevent misunderstandings within educational institutions.⁷ Alefia's research explored conflict management related to student indiscipline through various identification activities, review, problem-solving planning, and implementation.⁸ Nasrudi investigated techniques for handling conflict in schools.⁹ Darmayanti's research focused on teachers' strategies in managing student conflicts,¹⁰ and Alfatih's study examined the principal's strategies in conflict management.¹¹

Based on previous research, there has been no specific study focused on extortion cases, so the distinction in this research lies in handling extortion through conflict management as a form of solution. The focus of this study is on 1) the factors causing conflicts within MTs An-Najah I Karduluk and 2) the strategies employed by the principal in handling extortion conflicts. These two focuses are studied to achieve the goals of conflict management to restore an ideal climate filled with mutual respect and appreciation through strategies offered by the principal.¹²

METHOD

This study aims to collect data using a qualitative approach, where this method is a field research conducted through direct involvement in the field to obtain accurate data, describing all information without fabrication.¹³ The research type used in this study is a case study, in which the researcher investigates the phenomenon of extortion or the events that occur.¹⁴ To gather data, the researcher utilizes two data sources (primary and secondary), with the main sources being the principal, counseling teacher (Guru BK), Islamic religious teacher (Guru PAI), and students of MTs An-Najah I Karduluk.

The data collection in the field includes obtaining information from the primary sources by asking predetermined questions (interviews).¹⁵ Additionally, observational data is collected by directly observing the field through methods such as seeing, listening, and monitoring the situations occurring in the field (observation). The objects of observation in

Management 5, no. 1 (2020): 69, <https://doi.org/10.24256/kelola.v5i1.1414>.

⁷ Fiana, "Manajemen Konflik Di Madrasah Aliyah Tahfihzil Qur-an Medan," *Skripsi: Fakultas Ilmu Tarbiyah Dan Keguruan Universitas Islam Negeri Sumatera Utara Medan*, 2020, 73.

⁸ esti Krisna Alefia, "Implementasi Manajemen Konflik Dalam Menyelesaikan Persoalan Kedisiplinan Peserta Didik Smp Negeri 06 Rejang Lebong," *Skripsi: Fakultas Tarbiyah Institut Agama Islam Negeri Curup* (2023).

⁹ Achmad Hasan Nasrudin et al., "Manajemen Konflik Dan Cara Penanganan Konflik Dalam Organisasi Sekolah," *Tadbir: Jurnal Manajemen Pendidikan Islam* 9, no. 1 (2021): 2, <https://doi.org/10.58794/cerdas.v3i1.882>.

¹⁰ Darmayanti, "Strategi Guru Wali Kelas Dalam Mengatasi Konflik Antar Siswa Di SMA Negeri 4 Palopo," *Skripsi: Fakultas Tarbiyah Dan Ilmu Keguruan, LAIN Palopo*, 2023.

¹¹ R.M. Amin J. Alfatih, "Strategi Kepala Madrasah Dalam Mengelola Konflik Di Ma Al-Hikmah Jakarta," *Skripsi: Fakultas Ilmu Tarbiyah Dan Keguruan UIN Syarif Hidayatullah Jakarta*, 2020.

¹² Mohammad Muspawi, "Manajemen Konflik (Upaya Penyelesaian Konflik Dalam Organisasi)," *Jurnal Penelitian Universitas Jambi Seri Humaniora* 16, no. 2 (2014): 46.

¹³ Sugiyono, "Metode Penelitian Kuantitatif, Kualitatif, Dan R&D," in *Bandung: Alfabeta*, 2016, 240.

¹⁴ Robert K. Yin, "Studi Kasus Desain Dan Metode," *Jakarta: Rajawali Press*, 2014, 1.

¹⁵ Yin.

this study include school policies, teacher-student interactions, classroom dynamics, and student responses. School policies encompass rules and procedures implemented to handle conflicts and extortion, as well as the role of the principal in policy implementation. Teacher-student interactions involve how teachers respond to and handle reports or indications of extortion. Classroom dynamics observe interaction patterns among students, including identifying groups or individuals involved in extortion. Student responses examine perceptions, attitudes, and experiences from both victims and witnesses of extortion. Document analysis is also conducted to review relevant documents related to conflict management in handling extortion at MTs An-Najah I Karduluk, including photos, writings, notes, or interview recordings, which help strengthen the research process.

The data analysis process in this study is carried out in three ways: 1) data condensation, where the researcher selects only the necessary data; if some data do not support the study, they are discarded. 2) Data presentation, where after sorting and selecting the data, the researcher presents the information according to writing standards. 3) Drawing conclusions, which is the final step after verifying the data.¹⁶

To ensure the credibility and scientific accountability of the data, the researcher conducts validity checks through triangulation techniques.¹⁷ Triangulation involves verifying the data by cross-checking or re-examining the collected information. This method uses different sources, methods, or theories to validate findings. For example, the researcher compares and rechecks the information obtained from various informants to ensure consistency and accuracy.

RESULTS AND DISCUSSION

Factors Causing the Emergence of Extortion Conflicts at MTs An-Najah I Karduluk

There are at least three underlying factors contributing to the emergence of extortion conflicts, namely social conditions, peer influence, and family factors. In this context, the researcher will examine these factors in detail as follows:

1. Social Conditions of the School Environment

The social and environmental conditions within the school play a crucial role in the occurrence of conflicts, including extortion, among students. A school environment that does not support positive social values or lacks adequate supervision can foster space for negative behaviors such as extortion. At MTs An-Najah I Karduluk, although the school generally has well-managed physical conditions, social dynamics among students influence the emergence of conflicts. Many students interact within separate social groups, and often, the weaker students become targets for the more dominant ones.¹⁸ This was expressed by Mrs. Mun'imah, a Guidance Counselor (Guru BK), who stated:

“The perpetrators often show brave attitudes like speaking and acting harshly toward peers and tend to intimidate. In several cases, students involved in extortion have disciplinary records,

¹⁶ Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, “Qualitative Data Analysis: A Methods Sourcebook,” *London: SAGE*, 2014, 31.

¹⁷ Nusa Putra, “Penelitian Kualitatif Pendidikan Agama Islam,” *Bandung: PT Remaja Rosdakarya*, 2012.

¹⁸ Muhammad Husni, “Layanan Konseling Individual Remaja; Pendekatan Behaviorisme,” *Al-Ibrab: Jurnal Pendidikan Dan Keilmuan Islam* 2, no. 2 (2017): 58.

such as frequently violating school rules and receiving warnings from teachers. The environmental factor also influences this; students who associate with groups that display negative behavior are more likely to be involved in extortion. The students who tend to be victims show traits of fear, pressure, and susceptibility to intimidation, making them often the targets.”¹⁹

Mrs. Mun'imah further explained that students who commit extortion usually have histories of disciplinary violations, such as being frequently late, not completing assignments, or behaving aggressively toward friends. These students tend to exploit their peers' weaknesses to gain personal advantage. Conversely, victims often feel powerless to resist or report due to fear of threats from the perpetrators. As a result, the school environment becomes a pressure-filled place for them.

This social dominance is often exploited by stronger students to assert control, for example, through extortion of students perceived as weaker. One student, Moh. Birril, shared his view:

“The perpetrators are usually naughty kids who are often punished. They dare to target other students, especially those who seem timid or afraid, like those who appear less brave.”²⁰

The existence of extortion at MTs An-Najah I Karduluk has created a less conducive environment within the school. Victims often feel pressured because they have to face intimidation from perpetrators. This not only affects their sense of safety and comfort but also impacts their enthusiasm for learning and self-confidence. Moh. Nizar, a victim of extortion, said:

“It's sad, I feel threatened and pressured, like I don't want to go to school anymore because of threats from other students, especially senior students. I'm still in first grade and just can't report it because of fear.”²¹

Moh. Nizar, one of the victims, admitted that the pressure from the perpetrators made him reluctant to attend school. This feeling is worsened by the lack of effort from other friends who see what's happening but are too afraid to intervene. This situation shows that, despite having clear school rules, supervisory and social approaches toward students still need improvement.

In this context, Sardiman explains that an unharmonious social environment can create psychological pressure on students. When school norms are poorly enforced, students tend to establish their own peer group norms, which often conflict with formal school regulations. If these norms are left unchecked, they can justify deviant behaviors, including extortion.²²

2. Influence of Peers

Peer influence plays a significant role in shaping student behaviors, including in cases of extortion. Certain peer groups often serve as centers of negative behavior, where

¹⁹ Mun'imah, “Guidance and Counseling Teacher, Results of Direct Interview on January 13,” 2025.

²⁰ Moh. Birril, “Students, Results of Direct Interview on January 13,” 2025.

²¹ Moh. Nizar, “Students, Results of Direct Interview on January 13,” 2025.

²² Sardiman, “Interaksi Dan Motivasi Belajar Mengajar,” *Yogyakarta: Raja Grafindo Persada*, 2016, 56.

members support one another in engaging in actions that violate social norms. The principal, Mr. Asis, stated:

“This usually happens due to strong peer intervention to pressure students into extorting. It’s driven by factors like a lack of resources and the desire to have certain things but without working for them, feeling a sense of power to do so.”²³

Furthermore, an Islamic Religious Education (PAI) teacher explained:

“The background of them doing extortion is often due to a lack of awareness about religion, maybe because their understanding is not firm, so their learning remains superficial and doesn’t touch their true soul—meaning it’s not infused with spiritual values. Also, peer influence plays a role; yes, it’s definitely about friendship, associating with kids who tend to act badly toward their friends.”²⁴

One key factor strengthening peer influence is students’ desire to be accepted into a group. This is mainly caused by a lack of religious awareness and moral education, which serve as primary triggers in such cases. When students lack a strong value foundation, they are more easily influenced by negative social environments. Observations from the mediation activities report at MTs An-Najah I Karduluk indicate that many students involved in extortion feel bolder after receiving encouragement or support from peers. This demonstrates that peer influence greatly impacts the occurrence of extortion.

Moreover, peer influence is also reflected in group behavior patterns that dominate the school environment. Some students even fear opposing these groups because they worry about becoming their next extortion target. Therefore, character building focusing on choosing healthy social environments is key to addressing this problem. The influence of peers underscores the importance of the school’s role in cultivating a positive social culture. Teachers and school staff need to pay more attention to group dynamics and ensure students receive proper guidance to understand the impact of their actions.

This aligns with Sardiman’s statement in his book, noting that students are highly affected by the norms of their peer groups. When these norms support dominance or violence behaviors, students tend to conform to them to gain recognition or acceptance within the group. This pressure often causes students to compromise their moral values to maintain their position in the group.²⁵

To mitigate the harmful influence of peers, efforts should be made to build a school culture that promotes cooperation and solidarity. Mentoring programs involving senior students as role models can help create a more positive social environment. Additionally, collaborative activities such as group projects, educational games, and thematic discussions can help students understand the importance of teamwork over domination. Through these activities, students learn to respect and work with each other,

²³ Principal, Face to Face Interview Results January 10, 2025.

²⁴ Matrawi, “Islamic Religious Education Teacher, Results of Direct Interview on January 13,” 2025.

²⁵ Sardiman, “Interaksi Dan Motivasi Belajar Mengajar.”

fostering more positive group norms. Teachers also need to actively monitor group dynamics both inside and outside the classroom. With proper supervision, the formation of harmful peer groups can be prevented. Early prevention through persuasive approaches can assist students in avoiding negative peer influences.

3. Family and Peer Background Factors of Students

Family is the primary environment that shapes a student's character. When the family fails to provide adequate support, students tend to seek recognition outside the home, which often manifests in negative behaviors such as extortion. Sardiman emphasizes that the family plays a crucial role in building students' motivation to learn. Unloving parenting patterns or internal family conflicts can cause children to struggle with managing emotions and social relationships.²⁶ Children from such families tend to display aggressive behaviors as a compensation for unmet emotional needs.

Lack of parental attention to education and morality becomes a major factor. Students who do not receive moral value education at home are more likely to seek compensation through negative behaviors like extortion. Additionally, families that allow their children to socialize in environments that do not support education also contribute to the emergence of these problems. Many factors influence this, but most specifically, the family factor. Families that never provide education about the dangers of extortion, come from problematic backgrounds (such as broken homes), or live in social environments that do not support good character, are key contributors. Sardiman notes:

“There are many factors, but most specifically, family factors—families that never educate children about the dangers of extortion. Second, those from problematic families (Broken Homes). Third, the social environment, which also shapes the student's character negatively. All these factors, just left alone by parents, allow their children to hang out with uneducated or problematic peers, and so forth.”²⁷

Family factors have a significant impact on the occurrence of extortion at school. Students from families with issues like broken homes or domestic violence tend to exhibit aggressive behaviors at school. Emotional instability originating from the family environment often triggers students to seek outlets outside the home. The effects of family factors are visible in the behavior of perpetrators, who tend to be aggressive and domineering toward peers. They often show rough attitudes as a way to vent frustration or fulfill unmet needs at home.

This shows that the family plays an essential role in shaping a child's character. Therefore, conflict prevention efforts by the school must be supported by active involvement from parents. Moreover, students from problematic families often have difficulty establishing healthy social relationships. They may perceive dominance as a way to gain attention or recognition from peers. This situation underscores the importance of collaboration between schools and families to provide holistic guidance to students.

²⁶ Sardiman.

²⁷ Asis, Principal, Face to Face Interview Results January 10, 2025.

Strategies of the Principal in Handling Extortion Conflicts at MTs An-Najah I Karduluk

1. Individual and Group Counseling Approach

The primary strategy used to address extortion conflicts is counseling, involving both individual and group sessions. Guidance counselors (Guru BK) act as facilitators, helping perpetrators and victims resolve conflicts peacefully.²⁸ According to Mulyasa in *School-Based Management*, effective conflict management requires a humane approach that understands the psychological conditions of all involved parties, both perpetrators and victims.²⁹ Counseling is a key step implemented by the school to help understand the impacts of their actions.³⁰ During counseling, perpetrators and victims are brought together to resolve conflicts amicably.

The principal stated:

*“The school has a significant responsibility in preventing extortion by providing socialization and educational campaigns within the school, holding meetings with parents to reinforce the dangers of extortion, and occasionally involving village officials and security authorities to prevent such acts.”*³¹

Guidance counselor Mrs. Mun'imah explained:

*“Initially, the students involved are called and asked about their reasons—often they don’t admit willingly. It’s important to have strategies so that children admit their actions not because they are pressured but because they genuinely understand. We don’t intimidate them but approach with empathy, helping them realize the impact and encouraging self-awareness. We also compare incidents outside and within society to instill a sense of moral judgment. The goal is long-term, to create awareness and prevent recurrence; immediate solutions are not enough.”*³²

During counseling sessions, perpetrators are asked to apologize to victims, and victims are given an opportunity to express their feelings. This approach aims to foster mutual understanding and instill a sense of deterrence (effect of jera). The guidance counselor noted that group counseling has shown significant results, with students exhibiting positive behavioral changes. However, challenges remain, particularly in building trust, as some students are hesitant to speak openly. Therefore, a more personal and consistent approach is necessary for long-term success.

2. Reinforcement of Religious Values and Character Building

Strengthening religious values through religious education plays an essential role in shaping students’ noble character. Education is designed to instill values such as mutual respect, honesty, and empathy. Mulyasa emphasizes that character education should be a core pillar in the education system, as strong moral and ethical values are

²⁸ Hengki Yandri, Moh Kamil Fikri, and Dosi Juliawati, “Penerapan Perilaku Altruistik Dalam Layanan Konseling Individu Oleh Guru Bimbingan Dan Konseling Di Sekolah,” *Tarbawi: Jurnal Ilmu Pendidikan* 15, no. 1 (2019): 54, <https://doi.org/10.32939/tarbawi.v15i1.335>.

²⁹ Mulyasa, “Manajemen Berbasis Sekolah,” *Bandung: Remaja Rosdakarya*, 2012, 112.

³⁰ Sofyan Abdi and Yeni Karneli, “Kecanduan Game Online: Penanganannya Dalam Konseling Individual,” *Guidance* 17, no. 02 (2020): 12, <https://doi.org/10.34005/guidance.v17i02.1166>.

³¹ Asis, Principal, Face to Face Interview Results January 10, 2025.

³² Mun'imah, “Guidance and Counseling Teacher, Results of Direct Interview on January 13.”

fundamental to creating a harmonious social environment.³³ Values like empathy, tolerance, and responsibility are highly relevant to preventing deviant behaviors such as extortion. In MTs An-Najah I Karduluk, religious education aims to embed moral values—like mutual respect and avoiding actions that harm others. The Islamic Religious Education (PAI) teacher, Pak Matrawi, explained:

*“Religious education is not just about that, but its main purpose is to develop good morals (akhlak karimah). The ultimate goal is to behave well towards everyone, and this moral character must be internalized.”*³⁴

Students are encouraged to understand the moral consequences of their actions, both in this world and the afterlife. Extracurricular activities such as religious study groups, discussions, and leadership training serve as means to reinforce awareness of religious values. The results of this approach are seen in changes in students’ attitudes after participating in religious activities—they become more respectful and understand that harming others contradicts religious teachings. Religious education not only shapes students individually but also fosters a more harmonious social environment. Since schools are considered the second most important educational institution after families, educators have a responsibility to deepen students’ religious understanding and character. This includes providing students the right to knowledge (cognitive) and the right to character education (affective).³⁵

3. Conflict Management Policy Implementation

In education, management is a crucial strategy often employed by school principals in their leadership roles. All activities are intertwined with management because it functions to systematically plan and organize activities that produce quality educational outcomes.³⁶ However, it should be noted that management is not only used for executing activities but also for resolving conflicts, which is commonly termed “conflict management.”³⁷

At MTs An-Najah I Karduluk, conflict management is implemented through preventive measures, appropriate handling of cases, and evaluation to ensure that conflict resolution is effective and that similar issues do not recur in the future.³⁸ The principal involves guidance counselors (Guru BK) and other relevant parties in the mediation process. Guidance counselors play a vital role in advising perpetrators and victims and monitoring their progress after mediation. Evaluation is conducted to confirm that conflicts do not happen again. Based on interview results, the counselor stated:

³³ Mulyasa, “Manajemen Berbasis Sekolah.”

³⁴ Matrawi, “Islamic Religious Education Teacher, Results of Direct Interview on January 13.”

³⁵ Hamdani, Tika Hestiarini Utami, and Maimun, “Menelusuri Lembaga Pendidikan Islam SDI Asy- Syuhada’ Pamekasan Sebagai Strategi Membentuk Siswa Berkeagamaan Dan Cinta Masjid,” *Adabuna: Jurnal Pendidikan Dan Pemikiran* 4, no. 1 (2024): 5, <https://doi.org/10.38073/adabuna.v4i1.1900>.

³⁶ Robiatul Andawiyah, Hamdani, and Maimun, “Manajemen Kepala Sekolah Dalam Meningkatkan Mutu Sumber Daya Manusia,” *Re-JIEM: Research Journal of Islamic Education Management* 7, no. 2 (2024): 254, <https://doi.org/10.19105/re-jiem.v7i2.14900>.

³⁷ Eko Suncaka, “Manajemen Konflik Di Sekolah,” *Journal on Education* 5, no. 4 (2023): 15146, <https://doi.org/10.46244/visipena.v1i1.22>.

³⁸ Nasrudin et al., “Manajemen Konflik Dan Cara Penanganan Konflik Dalam Organisasi Sekolah.”

“My role is to provide solutions—whether the child should be given sanctions or other actions. But those decisions must be based on recommendations from the school and principal. I also give emotional advice—providing concrete examples from outside, combined with the understanding that the child fears repeating the behavior. Fortunately, they are genuinely afraid now, so the incidents haven’t happened again.”³⁹

Victims of extortion, such as Moh. Nizar, reported feeling more comfortable after counseling sessions. Additionally, the perpetrators showed significant attitude improvements following guidance from teachers. This approach demonstrates that structured conflict management can produce positive outcomes for all parties involved. At MTs An-Najah I Karduluk, conflict management is not only focused on resolving existing conflicts but also involves preventive measures to avoid similar incidents in the future. One of the steps taken is socialization to all students, where teachers frequently hold classroom discussions aimed at increasing understanding of the negative impacts of extortion. These activities are integrated with lessons in Fiqh and other Islamic religious education to instill moral values from early on.

“ Its success can be measured by tangible results in the field: the incident did not recur after counseling was provided to the involved students. The victims also reported feeling safer and more comfortable after the counseling. Moreover, follow-up evaluations involved monitoring the behavior of the perpetrators, and it was observed that after counseling, the perpetrators no longer engaged in extortion. The counselor also supervises in the classroom, noting that the perpetrators no longer dare to come to class to extort.”⁴⁰

Additionally, the school involves external institutions, such as the village government and security agencies, to provide education to students about the dangers of extortion. The importance of evaluation in conflict management also remains a primary focus for the school. After mediation and counseling sessions, the guidance counselor routinely monitors the behavior of both perpetrators and victims. Weekly reports on behavioral changes are submitted to the principal to ensure the success of the implemented program.

In conflict resolution stages, the school applies a mediation system involving perpetrators, victims, and school officials. This finding is highly relevant to Mulyasa’s theory, which states that good conflict management must involve all related parties—including the principal, teachers, students, and parents—to create comprehensive and sustainable solutions.⁴¹ This approach not only focuses on resolving the issue but also emphasizes prevention and ongoing evaluation to prevent similar conflicts from recurring.⁴² Therefore, principals and teachers must possess skilled competencies, as their skills serve as vital means to neutralize, stop, or eradicate extortion cases within the

³⁹ Mun’imah, “Guidance and Counseling Teacher, Results of Direct Interview on January 13.”

⁴⁰ Mun’imah.

⁴¹ Mulyasa, “Manajemen Berbasis Sekolah.”

⁴² Robiatul Andawiyah et al., “Teacher Strategies for Improving Students’ Questioning Skills in Class,” *JIMPI: Jurnal Inovatif Manajemen Pendidikan Islam* 04, no. 01 (2025): 81, <https://doi.org/10.38073/jimpi.v4i1.1976>.

institution. The skills of teachers and effective conflict management processes are valuable assets that can help restore harmony and mutual respect among students. Ultimately, these efforts are aimed at achieving an admirable educational environment, especially by improving the quality of human resources.⁴³

CONCLUSION

The extortion cases within MTs An-Najah I Karduluk are influenced by various factors, including the social environment of the school, peer influence, and students' family backgrounds. These conflicts have negative implications for the psychological well-being of victims and the overall learning atmosphere at school. Therefore, effective handling through school principal strategies—such as counseling approaches, strengthening religious values, and structured conflict management—is crucial in preventing and resolving extortion cases. The implementation of policies involving all school members and related parties, along with empowering students through character education and fostering positive social culture, is expected to create a safe, harmonious, and mutually respectful learning environment. The success of conflict resolution is not solely dependent on immediate rehabilitation actions but also on ongoing prevention efforts and continuous evaluation to minimize similar cases in the future.

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