
The Influence of Conflict Management on the Improvement of Educators' Competence, Motivation, and Performance in Islamic Junior High Schools (MTs) in Lembar District

Masjudin*, Muhammad Thohri, Nazar Na'amy

Manajemen Pendidikan Islam, Pascasarjana Universitas Islam Negeri Mataram, Indonesia

*Corresponding Author: 220403039@uinmataram.ac.id

Article History

Received: March 27th, 2023

Revised: April 18th, 2023

Accepted: May 20th, 2023

Abstract: This study aims to examine the influence of conflict management on the enhancement of educators' competence, motivation, and performance in Islamic junior high schools (MTs) in Lembar District. Utilizing a quantitative approach with a survey method, data were collected through questionnaires from 104 educators across 11 MTs in Lembar District. Data analysis techniques included validity and reliability tests, classical assumption tests, and hypothesis testing through simple and multivariate regression. The results indicate that conflict management significantly influences educators' competence, motivation, and performance. This is evidenced by the Sig. value in the simple regression test for competence at 0.003 ($0.003 < 0.05$), for motivation at 0.029 ($0.029 < 0.05$), and for performance at 0.001 ($0.001 < 0.05$). The theoretical implications of this study highlight the importance of the role of madrasah leadership in managing conflicts within the school environment. Effective leadership in conflict resolution can serve as a basis for leadership theories in the field of education, particularly in the context of Islamic education. These findings also contribute to the development of training programs for madrasah principals, which in turn can enhance educators' competence through the support and guidance provided.

Keywords: Conflict Management, Competence, Motivation, Performance

INTRODUCTION

Conflict management plays a critical role in organizational settings, particularly in educational institutions where the dynamic interplay between educators, students, and administrators often leads to conflicts. In the context of Islamic junior high schools (MTs) in Lembar District, the management of conflict is not only essential for maintaining a harmonious environment but also significantly influences the competence, motivation, and performance of educators (De Massis et al., 2023). As schools aim to provide quality education, the ability of the institution's leadership to effectively manage conflicts can either drive or hinder the development of the educators' professional skills and their overall performance (Li et al., 2024).

Competence and motivation are key factors in the effectiveness of educators. Competence refers to the knowledge, skills, and abilities that educators possess and utilize in their teaching practices. Motivation, on the other hand, is the internal drive that influences the willingness of educators to engage in their work and strive for excellence (Ensari et al., 2023).

Effective conflict management ensures that educators are not only able to resolve disputes constructively but also continue to grow and develop their competencies. It fosters a supportive environment where educators feel valued and understood, thereby increasing their motivation to perform their duties to the best of their abilities. In this regard, conflict management serves as a critical tool for enhancing both the professional growth and the overall satisfaction of educators (Yin et al., 2023).

The urgency of this study stems from the critical need to understand how conflict management can be leveraged to improve the educational outcomes in MTs, particularly in the Lembar District. With the increasing complexity of educational demands and the diverse challenges faced by educators, there is a pressing need to explore strategies that can mitigate conflicts and promote a positive work environment. By examining the impact of conflict management on educators' competence, motivation, and performance, this study seeks to provide insights that are crucial for school administrators, policymakers, and educators

themselves (Van Slooten et al., 2024). The findings of this research have the potential to inform the development of targeted interventions aimed at improving the overall quality of education in MTs.

In many educational settings, including MTs in Lembar District, conflicts can arise from various sources such as differences in teaching styles, miscommunication, competition for resources, and cultural or religious differences. These conflicts, if not managed properly, can lead to a decline in educators' morale, reduced collaboration among staff, and ultimately, a negative impact on students' learning outcomes. The challenges of conflict management are further compounded in the context of Islamic education, where the values and principles of Islam must be upheld while navigating interpersonal disputes. Therefore, understanding the specific dynamics of conflict in MTs and how it affects educators' professional lives is crucial for developing effective conflict management strategies (Nguyen et al., 2023).

Previous research on conflict management in educational settings has highlighted the significant role it plays in influencing various aspects of school functioning, including teacher performance, job satisfaction, and student outcomes. Studies have shown that effective conflict management can lead to improved communication, enhanced teamwork, and a more positive school climate. For instance, research by Rahim (2011) emphasized the importance of adopting a collaborative approach to conflict resolution, which involves all stakeholders in the process and leads to mutually beneficial outcomes. Similarly, a study by Smith and Bell (2012) found that schools with well-developed conflict management strategies experienced lower levels of teacher turnover and higher levels of job satisfaction.

Despite these findings, there is still a gap in the literature regarding the specific impact of conflict management on educators' competence and motivation within the context of Islamic education. Most existing studies have focused on general education settings, with limited attention given to the unique challenges faced by Islamic schools. This gap presents an opportunity for further research to explore how conflict management can be tailored to meet the specific needs of Islamic educational institutions and their staff.

This study seeks to address the existing gap by investigating the influence of conflict management on the competence, motivation, and performance of educators in MTs in Lembar District. By focusing on a specific geographical and cultural context, the research aims to provide a more nuanced understanding of how conflict management practices can be adapted to Islamic educational settings. The proposed solution involves the development and implementation of conflict management strategies that are informed by Islamic principles and are tailored to the needs of the educators in these schools.

The contribution of this study lies in its potential to advance the field of educational leadership and conflict management within Islamic schools. By providing empirical evidence on the impact of conflict management on educators' professional development, the research will contribute to the development of more effective leadership practices in Islamic schools. Additionally, the study will offer practical recommendations for school administrators and policymakers on how to create a supportive environment that fosters the growth and motivation of educators. Ultimately, this research aims to enhance the overall quality of education in MTs, thereby benefiting both educators and students in the Lembar District.

METHOD

The methodology of this study is designed to comprehensively examine the influence of conflict management on the improvement of educators' competence, motivation, and performance in Islamic Junior High Schools (MTs) in Lembar District (Zhang et al., 2024). The research follows a quantitative approach, employing a survey method to gather data from educators across the district. This section outlines the research design, population and sample, data collection instruments, procedures, and data analysis techniques in detail (C. M. Liu et al., 2024).

1. Research Design

This study utilizes a quantitative research design to explore the relationships between conflict management and the variables of educators' competence, motivation, and performance. The research is correlational in nature, aiming to identify and measure the strength and direction of these relationships within the context of MTs in Lembar District.

The study is conducted using a cross-sectional approach, where data are collected at a single point in time from the selected sample (Arizmendi et al., 2024).

2. Population and Sample

2.1 Population

The population of this study consists of all educators employed at Islamic Junior High Schools (MTs) in Lembar District. There are a total of 11 MTs within the district, and the target population includes all teaching staff at these institutions. The total population is approximately 120 educators (Kotar et al., 2022).

2.2 Sample

A sample of 104 educators was selected for this study using a stratified random sampling technique. This technique ensures that the sample is representative of the population, taking into account the different schools and the varying sizes of their teaching staff. The stratification was based on the number of educators at each MTs, ensuring that each school was proportionally represented in the sample. The selected sample size provides a sufficient number of participants to allow for robust statistical analysis while ensuring the generalizability of the findings (J. M. Wang et al., 2024).

3. Data Collection Instruments

Data were collected using a structured questionnaire designed specifically for this study. The questionnaire was divided into several sections, each addressing different aspects of conflict management, competence, motivation, and performance.

3.1. Conflict Management

The section on conflict management was adapted from established instruments such as Rahim's Organizational Conflict Inventory (ROC-II), which measures various conflict management styles, including avoiding, accommodating, compromising, competing, and collaborating. The items were modified to fit the educational context of MTs in Lembar District (Massazza et al., 2022).

3.2. Competence

Educators' competence was measured using a scale that assesses knowledge, pedagogical

skills, and professional attitudes. The items were derived from standardized educational competence frameworks, ensuring alignment with the professional standards expected of MTs educators (Tiong & Palmqvist, 2023).

3.3. Motivation

The motivation of educators was assessed using a modified version of the Work Motivation Scale, which includes items that capture intrinsic and extrinsic motivational factors. These items were tailored to reflect the unique motivational drivers within the Islamic educational setting (Wallwey & Kajfez, 2023).

3.4. Performance

Educators' performance was measured through self-reported assessments using a performance scale that evaluates teaching effectiveness, student engagement, and contribution to school activities. The performance indicators were based on criteria commonly used in educational performance appraisals (Okada et al., 2023).

3.5. Validity and Reliability

The questionnaire was pre-tested on a small group of educators from a similar setting to ensure its validity and reliability. Content validity was established through expert reviews, while reliability was assessed using Cronbach's alpha, with an acceptable threshold set at 0.7 for all scales (Y. Wang et al., 2023).

4. Data Collection Procedure

The data collection process was carried out in several steps:

4.1. Preparation and Training: The researcher conducted training sessions for data collectors to ensure they were familiar with the questionnaire and the ethical considerations involved in conducting the survey.

4.2. Distribution of Questionnaires: The questionnaires were distributed to the sampled educators at each MTs in Lembar District. Data collectors visited the schools, explained the purpose of the study to the participants, and provided instructions on how to complete the questionnaire.

- 4.3. Data Collection: Educators were given sufficient time to complete the questionnaires during non-teaching hours to avoid disruption of their duties. The completed questionnaires were collected by the data collectors within a specified timeframe.
- 4.4. Data Entry: The collected data were entered into a statistical software program for analysis. The data entry process was double-checked to ensure accuracy and completeness (Y. Wang et al., 2023).

5. Data Analysis Techniques

The data analysis involved several steps to test the hypotheses and answer the research questions:

- 5.1. Descriptive Analysis: Initially, descriptive statistics such as mean, standard deviation, and frequency distribution were calculated to provide an overview of the responses (Han et al., 2022).
- 5.2. Validity and Reliability Testing: The validity of the constructs was assessed through factor analysis, while the reliability of the scales was confirmed using Cronbach's alpha (Fasser et al., 2024).
- 5.3. Assumption Testing: Before conducting regression analysis, the data were tested for the assumptions of normality, linearity, multicollinearity, and homoscedasticity. These tests ensured that the data met the necessary conditions for reliable regression results (Bai et al., 2024).
- 5.4. Regression Analysis:
 - a. Simple Regression Analysis was used to examine the direct influence of conflict management on each of the dependent variables (competence, motivation, and performance) individually.
 - b. Multivariate Regression Analysis was conducted to assess the combined influence of conflict management on the three dependent variables simultaneously, controlling for potential confounding factors (Bai et al., 2024).
- 5.5. Hypothesis Testing: The significance of the relationships was evaluated using p-values, with a significance level set at 0.05. The regression coefficients were interpreted to determine the strength and direction of the

influence of conflict management on the dependent variables.

- 5.6. Discussion of Results: The findings were then interpreted in the context of the existing literature and the specific conditions of MTs in Lembar District. The results were used to draw conclusions about the effectiveness of conflict management strategies in improving educators' competence, motivation, and performance (Ottaviani et al., 2018).

6. Ethical Considerations

The study adhered to ethical guidelines, ensuring that all participants provided informed consent and that their responses were kept confidential. The research was approved by the relevant educational authorities in Lembar District, and all procedures were conducted in accordance with ethical research standards (Miller et al., 2023).

7. Limitations of the Study

The study acknowledges potential limitations, including the reliance on self-reported data, which may introduce response bias. Additionally, the cross-sectional design limits the ability to draw causal inferences. These limitations are considered in the interpretation of the results, and suggestions for future research are provided (Zhou & Jiang, 2023). This methodological approach is designed to provide a comprehensive and rigorous examination of the influence of conflict management on the competence, motivation, and performance of educators in MTs in Lembar District, offering valuable insights for educational leadership and policy development.

RESULT AND DISCUSSION

Results

The results of this study provide a detailed examination of how conflict management impacts the competence, motivation, and performance of educators in Islamic Junior High Schools (MTs) in Lembar District. The findings are based on statistical analyses, including simple regression tests, that reveal significant relationships between conflict management and the three dependent variables.

1. Influence of Conflict Management on Educators' Competence

The first area of investigation was the influence of conflict management on educators' competence. The simple regression analysis yielded a Sig. value of 0.003, which is below the threshold of 0.05, indicating a statistically significant effect. This result suggests that conflict management practices within MTs in Lembar District positively influence educators' competence. Specifically, educators who perceive that conflicts are effectively managed tend to demonstrate higher levels of knowledge, pedagogical skills, and professional attitudes.

Interpretation

The significant relationship between conflict management and competence underscores the role of leadership in fostering a supportive and constructive environment where educators can develop and enhance their skills. Effective conflict management may involve strategies such as collaborative problem-solving, open communication, and mediation, all of which contribute to an atmosphere conducive to professional growth. The findings suggest that when conflicts are managed well, educators are more likely to engage in continuous learning and improvement, thereby increasing their overall competence.

2. Influence of Conflict Management on Educators' Motivation

The second key finding relates to the influence of conflict management on educators' motivation. The regression analysis for this relationship produced a Sig. value of 0.029, which also indicates a statistically significant effect. This result implies that effective conflict management positively impacts educators' motivation, both intrinsically and extrinsically.

Interpretation

The significant impact of conflict management on motivation suggests that when conflicts are handled constructively, educators are more motivated to perform their duties and contribute to the school community. Effective conflict resolution can reduce stress and job dissatisfaction, leading to higher levels of intrinsic motivation, such as a sense of accomplishment and purpose. Additionally, clear conflict management policies and practices may enhance extrinsic motivation by fostering a stable and predictable work environment. The result

highlights the importance of creating a positive organizational climate where educators feel valued and supported, which in turn motivates them to excel in their roles.

3. Influence of Conflict Management on Educators' Performance

The third aspect of the study examined the relationship between conflict management and educators' performance. The regression analysis for this variable yielded a Sig. value of 0.001, the most significant among the three variables, indicating a very strong influence of conflict management on performance.

Interpretation

This finding suggests that the way conflicts are managed within an MTs significantly affects the overall performance of educators. Effective conflict management contributes to a more harmonious and collaborative working environment, which directly enhances educators' ability to perform their duties efficiently and effectively. This includes not only classroom teaching but also participation in extracurricular activities, professional development, and contributions to school improvement initiatives. The strong significance of this result emphasizes that managing conflicts well is crucial for maintaining high performance standards among educators. It also suggests that schools with better conflict management practices are likely to see better educational outcomes, as motivated and competent teachers are more effective in their roles.

4. Theoretical Implications

The findings of this study have important theoretical implications, particularly in the context of educational leadership and Islamic education. The significant relationships between conflict management and the three dependent variables highlight the critical role of leadership in managing conflicts within the school environment. Effective leadership in conflict resolution can serve as a basis for refining and expanding leadership theories in education. Specifically, these findings suggest that leadership models in Islamic education should incorporate conflict management as a core component, emphasizing strategies that align with Islamic values such as justice, compassion, and mutual respect.

5. Practical Implications for Training and Development

In addition to the theoretical contributions, the results of this study have practical implications for the professional development of madrasah principals and other educational leaders. The significant impact of conflict management on competence, motivation, and performance indicates that principals who are skilled in conflict resolution can play a pivotal role in enhancing the overall effectiveness of their schools. This finding suggests the need for targeted training programs that equip madrasah principals with the necessary skills to manage conflicts effectively. Such programs should focus on developing competencies in areas such as communication, negotiation, and problem-solving, with an emphasis on applying these skills in the unique context of Islamic education.

6. Contribution to the Field of Islamic Education

Finally, this study contributes to the broader field of Islamic education by providing empirical evidence on the importance of conflict management in improving educational outcomes. The integration of conflict management with Islamic values offers a framework for addressing conflicts in a manner that is consistent with the ethical and moral teachings of Islam. This approach not only helps in resolving conflicts but also reinforces the cultural and religious identity of the educators and students involved. The findings can serve as a foundation for further research exploring the integration of Islamic principles in conflict management and educational leadership.

7. Summary of Results

In summary, the results of this study clearly indicate that conflict management has a significant and positive influence on the competence, motivation, and performance of educators in MTs in Lembar District. These findings highlight the importance of effective leadership in managing conflicts and suggest that such management is essential for fostering an environment where educators can thrive. The study's contributions to theory and practice provide valuable insights for improving the quality of education in Islamic Junior High Schools and underscore the need for ongoing research in this area.

Discussion

The results of this study reveal a significant and positive influence of conflict management on educators' competence, motivation, and performance in Islamic Junior High Schools (MTs) in Lembar District. These findings align with several key theories in educational leadership, motivation, and organizational behavior, providing a rich context for understanding the implications of effective conflict management in educational settings.

1. Conflict Management and Educators' Competence

The significant relationship between conflict management and educators' competence can be interpreted through the lens of Transformational Leadership Theory. According to Bass and Avolio, transformational leaders inspire and motivate their followers to exceed expectations by fostering an environment of trust, encouragement, and intellectual stimulation. In the context of this study, madrasah principals who effectively manage conflicts likely embody transformational leadership qualities, creating a supportive environment where educators feel empowered to enhance their professional skills and knowledge. This aligns with the study's findings, where effective conflict management is associated with higher levels of competence among educators (Nasri & Tabibuddin, 2023). Moreover, Vygotsky's Social Development Theory emphasizes the importance of social interaction in learning and development (Nasri & Astani, 2024). When conflicts are managed constructively, educators are more likely to engage in collaborative learning and professional development activities, which are critical for competence building (Nasri, 2024). The reduction of tension and the promotion of open communication through effective conflict management can enhance educators' willingness to participate in continuous learning, thus improving their overall competence (Nasri, 2024).

2. Conflict Management and Educators' Motivation

The link between conflict management and educators' motivation can be understood using Self-Determination Theory (SDT). SDT posits that motivation is driven by the need for autonomy, competence, and relatedness. When conflicts are managed effectively, educators are

more likely to experience a sense of autonomy and relatedness, as they feel their voices are heard and their relationships with colleagues are harmonious (L. Liu et al., 2024). This sense of empowerment and belonging can significantly boost their intrinsic motivation, leading to greater engagement and job satisfaction (Quatrin et al., 2024). Additionally, Maslow's Hierarchy of Needs can be applied here. The effective management of conflicts addresses the safety and social needs of educators, which are foundational for achieving higher-level needs such as esteem and self-actualization (Haris & Nasri, 2023). When conflicts are resolved in a manner that respects all parties involved, educators feel secure in their roles and valued as professionals, which enhances their motivation to perform well (Nasri et al., 2024).

3. Conflict Management and Educators' Performance

The strong influence of conflict management on educators' performance is consistent with Path-Goal Theory by House, which suggests that leaders can enhance the performance of their followers by removing obstacles, providing direction, and offering support (Quatrin et al., 2024). In this study, effective conflict management by madrasah principals serves as a critical function of removing barriers to performance, such as interpersonal disputes or misunderstandings (Z. Liu et al., 2023). By resolving conflicts, leaders create a clearer and more focused path for educators to achieve their performance goals (Nasri, 2023). Expectancy Theory by Vroom also provides a relevant framework for understanding these findings. Expectancy Theory posits that individuals are motivated to perform based on their expectation that their efforts will lead to desired outcomes. In environments where conflicts are managed effectively, educators are more likely to believe that their efforts will be recognized and rewarded, leading to enhanced performance (Rulyandi & Nasri, 2023). The clear connection between effort and outcome, facilitated by effective conflict management, can significantly improve educators' productivity and job performance (Nasri, 2019b).

4. Implications for Educational Leadership in Islamic Contexts

The findings of this study are particularly relevant to the context of Islamic education,

where leadership is often guided by both educational and religious principles. The positive impact of conflict management on educators' competence, motivation, and performance underscores the importance of Ethical Leadership in Islamic schools. Ethical leadership, as described by Brown and Treviño, involves leading by example, promoting ethical behavior, and making decisions that reflect fairness and justice. In Islamic educational settings, this aligns closely with the values of justice (*'adl'*), compassion (*'rahmah'*), and consultation (*'shura'*), which are central to Islamic teachings (Nasri, 2017). The study's findings suggest that madrasah principals who integrate these Islamic values into their conflict management practices are likely to foster a more positive and productive school environment. This not only enhances educators' professional capabilities but also strengthens the moral and ethical foundation of the school community (Nasri, 2016a).

5. Addressing Gaps and Enhancing Training Programs

While the results are promising, they also highlight the need for further research and development in conflict management training for educational leaders in Islamic schools (Alim et al., 2024). The significant impact of conflict management on various aspects of educators' professional lives suggests that existing training programs may need to be expanded to include more comprehensive modules on conflict resolution, particularly within the cultural and religious context of Islamic education (Nasri, 2016b). Organizational Development Theory emphasizes the importance of continuous learning and adaptation within organizations. Applying this theory, madrasah principals should be encouraged to engage in ongoing professional development focused on conflict management strategies that are culturally and religiously appropriate (Astani et al., 2024). This would not only improve their leadership capabilities but also ensure that they are better equipped to handle the unique challenges of managing conflicts in Islamic educational settings (Nasri, 2019a). In conclusion, the study's results clearly indicate that effective conflict management plays a crucial role in improving educators' competence, motivation, and performance. These findings are supported by established theories in leadership, motivation, and organizational behavior, and they have important implications for both

practice and research in the field of Islamic education. By integrating conflict management into the core competencies of educational leadership, particularly within the context of Islamic values, schools can create environments that are conducive to both personal and professional growth. This study provides a valuable contribution to the ongoing discussion about the role of leadership in educational settings and offers practical insights for enhancing the quality of education in Islamic Junior High Schools.

CONCLUSION

The study has demonstrated a significant relationship between conflict management and the improvement of educators' competence, motivation, and performance in Islamic Junior High Schools (MTs) in Lembar District. The findings underscore the importance of effective conflict management as a critical leadership function within educational institutions, particularly in the context of Islamic education. The study reveals that when conflicts are managed effectively, educators are more likely to develop their professional competencies, experience higher levels of motivation, and exhibit improved performance in their roles. These results also highlight the vital role of madrasah principals in shaping a positive and conducive environment for both teaching and learning. Effective conflict management by school leaders not only resolves disputes but also fosters a collaborative and supportive culture that encourages professional growth and enhances the overall quality of education. The theoretical implications suggest that leadership practices in Islamic educational institutions can benefit from incorporating conflict management strategies that align with both educational principles and Islamic values.

Recommendations

Based on the findings of this study, the following recommendations are proposed:

1. **Integrate Conflict Management Training for School Leaders:** It is recommended that training programs for madrasah principals and other educational leaders include comprehensive modules on conflict management. These modules should focus on practical strategies for resolving conflicts in ways that are consistent with both

educational best practices and Islamic ethical principles.

2. **Develop Continuous Professional Development Programs:** Continuous professional development (CPD) programs for educators should include training on conflict resolution techniques. This can help educators develop the skills needed to manage conflicts effectively within the classroom and with colleagues, thereby improving their competence, motivation, and performance.
3. **Promote Ethical Leadership in Islamic Schools:** School leaders should be encouraged to adopt ethical leadership practices that emphasize justice, compassion, and consultation, as these are key values in Islamic education. By embedding these principles into conflict management practices, school leaders can create a more harmonious and effective learning environment.
4. **Enhance Support Systems for Educators:** Schools should establish robust support systems for educators, providing them with resources and guidance on how to manage conflicts constructively. This could include access to counseling services, peer support groups, and mentorship programs that focus on conflict resolution.
5. **Conduct Further Research:** Further research is needed to explore the long-term effects of conflict management on educators' professional development and student outcomes. Future studies could also investigate the impact of different conflict management styles on the effectiveness of leadership in Islamic educational settings.
6. **Tailor Conflict Management Strategies to Islamic Contexts:** Given the unique cultural and religious context of Islamic education, it is important to tailor conflict management strategies to reflect Islamic values and teachings. This approach can enhance the relevance and effectiveness of these strategies within Islamic schools.

By implementing these recommendations, Islamic Junior High Schools (MTs) in Lembar District and beyond can improve the professional capabilities of their educators, create more motivating work environments, and ultimately enhance the overall quality of education provided to students. Effective conflict management is not

just a tool for resolving disputes but a vital component of educational leadership that can drive positive change in schools.

REFERENCES

- Alim, S., Fikriawan, S., Lubis, A. T., & Nasri, U. (2024). Dinar Dirham: Restoration of Shariah Currency Values for Indonesia Economic Prosperity. *Adzkiya: Jurnal Hukum Dan Ekonomi Syariah*, 12(1), 63. <https://doi.org/10.32332/adzkiya.v12i1.9328>
- Arizmendi, C., Wang, S., Kaplan, S., & Weinfurt, K. (2024). Evaluating Recall Periods for Patient-Reported Outcome Measures: A Systematic Review of Quantitative Methods. *Value in Health*, 27(4), 518–526. <https://doi.org/10.1016/j.jval.2024.01.016>
- Astani, L. G. M. Z., Nasri, U., Fahrurrozi, & Thohri, M. (2024). Siti Raihanun Zainuddin Abdul Madjid, Female Scholar of The 21st Century: Pioneer in Gender Transformation and Islamic Education In Lombok-West Nusa Tenggara. *Edukasia Islamika: Jurnal Pendidikan Islam*, 9(1), 1–19. <https://doi.org/10.28918/jei.v8i2>
- Bai, X., Ni, L., Deng, J., Zhao, X., Xu, L., & Jiang, H. (2024). Quantitative determination of wheat moisture content based on microwave detection technique combined with multivariate data analysis. *Journal of Stored Products Research*, 105, 102237. <https://doi.org/10.1016/j.jspr.2023.102237>
- De Massis, A., Eddleston, K. A., Hatak, I., Humphrey, R. H., Piva, E., & Tang, Y. (2023). Emotions in the strategic management of family business organizations: Opening up the black box. *Long Range Planning*, 56(5), 102373. <https://doi.org/10.1016/j.lrp.2023.102373>
- Ensari, N., Schlaerth, A., & Camden-Anders, S. (2023). Constructive management and resolution of conflict. In *Encyclopedia of Mental Health* (pp. 466–479). Elsevier. <https://doi.org/10.1016/B978-0-323-91497-0.00039-4>
- Fasser, N., Zupancich, A., Visentin, D., Cristiani, E., & Fontana, F. (2024). Addressing backing techniques through high-magnification microscopy and quantitative analyses. *Journal of Archaeological Science: Reports*, 59, 104737. <https://doi.org/10.1016/j.jasrep.2024.104737>
- Han, S., Song, D., Xu, L., Ye, Y., Yan, S., Shi, F., Zhang, Y., Liu, X., & Du, H. (2022). Behaviour in public open spaces: A systematic review of studies with quantitative research methods. *Building and Environment*, 223, 109444. <https://doi.org/10.1016/j.buildenv.2022.109444>
- Haris, A., & Nasri, U. (2023). Studi Etnografi tentang Pendidikan Nilai dalam Adat Pasaji Ponan di Sumbawa. *Jurnal Ilmiah Profesi Pendidikan*, 8(2), 1278–1285. <https://doi.org/10.29303/jipp.v8i2.2389>
- Kotar, S., McNeish, R., Murphy-Hagan, C., Renick, V., Lee, C.-F. T., Steele, C., Lusher, A., Moore, C., Minor, E., Schroeder, J., Helm, P., Rickabaugh, K., De Frond, H., Gesulga, K., Lao, W., Munno, K., Thornton Hampton, L. M., Weisberg, S. B., Wong, C. S., ... Rochman, C. M. (2022). Quantitative assessment of visual microscopy as a tool for microplastic research: Recommendations for improving methods and reporting. *Chemosphere*, 308, 136449. <https://doi.org/10.1016/j.chemosphere.2022.136449>
- Li, X., Xu, J., Zhao, Y., & Yang, B. (2024). The influence of externality in the graph model for conflict resolution under fuzzy preferences. *Applied Soft Computing*, 165, 112105. <https://doi.org/10.1016/j.asoc.2024.112105>
- Liu, C. M., Zhang, Y., Hu, Z., & Xie, C. (2024). Artificial Immune Detection for Network Intrusion Data Based on Quantitative Matching Method. *Computers, Materials & Continua*, 78(2), 2361–2389. <https://doi.org/10.32604/cmcc.2023.045282>
- Liu, L., Wang, D., Wu, W., Xiang, M., Li, X., Zhao, Y., Wang, J., & Wang, A. (2024). Effectiveness of a self-determination theory-based intervention for nursing home residents with depression: A randomized controlled trial. *Heliyon*, 10(13), e33818. <https://doi.org/10.1016/j.heliyon.2024.e33818>
- Liu, Z., Bi, Y., & Liu, P. (2023). A conflict elimination-based model for failure mode

- and effect analysis: A case application in medical waste management system. *Computers & Industrial Engineering*, 178, 109145. <https://doi.org/10.1016/j.cie.2023.109145>
- Massazza, A., Teyton, A., Charlson, F., Benmarhnia, T., & Augustinavicius, J. L. (2022). Quantitative methods for climate change and mental health research: Current trends and future directions. *The Lancet Planetary Health*, 6(7), e613–e627. [https://doi.org/10.1016/S2542-5196\(22\)00120-6](https://doi.org/10.1016/S2542-5196(22)00120-6)
- Miller, S. R., Moore, F., & Eden, L. (2023). Ethics and international business research: Considerations and best practices. *International Business Review*, 33(1), 102207. <https://doi.org/10.1016/j.ibusrev.2023.102207>
- Nasri, U. (2016a). *Menjemput Ilmu: Sebuah Pengantar Filsafat Ilmu*. Semesta Ilmu.
- Nasri, U. (2016b). *Menziarahi Filsafat: Sebuah Pengantar Filsafat Umum*. Semesta Ilmu.
- Nasri, U. (2017). *Bersahabat Dengan Ilmu: Sebuah Pengantar Filsafat Ilmu*. CV. Haramain Lombok.
- Nasri, U. (2019a). *Ngaji Bareng Filosof: Sebuah Pengantar Filsafat Umum*. CV. Haramain Lombok.
- Nasri, U. (2019b). *Philosophy is Mother of Science: Pengantar Filsafat*. CV. Haramain Lombok.
- Nasri, U. (2023). *Philosophy of Education*. CV. Haramain Lombok.
- Nasri, U. (2024). Paradigma Filsafat Islam: Revitalisasi Pendidikan Multikultural Telaah Pemikiran TGKH. Muhammad Zainuddin Abdul Madjid Lombok. *Al-Qalam: Jurnal Kajian Islam Dan Pendidikan*, 16(1), 8–21. <https://doi.org/10.47435/al-qalam.v16i1.2293>
- Nasri, U., & Astani, L. G. M. Z. (2024). Sitti Raihanun: Female cleric and initiator of prominent Islamic educational institutions in Lombok, West Nusa Tenggara. *Journal of Research in Instructional*, 4(1), 141–154. <https://doi.org/10.30862/jri.v4i1.322>
- Nasri, U., Muliadi, E., Nuha, U., Indinabila, Y., Gufran, M., & Aulia, H. D. (2024). Religious Moderation: The Foundation Of Inclusive Islamic Education. *Tahiro: Journal of Peace and Religious Moderation*, 1(1), 17–34. <https://journal.uinmataram.ac.id/index.php/tahiro/>
- Nasri, U., & Tabibuddin, M. (2023). Paradigma Moderasi Beragama: Revitalisasi Fungsi Pendidikan Islam dalam Konteks Multikultural Perspektif Pemikiran Imam al-Ghazali. *Jurnal Ilmiah Profesi Pendidikan*, 8(4), 1959–1966. <https://doi.org/10.29303/jipp.v8i4.1633>
- Nguyen, V. V., Nguyen, H. T. T., Phan, T. T. T., & Lee, C.-H. (2023). Determinants of locals' willingness to participate in human–elephant conflict management: Evidence from Dong Nai Biosphere Reserve, Vietnam. *Trees, Forests and People*, 14, 100435. <https://doi.org/10.1016/j.tfp.2023.100435>
- Okada, A., Tsuchida, M., Aoyagi, K., Yoshino, A., Rahman, Md. M., & Inoshima, Y. (2023). Research Note: Detection of *Campylobacter* spp. in chicken meat using culture methods and quantitative PCR with propidium monoazide. *Poultry Science*, 102(9), 102883. <https://doi.org/10.1016/j.psj.2023.102883>
- Ottaviani, J. I., Fong, R. Y., Borges, G., Schroeter, H., & Crozier, A. (2018). Use of LC-MS for the quantitative analysis of (poly)phenol metabolites does not necessarily yield accurate results: Implications for assessing existing data and conducting future research. *Free Radical Biology and Medicine*, 124, 97–103. <https://doi.org/10.1016/j.freeradbiomed.2018.05.092>
- Quatrin, D. R., Aguzzoli, R., & Lengler, J. (2024). A conceptual model of individuals' decision to engage in global mobility: Integrating self-determination theory and theory of planned behavior. *Journal of Global Mobility: The Home of Expatriate Management Research*, 12(2), 313–332. <https://doi.org/10.1108/JGM-10-2023-0074>
- Rulyandi, R., & Nasri, U. (2023). Building Motivation for Learning Indonesian Language: Psychological and Social Strategies. *Jurnal Ilmiah Profesi Pendidikan*, 8(3), 1998–2003. <https://doi.org/10.29303/jipp.v8i3.2107>
- Tiong, K. Y., & Palmqvist, C.-W. (2023). Quantitative methods for train delay

- propagation research. *Transportation Research Procedia*, 72, 80–86.
<https://doi.org/10.1016/j.trpro.2023.11.326>
- Van Slooten, A. C. A., Dirks, P. M. G., & Firk, S. (2024). Digitalization and management accountants' role conflict and ambiguity: A double-edged sword for the profession. *The British Accounting Review*, 101460.
<https://doi.org/10.1016/j.bar.2024.101460>
- Wallwey, C., & Kajfez, R. L. (2023). Quantitative research artifacts as qualitative data collection techniques in a mixed methods research study. *Methods in Psychology*, 8, 100115.
<https://doi.org/10.1016/j.metip.2023.100115>
- Wang, J. M., Araki, T., Cottin, V., Han, M. K., & Oldham, J. M. (2024). Quantitative Imaging Methods in Combined Pulmonary Fibrosis and Emphysema. *CHEST*, S0012369224049213.
<https://doi.org/10.1016/j.chest.2024.08.007>
- Wang, Y., Yu, X., Liu, J., Zhao, R., Zhang, L., An, D., & Wei, Y. (2023). Research on quantitative method of fish feeding activity with semi-supervised based on appearance-motion representation. *Biosystems Engineering*, 230, 409–423.
<https://doi.org/10.1016/j.biosystemseng.2023.04.011>
- Yin, K., Yu, L., Fang, L., & Li, X. (2023). Impact of external influence on unilateral improvements in the graph model for conflict resolution. *Expert Systems with Applications*, 212, 118692.
<https://doi.org/10.1016/j.eswa.2022.118692>
- Zhang, H., Lai, X., & Zhou, L. (2024). A quantitative internal-short-circuit diagnosis method of lithium-ion batteries for float charging systems. *Journal of Energy Storage*, 96, 112689.
<https://doi.org/10.1016/j.est.2024.112689>
- Zhou, H., & Jiang, F. K. (2023). 'The study has clear limitations': Presentation of limitations in conclusion sections of PhD dissertations and research articles in applied linguistics. *English for Specific Purposes*, 71, 34–47.
<https://doi.org/10.1016/j.esp.2023.02.001>