



ANALYSIS AND CONFLICT MANAGEMENT IN CLINICAL STUDENTS SCHOOL OF MEDICINE AND IT IS REVIEW ACCORDING TO ISLAMIC VIEWS

Amelinda Fortuna Dewi¹, Zwasta Pribadi², M Arsyad³

Universitas YARSI, Jakarta, Indonesia

amelindafortunadewi24@gmail.com¹, zwasta.pribadi@yarsi.ac.id², muhammad.arsyad@yarsi.ac.id³

KEYWORDS	ABSTRACT
Conflict, conflict management, student moral, and ethical values	The task's difficulty level is getting higher, and unpreparedness in the new atmosphere makes the clinical students tend to be depressed and experience conflicts between the clinical students. Common conflicts include interpersonal and individual conflicts in groups. Conflicts can be resolved using collaboration methods. Islam does not allow conflict. This study aims to determine the conflict and conflict management in the clinical students of YARSI University Faculty of Medicine and its review according to Islamic view. This study is a qualitative study using primary data in the form of interviews and secondary data in the form of TPA test results in the Registrar's Students. The study population was the students of the Faculty of Medicine, YARSI University, who had been running a clerkship for more than six months. The results showed that in interpersonal and individual conflicts in groups, the conflicts that often occur among clinical students include discipline, dissent, communication errors, and differences in moral and ethical values. Conflict management is used in problem-solving or negotiation and avoidance. All respondents claimed to have experienced burnout or intrapersonal conflict because of many tasks, and the hospital environment was less comfortable. They managed it with compromise and collaboration. The comparison of the data from the landfill results with the conflict management used is compatible, which is superior IQ in making decisions about conflict management. Sources of Conflict in the Clinical students include discipline, dissent, communication errors, and differences in moral values and ethics. Conflict management is used in problem-solving and avoidance. In the Islamic review, conflict management recommended deliberation.

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Corresponding Author: Amelinda Fortuna Dewi

Email: amelindafortunadewi24@gmail.com

INTRODUCTION

Conflicts can occur in interdisciplinary team collaboration in hospitals. This conflict means that the quality of patient care needs to be achieved according to organizational goals. Conflict between health workers is a common problem in hospitals (Ismainar, 2015). Research conducted by researchers adds to the causes of stress in clerkship students, namely a large number of assignments and reports, an increasingly high level of task difficulty, unpreparedness for the new atmosphere, fear of not passing the exam, and difficulties in time management (Wahyu Panji, 2022). This can cause conflict among clerkship students.

Conflict management uses several conflict resolution strategies (Mudzakkar, 2021). Researchers show that collaboration strategies work successfully among medical students at individual and group levels (Bakti et al., 2023).

Based on the results of research on doctors at Regional Hospitals, Community Health Centers, Pratama Clinics, and Individual Doctor Practice Clinics in Palawan Regency, it was found that all

doctors will reprimand their colleagues if they make medical mistakes, and also some doctors will direct them in a better direction. This is by the explanation of KODEKI Article 9 concerning honesty and benevolence from colleagues, which states that every doctor, in order to prevent dire consequences that are detrimental to patients, must sincerely and willingly take the time to provide advice or benevolence and provide an example to colleagues who are categorized as problematic doctors. Moreover, ethical conflicts and not doing it before the patient's colleagues (Fika et al., 2017). CODEKI Article 18 also explains upholding human rights, which states that every doctor must treat his colleagues as he would like. This leads to interpersonal conflict, which in this research occurred between doctors and doctors (Darwin, 2015).

The purpose of this study was to demonstrate various of conflict that arise at our teaching hospital among medical students pursuing clinical rotations. We studied the techniques for resolving conflicts in this study. The value of this research is that it will teach upcoming clinical students how to resolve conflicts.

METHOD

This research uses a qualitative research design with a phenomenological approach to explore and describe conflict and conflict management. The population in this study were clerkship students at the Faculty of Medicine, YARSI University. Determination of the sample in this study used qualitative research. The type of data in this research uses primary data obtained directly from the sources, namely clerkship students, through semi-structured interview techniques. Researchers used secondary data in the form of TPA test results data. We ran this study for eight weeks in order to evaluate student conflicts after they finished the minor and major stages.

RESULTS AND DISCUSSION

Results of Respondent Characteristics

Table 1 Characteristics of Respondents

Respondent	Age (Years)	Clerkships that Have Been Undertaken
A	23	IPD, psychology, neurology, and IKA.
B	22	Psychiatry, IPD, IKA, skin and genitals, radiology, surgery, ENT, neurology, IKM, anesthesia.
C	23	IPD, IKA, neurology, psychology, radiology, skin and genitals, forensics, IKM, ENT.
D	23	IPD, IKA, radiology, neurology, psychology, ENT, skin and genitals, forensics, ob-gyn.
E	23	IPD, IKA, radiology, neurology, psychology, ENT, skin and genitals, forensics, ob-gyn.
F	21	Psychiatry, IPD, IKA, skin and genitals, radiology, surgery, ENT, neurology, IKM, anesthesia.
G	22	IKA, neurology, IPD, radiology, skin and genitals, forensics, ENT, psychology, IKM.
H	23	Obgyn, IPD, neurology, ENT, IKA, radiology, forensics, anesthesia, skin and genitals.
I	24	IPD, IKA, radiology, neurology, psychology, ENT, skin and genitals, forensics, ob-gyn.
J	26	IPD, IKA, radiology, neurology, psychology, ENT, skin and genitals, forensics, ob-gyn.

The clinical students who finished and wanted to be respondents were obtained. The number of phases that the students have completed is listed in the table furthermore, the correlation between the stages and how to fix the problem were obtained.

Academic Potential Test Results

Eight respondents had interpersonal conflicts, and two of them did not have interpersonal conflicts (Agastya & Satrya, 2018). Interpersonal conflicts usually occur because the respondent's friends are indisciplined when carrying out their duties, such as being late for shifts and not doing their assignments (Budi, 2020). Communication errors often occur due to misunderstandings between respondents and their guard colleagues. In addition, differences of opinion often occur. Differences in moral and ethical values held by respondents and their friends, such as selfish friends, can be a source of conflict (Decety & Cowell, 2014). Respondents begin to feel and accept the existence of conflict, which is called perceived and felt conflict. Symptoms of conflict can arise, such as apparent symptoms or an argument, active symptoms or mutual sarcasm, passive symptoms or not saying hello to each other for a while, and then vague symptoms such as an atmosphere of silence. Conflict management that is often used includes problem-solving and avoidance (Thakore, 2013). Problem-solving is not always used because if the friend who caused the problem does not improve his behavior, then all the respondent can do is avoid it.

Individual conflicts within groups occurred among all respondents. The most frequent source of conflict is indiscipline because group friends never do their duties or take care of themselves. Differences in moral and ethical values are often a source of conflict, such as friends who are too ambitious, thereby sacrificing their group friends. The conflict management used is problem-solving because this is a common problem (Jordan & Troth, 2021). If the friend being advised does not change for the better, then what the respondent does with his group of friends is avoidance.

All respondents experienced intrapersonal conflict. The stages that often make respondents burn out are IPD and pediatrics because, at these stages, there are a lot of tasks and patients, which are made worse by a hospital environment that is less comfortable for respondents. Respondents also admitted needing more time to prepare for the new environment. Several respondents responded to burnout with compromises such as carrying out their activities voluntarily. Two of them carried out collaborations, such as collaborating with their clerkship friends or with clerkships from other campuses.

Academic Potential Test Results

The following are the results of the respondents' Academic Potential Tests obtained from the YARSI University entrance exam results 2014.

Table 2 Data on Respondents' TPA Results

RESPONDENT	TPA RESULTS	CATEGORY
Respondent A	107	Avarage
Respondent B	121	Superior
Respondent C	117	High avarage
Respondent D	126	Superior
Respondent E	118	High avarage
Respondent F	111	High avarage
Respondent G	127	Superior
Respondent H	131	Very superior
Respondent I	100	avarage
Respondent J	131	Very superior

TPA results from respondents were listed. This data was used for determining the correlation between IQ and conflict management.

Sources of conflict commonly experienced by respondents and their groups include indiscipline, differences of opinion, errors in communication, and moral and ethical values. This is the same as described by researchers differences of opinion are common among clerkship students and medical professionals, especially in complex and high-pressure work environments, such as intensive care units, emergency departments, and operating rooms (Alismail, 2021). The researchers said that less accurate and communicated information can cause conflict (Hung & Lin, 2013). Researchers explain that a person's moral and ethical values can guide that person to determine their choices and actions (Kosasih, 2015). Differences in a person's moral and ethical values can cause conflict. Sometimes, a person's ethics are lacking, which can trigger conflict (Staub, 2013).

Students affected by the source of the conflict begin to feel the existence of conflict and believe that this incident is a conflict. This is called a conflict process, namely perceived conflict and felt conflict. Researchers say that the conflict stage starts from latent conflict, where the causes of conflict begin to arise, perceived conflict respondents begin to feel conflict, and respondents begin to feel conflict (Kustriyani et al., 2016).

Situations or symptoms that arise when conflict occurs include apparent symptoms, such as quarrels between clerkship students; active symptoms, where students express sarcastic sentences in a high tone; passive symptoms, where students do not greet each other for a while; and vague symptoms, namely the atmosphere of silence. This is what Manchester Open Learning said: Conflict symptoms consist of active symptoms, namely loud sounds or angry words, passive symptoms of not speaking or being silent, and vague or silent symptoms.

Clerkship students use problem-solving and avoidance methods to resolve conflicts. This is other research that states that conflict resolution can be resolved by problem-solving or avoiding. The conflict management each respondent uses depends on the type of conflict they experience (Badeni, 2013). If the type of conflict is interpersonal, not all respondents resolve it by solving the problem even though they have gone through several stages for over six months. A shared problem causes this type of individual conflict in a group, so problem-solving is the primary method for resolving it.

Clerkship students tend to experience burnout. This conflict is usually caused by too many tasks and a duty schedule that is too busy. Burnout often occurs in large stages, such as IPD and pediatric stages. Researchers say this causes burnout in clerkship students, namely the large number of assignments and reports and the higher level of task difficulty (Aris, 2015). Burnout is also usually caused by an uncomfortable clerkship environment (Marulitua, 2019). Respondents also said that the cause of burnout was due to unpreparedness in facing difficulties during the first clerkship and was made worse by large stages such as IPD and pediatrics. Researchers also explained this unpreparedness (Aris, 2015).

Respondents calmed themselves by compromising or carrying out their activities as usual, but their enthusiasm decreased. Some deal with it by collaborating, such as telling stories or working with a group of friends. The researchers said that problem-solving could also be done by compromise. Namely, the respondent accepts the existing situation (Ackerman, 2014). The researchers believes that the collaborative style is usually used because respondents are honest about their feelings and work together with their group friends (Garmston & Wellman, 2016).

Based on the TPA results, when compared with the conflict management used by each respondent, respondents with an above-average IQ use problem-solving methods, while those at the average level tend to avoid them.

CONCLUSION

Based on the results of research on conflict and conflict management among clerkship students at the Faculty of Medicine, YARSI University, and a review according to Islamic views, it was concluded that the interpersonal and individual conflicts in groups experienced by respondents had various sources of conflict, such as indiscipline in fulfilling obligations while in the clerkship, differences of opinion, communication errors, moral and ethical values. Problem-solving Respondents and their friends often use problem-solving or negotiation methods to solve problems. Each respondent experienced intrapersonal conflict or burnout. This conflict is often caused by many tasks and a clerkship environment that could be more comfortable for the respondent. Respondents overcome this by carrying out their obligations well and collaborating with their group friends. The TPA results were compared with the interview results, and several respondents had comparable correlations. Even though the IQ is at an average level, one of them still uses the negotiation method.

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