

## **Application of School-Based Conflict Management Case Study at Teacher Association of The Republic of Indonesia Vocational High School 1 Depok, West Java, Indonesia**

**INFO PENULIS**

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**Abstrak**

Permasalahan utama dalam penelitian ini adalah kurangnya efektivitas dalam penerapan manajemen konflik oleh pendidik, perwakilan siswa, guru BK, dan wali kelas. Penelitian ini bertujuan untuk mendeskripsikan bagaimana rencana manajemen konflik dalam menyelesaikan masalah, bagaimana menerapkan manajemen konflik dalam menyelesaikan masalah, dan bagaimana mengevaluasi manajemen konflik dalam menyelesaikan masalah siswa di Sekolah Menengah Kejuruan Persatuan Guru Republik Indonesia (PGRI) 1 Depok. Penelitian ini menggunakan analisis kualitatif yang berlangsung di Persatuan Guru Sekolah Menengah Kejuruan Republik Indonesia (PGRI) 1 Depok. Teknik pengumpulan data yang digunakan adalah observasi, wawancara, dan dokumentasi. Kemudian untuk menguji keabsahan data yang digunakan adalah kegigihan pengamat, dan triangulasi. Hasil penelitian menunjukkan bahwa implementasi manajemen konflik yang dilakukan dalam penyelesaian masalah siswa meliputi perencanaan yang pada tahap ini tidak secara langsung melibatkan kepala sekolah dan hanya perencanaan umum, tidak ada perencanaan yang lebih spesifik, hanya program jangka pendek dan jangka panjang sebagai manajemen konflik di Persatuan Guru Republik Indonesia (PGRI) Sekolah Menengah Kejuruan 1 Depok. Dalam pelaksanaan manajemen konflik telah berjalan cukup baik, namun ada beberapa hal yang masih perlu diperhatikan, seperti masih adanya pendidik yang menggunakan kekerasan dan tidak melakukan langkah-langkah yang telah diatur dalam teori manajemen konflik dalam menyelesaikan masalah peserta didik.

**Kata Kunci:** implementasi, manajemen konflik, sekolah

### Abstract

The most issue in this investigation is the need for adequacy in executing conflict administration by teachers, student representatives, counseling teachers, and homeroom teachers. This study points to depict how conflict administration plans in understanding issues, how to execute conflict administration in tackling issues, and how to assess conflict administration in understanding student issues at the Teacher Association of the Republic of Indonesia (PGRI) Vocational High School 1 Depok. This study utilized a qualitative analysis that took place at the Teacher Association of the Republic of Indonesia (PGRI) Vocational High School 1 Depok. Data collection procedures utilized are observation, interviews, and documentation. Then to test the validity of the data used is the persistence of the observer, and triangulation. The results of the study show that the execution of conflict administration carried out in solving student problems includes planning which at this stage does not directly involve the principal and only general planning, there is no more specific planning, only short-term and long-term programs as conflict management at Teacher Association of the Republic of Indonesia (PGRI) Vocational High School 1 Depok. The implementation of conflict management has been going quite well, but there are some things that still need to be considered, such as there are still educators who use violence and do not carry out the steps that have been regulated in conflict management theory in solving student problems.

**Key Words:** implementation, conflict management, schools

### A. Introduction

Conflict is an essence that will be unavoidable in human and organizational ecosystems in living a life process (Omisore, 2014; Ehwanudin, 2021; Egerová & Rotenbornová, 2021). Human development, which has various traits and characters, causes humans to always be faced with and always encountered conflicts (Hamdi et al., 2021). Conflicts in schools can have both positive and negative impacts and can encourage innovation, creativity, and adaptation depending on the extent to which conflict management is applied in overcoming conflicts (Patients et al., 2020). For this reason, conflict management is very urgent to be applied in educational organizations, especially conflicts between teachers and students (Christos, 2022).

Conflict occurs because of differences in thinking opinions and in other things in an organization. Conflicts can cause various negative impacts that result in the arrival of all aspects of losses, both in terms of communication, psychology, time, work, materials, and even money (Wertheim E., 1996; Larasati & Raharja, 2020). Handling a problem needs to be paid special attention to the problem or faced conflict. Because resolving a conflict can be used as an indicator of organizational success in performance that is produced comprehensively (Titov E., 2018; Adha et al., 2019), in this case, we lead to the role of a manager who must be able to handle various problems contained in the organization properly so that organizational goals can be achieved without any obstacles that create conflicts (Larasati & Raharja, 2020). The ability that must be mastered by a manager or leader is how to avoid a conflict in the organization or how to overcome conflicts (Shanka & Thuo, 2017; Dermaku & Balliu, 2021).

The conflict occurs because school is a gathering place for various kinds of nature and character of different people, these people meet and socialize with each other in a school environment which of course have different thoughts and perspectives with hopes and desires that can be fulfilled through attitudes and behavior shown (Addai & Arhin, 2019). Conflict in the world of education is something that often occurs and is something that is considered natural. Conflicts in the world of education often occur and greatly impact the world of education and actors in the world of education (Rahmadayanti et al., 2021).

Of the various types of conflicts that exist, some conflicts have a good impact, not all conflicts that occur in an educational institution hurt the institution (Tabassi et al., 2019) because a conflict or problem that occurs in the institution can be used as introspection to the educational institution in to be better in the future (Low et al., 2019; Ramadhini & Manafe, 2022). The things that can trigger conflicts can begin with the absence of mutual trust, and poor communication, these things can result in conflicts and hinder the achievement of the goals of a school organization (Sugianto & Setiawan, 2020; Sasikala et al., 2021; Nurhalim, 2022).

Steps on how to solve a problem or conflict are very necessary to know and master, because in a group or what is commonly called an organization, it will gradually face a difference that leads to change that will tend to result in the arrival of a problem or conflict (Gwanyo et al., 2020). Institutional changes that will inevitably occur, whether planned or not, will have an impact not only on changing the organizational structure but can also lead to new activities such as the creation of relationships between one person and several groups or organizations that can cause division, and lead to conflict. Conflicts that impact organizational change can act as a retardant to progress, creativity, innovation, and productivity, and potentially precipitate the demise of an organization (Kiitam et al., 2016). On the other hand, in a conflict, if it cannot be overcome properly and resolved, it will be able to disrupt the stability of various resources and can disrupt the communication between people in the organization (Eneken Titov, 2018).

Conflicts that have occurred and can be managed properly in an organization can be used as learning and used as a benchmark or reference for the organization in the process of adapting to the changes that will occur. The managers or leaders in an organization should be someone who can take action quickly and appropriately because if they cannot overcome a conflict appropriately and immediately overcome it will cause instability in the growth of the organization (Hilton et al., 2019). In resolving conflicts there are three steps in managing conflicts (Radford, 2006).

The first step in resolving conflicts is to identify the conflict. This stage is carried out by tracing the conflict that occurs, to find out where the cause came from and the parties participating in the conflict. If the conflict is already in the open stage, a conflict will be easily recognizable the origin of the cause, but if the conflict is still at the potential (hidden) stage, it needs to be given a stimulus that will be open and can be known the origin of the cause of the problem.

The second step in resolving conflicts is to identify solutions. In this step, an assessment of a conflict is carried out, whether the conflict is already in the worst state, therefore a dampening action is needed so as not to cause bad effects. Or the conflict is still around a critical point that actually causes unexpected impacts, namely positive impacts. In fact, it is still in a hidden stage, so it needs to be given a stimulus to be close to the critical point and have a positive impact.

The third step in resolving conflicts is implement solution. At this stage, a leader, manager or principal must take a step in the form of action to be able to resolve the conflict, including providing stimulus if the conflict is still in a hidden stage and needs to be opened.

Differences in thinking, thinking processes, and disagreements of understanding will lead to one problem, namely conflict. When someone's thoughts are felt to be detrimental to themselves that is where conflicts will arise. Conflicts will result in tension and will eventually damage the atmosphere and relationships between each other (Parashar & Sharma, 2020). Therefore, we need a strategy to handle conflict wisely so it can be faced properly. Conflict management measures consist of introduction, diagnosis/conjecture, and agreeing on a solution (Gwanyo et al., 2020).

A conflict cannot be resolved correctly if the third party does not understand how the right and best way to solve a problem from the students, the problem (conflict) that occurs in students does not only occur to themselves, there is a difference between individuals with individuals, individuals with groups, groups with groups, and it is all inseparable from the role of a teacher (guidance counseling, homeroom teacher, and student of vice principle) who must understand what is happening, and the best way to solve the problem, in resolving conflicts, teachers mostly just scold, and give directions to the person concerned, without first grouping what the problems are facing the students, do not look for the root of the problem, and do not ask how the conflict can occur. With the scolding method, I think it is very ineffective, because it can cause students to have mental fear, and character assassination, therefore is a need for conflict management for a teacher in order to solve the problems of his students (Habib, 2016).

Based on a survey conducted with the title "Application of School-Based Conflict Management Case Studies in Teacher Association of the Republic of Indonesia (PGRI) Vocational High School 1 Depok". The results showed that there was a conflict between teachers and students, due to the teacher's unpreparedness to accept critical attitudes, as well as the inequality of perceptions and goals. The school resolves conflicts by means of bringing in figures, creating new conflicts, and implementing school programs to build commitment, open communication, and familiarity with each other. To resolve conflicts, teachers must establish communication and familiarity with learners, facilitating conflict resolution between them (Fang, 2021). The above conditions are in accordance with statement of Isabu (2017) that the

cause of conflict in schools is a lack of cooperation, conflicting teaching goals, miscommunication/ misinterpretation of information, and failure to manage and run the school.

Based on interview data with counseling teachers in the Teacher Association of the Republic of Indonesia (PGRI) Vocational High School 1 Depok, it is known that there are several conflicts that occur among students. Among others, there were students who violated the rules during the exam, the student cheated on the friend next door, and when he saw that he had a friend, was caught by the teacher, the teacher became angry, and yelled at the student, this case was handed over directly to the counseling teacher because of the inaccuracy of a teacher in taking action, which should have been reprimanded first in solving the problem, but the teacher is immediately angry, so I think this is a form of a settlement involving a third person, and upon arrival at counseling teacher, here is only given direction and input, in my opinion, this should be listened to the explanation of the victim and grouped after that, then given direction or input by the counseling teacher (Interview, Teacher Association of the Republic of Indonesia (PGRI) Vocational High School 1 Depok, May 12, 2022).

Furthermore, the researcher conducted an interview with the vice principal, where there was a student involved in the problem, this included a serious violation, a student who smoked in the school environment, vice principal for student affairs immediately called the student and scolded the student, and then gave the parents' call letters for the students. I don't think this is effective in solving the problem, because in giving a warning there are three stages, firstly reprimand, secondly warning, and thirdly calling parents. (Interview, PGRI 1 Depok, May 12, 2022) The essence of the interview result is obviously the teacher's way of solving the problem is not appropriate, can only scold who means that the student has a deterrent effect on what the teacher did. The study aims to describe the implementation of conflict management in solving student problems in Teacher Association of the Republic of Indonesia (PGRI) Vocational High School 1 Depok.

## **B. Methodology**

This research uses a qualitative type of approach. Qualitative research is a method of systematic scientific inquiry that seeks to construct holistic narratives and descriptions largely to inform the researcher's understanding of social or cultural phenomena (Anas, 2022).

### *1. Research Design*

In this study, researchers made research observations in Teacher Association of the Republic of Indonesia (PGRI) Vocational High School 1 Depok.

### *2. Participants (Population and Sample)*

Research subjects: Principal or Deputy Principal, teachers, students, graduated class. The principal or vice principal as a leader who knows and manages all school policies. Teachers, actors who interact with students. Students, alumni as actors affected by school policies.

### *3. Technique of Data Collection*

Researchers collect data using observational documentation techniques, and interviews that aim to reveal the entirety of the facts in the field about the phenomena that occur which are then used for an in-depth study of the findings obtained.

### *4. Instruments*

The instruments that will be used in this study are interview guidelines, observation guidelines, and case studies.

### *5. Technique of Data Analysis*

The step that researchers take to carry out research is to collect data through interviews with several speakers who then the researcher reprocesses, the results of observations from researchers in the field, and the collection of available documents. Then carry out the overall data collection by making data images and the next step is to analyze the data that has been collected.

## C. Results and Discussion

### 1. *Conflict Management Planning*

According to (Anwar, 2015) in his article entitled "Conflict Management to Create Effective Communication" planning has a series of activities to test several success targets, assess uncertainties, know the capacity, monitor the direction of success, and determine the path to achieve these goals. Planning has several stages, namely: Determining the purpose of planning begins with the provisions of determination and needs in managing conflicts. Based on interviews with informants one, two, and three, the school or interviewees have been good at setting planning goals by making a whole list of goals, discussing eligibility, and trying to think more specifically and see the symptoms that will occur, then discussing with related parties.

- a. Describe the circumstances, as management regulate the efforts and objectives in resolving conflicts in learners. Based on the results of interviews about planning to face students involved in conflicts, it can be concluded that by making a letter of agreement known to parents and in accordance with the academic regulations that have been attached, as well as making a learning contract aimed at preventing conflicts during the teaching and learning process. The planning is done to identify and measure conflicts that will occur. The method according to informant 1 (one) is to group the problems that occur first, then measure how important conflict management is to solve the problem., Informant 2 (two) also said identifying conflicts and then assessing how much conflict occurs in the region. Measurements are carried out, Informant 3 (three) says by looking at the level of conflict, can only be assessed Based on interviews about measuring conflicts this is with three informants it can be concluded that by grouping the problems and identifying the conflict, and looking at the level of the conflict, so that is where we can resolve the conflict.
- b. Measure the conflicts that will occur. In planning there is such a thing as formulating circumstances in regulating conflict management, informant 1 (one) says how to formulate the situation by looking at the circumstances that occur, Informant 2 (two) also considers this by looking at the causes before him and collecting data, then we formulate the situation in regulating conflict management, informant 3 (three) also has such a problem, in formulating the situation we look at the situation of the condition first, only later can make arrangements in conflict management. Based on the results of the interview about formulating the circumstances in regulating conflict management, it can be concluded that by looking at the circumstances that have occurred after that looking at the situation and conditions, as well as seeing the causes before the conflict occurs, only later can it formulate circumstances in regulating conflict management.
- c. Improve the plan to achieve a goal at the last stage in stage of resolving conflicts. Based on the results of interviews with informants that the achievement of the desired final stage according to informant 1 (one) so that the conflict that occurred could be resolved properly and more efficiently, informant 2 (two) said that to overcome violence occurred again in overcoming student problems, informant 3 (three) also said that there were no unwanted things again because here there have been many conflicts that have occurred. Based on the results of interviews about the achievement of the final results with several informants, it can be concluded that the expected achievement is so that the conflict does not occur much more, and can be resolved properly and efficiently

### 2. *Implementation of Conflict Management*

Based on the results of the interview on the implementation of conflict management with three informants it can be concluded that (1) first informant said that the application to learners involved in the problem is solved with reference to the early stage planning by making a letter of agreement known by their parents and in accordance with the academic regulations that have been attached, as well as making a learning contract aimed at preventing conflicts during the teaching and learning process, and according to informants 1 (one) the planning made there was going well and there was also not going as expected. (2) the second informant explained that not everything that has been planned will be able to run everything, because what is planned is often different from what happens in the field, meanwhile informants 3 (three) said almost similar things to informants 1 and 2 that not everything that had been planned could go well because some teachers in solving the problem also followed their selfishness in the process of solving the existing problems.

Based on the results of interviews about the problem resolution process carried out with three informants, it can be concluded that the process of implementing conflict management is

carried out by a persuasive approach method by including parents, while the students are given punishments of an educational nature so as not to repeat their actions by asking them about the problem, and finding a solution. The letter of agreement and academic regulations emphasize the existence of penalties that are adjusted to the violations that students commit. The above is done according to the first plan.

The findings above are in line with Albers's review in his article entitled "Evidence for learning" which states that implementation is a series of activities that have been thought out and designed and done so seriously by relying on things that must be considered such as special norms in order to achieve the goals and objectives of activity planning in education and related professions. The implementation of conflict management intends to carry out things that have been assembled or planned at the initial stage so that they can be in accordance with the standards of their goals, and can run good conflict management in schools (Albers & Pattuwage, 2017).

### *3. Conflict Management Assessment*

This stage is called the assessment stage. Based on the results of interviews with informants 1 (one) information was obtained that the implementation carried out was successfully carried out, and there was not successfully carried out, then informant 2 (two) said that the implementation was said to be successful if we understood what we completed, here it turns out that the implementation was not fully carried out, while informant 3 (three) corroborated this by saying that the implementation was carried out, some are not running. This is due to several obstacles. Based on the results of interviews about the success of the implementation with the three informants above, it can be concluded that some implementations are going well, and some are not going well, because everything depends on the process of how problem-solving is carried out. The results of these findings are in line with the opinion of Solheim (2013) saying that the evaluation is carried out by the purpose, but the evaluation is needed to explain how the results are achieved. Some of the objectives of conflict management evaluation, in particular, are the following. (1) To find out how well and how smoothly conflict management is carried out. (2) To identify the difficulties experienced in carrying out conflict management. (3) To know the level of efficiency and effectiveness of conflict management itself.

## **D. Conclusion**

Based on the results of research conducted by researchers at the Teacher Association of the Republic of Indonesia (PGRI) Vocational High School 1 Depok, regarding the research entitled Implementation of Conflict Management in Resolving Student Problems in the Teacher Association of the Republic of Indonesia (PGRI) Vocational High School 1 Depok, it is necessary to have the following steps (1) planning, (2) implementation, and (3) conflict management evaluation.

Conflict management planning begins with determining the planning objectives, then outlines efforts and objectives in resolving conflicts in students, then measuring the conflicts that will occur and improving plans to achieve an intended goal, and in the final stage conducting conflict resolution.

The implementation that is carried out is not just an activity, but it is an activity that has been thought out and designed, and done seriously and relies on things that must be considered such as special norms in order to achieve the goals and objectives of activity planning. The implementation of conflict management is already done quite well because the process and methods of resolving conflicts can find the right solution. Indeed, there are still teachers who use violent methods and are not in accordance with the prevailing theory and in the management of conflict in solving this student problem.

Evaluation is not carried out as a review from beginning to end aimed at assessing the good or bad of conflict management planned at an early stage. This is because the success of the implementation depends on the process of how problem-solving is carried out. The results of the interview show that some implementations are going well, and some are not going well.

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