

Conflict Management Among Students in Private Elementary School

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ABSTRACT

This study aimed is to find the right solutions to solve the conflicts among students by instilling moral values in them. This study used a qualitative approach, survey method, and descriptive analysis technique, which focused on conflict management research. The sub-focuses were on principal leadership, character education, family education, school culture, and teacher leadership. The data used were based on primary data obtained through in-depth interviews and student notes. The study results showed that the conflict among students was a common thing and became dynamics in the school. In this case, the principal and teachers had to have conflict management competencies by involving the teachers and parents to manage the conflicts. They became role models for the students and their parents. Character education also needed to be carried out at the school to reduce conflicts.

Keywords

Management, conflict, students

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Introduction

Law of the Republic of Indonesia No. 20 of 2003 article 1 states education is a conscious and planned effort to create the learning atmosphere and learning process so that students actively develop their potentials to have religious-spiritual strength, self-control, personality, intelligence, noble characters, and skills needed by themselves and society. Education is an effort towards a better life. The expected next generation has intellectual intelligence and names (Deverka, P. A., Douglas, M. P., & Phillips, K. A., 2020). Schools are institutions in which various people communicate to achieve goals (Kekalo, Y., 2020). Various people have different motivations, goals, and personalities, so that conflicts may arise. Competition is a situation that causes disharmony. Sociologically, conflict is defined as a social process between two or more people where one party tries to get rid of the other party. A match occurs because of disputes and contradictions, which are not appropriately resolved. If appropriately managed, every conflict will promote creativity and innovation, even though the game has a constructive side and a destructive side (Cronin, M. A., & Weingart, L. R., 2019).

Furthermore, Wehr P. (2019) asserts that conflict is a natural, vital part of life. Similar research results show the sound relationship house theory, constructive blueprints for managing conflict, and

three phases of love. Term love in the narrow we use the sense of the primary emotion that draw people together to form a lasting, committed relationship between lovers, regardless of sexual orientation (Gottman, J., & Gottman, J., 2017).

When conflict is understood, it can become an opportunity to learn and create. The challenge for people in dispute is the principles of creative cooperation in their human relationships. Conflicts can also occur because of interactions, which occur while carrying out the classroom's teaching and learning processes. Those conflicts also occurred in private elementary school St. Caroline, mostly between students in grade 6. Disputes are often experienced in everyday life, do not know the time, place, and conditions, including in the educational environment such as schools. Social interaction between education actors in schools often results in conflict, principals with teachers, teachers with students, or other parties in the educational environment. If the friction that occurs cannot be adequately managed, it can certainly disrupt the effectiveness and efficiency of the organization's achievement resulting from unresolved conflicts. The ability to apply conflict management is needed by a leader, including the principal who acts as a leader in school. Real demands in the era above are required school principals to master conflict management so that it will have a positive impact on school achievement, precisely the quality of

education that increases. Therefore, the author, with all its shortcomings, wants to start discussing briefly. The importance of implementing conflict management in organizations can have a positive impact on leaders in dealing with conflicts, directed towards the implementation of conflict management, and maintain good social communication between education stakeholders (Kunaefi, M. A., Arifin, I., & Sultoni, S., 2019).

There must be turmoil or conflicts in the Islamic education institutions, individual disputes, and group conflicts. Islamic education institutions, especially Islamic boarding schools and madrasas, have had a high probability of matches than other educational institutions that cannot avoid the human environment. Through these conflicts, humans will be able to develop dynamically. Conflict management teaches people that must appropriately manage disputes to positively impact individuals and institutions (Bashori, 2016).

A school principal has a significant role in preventing and reducing conflicts between students. The principal is responsible for creating a healthy culture and school climate so that all school members think and act according to the school's ideals and goals. Burke (2013) argues that teachers can make written notes to describe patterns when, where, and what conditions a bad behavior often occurs (Agnew, R., & Brezina, T., 2019). Those are factors that teachers and principals must consider in choosing conflict resolution strategies (Zartman, I. W., 2019; Wright, K. L., Etchells, M. J., & Watson, N. T., 2018) mention that that through conflict resolution, students are helped out of themselves for a while to be able to see the social or emotional difficulties they face and find positive solutions to solve them.

This cannot be seen as the only delinquency to be handled by the classroom teacher and counseling teacher. We can overcome this by conducting character learning and character building that can equip students with ways to behave towards others and manage emotions to be positive. Conflict management is a series of actions and reactions between actors and outsiders in a conflict. In principle, disputes that arise in schools are reasonable. An organization without conflict will

become static, but disputes that are not managed properly will be disastrous. Therefore, research, which was focused on conflict management and the sub-focuses are on the principal leadership, character education, family education, school culture, and teacher leadership, how to manage every conflict that occurs so as not to become a destructive conflict in the private elementary school of St. Caroline North Jakarta, was needed.

Methods

This study aimed to find out: (1) how to manage conflict between students, (2) effective leadership of principals in managing conflicts between students, (3) appropriate character education methods to instill moral values to students so that can minimize potential conflicts between students. The study was conducted in St. Caroline Jakarta. The research sample was all students of class VI, with a total of 52 students. This study uses a qualitative approach with survey methods and descriptive analysis. In a qualitative approach, researchers are fundamental instruments in exploring information through questions, and respondents provide answers under what is felt (Cresswell, 2007). The sampling technique was purposive sampling. The selection of samples is based on specific characteristics considered to have a close relationship with students' problems—data collection techniques with in-depth interviews and student record documents. The procedure of the research is by following the following steps: (1) determining the interviewees, (2) preparing the questions as guidelines for questions, (3) conducting interviews, (4) recording and writing the results of the interview. The interview instrument was based on questions developed based on principal leadership, character education, family education, school culture, and teacher leadership. Data obtained through interviews are matched with student record documents held by the homeroom teacher and counseling guidance teacher. After the data is received, it is validated with data triangulation techniques. Valid data are analyzed descriptively based on question indicators to provide an overview of problems between students and provide a basis for consideration in providing solutions to problems experienced by students. The data analysis process (1) verifies and

validates the data obtained, (2) presents the results of the interview into a matrix based on the sub-focus and the interviewee, (3) makes the coding and makes a pattern so that it can come, and (4) draws a conclusion.

Results & Discussion

The research and discussion results are based on the research sub-focuses, namely the principal leadership, character education, family education, school culture, and teacher leadership.

Principal Leadership

Leadership is the process of influencing, encouraging, and moving other people to think, act, and work under the applied rules to achieve the stated goals. Leadership is about the influence the ability to influence your subordinates, your peers, and your bosses in a work or organizational context (without effect, it is impossible to be a leader. Of course, having influence means a greater need for leaders to exercise their power ethically. This means that leadership is about influencing a group of people engaged in a common goal or purpose. Leadership includes the achievement of goals. Therefore, leadership is about directing a group of people toward accomplishing a task or reaching an endpoint through various ethically based means. Leaders lead their energies and the energies of their followers to the achievement of something together. Thus, leadership occurs in and affects contexts where people are moving in the direction of a goal. Leaders and followers share objectives. Leaders willing to expend time and effort in determining appropriate goals will find these goals achieved more effectively and efficiently if followers and leaders work together. Leader-imposed goals are generally more demanding and less effectively achieved than plans developed jointly.

Leadership is one of the main factors in bringing positive change to the organization; if there is no leadership in the organization, they will not be able to change in the direction they desire and could experience negative change instead (Hao, M., J., & Yazdanifard, R., 2015). The principal

must understand his duties and functions for the school's success (Hartati, S., Pepriyeni, P., & Suryana, A., 2019; Billingsley, B., McLeskey, J., & Crockett, C., 2019).

Emotional intelligence is the ability to control, understand, and effectively apply emotional strength and sharpness as sources of energy, information, and influence (Sharma, A. K., & Manikandan, A., 2020; Chen, J., & Guo, W., 2020). Leadership effectiveness can be assessed by how someone can manage and handle conflict. Obtained the interviews because the principal had a role in handling conflicts by making teacher pickets, guard duties in the student health unit, and separating students who are often involved in disputes in different classes, giving directions to teachers and employees. The homeroom teachers said that the principal's policies were good, but because the teacher's duties were plenty, the teachers were exhausted, resulting in less effective approaches. From observations, direct experiences, and complaints made by the teachers and employees, found that the principal had not been able to place himself and control his emotions well because the new headmaster was just appointed and was lack of experience as a teacher and principal so that the school principal often had difficulty in carrying out basic tasks and functions.

All student conflicts were always resolved by the homeroom teacher or teacher teaching in the class at the competition time. Simultaneously, the new headmaster has been involved in the match was quite large or had often happened to the same child. In this case, the principal's role was as a facilitator or mediator for the conflicting parties. The principal would act as the executor and determine the best solution available to all parties. Roles as mediators, conciliators, consultants, and executors had been carried out well by the principal. The principal gave sanctions for each violation, but the principal's sanctions had not caused a deterrent effect and were always inconsistent. This was due to the absence of clear rules and regulations from the school so that the principal could not act decisively, especially in giving sanctions. As the final executor, the principal was often inconsistent in implementing regulations and sanctions. Also, saw took some policies in dealing with student conflicts in a

hurry and without careful consideration. Henceforth, when applied it, there was a lot of bewilderment.

The principal took several strategies in dealing with students' conflicts, including conducting guidance to accompany children involved in the match, holding character-building activities, reading Scripture verses, and children's daily devotions. Foster students' character, starting from 2014, was born with class-based thematic methods taught by the counseling teacher. Besides, the principal provided the teacher with knowledge about the world of education and childcare by holding seminars.

Character Education

Salahudin and Alkrienciehie (2013) state that character education is value education, manner education, moral education, and personality education, aiming to develop students' ability to make good and bad decisions, maintain goodness, and realize and spread excellence in daily life to the fullest heart. The 2006 curriculum and 2013 curriculum instill student-character values. Emotionally intelligent teachers can create emotionally smart citizens. An educator who can hold out reasoning regarding emotions and uses emotions to reinforce sense will develop students' emotional intelligence (Nivetha, P., & Sudhamathi, S., 2020; Tiffin, P. A., & Paton, L. W., 2020).

Goleman (2002) states that intellectual intelligence only accounts for 20% of success, while other behaviors and characters contribute 80% are highlighted in the criteria for evaluating all subjects in an integrated manner. If we want to teach righteousness, we must exhibit characters. Decency education is education about values and norms. School norms may have a crucial role in the development of positive intergroup relations, as rules, messages, and deals in the school context (Gunawan, I. I., & Gunawan, I., 2019; Pehar, L., Čorkalo Biruški, D., & Pavin Ivanec, T., 2020). Forming the characters of the students is not an easy and fast effort. Forces, including emotional intelligence, can motivate oneself, overcome frustration, control the urgency of the heart, regulate moods, empathize, and work together.

Based on the data and information obtained, the character education had only been running for one year with ethical subjects' existence. The character education was also accompanied by character-building activities held every day in the form of morning prayers before the lesson began and lasted for 15 minutes, interspersed with reading the Scriptures and meditating according to the day's reading verse. According to the counselor, it turned out that the character education had helped a little in dealing with students' conflicts but had not been maximal because the implementation had collided with the absence of fixed and clear rules and regulations so that violations of laws and norms were limited to verbal reprimands. I could see this from how the students dressed, talked, and some other attitudes, which were impolite. All character teachings in manners were according to the will of the teacher alone.

The character education method applied was the class-based thematic method. Once a week, the counseling teacher taught 35 minutes of characters and manners with specific themes followed by the daily-life practices. The moral values instilled in the character education as a preventive step to prevent conflicts such as self-control, tolerance, respect for the body, honesty, obedience, and forgiveness. The discipline of the school community was not yet visible. Many students were late for school and did not do homework, and carry textbooks. The courtesy values taught at school were not supported by the parents. Many children and parents dressed mannerlessly when they were in the school environment. So is the way parents talked to the teachers? Parental habits became things, which were not in harmony with the school's efforts to instill moral values through character education.

Family Education

Family is the leading and vital environment because that is where children grow and are raised. (Duncan and Goddard, 2011; Herliani, R., & Wardanintias, A. T., 2020) defines family life education as follows: "... any occurring educational activity outside a traditional school classroom setting, usually involving adults, that is designed to strengthen positive, individual, couple, and family development relationships in the home and foster". The family is a center of

education and culture and the center of religion; therefore, the relationship between family members must be harmonious and integrated and full of cooperation and affection (Bakibinga, P., Mutombo, N., Mukiira, C., Kamande, E., Ezeh, A., & Muga, R., 2016). Family education helps children to reach maturity and understand the prevailing norms.

Found that many disharmonious parents and the lack of parents' time because of the business and works made the children lose the figure of parents as a guide and role model. The parents often defended their children even though their children had done wrong and instead blamed others for all reasons. The sanctions given by the school were often not responded to well. The parents even bid for the sanctions to be lighter. On the contrary, some parents always invited their children to think, explained why something was ordered or prohibited, asked children's motivation before reprimanding, that the child was able to develop a strong ego and a healthy superego (Hepburn, J. M., 2020; Mohammadpour-Yazdi, A. R., & Jandl, M., 2019). Furthermore, they said that children's characteristics were imitating what was seen, heard, felt, and experienced. Their characters would be formed under the parenting style of the parents.

A practical method of dealing with conflicts was that parents played a role in teaching values and morals to their children. Factually, the way parents introduced values and morals to their children was through advice and communication. Some parents took their children to worship places to get spiritual guidance from religious leaders. The parents had a busy schedule, so they were unable to provide further advice to their children. The school principal and the teachers also argued that children, who often conflicted with their friends, had parents who had hard characters and were challenging to work with. They tended to defend their children and did not accept it if they blamed their children.

The parents acknowledge that they had taught their children goodness and moral values, but in reality, these values were still little seen in their actions and behaviors every day. According to the school principal and teachers, the religious activities at home lack in providing children with

moral values and virtues. This was evidenced by the lack of time to worship at the worship places to listen to religious leaders' sermons and teachings. The parents' hard-temperaments and personalities were often found to be the cause of the communication difficulty to deal with the children's conflicts. From many cases, they found that students committed lies so that their misbehaviors in school were unknown by their parents. They were afraid that their parents would punish or beat them due to their wrongdoings at school.

School Culture

School culture influences all aspects of life at school. The school quality is the result of achieving values and enthusiasm found in the school culture. Redding, S., & Corbett, J. (2018) that The Center on School Turnaround (CST) has identified four levers, or domains, for a dramatic change to improve schools rapidly: (1) turnaround leadership; (2) talent development; (3) instructional transformation; and (4) culture shift. These components must be aligned and integrated. A school's culture is a powerful force that will work for or against improvement efforts. Further stated that a successful school's culture is student instruction and learning. The previous research findings show that if coaching techniques can be used effectively by the school principal, it becomes a practical motivation resource and performance booster for the teachers and the other staff and students.

Character education as a curriculum requirement (Margerison, C. J., & Ravenscroft, M. D., 2020; Bourke, M., Kinsella, W., & Prendeville, P., Bourke, M., Kinsella, W., & Prendeville, P., 2020; Sihotang, H., & Kia, E. B., 2016)). The parents chose particular schools to send their children to study because the schools have had achievements, had a school culture that is well-known for discipline, obedience, and respectfulness for students. An influential school culture emphasizes academic values, encourages students' performances, creates awards, applies sanctions, and improves. The school culture as a pattern, values, norms, attitudes, rituals, myths, and habits is formed in the school's long journey. The school culture must collaborate with all school members,

maximize the potential and resources it has and find solutions for every problem. The Ministry of National Education (2010) states that school culture is significant because cultural values are used to give meaning to a concept and definition in communication between community members. In education, school culture is a pattern of behaviors and acting ways, which has been formed automatically and become part of life in an educational community.

Teacher Leadership

A teacher is an educator who delivers knowledge and educates every student on morality. The teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating the students on formal education pathways (Danim, 2013; Baralt, M., 2018; Tortella, P., Fumagalli, G., Coppola, R., Schembri, R., & Pignato, S., 2019). The teacher must always maintain an upbeat personality, feel the need for school members to solve problems, show dedication and responsibility for the tasks, foster a positive nature and strive always to prevent misconducts, and try always to be a source of energy.

Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Academic qualification standards and teacher competence states that the teacher's personality competencies are a stable and robust personality, mature, wise, authoritative, and noble. The teacher's initiating behaviors cause their students to take some form of action (O'Brien, S., McNamara, G., O'Hara, J., & Brown, M., 2019; Köykkä, K., Absetz, P., Araújo-Soares, V., Knittle, K., Sniehotta, F. F., & Hankonen, N., 2019). Weinstein and Mignano (2007) affirm that before the first child enters the classroom, the teachers need to think about how they expect them to behave. The teachers need to learn about students' general conduct, but the teachers also need to identify the behavioral routines for procedures that they will follow in specific

situations. Arends (2007) writes about the importance of establishing rules and strategies: "In classrooms, as in most other settings where groups of people interact, can prevent a large percentage of potential problems and disruptions by planning rules and procedures beforehand."

The study results show that the teacher's personalities were significant as the moral example for the students. However, in the school days, some teachers tended to be late, dressed inappropriately, and were absent from teaching. The communication done by the teachers with co-workers and the students went well. Saw the communication from the teachers' attention to the students and the sharing done between the teachers in solving educational problems and the students' conflicts. The communication among the teachers, the principal, and the students' parents were still not good, as if all children were due to the teachers' negligence.

Meanwhile, the communication between the teachers and the parents was quite good. Nevertheless, the teachers still kept their distance from the parents. The ability of some teachers to handle students' conflicts was reasonable and under procedures. The homeroom teachers had some ways to do the class management. The homeroom teachers had rules and class-orders. Made the sanctions based on the class agreement. The homerooms had case and violation books to be used as evidence and follow-up on any violations. Despite this, the homeroom teachers could not take a firm stance in giving sanctions and reprimands.

Conclusion

Based on the survey results, the results of the analysis, and discussion, it can be concluded as follows: (1) the principal had enough knowledge and ability to manage and handle conflicts between students by holding guidance to accompany children involved in the match, holding character-building activities, reading Scripture verses and children's daily devotions, cooperating with teachers and parents looking for the right solution. Besides, the principal acted as a mediator, conciliator, and arbitrator; (2) character

education could reduce students' potential conflicts by instilling moral values onto students. The moral values instilled were discipline, courtesy, orderliness, cleanliness, responsibility, and respect. Character education could be successful with all parties' support and involvement; (3) the way parents introduced values and morals to their children was through advice and communication. Some parents took their children to worship places to get spiritual guidance from religious leaders. The parents had a busy schedule, so they were unable to provide further advice to their children; (4) the role of school culture as a means of managing conflict between students did not yet have a culture that could shape their community's characters the better ones. The civilizations being identified aimed to change students' behaviors to be the better ones. Implementing character education through the school culture was more effective than adding character materials in the content of the curriculum; and (5) teachers' personalities played a significant role in the development of the students' characters. The teacher used communication to transfer knowledge and also

Suggestion

These research suggestions are: (1) To the school principal. It is better if (a) the competence of the principal can continue to be improved by attending work meetings among principals, sharing with fellow teachers, taking parts in pieces of training by education experts, and be consistent in implementing regulations and sanctions so as not to cause complaints from the people; character education is carried out through character learning accompanied by character-building activities and religious activities; the school makes guidance for teaching and instilling student's character; and the implementation of school culture needs to be accompanied by the application of strict rules and sanctions so that the school culture is respected and carried out by all parties. Before it is implemented, it should be socialized first; (2) To parents. Parents should play their roles as educators in their families by providing quality time and sufficient attention to children, giving examples; and harmonious parents need to be sought, so that children see good things that can be used as role models; (3) the teachers. Teachers

shape the surfaces of the children. The teachers fostered good interpersonal relationships with students to instill values and morals in students. Communication efforts carried out by the teachers in dealing with conflicts between students were to understand non-verbal communication carried out by students and listen actively.

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should be able to control emotions to avoid negative things that can damage a teacher's image. Besides that, they also establish good communication with the principal and parents, open up and be more open.

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