School - Based Conflict
(Case Study at a State Junior High School in Sigi District)

Sudin[1], Muhammad Nur Ali[2], Ilyas Lampe[3]
[1,2,3] Universitas Tadulako, Indonesia
laupesudin@gmail.com

Abstract

This research aims to describe conflict cases that occurred in SMP Negeri in Sigi District; Analyzing the role of the Sigi District Education and Culture Service Government in resolving conflict cases at State Junior High Schools in Sigi Regency; Analyzing school policies in resolving conflict cases at State Junior High Schools in Sigi District. To answer the questions in the research, a case study approach was carried out, a qualitative approach and this type of research was descriptive.. The data analysis technique used an interactive approach from Miles and Huberman which consists of data collection, data reduction, data presentation, data verification, and drawing conclusions. The research showed three results. First, the case of conflict in the State Junior High School in Sigi District occurred interpersonally, namely the conflict between students and students triggered by playful behavior; teachers and students are triggered by violations of school rules; teacher and teacher triggered mutual belittlement and selfishness; principals with teachers because teachers teach not optimally; and teachers with parents of students triggered by parental defense. Second, the role of the government related to conflict resolution and resolution in public junior high schools in Sigi District acts as a mediator in overcoming conflicts that cannot be handled at school. Third, school policies in dealing with and resolving conflicts in schools are carried out in a conventional way, namely conflict resolution is carried out with the same method before, namely, giving advice, dialogue with related parties, giving sanctions, suspensions, returning students to their parents, art approaches, transfers, delaying the payment of certification and the issuance of a statement (agreement), finally formed the concept of implementing policy spiraling in schools.

I. Introduction

The school is an organizational social system that has elements that work together and influence each other. These elements include; students, educators and education staff as well as committees. They work together and have duties and functions to improve the quality of education. According to Tatang (2015:44), the function of schools is to convey knowledge and carry out intelligence education. Students receive intelligence education through a process in the form of a system.

Schools are part of the community formed by various elements that are inseparable from the surrounding environment to form empirical social interactions between individuals and individuals in social relationships. Social relations between elements, both students, teachers, principals, administration, school committees, and stakeholders in schools have different characters and influence each other reciprocally, eventually a social process occurs. Wulansari (2009: 34) says social interaction is a general form of social

process that can be defined as a reciprocal relationship between individuals and individuals, groups and groups, and individuals and groups.

This is emphasized by Ardiwikarta (2016: 28) that the focus of sociology is the aspect of social structures and processes that exist in society. The network of relationships between the statuses of the components of society is called a structure, while social interaction is a process or event that is interconnected and influences each other between members of the community. Social interaction between school members will build cooperation and competition or conflict that leads to conflict. Conflict cases in schools are a social fact that triggers from competition or opposition from school members.

Social conflicts between students and teachers are caused by students not receiving teacher treatment in implementing school academic rules accompanied by violence, namely: anger, pinching, slapping, berating to hitting. The application of school rules by teachers to students triggered by truant behavior, absenteeism, often being late, smoking, fighting and bullying. Teachers often give school assignments excessively to students so that it can trigger chain conflicts. The implication is that teachers are often emotional accompanied by violence to students when they do not complete the tasks that are their obligations. On the other hand, the involvement of parents in conflicts with teachers was triggered by the defense of students from parents, as an implication of giving sanctions by teachers to students who violate school rules.

In 2017, a case occurred in a junior high school in Sigi Regency, namely a conflict between a teacher and a student's parents. The trigger is that the student does not do the homework given by the teacher. Then there was an agreement between the teacher and students about the sanctions if they did not do the task. There are even parents who report their teachers to the police because they do not receive disciplinary treatment for their children. The phenomenon of this case is very disturbing the system of teaching and learning activities in schools. This case is a social fact that supports the defense of students' parents against threats and violence will have a negative impact on schools. So one of the triggers of conflict in schools is the defense of students' parents against their children.

Junior High School became the area of this research because of the emergence of the phenomenon of social conflict that made students uncomfortable in participating in teaching and learning activities at school. The interaction process (interaction process) of students in schools will show different behaviors according to the needs and interests of each individual. If there are differences in the interests of individuals and groups, it will be a trigger for social conflict (trigger of conflict) for students at school. According to Usman's opinion (2011: 13) behavior is formed by the interaction between humans, organizational climate, and the system adopted. The three interactions, either individually or collectively, interact with the external environment.

Conflicts occur between teachers and students because the teacher acts more as an implementer of regulations and holders of the punishment whip rather than giving understanding, direction and praise. This research describes a case of conflict that occurred in a public junior high school in Sigi Regency. It also looks at the role of the government in resolving school-based conflicts and the policies implemented in conflict resolution.

II. Review of Literature

Educational institutions are organizations that have a social system that is open to interacting with the community. So education in a sociological perspective is a conscious, planned effort between educators and students who are bound by formal rules and directions to give birth to changes in good behavior. This means that the sociology of education is a science that studies the interaction process of all people involved in educational activities. Sociology of education is a conscious and planned effort that studies the process of interaction in educational activities.

A person's ability to interact consciously to achieve goals and expectations in education has limitations according to social stratification. In accordance with the opinion of Idi (2016: 178), social stratification is a concept showing the differences and/or groupings of a social group (community) in stages, for example in the community there are high strata, medium strata and low strata. Social strata can be interpreted as social status in social life. The lower strata are characterized by weak economic families, farm laborers, small traders, and low formal education. Medium strata, income exceeds the necessities of life, can save, education as a means of progress.

Education is an obligation of every human being that must be pursued to hold responsibilities and try to produce progress in knowledge and experience for the lives of every individual. Education is one of the efforts to improve the ability of human intelligence, thus he is able to improve the quality of his life (Saleh and Mujahiddin, 2020). Education is expected to be able to answer all the challenges of the times and be able to foster national generations, so that people become reliable and of high quality, with strong characteristics, clear identities and able to deal with current and future problems (Azhar, 2018).

Education can fight poverty and place a respectable person's social status in a strategic position in an organization. In the perspective of poverty, education obtained empirically from schools due to various interactions can improve the economy. To occupy a strategic position if you already have a gradual education accompanied by a diploma. A person's behavior against poverty is based on education which is formed from interactions, related to changes in the sociology of education.

The atmosphere in the classroom which is formed by the social interaction of students in learning activities with a group model in completing the tasks given by the subject teacher will show good cooperative behavior. In accordance with Mahmud's opinion (2012: 174) said that the interaction of educational participants in the classroom is framed in class rules that have been determined by the school as a whole. So social interaction in the form of cooperation that is framed by the existing class rules at school will form a peaceful class and disciplined students.

Peaceful class if the social interaction of students learn together to resolve differences constructively, appreciate differences in learning ways and approaches to solving problems together, empathetic behavior towards other students. In accordance with the opinion of Panggabean (2015: 48) said that peaceful classes are forms of peaceful behavior so that the class becomes a fun place for learning that supports the learning process and democracy. Peaceful classrooms are places where learning is fun and safe from conflicting behavior in the classroom.

Sulistiyowati (2019: 24) said that student management is an arrangement of students in schools since students enter until students graduate and even alumni. So students are children whose job is to study at school to improve quality and be registered in school. Conflict will occur between students and students when there is a difference of opinion.

Furthermore, Dahrendorf (1959: 176) says that in every association marked by conflict there is tension between those who participate in the power structure and can submit to that structure.

Collins said that conflict may occur in social relationships because of the use of violence that can always be used by one person or many people in a social environment. The causes of fighting conflicts are due to a discrepancy between the will of power or opinion and coercion or violence between individuals eventually triggering differences in personality (Ritzer & Douglas, 2005: 162). This is also in line with Ali's opinion (2017: 303) that the types of reluctance according to dialogue include deprivation, injustice, and suffering. If the unpleasant experience of hostility dominates the emotions of the victim, the person is motivated to take actions that might cause harm to the other person, and then to the new victim, which is endless.

III. Research Method

The type of research is qualitative research, namely case studies that show the nature, data is collected and then draws conclusions that form a theory. The researcher acts as a human instrument and the data collection techniques are participant observation and in depth interviews. This study follows steps systematically in gaining knowledge or descriptively in collecting data according to facts in the field to find theories. The data collection technique was done by triangulation based on the source, technique and time. The steps in collecting data were recorded through documents, observations, interviews, the results of discussions between the principal and the school supervisor. Researchers identify descriptions of conflict cases, the role of government and school policies in dealing with and resolving conflicts in SMP Negeri Sigi Regency. Specifically on triggers, various conflicts and conflict management strategies were described qualitatively to formulate research results. This area is the focus of research because there are often conflicts between students and students, teachers and principals and teachers and parents of students whose causes are very diverse.

IV. Results and Discussion

Based on the results of research at several state junior high schools in Sigi, the triggers of conflict are divided based on the categories of triggers of conflict between fellow students, students and teachers, teachers with parents and teachers with school principals.

First, cases of conflict between students and students were caused by bullying which then led to fights. This case occurs because of the attitude of lack of respect among fellow students. Conflicts occur when changing lessons or during breaks. From the observations of researchers in September 2021, bullying occurred at schools which led to fights when students came home from school. Students who are always aloof are ridiculed with unpleasant words. The potential for bullying and student fights usually occurs during breaks or when the class is vacant for teachers who are not present at school. It can also be caused by teachers who do not come to class on time and leave earlier than the teaching schedule. In accordance with the opinion of Ilyas (2014) said that one of the triggers for the conflict in Sigi Regency, namely the support and justification of parents for violence which is marked by defending children. So one of the triggers of conflict in schools is the defense of students' parents against their children.

This is in line with the opinion of Panggabean (2015) that bullying is a trigger for conflict between students and students at school. Bullying is the aggressive behavior of a student or group of students whose physical strength is shown intentionally and repeatedly to disturb others who are weak or strange, usually done without provocation, weak intellectual abilities, strange physical appearance, weak intellectual abilities, social and economic status of the underprivileged. are often used as targets.

Second, a case of social conflict between students and teachers, caused by the behavior of students who often do not come or arrive late. Other abusive behavior is smoking or consuming alcohol in the school environment. In addition, students often violate school rules or prohibitions written at school. In accordance with the opinion of Dewanta and Wibowo (2014) who said that conflicts between students and teachers took the form of being disrespectful, ignoring lessons and physical threats to teachers. The passage translates that students are disrespectful and ignore homework assignments which are the main triggers of conflict.

The research findings explain that the triggers of teacher-student conflicts at school are manifestations in the form of student behavior that is disrespectful, unethical, late arrivals, absenteeism, naughty behavior, smoking, not doing homework to disobedience to school rules. The behavior of the students mentioned above becomes a clash of teachers in carrying out their duties as enforcers of student compliance and triggers conflicts in schools.

Cases of social conflict between teachers and parents are generally caused by student reports to parents when the teacher gives sanctions in the form of physical and non-physical violence. Students report to their parents because students do not receive excessive sanctions from the teacher, which are accompanied by physical violence. There are some parents who defend their children, because they do not accept the treatment of their children, for example cursing or threatening teachers.

Triggers of conflict in schools are manifestations of behavioral forms, such as indiscipline, disobedience, naughty behavior, waste of time, dislike of work, disobedience to school norms, and communication disorders that cause damage. The problem of communism is the most comprehensive and common source of conflict, and the most obvious in organizational activities. Lack of trust, respect, effective listening skills and perceptual differences can cause serious communication problems (Ekawarna, 2018: 83).

Third, social conflicts between teachers and teachers caused by the teaching schedule that is not accommodating, discriminatory treatment, not according to the scientific competence of the teacher to the use of inappropriate language. As a result, teacher behavior occurs who do not support school programs so that it can disintegrate the implementation of tasks that are less comfortable at school. Block A supports the principal's program activities, block B is a neutral group, while group C is a block that does not support the principal's program activities. During the break, each teacher block occupies a certain place that does not interfere with each other and the teacher continues to carry out his duties.

Psychologically, when teachers carry out their duties in an uncomfortable situation at school, the behaviors of a teacher or group of teachers are the cause of conflict. This means that sometimes pThe trigger of the teacher-teacher conflict case is social jealousy ego, communication is not optimal and begins with playful behavior using language, eventually conflicts occur. This is in accordance with Mulati's opinion (2006) that leaders must be able to control conflict so that the organization becomes dynamic and achieves higher effectiveness. The principal's leadership must have strong competence and firmness in

leading the school so that subordinates do not develop a sense of me and their ego that does not respect the principal.

Meanwhile, government policy is to provide opportunities for schools to resolve their own conflicts in schools. If the school can't solve it, the government calls the disputing parties to make a conflict resolution so that no one is harmed by both parties. The government, namely the Education Office, is always proactive in monitoring conflicts in schools, if they are not resolved in schools, the Education Office takes over to be handled and resolved.

The causes of conflict are the basis for determining conflict resolution models in schools. The perception of conflict can be divided into two, namely constructive and destructive. The impact of conflict in the form of win-lose, win-win, win-lose or lose-lose. Conflict strategies are avoidance, smoothing, compromise, coercion in accordance with school rules. Conflict results in the form of changes in attitudes and behavior that can benefit oneself and others. So the government's role in resolving conflicts in schools serves as a mediation for teachers, students, principals, education staff and parents of students who are in conflict, prioritizing compromise. When the problem cannot be solved by the school. Therefore, pPolicy-making carried out by school principals in resolving conflicts in schools requires the ability to act from the results of mature thinking.

Each school has different approaches, methods, strategies and methods for handling and resolving conflicts. The most dominant policy, which is conventional, means that it is usually carried out every day, when a conflict occurs, it will bring up a new policy according to the intensity of the conflict. Habits are done every day, schools resolve conflicts will rotate like a spiral and so on so as to build a concept of spirality.

The principal is someone who has functional duties and is entrusted with leading the school. The important role of the principal in making policies in resolving conflicts that occur in schools is to make schools safe and comfortable for every school member. The principal must be able to be fair in dealing with conflicts, not resolve conflicts with his authoritarians, but be able to accept and hear complaints from both parties to the conflict. KConflict in schools is a natural process that cannot be predicted when conflict occurs. Conflicts that occur between students, teachers, principals and parents of students need clear identification based on their intensity, for example handling, triggers to sanctions that will be applied.

V. Conclusion

School-based conflicts should be handled and resolved with serious attention from the principal as the leader of the education unit. Through a persuasive communication approach such as advising, collaborating, accommodating, building effective communication to compromise is a method that can be implemented. The researcher shows that there is a tendency for spiraling implications in the handling and resolution of school-based conflicts, where this concept is present in every conflict that occurs in schools. Just as the handling of cases of internal school conflicts carried out by teachers to students who are in conflict will result in a new policy and after the presence of a new policy, it will bring up a new case that is different from the previous case. then regenerate a new policy and so on so as to form a spiral concept. So that later it will give birth to written regulations in general as a reference for handling and resolving conflicts in schools in the form of standard operating procedures.

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