

## CONFLICT MANAGEMENT AND THE ROLE OF STAKEHOLDERS IN SCHOOL

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### Abstract:

This study aims to analyze the role of stakeholders in conflict management in elementary schools. This type of research is descriptive qualitative research. data collection techniques using observation, interviews, and documentation. The results of the study show that there are several ways or stages that are carried out by stakeholders in conflict management. 1) planning in the form of problem identification such as knowing the form of conflict and the source of the conflict. The form of conflict that occurs in elementary schools is a form of conflict that occurs between teachers, teachers, and students, between students, and between principals and teachers. Sources of conflict occur due to differences in perception, lack of attention, miscommunication, and misunderstanding. 2) determining the approach and application of conflict management methods including conflict resolution with the compromise method; 3) Evaluation. This study implies the importance of managing conflict so that existing conflicts become a source of strength for school change and progress by community expectations.

**Keywords :** *Stakeholders, Conflict Management, Conflict Resolution*

### Abstrak:

Penelitian ini bertujuan untuk menganalisis peran stakeholder dalam manajemen konflik di sekolah dasar. Penelitian ini dilakukan di salah satu sekolah dasar di Yogyakarta. Jenis penelitian ini adalah penelitian deskriptif kualitatif jenis studi kasus. Teknik pengumpulan datanya menggunakan observasi, wawancara dan dokumentasi. Hasil penelitian menunjukkan ada beberapa cara atau tahapan yang dilakukan *stakeholders* dalam manajemen konflik, yaitu; 1) melakukan perencanaan berupa identifikasi masalah seperti mengetahui bentuk konflik dan sumber konflik. Bentuk konflik yang terjadi di sekolah dasar yaitu bentuk konflik yang terjadi antar guru, guru dan siswa, antar siswa, dan antara kepala sekolah dan guru. Sumber konflik terjadi dikarenakan perbedaan persepsi, kurangnya perhatian, misscommunication dan salah paham; 2) penentuan pendekatan dan penerapan metode manajemen konflik diantaranya resolusi konflik dengan metode kompromis; 3) Evaluasi. Penelitian ini memberikan implikasi tentang pentingnya mengelola konflik agar supaya konflik yang ada, menjadi sumber kekuatan bagi perubahan dan kemajuan sekolah, sesuai dengan ekspektasi masyarakat.

**Kata Kunci:** *Stakeholder, Manajemen Konflik, Resolusi Konflik*

## INTRODUCTION

Conflict is something that can not be avoided in life as well as in life in school. According to the Dictionary of Words, conflict is a fight, struggle, fight, dispute, dispute, or quarrel (Jamali, 2018). School is an educational organization that has interaction between school members (Trihapsari & Mujahidah, 2021; Mundiri & Jannah, 2021). The community can see schools if the school has a good image, but on the contrary, if the school has a negative image, the community will also have a negative view of it (Ariyanti et al., 2020). Conflicts that often occur in schools are a form of cognitive conflict that contributes to school progress. Therefore stakeholders must try to deal with conflicts with appropriate techniques (Anzizhan, 2015).

In education, we can easily find cases of conflicts that often occur in schools (Yuliati, 2019). The form of competition in schools is a conflict between teachers and students because of the teacher's unpreparedness to accept all student attitudes. Then the conflict between students and teachers is manifested in students' impoliteness, ignoring learning activities. In addition, conflicts between students in the form of bullying or fights. Such as the case of delinquency of elementary school students in Surabaya in 2016 who committed immoral acts on 13-year-old junior high school students (Wiwoho, 2017).

Meanwhile, on September 19, 2015, Kompas also launched a brawl between elementary school students, which began with ridicule during a drawing competition that ended in death. From the examination results, R allegedly hit the victim's head so that the victim fell and suffered injuries to the back and chest (Aziza, 2015). Early childhood delinquency can no longer be categorized as ordinary delinquency, especially in elementary school children. Elementary school children attend elementary school-aged children around 7-12 years (Nurrahma, 2016). These conditions indicate that conflicts will develop in schools if they are not addressed immediately.

Research Dewanta (2014) shows that conflicts between students, individuals, or groups in the form of bullying, fights, or brawls, in addition to conflicts that arise, are caused by differences in perceptions, goals, and dependencies between them. Then the conflict between students and teachers in the form of disrespectful attitudes, ignoring lessons, and physical threats to teachers. Communication can resolve conflicts in elementary schools through a communication process that takes place effectively, politely, and attractively and a conducive communication climate and conflict resolution steps through planning, implementing, and evaluating settlements, compelling conflict. Likewise Nasrudin (2021) states in his research that the approach to conflict handling in the form of deliberation, third party intervention, confrontation, bargaining, compromise, mediation, conciliation and consultation, and finally, individual performance can be hampered. Due to conflict, not all conflicts have a negative impact; conflict can positively impact if the match is managed correctly.

This is in line with Bano (2013), who stated that conflict might be destructive if it leads to ineffective communication breakdown and work relationships, tension, argument, the low performance of team members, and

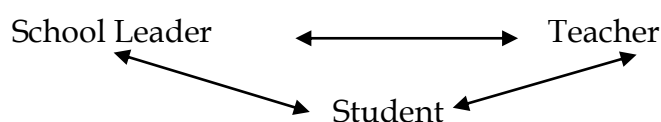
hostility, which affects the smooth running of the schools. Thus, from some of the studies above, it is known that conflict management is related to other aspects, while this study focuses on the role of stakeholders in conflict management in schools. For this reason, this research is used to improve the previous analysis.

Therefore, the importance of this issue was raised, namely to find out how the role of stakeholders in conflict management in schools. This study aims to explain the role of stakeholders in conflict management in SD 3 Sedayu Yogyakarta.

## RESEARCH METHODS

This research uses a qualitative case study approach. In this case, the researcher analyzes and understands the role of stakeholders in schools in conflict management. Informants in this study consisted of principals who could provide data or information related to managed conflicts, teachers and school employees to obtain more in-depth data about conflict management in schools, and students to get information or data about disputes in schools.

Data collection techniques were carried out through observation, interviews, and documentation to obtain accurate information from the material studied. The data analysis technique uses Data Reduction, Data Display, Conclusion Drawing/Verification. While checking the validity of the data is done through triangulation of sources which is used to test the validity of the data by checking the existing data through several sources, in this case, to test the credibility of the data about the role of stakeholders, data collection and testing can be done to principals, teachers, employees and also a student. Then the data from various sources are then described and categorized, which one is specific from the start, which can produce a conclusion.



**Figure 1: Triangulation with three sources**

The triangulation technique is used to test the credibility of the data, which is done by checking the data to the same source with different styles as an example of data obtained from interviews and then reviewed by making observations and strengthened by documentation data.



**Figure 2: Triangulation with three data collection techniques**

Finally, the triangulation of time used to obtain more valid data is carried out through interviews in the morning when the informants are still fresh; this is done so that researchers can get better data. Then for observation and documentation can be done during the day at different times or conditions.



**Figure 3: Triangulation with 2 data collection times**

## RESULTS AND DISCUSSION

Based on the data obtained by researchers in the field, findings regarding the role of internal stakeholders in conflict management in schools were obtained.

### Forms of Conflict in Elementary School

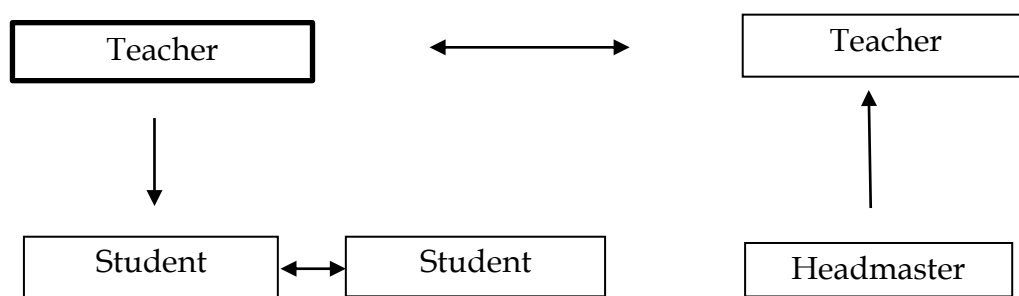
The word conflict in Greek is called *conflictus* or *conflict*, which means a clash (Muliati, 2016). Muslim (2014) defines conflict as a disagreement, disagreement, or difference within or between social entities such as individuals, groups, or organizations. Suparman as a teacher at SD 3 Sedayu Yogyakarta, said, conflict is a quarrel, a dispute, which occurs because of the different backgrounds of each individual. In this case, conflict in an organization, including schools, is certainly something that often happens. This happens as a result of many problems and changes in schools. The more advanced and developing a school, the more issues must be solved.

Conflict in the world of education is seen as one of the weak points in the management of educational institutions. The beginning of the conflict can be born from problems that are usually considered trivial or straightforward. Most people tend to avoid conflict, even though, in reality, humans will experience and will be faced with various kinds of conflicts in their lives.

In the school setting, conflicts that often occur are interpersonal conflicts involving students, teachers, principals, and parents. Conflicts can occur because of individual differences, perspectives, differences in behavior, interests, and so on (Octaviyana, 2017). As Haryani said, this is in line with the results of research showing that the form of conflict between teachers and students is related to the rules enforced by the teacher, the learning process that is less pleasant for students, or the teacher's lack of attention to students. Endang states another example of conflict is the conflict between the principal and the teacher, which often occurs because of differences of opinion and the lack of discipline in the teachers' time. Suparman said that the form of conflict within individual students is related to student behavior in the form of mocking each other, bullying, arguing and even fighting teachers, violating school rules and regulations, and even committing acts that violate norms such as stealing money belonging to a classmate or at class level and even stealing money. Belonging to teachers and school employees.

Thus, we often see conflicts in elementary schools, such as conflicts between students and their classmates. We see students arguing about something in or in front of the class, or we see students getting angry when

reprimanded by the teacher. These conflicts are general descriptions of incidents or forms of competition that often occur in each school. And not all of them can resolve disputes. Those who cannot resolve disputes are caused by a lack of knowledge, information, and experience in conflict management (Lestiningsih, 2011). At the same time, the intensity of each conflict is different depending on how the school community responds, interpreting the incident of the conflict. Based on the research, several forms of conflict that occur in elementary schools can be described through the following scheme:



**Figure 4: Forms of conflict in primary schools**

Figure 4 shows that the form of conflict in elementary schools is a form of competition between teachers, teachers, and students, between students, and between principals and teachers. The results of this study are in line with Udik's research which states that forms of conflict in schools include conflicts that occur between students in the form of fights, bullying, and brawls. Then the conflict between students and teachers takes the state of the teacher's unpreparedness in accepting a critical attitude, as well as differences in perceptions and goals (Dewanta, 2014).

### **Source of Conflict in Elementary School**

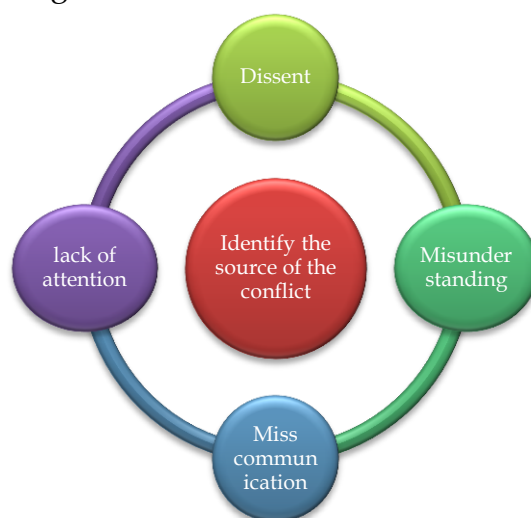
Humans have behaviors that have specific causes in triggering their actions (Silviani et al., 2021; Wahyudin et al., 2021). Therefore conflict as behavior has specific reasons. In the perspective of psychoanalytic theory about the source of conflict, all people, both individuals, and groups become enemies of people or groups of people through unconscious psychological processes that are influenced by positive and negative traits (Sudrajat, 2015).

The study of the sources of conflict in schools is intended so that organizational leaders in educational institutions can consider conflict management, especially in schools. As the results of the principal's interview identified symptoms of conflict such as the existence of conflicting parties, opposite interactions so that the principal made direct observations based on facts in the field. After the conflict is indicated, the principal will know the sources of the conflict by listening to complaints from informants and then asking for information from people who see the process of the conflict, Suparman said.

Endang said, regarding conflicts that occurred, the informant explained that, in general, students who had conflicts were students whose academic achievements were lacking and who did not participate in activities outside of school. In addition, the lack of attention from parents and teachers can also cause conflicts. For example, even though there are rules that if students violate social violations such as fighting, they will be punished, but such laws do not scare them because they assume that as long as the class teacher does not know about it, they will not be punished. Likewise, parents sometimes do not know their child's behavior while outside the home, said Haryani.

The emergence of conflicts in schools is motivated by individuals related to differences of opinion, individual and group differences. In addition, disputes within are caused by a mismatch of goals or students' social values. This is in line with the research of Fathoni (2013) which explains that personal conflict is caused by differences in dreams, the interdependence of work activities, differences in plans, values about school achievement. Then other factors that become a source of conflict in elementary schools are differences in characteristics, lack of ability of teachers to communicate so that misunderstandings often occur among teachers, principals, and students. Problems that arise in communication are called miscommunication (miscommunication), so communication does not go well (Nasukah et al., 2020; Purwowododo, 2021). Therefore, communicators need to understand every obstacle in communicating to anticipate the challenges (Nyak & Medan, 2018).

From the results of this study, the source of conflict in elementary schools can be seen in Figure 5 below:



**Figure 5: Sources of conflict**

### **Stakeholders in Conflict Management in Primary Schools**

Conflict can be likened to a double-edged sword in that conflict can be beneficial and can also be detrimental (Amin, 2018). Given that conflict cannot be avoided, a good approach to apply to education stakeholders is an approach to good conflict management to achieve the desired goals or objectives (Bashori, 2018). In addition, stakeholders must also know and be sensitive to the conflict to know its source and how to resolve it (Rachmawati, 2021).

Conflict can be a severe problem in any school institution. If the conflict becomes more and more widespread, it will affect the effectiveness of school work. A principal spends 20% of their working time dealing with conflict. In this case, the principal can be the first party directly involved in the conflict and a mediator or third party in conflict resolution (Heridiansyah, 2014). In this situation, the ability to manage conflict situations between school personnel is needed not to develop and is used as capital to improve performance. This is in line with Shanka's (2017) research which states that if conflicts escalate to disputes, resolving conflicts is the last result. Leaders were found to use different techniques based on the situation, including discussion punishing, forcing, compromise (win-win decisions). Avoidance, ironing, and taking individual differences into account.

Based on the data obtained by researchers in the field, there are three stages in conflict management; the first stage of problem identification is aimed at determining the source of the conflict and who is involved, the second is conflict assessment, at this stage, we check the condition of the conflict and the third is action to solve the conflict. It is easy for us to know that conflicts are already open, but on the other hand, closed conflicts require more ways or stimuli so that conflicts are available and understandable. Suparman said that identifying the source of conflict in schools is carried out by the principal, who is assisted by two teachers systematically referring to the symptoms in the field so that the goals of the settlement to be achieved can be identified.

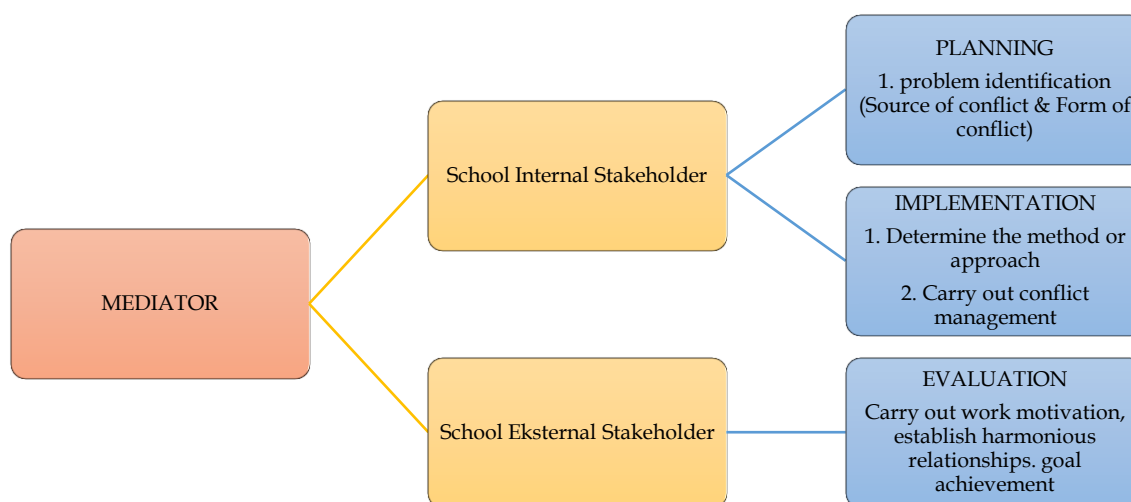
In any case, a school principal must become a skilled participant in the dynamics of conflict to improve the performance of all education personnel in the school (Baharun, 2017; Wibowo & Hasanah, 2021). Conflicts can be handled and resolved with advice as to the first stage in resolving conflicts. Schools as a place to organize do not rule out the possibility that conflicts often occur. Because conflict itself is something that cannot be avoided. The same is true in life at school. This is in line with good conflict management, which can be done using negotiation between members of the organization which aims to find a way out and make mutual agreements from both parties (Anwar, 2018; Pusvitasari, 2021).

In fact, in schools, the conflicts are repeated with the same people. This means that the initial steps taken in handling the conflict can be unsuccessful. This proves that not all punishments implemented by schools can work as intended. Even though they have been punished many times, some students repeat the same mistakes. So that all conflict resolution cannot be applied when students make mistakes, but also activities that can minimize conflicts. Such as accommodating the interests and talents of students in positive activities such as scouting activities, material spots, giving speeches, dancing, and so on.

As previously explained, in dealing with various conflicts, schools have carried out multiple stages in conflict management but to no avail, meaning that stakeholders must take other methods or steps in resolving disputes. So that the stakeholders agreed to involve third parties by giving strict sanctions. Then the solution to solving the conflict is by identifying the conflict through compromise and arbitration.

Based on the research results above, in this case, the author sees that the hypothetical model of conflict management is designed to optimize conflict so that it remains functional; this can be seen through several actions that the principal has taken. Functional or dysfunctional problems. Grouping the types of conflict, sources of conflict, and classification of functional and dysfunctional conflicts. The next stage is determining the approach and application of conflict management methods. In this case, several approaches taken by school principals are conflict resolution with the compromise method.

This is in line with Ernawati's (2019) research explaining three types of methods in conflict control, one of which is mediation carried out by internal and external stakeholders. From the results of the study, the efforts made by internal and external stakeholders in overcoming conflicts have been realized. Solutions that have been agreed upon and implemented together. All parties involved must agree to and participate in implementing the solution. So doing an evaluation together after the conflict is over is one of the conflict management strategies as well. With evaluation, similar conflicts can be avoided in the future. So that schools can prevent conflicts in schools in the future. To be more concise, the role of stakeholders in conflict management in schools can be seen in Figure 6. below:



**Figure 6. Schematic of Stakeholder Roles in Conflict Management**

Figure 6 shows that in conflict management in schools, internal and external stakeholders act as mediators who carry out three stages in conflict management. First, stakeholders carry out planning such as identifying problems such as knowing the source of conflict and the form of competition; secondly, in the implementation, stakeholders look for methods or approaches in conflict management so that stakeholders can carry out conflict management properly by the conflicts they face; The three stakeholders carry out the evaluation stage after the conflict is over because, with the evaluation, conflicts can be avoided in the future.



## CONCLUSION

Thus, based on the explanation above, it can be seen the role of stakeholders in conflict management in elementary schools in the form of identifying problems by knowing the state of conflict and sources of conflict then stakeholders, both principals, and teachers, together with finding solutions or problem solving by looking for approach methods that are appropriate to the conflict. Faced, and finally, the stakeholders evaluate the stages that have been carried out. Thus, based on the explanation above, it can be seen the role of stakeholders in conflict management in elementary schools in the form of identifying problems by knowing the state of conflict and sources of conflict then stakeholders, both principals, and teachers, together with find solutions or problem solving by looking for approach methods that are appropriate to the competition. Faced and finally, the stakeholders evaluate the stages that have been carried out.

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