Vol. 7, No. 3, September 2019

p-ISSN: 2338-8617
e-ISSN: 2443-2067

Jurnal Ilmiah

PEURADEUN

JIP
The International Journal of Social Sciences
www.journal.scadindependent.org
DOI Prefix Number: 10.26811

ACCREDITED "B" by the Ministry of Ristekdikti
from October 30, 2017 until October 30, 2022

sinta
Science and Technology Index

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Jurnal Ilmiah Peuradeun
The International Journal of Social Sciences
P-ISSN: 2338-8617
E-ISSN: 2443-2067
International Journal
Open Access
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JURNAL ILMIAH PEURADEUN
The International Journal of Social Sciences
p-ISSN: 2338-8617/ e-ISSN: 2443-2067
www.journal.scadindependent.org

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Page: 495-510

The Development of A School-Based Conflict Management Model in Aceh Besar Junior High School

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Article *in* Jurnal Ilmiah Peuradeun
Available at : https://journal.scadindependent.org/index.php/jipeuradeun/article/view/191
DOI : http://dx.doi.org/10.26811/peuradeun.v7i3.191

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JIP indexed/ included in MAS, Index Copernicus International, Google Scholar, OAJI, Crossref, BASE, ROAD, DRJI, CiteFactor, DAIJ, ISJD, IPI, Sinta, Garuda, INFOBASE INDEX, GIF, Advanced Science Index, IISS, ISI, SIS, ESJI, ASI, SSRN, Academia.Edu, ResearchGate, Mendeley, Academic Key, PSI and others. JIP Impact Factor ICR by ISI: 0.879, Impact Factor ICV by Copernicus: 100:00, and Global Imfact Factor 0.543.

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Jurnal Ilmiah Peuradeun
The International Journal of Social Sciences
doi: 10.26811/peuradeun.v7i3.191

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Printed in Indonesia

Jurnal Ilmiah Peuradeun
Vol. 7, No. 3, September 2019
Page: 495-510

THE DEVELOPMENT OF A SCHOOL-BASED CONFLICT MANAGEMENT MODEL IN ACEH BESAR JUNIOR HIGH SCHOOL

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Received: Oct 10, 2017 **Accepted:** Nov 18, 2018 **Published:** Sep 30, 2019
Article Url: https://journal.scadindependent.org/index.php/jipeuradeun/article/view/191

Abstract

This paper aims to find out the causes of conflict in schools, how the style and techniques of conflict management, what are the approaches to conflict management in schools and the influence of schools on conflict-based management models at junior high schools in Greater Aceh. Conflict is a process expressed by two or more parties. Conflict affects all components of the school. Therefore, leaders and teachers must understand the management of conflicts that arise where they can have a positive impact on improving school quality. Furthermore, the authors want to develop a school model of conflict management based. This model is a resolution or stimulation technique to produce the desired resolution, especially in the development of schools based on conflict management models that are focused on producing instrument formulation. Based on the findings of the data, it was concluded that job satisfaction can be improved by increasing conflict management and teacher empowerment by the principal. The results of this study can also be useful for improving the quality of conflict management and teacher empowerment by principals to improve overall job satisfaction.

Keywords: *Model Development, Conflict Management, Junior High School, Teacher*

A. Introduction

The teacher is one of the most important part of education that influences the achievement of educational goals. In the education process, the teacher's role in carrying out their duties is as teachers and educators who provide a number of learning materials to students. Although, as the educator's role to guide and teach students to become smart, active, creative and innovative human beings, the success of the educational process is also determined by the successful implementation of education management including human behavior in the education scope. So that, it is needed a good and proper management. Educational components consisting of teachers, students, principals, education staff and parents/guardians. They hope that education will succeed in order to require planning, organizing, implementing, advancing and controlling. Teachers as educators must be professional because the teacher's role and duties are heavy, that a teacher determines the success of the education process.

Professional competence is influenced by internal and external factors. For example, the personality of a teacher in carrying out duties and responsibilities which accompanied by high motivation and loyalty in guiding and teaching students in the teaching and learning process or not. In addition, external factors also affect competencies such as teacher professionalism, work atmospher, compensation, and leadership of the principal

The principal task is responsible for carrying out various activities in the education process in schools, for example how to manage the planning, administration, supervision, leadership, community relations, improving the quality of education ect.

In the implementation and responsibility on daily activities often face some problems from internal and external school. So that, good management is needed in responding and resolving the problem. These problems arise between teachers, students, education staff, parents/guardians and the environment. those are the influence of students' backgrounds, economics, culture, and conflict victims due to war.

Conflict control is one of the principal's responsibilities in leading schools, and it can be seen when the principal is able or unable to control and manage conflict. as a good principal, he/she can play an important role in resolving conflicts faced well and wisely. if the principal is unable to control and manage the conflict it will trigger dissatisfaction with the leadership of the principal, from students, teachers, and staff in the school.

If conflicts can be controlled as good as possible then it could give positive impact, profitable and beneficial for the school, such as 1) creating creativity, 2) constructive social change, 3) build alignment groups, 4) the improvement of the function of family and togetherness (Veitzhal, 2009:749). Therefore, the principal must have good at the ability to control and manage conflict.

Principals who have good competence will continue to improve the quality of existing resources with the potential empowerment for the quality of the education process improvement, especially the ability of teachers. Teacher empowerment is carried out by the principal both operationally and structurally which will have a great effect on the success of the school.

Empowerment carried out in schools is not different from the goal of empowering other organizations. They have a goal to achieve the vision and mission carried out effectively and efficiently by involving resources in schools proportionally. This means that the division of tasks is based on mutually agreed tasks and responsibilities. The success of the principal in empowering teachers will have a positive impact on the school. This will be felt by teachers who are empowered by the school in the learning process and other administrative processes with an increasing in potential and competencies obtained. However, we realize that there are still many principals who have not been able to empower teachers in order to can be seen the potential and abilities of teachers.

Everyone in an organization or group has an interdependence to create the cooperation and effective working relationship with a goal that can be achieved. Dependence between people and other people in communication, information or coordination can lead to increase performance of an organization or may increase conflict.

In the education process commonly found the principal can gather all the teachers and staff to meet and to discuss how to improve the quality of learning in school. This routine meeting can reduce any conflict to the outcome of a meeting decision. In addition, everyone who has been given assignments and responsibilities can carry it out harmoniously, but there is a possibility that this situation can lead to the conflict of miscommunication in the tasks division if the assignment given incorrect will lead to discrimination among them.

Conflicts in organizations especially in educational institutions occur in many problems involving relationships between people and groups. Different views must be avoided to reduce conflict in organization. Conflict is a process that arise when a party to another party generally assumes that they have a negative effect on something as a concern of another party. Schermerhorn Friday, Hunt and Osborn (2005; 338) argue that "conflict occurs when parties disagree on substantive issues or when emotional antagonism creates friction between them".

Basically, the process of the conflict begins when one party cannot receive against any decision of the other parties especially in performing job duties, so that this conflict which can cause discrepancies between two or more members or groups (within an organization /company) which divide limited resources or work activities or that they have a difference in status, purpose, value or perception. According to Wirawan (2009: 5) the conflict is a process of opposition expressed in between two or more parties to each other depending on the object of the conflict, using patterns of behavior and interaction of conflicts that generate output conflicts.

B. Literature Review

1. Conflict Management

Conflict management is very influential on all members of school organizations and other organizations. The principal as a supervisor must be able to manage conflicts well that arise in order to have a positive impact on improving the quality of education in schools. Conflicts that

cannot be resolved will certainly have an impact on the organization, where the impacts include:

a. Conflict can lead to weaknesses in team work and various jobs in an organization or company.
b. Conflict becomes personal problems among people in the organization if the conflict has caused personal problems; it will have difficulties for organizations/ companies to become professionals and to distinguish between organizational and personal matters so that the performance of the organization will not be disrupted
c. Conflict has a positive impact when a manager or leader can manage conflict to be healthy competition among people so that organizational performance can increase. However, the prerequisite for conflict to be a positive impact is to have a strong leader and manager role in the organization.
d. Conflict can lead to a variety of things that are not directly related to the purpose of the organization appearing, so it is possible for the occurrence of a waste of time, money, and various other resources (Tisnawati. 2005; 291).

2. Types of Conflict

Some facts prove that conflict in an organization is usually not able to produce positive things. But conflict situations can be useful when used as instruments of change or innovation. Conflicts can occur anywhere, especially in an organization, so conflict management is needed to control and resolve conflicts that occur.

According to Ivancevich, Konopaske and Matteson (2006: 43) the conflict is divided as follows:

a. Functional conflict is a confrontation among groups that can increase performance and profitable organization. For example, two departments within a hospital debating how the most efficient and most adaptive to give health services to low-income families who live in rural areas. Both of these departments have the same

goals but different ways. Functional conflict may increase awareness of the organization will be the issues that must be addressed, pushing the search solutions more broadly and more productive and often help positive change, adaptive and innovative.

b. Dysfunctional conflicts are any confrontation or interaction between groups' organizations that endanger or hinder the organization in achieving its goals. Management must find a way to drop the dysfunctional conflict

In addition, conflicts can also be classified based on various criteria, Wirawan divides the types of conflicts as follows:

a. Personal conflict and interpersonal conflict. Personal conflict is a conflict in a person because they have to choose from a number of alternative choices that exist or because they have many personalities.
b. Conflicts of interest occur between people, officials or social systems with personal interests that are greater than the interests of the organization so as to affect the performance of their obligations in carrying out activities.
c. Realistic conflict and non-realistic conflict. Realistic conflict is conflict because of differences and disagreements about how to achieve goals or be achieved. Unrealistic conflict is a conflict that is not related to the substantial problem of the conflict caused. Conflicts are triggered by hatred or prejudice that encourages aggression to defeat and destroy opponents of conflict.
d. Destructive conflicts are conflicts that involve groups and are not flexible or rigid because their goals are narrowly defined with each other. Constructive conflict is a conflict in which the process leads to finding solutions to conflicts, and new situations for groups involved in the conflict are built.
e. According to conflict areas, there are several objects of conflict such as economics, politics and religion.

3. Causes of conflict

Conflicts that occur are usually caused by several reasons, as a factor of communication, this reason can cause conflict when members of an organization or between organizations cannot or do not want to understand each other and mutual understanding in various things in the organization, there is a misunderstanding when communicating too can cause conflict.

Wirawan (2009; 137) said that conflicts can occur naturally due to objective conditions that can cause the onset of the conflict. There are some sources that can cause conflict is 1) limitations of the source, where the humans always have the limitations of the resources needed to support life, so these limitations may cause conflict, 2) goals that happen because the parties involved conflict has different goals, 3) interpendention task, occurs because the parties involved conflict has a task that depends on each other, 4) difference organization occurs because of the division in the bureaucracy of the organization and specialization of labor practice, 5) ambiguities jurisdiction is division of tasks, not definitive obscurity would cause the scope of duties and authorities of work units in the organization, 6) system rewards are not possible, usually in the company of using a reward system that is considered unjust, unworthy or not equities by employees, 7) communication is not good and it often rises to conflicts such as the use of language that is not understood in communication.

C. Method

In accordance with objectives to be achieved, this research is designed with an approach of the research and development in which the study was followed up with the development program with the goal to improve condition of the objects examined. In the process of data collection there are research steps conducted i.e. observation, questionnaires, interviewer, and seminar model materials development at junior high school in Aceh Besar.

D. Results and Discussion

1. The causes of Conflict

A conflict that occurs is usually caused by several factors, including due to communication (communication factors), this reason may lead to the occurrence of conflict. The members of an organization or between organizations cannot or don't want to understand each other and mutual understanding in a variety of things in the organization, the occurrence of misunderstanding as communicating can also lead to conflict.

There are several sources that can cause conflict 1) limited resources, where people always have limited resources needed to support life, so this limitation can cause conflict, 2) goals occur because the parties involved in the conflict have different goals , 3) independent tasks occur because the parties involved in the conflict have interdependent tasks, 4) organizational differentiation, occur because the division of tasks in the organizational bureaucracy and specialization of labor practices, 5) jurisdictional ambiguity, division of tasks, uncertainty that will cause space the scope of duties and authority of the work unit in the organization, 6) the reward system is not possible, usually in companies that use a reward system that is considered unfair, inappropriate or unfair by employees, 7) communication is not good, communication is not good often creates conflicts such as the use of language that is not understood by the parties communication.

2. Conflict Management styles and techniques

A leader of the organization or company managers both individually and group face many conflicts or found in the organization. So that, the conflict is resolved or unresolved surely developed a management style of the conflict. The conflict management style is very dependent on the leadership.

a. Conflict Management Style

There are five ways to handle conflict style is right for particular cases as follows:

1) Style competed; reflecting the firmness to get the desired and should be used as the action is fast and firm is indispensable to the important issues or actions that are not common as at the time of the emergency or urgent cost-cutting.
2) Avoiding Style; does not show firmness or cooperation. This style is used when problems faced by trivial, there is no chance to win, delays to get more information are needed or chaos will be charged.
3) compromise style; reflects the amount of firmness and cooperation. This style is used because the goals of both parties are equally important, opponents have the same strength and both parties want to compromise, or when people have to get temporary solutions or various solutions under a certain pressure.
4) Accommodating style; show a high level, which is suitable when people realize that they are wrong, problems that are more important to others than to themselves, build social rewards to be given in subsequent discussions and when maintaining harmony is very important. Accommodating style; shows a high level of cooperatives, which is suitable when people realize that they are wrong, problems that are more important for others than for themselves, build social rewards that will be given in subsequent discussions and when maintaining harmony is important.
5) Collaborative style; shows the level of firmness and cooperation. This style allows both parties to collaborate to win, even though it requires a lot of offers and negotiations. This style is important when the problem of the collaborating party is too important for the insights discussion from different people to be combined into a comprehensive solution and when the parties' commitment is needed for consensus.

b. Conflict Management Techniques

Conflict management techniques are techniques that can be used to influence conflict opponents so that they can get the expected results. Conflict management techniques can be used on parties involved in the conflict can do it together depending on the conflict situation faced, if the parties to the conflict to use the desired technique is not successful then other techniques will be used to resolve and control the conflict.

c. Conflict Resolution Techniques

Conflict Resolution Techniques, namely;

1) Problem solving: face-to-face meetings of the conflicting parties with the intention of identifying and resolving them through open discussion;
2) Top goals: Create common goals that cannot be achieved without the cooperation of each party in the conflict;
3) Expansion of resources: When conflicts caused by scarcity of resources such as money, promotion opportunities, Office Room-extension resources can create winners;
4) Avoidance: withdraw from conflict or pressure. Expansion of resources: When conflicts are caused by scarcity of resources such as money, promotion opportunities, extension of Office resources can create winners;
5) Masking: Ignore differences in meaning while emphasizing shared interests between parties in conflict;
6) Compromise: each party is involved in sacrificing something valuable;
7) Command authoritative: the format of authority uses Management to resolve conflicts and then communicates the desire to be involved;
8) change human variables: use human behavior modification techniques such as human relations training to change attitudes and behaviors that lead to conflict;

9) Change variable structure: changing the organizational structure of the patterns of formal and structural interactions of the conflicting parties through renovation work, transfer, creation of coordination positions and the like.

d. Conflict stimulation technique

The conflict stimulation techniques are as follows:

1) Communication: Use messages that are duplicated or threaten to increase the level of conflict
2) recruitment of outsiders: adding employees who have background values, managerial attitudes or styles that are different from group members
3) organizational restructuring: reorganizing team work, changing orders and regulations, increasing interdependence and making structural changes similar to things that are confusing because of the status quo.
4) supporting the opposition: supporting the opposition as opposed to the majority held by the group.

In facing the conflict, the parties involved conflict can also use a variety of tactics, as follows (Wirawan, 2009, 148): (1) rational persuasive tactics by influencing conflict with opponents argued the data, information, facts or theories of scientific knowledge, good or bad, (2) the legitimacy of tactics used by officials who occupy certain positions legitimately, (3) tactics request inspiration; suggested values, norms, self-esteem and the unity of the Organization to arouse emotions, motivations and goals along with autopsy tactics, (4); give the title, place or certain roles to opponents of the conflict to take part in resolving conflicts, (5) exchange of tactics; promises to deliver something or not giving something in return if the opponents behave certain conflicts, 6) friends looking for tactics/Coalition; generally done by parties involved in conflict with power or weaker place to the opponent of the conflict, (7) or silent restraint tactics; don't do something you should do, not react to

what the opponents of the conflict, (8) tactics cry or call upon; shows the helplessness of the opposing parties involved conflict face opponents of the conflict threatening tactics, (9); using the tactic of threatening to do something or not related to the employee, (10) tactic of lying; something honest bias turns into a liar if his place is deliberately stalling tactics, (11); put off doing something or refusing to respond to conflict in conflict interaction of opponents.

3. The approach in the management of Conflict

According to Tisnawati, Ernie and Saifullah (2005; 292), a conflict so as not to damage the structure and performance of the organization then we recommend that you do approach or efforts in controlling and solving the conflict. In the management of conflict it is supervised and controlled directly. So that it remains can be directed to support the achievement of business aims of the organization through better organizational performance. Additionally, the approach to solve conflict is to download the stimulus, namely stimulating conflict, controlling conflict and registrar and eliminating conflict of the conflict is essentially an effort conducted by the Chairman/Manager against a conflict with the given stimulant that causes the parties involved conflict of directing the conflict to something that is positive for himself and the organization. Among the programs being run is positioning the parties involved conflict into a situation where they are engaging in a positive competition that will improve their performance and organization. Giving a reason in this competition can be done with certain compensation bid so that the parties involved conflict will actually do the competition between them, the offer may include bonuses, incentives or in the form of other compensation. Other forms of stimulation are also commonly done is to make changes to rules or rules that apply within the organization, with the hope that the parties involved conflict can make adjustments so that the position of conflict can be resolved

In addition, to give the stimulation to the parties involved in the conflict, another approach is the control of conflicts. Conflict control is

carried out to make sure that the conflict can be constantly avoided. The usual program does through an expansion of the use of resources of the organization, a conflict that is caused because of the use of resources can be addressed by expanding the use of resources, then to improve the coordination can also be performed a the part within the organization, moreover, it can also do the adjustment behavior of workers with what should be running the company/organization through provision enacted. In order for the conflict remain directed towards the achievement of a better organization of the performance, it is necessary a settlement or avoidance of conflict that occurs, such as, two people or groups who will be reunited when conflicting conflicts, then there needs to be a separation of their two parties such as the Division of the different employment job or work time that is not concurrent. And the best way is to bring together the parties involved in the conflict to do a compromise in resolving the conflict.

4. Conflict Management Based School

Conflict management is indispensable in conflict control to produce the desired resolution. The principal is crucial to the context and resolves the conflict itself as well as the conflict for the school, for one of the conflicting parties or benefits himself in the face of the conflict. Good conflict resolution and can benefit all parties are expected of everyone. One important factor in providing job satisfaction forms teachers is the leadership of the principal that can lead and manage some schools that give to the conflicts that arise from school. It is hoped that resolving conflicts by giving satisfaction with your teacher is able to produce good achievement. Job satisfaction from teachers can also be delivered to the empowerment of teachers. The amount of attention on the principal to improving the quality and competence of teachers will be able to increase the potential that can be developed optimally. Principals by empowering teachers and in accordance with the expected goals will be able to offer results to improve teacher work results. Higher work outcomes the symptoms that work well and responsible.

E. Conclusion

In accordance with the results of the discussion and analysis of data obtained from the research in the chapters above, conclusions can be obtained as follows:

1. There are some sources that can cause conflict, namely resources limit, different goals, interdependence, differentiate tasks, organization, ambiguities jurisdiction, the reward system is not possible, and that communication is not good.
2. There are five styles of how to handle conflicts according to specific cases as styles, styles competed to avoid compromising style, style, accommodate, force collaborate. While conflict management technique is a technique that to influence the conflict so that the opponent can produce the expected output.
3. There are three approaches of the management conflict, namely stimulating conflict, controlling conflict and registar and eliminating conflict.
4. Conflict management model based school is the techniques of resolution or stimulation to produce the desired resolution.

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