

Models of Conflict Resolution at Boarding School in East Aceh, Indonesia

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Abstract

This paper discusses a model of conflict resolution in a boarding school. This study used a qualitative method. The research was conducted in 2016 in East Aceh, Aceh province, Indonesia. Data were obtained through observation, interview, and documentation. The data was analyzed through three stages: data reduction, data display and conclusion drawing. The results show that the conflict in schools among students caused by several factors, namely: social and economic factors; personal ego and groups as well as unfair competition factor, both within the competition of the intellectual, social and economists. Model of conflict resolution in a boarding school conducted hierarchy and coping mechanisms of conflict which is incrementally according to the level of the conflict. Light levels conflict will be directly solved by homeroom teacher, medium level solved by the vice principal of student affairs, and while high level conflicts directly resolved by the principal. Sanctions against conflict are also applied in accordance with the levels, ranging from warnings, educational sanctions, social sanctions, replacement of goods and up to send the students back to parents. The school principal has been essential and is in the forefront in resolving any conflicts that occur at a boarding school either small-scale conflict or big-scale conflict.

Keywords: Leadership, management and conflict

1. Introduction

Leadership and management are very urgent in an organization. Leadership will face various factors such as structure, coalition, authority, and organization environment. Instead, leadership is considered easy to be a great tool in solving whatever the problem is being faced by an organization. Leadership is a dynamic and important due to having high complexity. Leadership is translated to term of personal behavior, to have influence to other people, pattern of relation between the role of position in an administration and other perception about legitimacy of power (Wahjosumidjo, 2003).

Good education requires professional leader. In this case, the principal has a very strategic role in formatting knowledge, skills, and character of students. Therefore, professional principal will carry out his duties in a professional manner so as to produce more qualified graduates. Being a professional school principal will not be realized simply without any effort to increase it. One way to do this is by developing professionalism, it requires supports from various parties who have an important role in this regard are educators. Educators are the principal partners in the educational process, because it relates directly to the implementation of education programs in schools. Achievement of the education objectives is highly dependent on the skill and wisdom of the principal as one of the leaders in education. Due the principal is a professional officer in the school organization, he is responsible for managing all organizational resources and to cooperate with teachers in educating students to achieve educational goals.

School principals understand the needs of the school he lead so the teacher competency will not stalled only in the competency they have already had, but it also grows and thrives well till professional teachers will be realized. Professional of education personnel is not only mastered the knowledge, teaching materials, and the correct method, but also able to motivate learners to have high skills and extensive knowledge of the world of education. Thus, there is a significant role of the principal in advancing educational institutions.

Conversely if the leadership cannot be executed properly, it will bring about an impact to a conflict at school, and in this case the principal may be the person who is responsible enough for it. The school principal as the leader is in charge of making the activities of achieving learning goal run smoothly. This article would like to see the model of conflict resolution in a boarding school.

2. Conceptual Background

2.1 Leadership

Leadership is an activity to influence the behavior of others, or the art of influencing human behavior, both individuals and groups Thoha (2010). While Usman (2010) stated that leadership is the behavior of an individual who leads the activities of a group to a goal to be achieved together. Relationships that exist in a leader can influence others to cooperate consciously in relation to the desired task. From the definition given above shows us a broad and deep illustration on leadership. So we can conclude that leadership is an act committed by any individual or group to coordinate and to give direction either to an individual or to group gathered in a particular forum to achieve the objectives that have been agreed and fixed in advance.

2.2 Management

Management is a function of achieving something through the activities of others and supervises the efforts of an individual to achieve a goal together. Management can also be interpreted as an achievement of the goals set in advance by using the activities of others. Besides management can also be defined as the process of implementation particular purpose which is organized and supervised (Manullang, 2014). Management in the broadest sense is the planning, organizing, directing, and controlling organizational resources to achieve goals effectively and efficiently. The management in the constrained sense is the management of the school/madrasah, the implementation of school/madrasah program, school/madrasah leadership, supervision/evaluation, and school/madrasah information systems (Usman, 2010). According to Muhaimin (2009) management is basically a process of effective use of resources to achieve specific goals or objectives. From the various definitions about management above, there are three important points; First, the objectives to be achieved together; second, the purpose is achieved by implementing the activity or activities of others, and third, the activity or activities of other people should still get the guidance, direction and supervision.

2.3 Conflict

There are various definitions about conflict. In general, the conflict is a mismatch of some form of interaction. The term conflict itself is translated into several terms that are dissent, rivalry and hostility. The difference of opinion does not always mean the difference in desire. Therefore conflict is rooted in the desire, then the difference of opinion does not always mean conflict. Experts say the conflict is a process that begins when one party considers the other side negatively affects or will affect anything or anyone that the concerns of the first party (Robbins, 2006; Indriyatni, 2010).

Conflict also is interpreted as a dispute between two or more parties vying for position scarcity or scarcity of resources through destructive actions, wounding or other means to control each other resulting in the breakdown of relationships between parties involved (Zalabak, 2006). According to the interactionists' view conflict is something that should be stimulated; because conflict can lead to changes in the organization. Conflicts can change behavior and can make realize both parties of their fault. Awareness of their fault will be able to increase productivity (Heridiansyah, 2014) Conflict resolution should be done by a positive, creative way and does not harm anyone. Conflicts which are solved with good management can generate a positive value.

3. Research Methodology

This study applied qualitative method. It took place at Boarding Senior High school in east Aceh, Aceh province, Indonesia. The sources of the data of the research consist of primer and secondary data (Moleong, 1999). Primer data gained through observation and in-depth interview with several informants who related to the research. Informants interviewed were school principal, vice school principal, teachers, head of education authority and students' parent. While secondary data were obtained through documentation. It was referred to annual report of educational authority, school report, journal, magazine, newspaper and other information from different sources which related to this study. Data analysis was carried out interactively and continuously through to the end until the data was saturated. Analysis of the data in this study conducted in three phases, namely, data reduction, data display and conclusion drawing (Milles and Huberman, 1994).

Another most important part of this research was analyzing the development of social science in discussing the role of a leader in identifying the root causes of conflict and provide resolution to the conflict occur. The concept that already exists is used to analyze the root causes of conflict and resolution then find novelty either in theory or approach.

4. Results and Discussions

Based on the conflict that has been described above, it is known that factors causing conflict within the company can be grouped in three main things, namely; communication, structure and personal (Indriyatni, 2010). Due to the research that has been done by the researcher with one informant can be seen that there are three forms of conflict among students, namely: first, the internal conflicts in a student. Internal conflicts involving students difficulties in learning. This is experienced by a limited number of students are generally in class x who are new entry. This conflict caused by the level of mastery of knowledge on previous education, such as the problem of learning methods, and their IQ factor below average, and other learning systems.

In addition, the lack of time to play is also part of the internal conflict within the student. In general, their education before entering to senior high school formal learning hour is at 8:00 to 13:00, it is about 7 hours or 8 x 45 minutes or 40 hours a week and after that they return home to their parents to rest and play. While in boarding school learning process started at 7:15 to 16:00 or 57 hours a week, plus a program reciting Qur'an at 19:15 to 20:45 for six times in a week. Differences of previous studying time from current time for some of the students is becoming a personal conflict because the learning time was considered heavy from previous practice, on the early months of learning in a boarding school is one of the factors causing the students' personal conflicts. By the guidance of the teachers, this conflict is generally within a span of 2-3 months can be resolved. An informant initials HA stated:

The conditions that we experienced in the early of entry to boarding school is very difficult, we have very little time to play, break time is limited, plus we have not been accustomed to living separated from our parents. This is what makes us uncomfortable and want to run away from the boarding (interviewed September 25th, 2016).

From the above data it is understood that the internal conflicts in students is due to the students unable to adjust to the environment. Before they entered to boarding school general they live with their parents with adequate facilities such as bedrooms, atmosphere and different climate of rooms with perceived earlier, it would be another problem. In the boarding education system the capability of students in adaptation and adjustment to the social environment is a part of the demands of an institution. Students who lack of ability to adjust with his friends well would be his/her own obstacle in social life, while students who have good adaptability to their environment are certainly no conflict arises in his personal life.

Besides, the internal conflict is also fueled by the inability to change the habits such as spoiled by parents, lack of discipline, smokers, relaxed life, dating and the like. The ability to change a bad habit requires personal sacrifice. Ability to change the ugly habit among students are varies, so it takes a relatively long time. In the span of time of the adjustment the conflict happen in his personal life, but gradually conflict is reduced and within one semester (5 months) the conflict will be completely reduced by the guidance of teachers. Second, conflict among students. Conflict among students arise when disharmonisation on the relation between one student from other. And or one group of student to another, it is caused by several factors. Interview with student's parents shows that:

Each time my daughter calls, she is always asking to return home, due to the reason that she cannot stand living in boarding, food provided is unable to consume, less of snacks, her roomates do not want to socialize with her, and so on. If we go along with her idea we will not have time to work, spending much time to manage her to move to other school (interviewed, 23th September 2016). From the above data it is understood that conflict among students caused by social economic factor. The different in economic and social status among students (parents) become a part of a cause of conflict among students especially at early periode of time entering boarding school. Besides, personal and group ego, it cannot deny that personal ego occur sometimes and even become social collision. The effect of over ego can be seen while the process of learning such as eating, sleeping, and playing (doing extra-curricular activities), even in social interaction among them which then become unfair competition either in intellectual competency, social and economic. Third, conflicts between students and teachers/educators.

This conflict occurs due to the ability of teachers in the learning process which is less attention to individual differences of students, the use of methods, assignments, reward and punishment, even conflict arise due to the pedagogical knowledge of teachers.

This conflict is dominated by students who have a level of intelligence above the average. Teachers who are intellectually, socially and pedagogically less competent is indicated by the students quickly so that the learning outcomes is becoming not optimal, especially in terms of enrichment of knowledge. Conversely lack ability of the students intellectually, lack of students motivation in learn become a part of the conflict between teachers and students. This conflict is dominated by students whose intellectual abilities below average, and low learning motivation. A conflict between students and school occurs especially when a sanction is given for students who violate the rules of conduct of the school. Theoretically it can be said that the three models of conflict as mentioned (Indriyatni 2010) communication, personal structure are exactly are happened in the life of a student at a boarding school. It's just a different solution models in each region and country. Here we see a model of conflict resolution is carried out at a boarding school in East Aceh Indonesia.

School principals have a significant role in managing institution in order to run well and produce qualified learners, in terms of cognitive, affective and psychomotor. Principal leadership is the ability owned by principal to influence people in his environment, in order to be able to do something that will help to achieve educational goals that have been specified in the Unit Education Level Curriculum (KTSP). Based on the above description it can be understood that the ability of the principal to establish good cooperation with those in his surrounding in order that what has been expressed in the vision of a school will be achieved as expected In resolving conflicts that occur among students at an educational institution, the principal is required to be able to resolve the various problems that occur with comprehensive approaches. An informant initials MTS worked as a school principal said that: ...Formerly conflict is regarded as a phenomenon that is not reasonable and negative consequences, but now the conflict is regarded as normal symptoms that could have negatively or positively impact depending on how to manage it. Due to conflict is the dynamics of life if it is handled well and professionals can become energy for development. (Interviewed, 30th March 2016).

In the social interaction at a boarding school it is for sure will get into many problems. Naturally, conflicts of interest, personal desires especially for students are more visible than adults. Differences in living background, differences in socio-economic background, differences in individual, differences in the ability of understanding of a problem, over ego presented sometimes, difference motivations and the various differences between other personal are part of the social problems in interaction of internal students, among students and between students and teachers in this school. So it can be understood that the conflict is a natural part of the human life because every individual has a thought that is not all the same, especially among young students, in which they are adapting to the environment and go on to maturity in thinking, it is just how to react to it.

Therefore, the principal has a considerable role in managing conflicts among students, especially in a boarding school. In managing various conflicts which are occurs among students, principal assisted by all elements that exist in the schools, such as vice-principal of student affairs and academic guidance counselor. In carrying out its role, the Head of the school through the vice principal of student affairs said that the management of conflicts among students has been applied as early as possible by involving all elements of the school. Result of interviews with an inform and who worked as vice principal revealed; at the time of the first meeting with students' parents I have socialized the school rules and regulations, as well as to any new student when the student orientation period. This is aims to inform students and parents about the rules and regulations that will be applied in schools and it should be known by every student and students' parent. Once it is socialized, the practicing of the rules and regulations are under the supervision by the cooperation system among the school community, ranging from security guards, teachers picket, academic guidance teacher, counselor, vice principal of students affairs and the principal. If there is a conflict between the school and students or students' parents we can solve quickly (interviewed, 10 October 2016). Based on the results of the interviews it was understandable that the schools parties ranging from school principals and their staffs before the conflict occurs among students should have already has made the rules to be adhered to and executed by every student though sometimes conflicts still occur at the school. Conflicts among students take place every year; either it is a light, medium and high conflict. However, conflicts that arise among students can be dealt with quickly and precisely by using a model that has been agreed upon and subject to the rules and regulations that exist directly to the root of the conflict.

The result of Interview result with the education authorities initial AM stated that: Usually conflicts that arise will be quickly detected by the hierarchy and conflict handling mechanisms which are incrementally according to the level of conflict that arise.

Light level conflicts will be directly resolved by the homeroom teacher/academic mentor, The mid-level conflict will be solved directly by the vice principal of student affairs, and while the high conflict immediately resolved by the principal. The sanctions against conflict is also applied in accordance with the levels, ranging from warnings, educational sanctions, social sanctions, replacement of goods until returning students to the parent. At current time, all conflicts can be resolved at the school level so it does not need to be addressed by the educational authority. (Interviewed, 10 October 2016).

The results of the interviews indicate that the principal in charge of the various circumstances that occur in schools involving several elements can handle all conflicts in a boarding school with the models mentioned above. The school principal was not only concerned about students' cognitive development but also affective and psychomotor to avoid collisions among themselves especially with the school. One aim is to be superior in all things, it is not just in academic, but much greater mission is to prepare learners faithful and devoted to God, well mannered, skilled in performing religious teachings.

5. Conclusion

Based on the above description it can be concluded that the conflict in schools among students caused by several factors, namely: social and economic factors; personal and group ego; and unfair competition factors within intellectual competence, social and economic. The principal's role in conflict resolution is very important. During this time, principal has been actively involved in conflict resolution in schools. Although it has a vice-principal of student affairs, but the principal remains active in giving suggestions, feedback, and solutions in case of conflicts among students. Resolution of conflict in a boarding school is carried out in stages and continuously in accordance with the level of conflicts.

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