

CONFLICT MANAGEMENT STRATEGIES IN INCREASING THE PRODUCTIVITY OF ELEMENTARY SCHOOL/MADRASAH IBTIDAIYAH

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Abstract: Conflict often occurs in human life. Conflict can make a person improve quality or vice versa, namely unproductive. Preventive efforts that can be taken so that conflict becomes productive are by improving conflict management skills in elementary / madrasah ibtidaiyah children. This paper will examine strategies in improving conflict management skills. Conflict management belongs to a process-oriented approach that directs the form of communication (including behavior) of actors and outsiders and how they influence interests and interpretations. Conflict management is a strategy to control conflict in order to produce the desired resolution and social peace. Strategies that elementary school teachers can use in increasing children's productivity in conflict management are providing students with an understanding of conflict management styles including the turtle (withdrawing), the shark (forcing), the teddy bear (smoothing), the fox (compromising), the owl (accommodating) and simulating the owl so that children have experience of productive conflict management. Project-based learning is one of the learning models that can be utilized in teaching conflict management to elementary school students in a fun and effective way.

Keywords: conflict management, elementary school/madrasa ibtidaiyah children, strategies

1. Introduction

Conflict often occurs in human life. Conflicts arise when humans interact, anytime and anywhere. Conflict is inevitable when people live together; in fact, conflict is a natural aspect of life. (Pedhu, 2020). Conflict not only occurs in adult interactions but also in elementary school children. Primary school children experience holistic physical, cognitive, social, emotional and moral development. Conflicts in children arise when there are differences in thoughts, needs and values between them. Differences in ideas, values and feelings between two or more people can also cause conflict (Franita & Fuady, 2019). Elementary school-age

children have developmental characteristics that display many differences and not infrequently these differences result in differences (Mutia, 2021).

Conflict has several definitions. Conflict can arise when one of the conflicting parties claims to be the most righteous or prioritizes its own interests (Kolb & Putnam, 1992). Conflict is a dynamic process that occurs due to opposition from oneself or others (Salim et al., 2017). Conflict is a problem that occurs due to a lack of understanding in interactions between individuals (Mufti et al., 2021). Conflict is often unavoidable in every interacting human life.

Conflict can make a person improve quality or vice versa, which is unproductive.. Alriani (2020) believe that conflict has both positive and negative consequences for the individuals involved. One way that conflict can be positive is by improving conflict management skills early on, but in reality not everyone has good conflict skills so that conflicts are sometimes ignored or not resolved optimally, which can lead to aggression or lead to violence.

Conflict resolution using violence has long occurred such as fights between students, bullying in schools. Conflicts in elementary schools sometimes arise because of things that are very trivial for adults but are taken seriously by children. For example, the case of elementary school boys in Bantul, Yogyakarta Province fighting at school so that one of them died was revealed tribunnew.com October 15, 2019 starting from jokingly mocking each other and finally hitting each other in the chest while being taken to the health center on the way to breathe his last. The latest news from Sukabumi, West Java in liputan6.com on May 22, 2023 reported that elementary school students in Sukabumi were killed by schoolmates and this action added to the series of Bullying cases in 2022 to 226, a fourfold increase compared to 2021. This violent conflict resolution is certainly very concerning and contradicts the output of education.

Conflicts that arise in schools need to be managed properly. Conflicts that occur if not managed will be destructive which can interfere with a person's health and quality of life. When a person experiences role conflict, it will feel uncomfortable, cause stress and reduce performance ability (Dewantara & Vebrianto, 2018). The most important issue in dealing with conflict is not preventing conflict but how one manages conflict well (Murni, 2019). Thus, as a preventive effort since children in elementary school / MI need to be equipped with conflict management skills so that conflicts that occur become productive.

Classroom teachers in elementary school play an important role in providing conflict management skills for their students. In healthy schools, teachers are not afraid of conflict; instead, they realize that conflict is "inevitable, healthy, and valuable" (Johnson & Johnson, 1994: 14). Conflict in schools, Johnson and Johnson (1995) write, is used to help students and teachers work together to find positive outcomes, thus honing reasoning and problem-solving skills, and at the same time, helping children mature and learn about themselves-what makes them angry, what scares them, and what is important to them.

Conflict management belongs to a process-oriented approach that looks at the forms of communication (including behavior) of actors and outsiders and how they influence interests and interpretations. Conflict management is a strategy to control conflict in order to produce the desired resolution and social peace. There are several strategies in resolving conflict. Nasrudin et al., (2019) There are eight ways to resolve conflicts, namely 1) Deliberation, 2) third-party intervention, 3) confrontation, 4) bargaining, 5) compromise, 6) mediation, 7) conciliation and consultation, 8) increased resources. Meanwhile, Johnson (Supratiknya, 1995) categorizes five conflict resolution styles as follows: the turtle (withdrawing), the shark (forcing), the teddy bear (smoothing), the fox (compromising), the owl (confronting).

Conflict management skills can be provided by teachers in an integrated manner in learning or extracurricular activities.

One of the potential learning models used in training students to have good conflict management skills is by using the Project based learning model. Project-based learning helps students to learn in a more active and independent way (Nurfitriyanti, 2016). Students have the opportunity to pursue their own interests and concerns, and can also pursue a deeper understanding of the topic they are studying. The project can also help students to learn skills such as communication, teamwork, and problem solving that can be used in their lives now and in the future. Project-based learning can also help students to learn how to solve problems that are relevant to the real world and prepare them to be critical thinkers and problem solvers in a fast-changing world. Therefore, the implementation of conflict management through project-based learning is something that can be done by teachers in elementary schools..

2. Research Method

The method used in this research is a qualitative method using a literature study approach, namely sources obtained from books and journals relevant to the research, focusing on solving existing and actual problems, data is collected, compiled, explained and then analyzed (Nawawi, 2015, p. 67). In line with this, according to other experts, literature study is a theoretical study, references and other scientific literature related to culture, values, and norms that develop in the social situation under study (Sugiyono, 2016).

The research method with a literature study approach is used to compile concepts about Lawrence Kohlberg's theory of moral development and its implications in social studies learning to build character. The steps in library research according to Kuhltau (2002) are as follows.

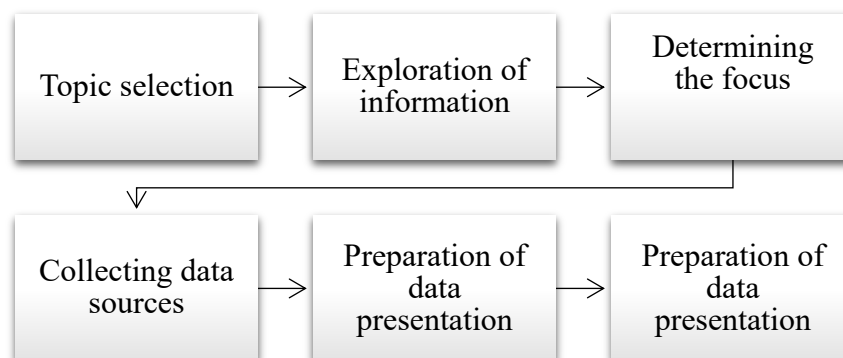


Figure 1. Syntax of the Literature Study Method

3. Results and Discussion

Elementary school children experience holistic development, namely physical, cognitive, social emotional and moral development. In their social development, they do not experience conflict with their friends. This is because each child brings different thoughts, goals, values and needs. It is these differences that trigger conflicts. Conflict is inevitable when people live together; in fact, conflict is a natural aspect of life (Pedhu, 2020). Therefore, conflict must be handled properly.

Alriani (2020) believe that conflict has both positive and negative consequences for the individuals involved. Conflict has a negative impact on productivity, trust, the formation of

camps, withheld knowledge and limited communication flow, and the emergence of moral difficulties. Conflict has a favorable impact on motivation, problem identification, deeper group bonding, adjusting to reality, expanding knowledge/skills, enhancing creativity, aiding goal attainment, and promoting progress.

Each person will use a different way of resolving conflict. There are many conflict resolution strategies (Montes et al., 2012). Many experts build conflict resolution styles based on two models: self-centered and other-centered. The two theories differ, requiring individuals to use various conflict resolution strategies (Ma, 2007). The many styles have the same goal: to convey one's choice in managing conflict effectively.

Elementary school teachers play an important role in providing children with conflict management skills. Teachers can start by giving students an understanding of the kinds of conflict management including the turtle (withdrawing), the shark (forcing), the teddy bear (smoothing), the fox (compromising), the owl (confronting) after the child has an understanding then the child is invited to simulate / practice so that the child has experience in solving problems productively.

Providing cognitive provision to elementary school children in the form of an understanding of the five conflict management styles. Implementation can be integrated with learning in curricular classes or during extracurricular activities such as scouts. Methods that can be used are lectures, questions, discussions or problem solving through project. The material that can be used is the conflict management theory according to Jhonson, which is as follows:

3.1 Turtle Style

Individuals who use this approach tend to withdraw or avoid conflict, just like a turtle who prefers to hide behind its shell. When avoiding, a person does not immediately pursue his own problems or the problems of others. He or she does not discuss the conflict. Avoidance can include diplomatically avoiding an issue, postponing an issue until a better time, or simply withdrawing from a threatening situation.

3.2 Shark Style

Individuals using the shark method try to persuade their opponents to accept their proposed dispute resolution. Conflicts should be handled in such a way that one party benefits and the other loses. The achievement of personal ambitions takes precedence over the relationship with the other party. A power-oriented mode. When competing, one pursues one's own interests at the expense of others, using whatever power one deems appropriate to win one's position. Competing may mean defending a position believed to be right, or simply trying to win.

3.3 Bear Style

Individuals with a deer personality prioritize relationships over personal goals. Individuals with this personality believe that disputes should be reconciled rather than resolved in order to maintain relationships. Accommodating is an indecisive and cooperative stance-the opposite of competing. When accommodating, one abandons one's own interests to satisfy those of others; there is an element of self-sacrifice in this mode. Accommodating can take the form of selfless generosity or charity, obeying another's orders when you would prefer not to or yielding to another's point of view.

3.4 Fox Style

Individuals with this personality characteristic, like the compromise-seeking fox, seek compromise to achieve personal goals and maintain positive relationships. When compromising, the goal is to find a thoughtful and mutually acceptable solution that partially satisfies both parties. When compromising, the goal is to find a thoughtful and mutually acceptable solution that partially satisfies both parties. Compromise is in the middle ground between competing and accommodating, yielding more than competing but less than accommodating. Likewise, it addresses an issue more directly than avoidance but does not explore it as deeply as collaboration. Compromising can mean splitting differences, exchanging concessions, or finding a quick middle ground.

3.5 Owl Style

Individuals with the owl personality prioritize personal goals as well as interpersonal interactions. Conflicts are problems that must be dealt with, and the solution must be consistent with personal and opposing goals. In other words, people with this personality seek to find solutions that are acceptable to both parties. When collaborating, one seeks to work together with others to find a solution that fully satisfies the interests of both. This involves digging into a problem to identify the underlying concerns of both individuals and to find alternatives that satisfy both sets of concerns. Collaborating between two people can involve exploring disagreements to learn from each other's insights, resolving a condition that makes them compete for resources, or confronting and trying to find creative solutions to interpersonal problems.

From several kinds of conflict management, the teacher emphasizes that effective conflict management skills are collaborative (Owl). Collaborative conflict management skills in Thomas Killman's theory in Pruitt & Rubbin (1986) are a person's ability to manage conflicts between two or more individuals by working together in developing joint problem solving so that they satisfy each other. Owl-style conflict management skills provide win-win solutions. After the children have gained an understanding of the types of conflict management, the next step is to simulate or practice owl-style conflict management using examples of problems around them.

Learning in the independent curriculum provides opportunities for students to collaborate and give opinions to each other so that it can lead to neat cooperation for each group, so project-based learning can be a teacher's choice in providing this collaborative atmosphere. Teachers can implement this using the project-based learning method. Project-based learning is a learning approach where students solve problems collaboratively and reflect on their experiences. Project-based learning is an important learning model implemented in the learning process in elementary schools because it is a learning method that places students in real situations that require the application of concepts and skills that have been learned (Nurfitriyanti, 2016; Tyas, 2017). Students work in groups to complete projects that demand critical, analytical, and creative use. These projects can focus on topics that are appropriate to the student's field of study or issues relevant to society. With these projects, students can learn in a more fun and enjoyable way and can apply the knowledge they have gained.

Project-based learning is a learning method that places students in real situations that require the application of concepts and skills that have been learned (Junaidi, 2020; Lestari & Juanda, 2019). Students work in groups to complete projects that demand critical, analytical, and creative use. These projects can focus on topics that are appropriate to the student's field of study or issues relevant to society. With these projects, students can learn in a more fun

and enjoyable way and can apply the knowledge they have gained. In addition, the project-based learning model can increase students' competitiveness in facing global competition (Harianja, 2020; Susilowaty, 2020). By applying the knowledge gained and applying the skills mastered in projects relevant to the real world, students can develop the competencies needed to compete at the global level.

The steps in PjBL learning according to the Ministry of Education and Culture (2022) are: a) determining fundamental questions, preparing project planning, c) preparing schedules, d) monitoring students and project progress, e) assessing results, f) evaluating experiences. This is similar to the theoretical study by Dinda & Sukma (2021) which compared 16 syntaxes of PjBL from previous researchers to produce eight strategic steps in implementing PjBL consisting of: 1) project determination, 2) information gathering, 3) project plan design, 4) activity schedule, 5) project completion, 6) report and presentation, 7) assessment, and 8) evaluation.

The above PjBL learning steps can be used by teachers in implementing various kinds of conflict resolution that often occurs in the student environment. Moreover, according to various studies, the project-based learning model can also help students to learn how to cooperate in groups and work with others from different backgrounds (Sutrisna et al., 2020). This is important in preparing students to work and live in an increasingly complex and diverse society. In addition, project-based learning can help students to learn how to apply the knowledge gained and apply the skills mastered in projects that are relevant to the real world. This can help students to develop the skills needed to become lifelong learners and become critical thinkers and problem solvers for conflicts that occur in their lives.

The discussion and conclusions should state concisely the most important propositions of the paper as well as the author's views of the practical implications of the results.

4. Conclusion

Conflicts in primary school children often occur. It is not uncommon for children to resort to violence or even bullying. Elementary school teachers play an important role in facilitating children to have conflict management skills. Conflict management is a strategy to control conflict in order to produce the desired resolution and social peace. Strategies that elementary school teachers can use in increasing children's productivity in conflict management are providing students with an understanding of conflict management styles including the turtle (withdrawing), the shark (forcing), the teddy bear (smoothing), the fox (compromising), the owl (accommodation) and simulating the owl style. The owl style trains a person's skills in managing conflicts between two or more individuals by working together in developing joint problem solving so that they satisfy each other. Owl-style conflict management skills provide win-win solutions. With the facility of elementary school teachers to provide an understanding and simulation of conflict management through project-based learning (PjBL). It is hoped that elementary school students have experience of conflict management and can finally have the ability to solve problems productively and effectively.

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