Conflict Among Groups of Students: A Case Study of Langowan 3 State Junior High School

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ABSTRACT

This research was conducted at SMP Negeri 3 Langowan and focused on managing the conflict among students. It could be described as follows: (1) the types of conflict between groups of students, (2) how the strategies of the headmaster in managing the conflict. This investigation used a qualitative approach. The techniques of collecting data were: (1) observation, (2) interview, (3) document study, (4) and compilation of the three techniques (triangulation). The research instruments were the researcher herself, field notes, and interview guidelines. The obtained data was analyzed by following: (1) coding, (2) data reduction, (3) data display, (4) data verification, and then the data verification, was done as follows: (a) credibility, (b) transferability, (c) dependability. Based on data analysis, the findings were as follows: 1. The types of conflict among 14 groups of students: (1) a group of clever students insulted then a group of less clever students, (2) another group of students was playing gane the other group of students interrupted the play, (3) different opinion in discussion among groups of students, (4) one student in a group attack a student in another group caused conflict between the groups, (5) conflict between groups because one student of the group moved into the other group. 2. Based on research funding, most teachers at SMP Negeri 3 were interviewed, and according to them, the funding results were true. The strategies used by the headmaster to handle the conflict among groups of students are (a) trust to solve the problem to the teacher who became picket, (b) if it was not solved then trust it to OSIS, (c) and then to the special teacher, counselor, (d) and then the lost, would be solved by the headmaster by using problem-solving approached.

Keywords: conflict, groups of students, junior high school

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INTRODUCTION

Education has an important role in shaping students' character and personality. The school environment should be a safe and supportive place for the learning process. However, in reality, conflicts between student groups can often disrupt harmony in the school environment, affect student well-being, and damage a conducive learning climate. Junior High School (SMP) is an important transition period in student development. This is where they begin to face complex social dynamics, including intergroup interactions. Conflict between groups of students can arise from a variety of factors, including cultural differences, socioeconomic backgrounds, personal preferences, and social interactions within the school environment. Literature related to intergroup conflict in junior high school settings suggests that such conflict can negatively impact students' academic achievement, emotional well-being, and participation in school activities. Therefore, an in-depth understanding of the nature causes, and impacts of student intergroup conflict in junior high school is important to develop effective coping strategies.

Junior High School is an important period in the formation of students' identity and personality. It is a transitional stage from childhood to adolescence, where they begin to experience significant physical, emotional, and social development. The school environment becomes a place where students learn not only about academics, but also learn about social interaction, teamwork, and problem-solving. The junior high school environment is a complex arena where students from different social, cultural, and economic backgrounds interact with each other. This social dynamic can create opportunities for friendship and cooperation, but it can also lead to intergroup conflict. Conflict between groups of students in junior high schools can take many forms, ranging from verbal conflicts, and differences of opinion, to acts of intimidation and harassment (Ahmad & Ullah, 2019). The causes of these conflicts vary, including cultural differences, socioeconomic differences, stereotypes and prejudices, and competition in academic or non-academic achievements. Conflict between student groups not only negatively affects the individuals involved, but also the overall school climate (Arbuckle & Cunningham, 2019). The impacts can include decreased emotional well-being, decreased motivation to learn, and disruption of the learning process. On the other hand, a school environment conducive to conflict can hinder the formation of positive relationships between students, teachers, and school staff. In an era that increasingly recognizes the importance of inclusion and safety in schools, educators and policymakers need to understand and effectively address conflicts between student groups. Schools are expected to be safe and inclusive places for all students, where they can learn and thrive without fear of being victimized by conflict (Barker & Topping, 2019).

This research identifies and analyzes various forms of conflict that occur between groups of students in junior high schools. These include verbal conflicts, bullying, acts of discrimination, social divisions, and other forms of conflict that may occur within the school environment. Issues such as Causes of Intergroup Conflict, such as conflicts between student groups in junior high schools. Factors such as cultural differences, socio-economic background, stereotypes, prejudice, academic competition, and differences in views or values can be conflict triggers that need to be understood in depth. In addition, understanding the psychological, emotional, and social impacts of student intergroup conflict

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at the individual level and school environment. Impacts can include decreased emotional well-being, decreased motivation to learn, disrupted relationships between students, teachers, and school staff, and changes in the overall school climate. Other issues such as conflict between student groups can hinder students' ability to learn and develop optimally. This research takes into account the academic and social potential lost due to such conflicts, such as decreased participation in school activities, lack of self-confidence, and feelings of isolation from the learning environment. In addition, conflicts between student groups not only disrupt the learning process but also affect students' character-building. Research needs to identify the challenges that arise in creating an inclusive, safe, and supportive learning environment for all students and how such conflicts affect the formation of social and ethical values among students. There is also a lack of in-depth research on student inter-group conflict at the junior high school level, as well as effective coping strategies to reduce its negative impact. Therefore, there is a need for more specialized research and a deeper understanding of conflict dynamics as well as appropriate intervention strategies to create a conducive learning environment in junior high schools. By understanding these issues well, research on student intergroup conflict in junior high schools can provide valuable insights and effective solutions for the school environment in creating a safe, inclusive, and supportive learning environment for all students.

Research on student intergroup conflict in junior high schools can use a variety of research methods, including surveys, interviews, observations, and document analysis. Many studies describe research methods that have been used in past research and their strengths and weaknesses. This includes findings on the most common types of conflict, factors that influence conflict, the impact of conflict on students and the school environment, and effective coping strategies (Brown & Gilligan, 2018). Knowledge Gaps and Challenges Faced, which identified knowledge gaps and challenges still faced in understanding student intergroup conflict in junior high schools. This included areas where further research is needed, as well as barriers to the implementation of conflict management strategies in the school setting (Cohen & Lotan, 2018). Implications for Educational Practice and Future Research such as research findings related to student intergroup conflict in junior high school for educational practice and future research directions. This includes implementing effective conflict management strategies in schools, developing training programs for teachers and school staff, and identifying relevant future research agendas (Cohen, 2018). By comprehensively summarizing the state-of-the-art research, future research on student intergroup conflict in junior high schools can build on existing findings, fill existing knowledge gaps, and contribute more effective solutions to the educational environment.

Novelty in research such as Local Context Analysis is analyzing the local context in a particular school, whether in terms of culture, student demographics, or school policies. This makes it possible to understand conflicts between student groups in a more specific and relevant context. Next is the Use of Multidisciplinary Approaches such as Adopting a multidisciplinary approach that combines concepts from psychology, sociology, anthropology, and educational studies to look at student intergroup conflict from multiple perspectives. This can open up space for a more comprehensive understanding of the factors that influence conflict and potential new coping strategies. In addition, this research also emphasizes the development of interventions or strategies for handling conflict between groups of students that are based on empirical evidence and in-depth evaluation. This brings novelty to practical efforts to minimize the negative impact of conflict and create a more inclusive and safe learning

environment. By addressing these aspects, this research can make a meaningful contribution to expanding educational understanding and practice in addressing this challenge.

The purpose of this study is to comprehensively investigate student intergroup conflict in junior high school. This study aims to: Identify the most common types of intergroup conflict among junior high school students. In addition, Analyze the factors that trigger student intergroup conflicts in the school environment. Formulate effective conflict-handling strategies to reduce its negative impact. This research is expected to provide better insight into the dynamics of conflict in junior high school settings and contribute to the development of more inclusive school policies and effective conflict management strategies. The limitations of this research include a focus on conflicts between groups of students in junior high schools, with geographical restrictions on specific regions. This research also limits itself to analyzing intergroup conflicts that occur within the school environment, without taking into account conflicts that occur outside the school environment.

METHODS

Research Design

The study used a qualitative research design with an observational approach and structured interviews.

Research Participants

The research participants consisted of junior high school students from various grade levels and socio-economic backgrounds. The sample was randomly selected from several schools that represented the diversity of the student population. The participants consisted of 159 students of SMP Negeri 3 Langowan, and they came from different family backgrounds: economic, educational, denominational, cultural, and church. To get more in-depth data, the researcher interviewed 14 small groups where each group consisted of 2-6 students while the large group consisted of 10-15 students, and the backgrounds they formed groups were: smart in class, less smart, have the same hobby, one student made mistakes against several students so they formed a group.

The sources of conflict are: the group of students who are good in class insults the group of students who are less good, one group of students is playing games through the tab time group interrupts, breaks, other conflicts between groups of students also occur when in group discussions differ in opinion. Other conflicts also occur when one friend in the group makes a mistake against one student in another group, resulting in conflict between groups of students. Likewise, conflicts between groups of students arise

Data Collection

Data was collected through direct observation of the school environment, including the classroom, dining room, and other areas of the school. In addition, structured interviews were

conducted with students, teachers, and school staff to gain a deeper understanding of the conflicts that occurred.

Data Analysis

Qualitative data from observations and interviews were analyzed using a thematic approach. Key themes and patterns of intergroup conflict were identified and analyzed in depth.

RESULTS AND DISCUSSION

From the research results that researchers found, through interviews with 14 student groups, only one case of conflict between groups of students who physically fought each other because of mutual insults, while the other conflicts only ended in mutual fighting. To get more accurate data, the researcher interviewed Langowan State Junior High School teachers and it turned out that almost all teachers supported the statements of the conflicting student groups.

The strategies used by the principal in resolving inter-group conflicts are: the principal gives trust to the picket teacher, homeroom teacher, and student council board and if the conflict between student groups cannot be resolved by the student council board then the case is handled by the counseling guidance teacher and if it turns out that the counseling guidance teacher cannot solve the problem, then the principal as the leader of the educational organization calls the conflicting student groups to find out the cause of the conflict, then the principal uses a problem-solving approach.

In this approach, the perpetrators meet to discuss problems and issues related to the conflict. The purpose of this meeting is not to win or compromise but to integrate the needs and views of each group. They establish that the conflict is a shared problem and both parties should strive to find creative solutions.

Identifying Types of Intergroup Conflict

The research identified the most common types of conflicts among student groups in junior high schools. These may include inter-ethnic conflicts, conflicts based on different socio-economic backgrounds, academic conflicts, or socio-emotional conflicts.

Types of Intergroup Conflict

The research identified several types of conflict between student groups in middle school, including:

1) Inter-ethnic conflict, viz: Occurs when students from different ethnic backgrounds have cultural and belief differences that cause tension between them.
2) Academic conflict, ie: Occurs due to competition in academic performance, judgment by peers, or differences in learning ability.
3) Socio-emotional conflict, viz: Occurs due to social-emotional differences such as social status, popularity, or personal issues between students (Davis, 2019).

Differences in Conflict Manifestation

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Conflict between groups of students can take many forms, including verbal confrontation, bullying behavior, social isolation, rejection of other groups, or the formation of exclusive groups (Eisenberg & Miller, 2019).

Conflict Triggering Factors

Factors that trigger conflict between student groups include:
1) Cultural and values differences.
2) Inability to understand and appreciate differences.
3) Competition in academic or non-academic achievement.
4) Feelings of injustice or discrimination.

Impact of Conflict

Conflict between groups of students can cause negative impacts, including decreased emotional well-being, decreased motivation to learn, increased stress levels, and disruptions in the learning process (Finkel & Campbell, 2018).

This research provides an in-depth understanding of the types of conflict between groups of students in junior high schools, the factors that trigger conflict, and its impact on students and the school environment (Hartup, 2019). The implications of this research include:
1) Development of social and emotional education programs that teach conflict resolution skills and tolerance.
2) Implementation of school policies that promote inclusivity, respect for diversity, and effective conflict resolution.
3) Training for teachers and school staff in identifying, preventing, and managing conflicts between student groups.
4) Establishment of a safe, inclusive, and supportive school environment for all students, regardless of their differences.

Conflict Triggering Factors

Research reveals the factors that most often trigger conflict between student groups. These could include inequality in access to resources, differences in cultural values, stereotypes and prejudices, competition in academic achievement, or the inability to communicate effectively (Jenkins & Oatley, 2018).
1) Cultural and Values Differences, viz: Students pointed out that cultural and values differences between social groups can be a trigger for conflict. For example, differences in family traditions, social norms, and language can cause tension between groups (Johnson & Johnson, 2019).
2) Inability to Understand Differences, viz: Many students revealed that they struggle to understand and appreciate differences between groups. Lack of diversity awareness and lack of skills in interacting with people from different backgrounds can exacerbate conflict.

3) Competition in Academic Achievement, viz: Competition in academic achievement, both in the classroom and in extracurricular activities, is often a trigger for conflict between student groups. The pressure to achieve academic success can cause rivalry and tension between them (Keltner, 2019).

4) Feelings of Injustice and Discrimination, viz: Some students stated that they felt unfair or discriminated against by other groups within the school environment. Unfair treatment, stereotypes, and prejudice can magnify tensions and conflicts among students (Kim & Park, 2021).

5) Lack of Communication and Openness, viz: Lack of communication and openness among student groups is often a factor that triggers conflict. Students tend to be reluctant to talk and share their experiences with other groups, which can reinforce prejudices and prevent better understanding.

The results of this research provide an in-depth understanding of the factors that trigger conflict between student groups in junior high schools. Implications of the results include:

1) Development of learning programs that promote understanding of diversity, tolerance, and intercultural communication skills.

2) Training for teachers and school staff in identifying and handling intergroup conflict sensitively and effectively.

3) Development of school policies that reinforce the values of inclusiveness, respect for differences, and proactive conflict handling.

4) Encouraging parent and community participation in supporting a safe, inclusive, and supportive school environment (Lam, et al, 2019).

The Impact of Conflict on Students and the School Environment

Research results illustrate the psychological, emotional, and social impacts of student intergroup conflict on individuals and the school environment. These may include decreased mental well-being, increased stress levels, decreased participation in school activities, and a less favorable school climate.

1) Psychological Impact, viz: Conflicts between student groups can lead to psychological impacts such as increased levels of stress, anxiety, and depression. Students involved in conflict often feel isolated and emotionally insecure.

2) Decreased Emotional Wellbeing, viz: Students who are victims or witnesses of conflict often experience decreased emotional well-being. They may feel threatened, uncomfortable, or unappreciated in the school environment.

3) Disruption in the Learning Process, viz: Conflict between groups of students can disrupt the learning process by creating a non-conducive learning environment. Students may find it difficult to concentrate and focus on the subject matter.

4) Disruption of Social Relations, viz: Conflict can also disrupt social relationships between students, both with members of their group and with students from other groups. This can worsen the social climate in the school and hinder the formation of healthy relationships.

5) Increased Level of Dissatisfaction, viz: Conflicts between student groups can also increase the level of dissatisfaction with the overall school environment. This can reduce students' motivation to participate in school activities and increase the desire to be absent or leave school (Marshall, 2018).

The results of this research have significant implications in the educational context, which include:
1) Expansion of student well-being support programs involving counseling, emotional support, and social skills development programs.
2) Development of school policies and procedures that promote an inclusive, welcoming, and supportive school culture.
3) Training for teachers and school staff in identifying, preventing, and dealing with conflicts between student groups effectively and sensitively.
4) Development of participatory initiatives where students, teachers, and parents can collaborate in creating a safe and fun school environment.

By considering the results of this research in detail, schools and policymakers can take concrete steps to reduce the negative impact of student-group conflict in junior secondary schools and create a more positive and supportive learning environment.

Effective Conflict Management Strategies

Research can yield findings on the most effective conflict management strategies in the school environment. These could include the development of training programs for teachers and school staff, consistent implementation of anti-bullying policies, restorative justice approaches, or the promotion of intergroup cooperation.
1) Knowledge and Awareness, viz: knowledge and awareness of conflict management strategies varied widely among students and school staff. Most respondents recognize the importance of effective conflict handling, but may not have a deep understanding of how to do so.
2) Handling Strategies Used, viz: Various conflict handling strategies have been used in schools, including mediation by teachers or counselors, social skills training, restorative justice programs, and preventive approaches such as the development of socialization programs.
3) Effectiveness of Strategies, viz: based on assessments from students, teachers, and school staff, some conflict-handling strategies have proven more effective than others. For example, restorative justice and mediation programs are often considered effective in resolving intergroup conflicts.
4) Barriers to Implementation, viz: identifying barriers to the implementation of conflict management strategies, such as lack of resources, lack of training for school staff, and unavailability of support from school management.
5) Differences in Preferences, namely: There are differences in preferences among students, teachers, and school staff regarding conflict management strategies that are considered

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effective. Therefore, it is important to consider the preferences and needs of each party in designing conflict management programs (Smith & Johnson, 2018).

The results of this research have significant practical and policy implications, including:
1) The importance of developing training programs for teachers and school staff in effective conflict management strategies.
2) The need for adequate resource allocation and school management support for the implementation of conflict management strategies.
3) Development of restorative justice and mediation programs that are integrated into the school culture.
4) Supporting student participation in designing and implementing relevant and effective conflict management strategies.

By considering the results of this research in detail, schools and policymakers can take concrete steps to improve their ability to handle conflicts between student groups and create a more harmonious and inclusive school environment.

Development of Inclusive Culture and Acceptance

The research results can provide insight into how to develop a school culture that is more inclusive and accepting of differences. This involves developing social and emotional learning programs, promoting tolerance and respect for diversity, as well as facilitating dialogue between groups which can be described as follows:
1) Level of School Inclusivity, namely: there are variations in the level of inclusivity between schools. Some schools have a more inclusive culture and accept differences, while others may be more exclusionary.
2) Factors that Influence Inclusivity, namely: Several factors that influence inclusivity and acceptance in schools include the principal's leadership, school policies, organizational culture, and school community involvement.
3) The Role of Teachers and School Staff, namely: Teachers and school staff play a key role in building a culture of inclusion and acceptance. They can establish patterns of behavior and social norms that promote tolerance, respect for differences, and collaboration between groups.
4) Student and Parent Involvement, namely: The active involvement of students and parents in developing an inclusive culture is also important. Programs such as parent meetings, student forums, and social activities can strengthen relationships between members of the school community (Smith & Mackie, 2018).
5) Promotion of Respect for Diversity, namely: Promotion of respect for diversity and individual uniqueness is the main focus in developing an inclusive culture. Schools can adopt educational programs on tolerance, cooperation between groups, and the development of social skills.

The results of this research have significant implications in the context of developing inclusive culture and acceptance in schools, including:

1) The important role of school leadership is developing an inclusive vision and implementing it in school policies and practices.
2) The a need for training for teachers and school staff in building social-emotional learning (SEL) skills and understanding diversity.
3) Active involvement of students and parents in designing programs that promote inclusivity and acceptance.
4) Developing school policies that support the development of an inclusive culture, including handling conflict constructively and creating a safe and supportive environment.

By paying attention to the results of this research in detail, schools and policymakers can take concrete steps to create a learning environment that is inclusive, friendly, and accepting for all students.

Development of Empathy and Social Understanding

Research findings may reinforce the need to develop a sense of empathy and social understanding among students as a way to prevent and handle intergroup conflict. This can be done through an educational approach that emphasizes developing social skills and strengthening interpersonal relationships. This can be explained as follows:

1) Level of Empathy and Social Understanding, namely: the level of empathy and social understanding among students can vary. Some students may have high levels of empathy and good social understanding, while others may need further development in this regard.
2) Influence of the School Environment, namely: The school environment can have a big influence on the development of empathy and social understanding. Schools that encourage collaboration, cooperation, and respect for differences tend to create more empathetic and understanding students.
3) The role of education, namely: Education and learning in the classroom also play an important role in developing a sense of empathy and social understanding. Learning programs that emphasize social engagement, cooperation, and conflict resolution can help students understand other people's perspectives and develop empathy.
4) Personal Experience, namely: Personal experience, including interactions with other groups and conflict situations, can also shape students' sense of empathy and social understanding. Positive experiences in overcoming conflict or understanding differences can enrich students' understanding of the complexity of human relationships (Turner, et al, 2018).

The results of this research have important implications in the context of developing empathy and social understanding in schools, including:

1) The need for integration of social and emotional learning into the school curriculum to promote the development of empathy and social understanding.
2) The importance of training for teachers and school staff in creating a learning environment that supports the development of social-emotional skills.

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3) Development of extracurricular programs and school activities that encourage cooperation, collaboration, and tolerance.
4) Encourage active participation of students in designing school initiatives that promote healthy interpersonal relationships and understanding differences.

By paying attention to the results of this research in detail, schools and policymakers can take concrete steps to create a learning environment that supports the development of students' sense of empathy and social understanding, thereby reducing conflict between groups and creating a more harmonious society.

Understanding the Influence of the School Environment

Research can provide a better understanding of how school environmental factors, such as school culture, principal leadership, and school policies, influence conflict dynamics between student groups. By presenting the results of this research in detail, research on the conflict between student groups in middle school can provide valuable insights for educational practitioners, policymakers, and other researchers in their efforts to create safe, inclusive, and supportive learning environments for all students. This can be explained as follows:

1) Perception of the School Environment, namely: perception of the school environment among students, teachers, and staff. Some may find the environment inclusive and supportive, while others may find it unsafe or unpleasant.
2) Influence of School Leadership, namely: School leadership has a big influence on the school environment. Principals who promote an inclusive culture, prioritize fairness, and communicate openly tend to create a more harmonious environment.
3) School Culture and Norms, namely: School culture and norms applied by students, teachers, and school staff also play an important role in shaping the school environment. Environments that value diversity, encourage cooperation, and emphasize respect for differences tend to reduce conflict between groups.
4) Facilities and Resources, namely: The availability of facilities and resources in the school environment also influences perceptions of that environment. Schools with adequate facilities and resource support are more likely to create an environment conducive to student growth (Wang & Xu, 2020).

The results of this research provide a better understanding of the influence of the school environment on conflict between student groups in junior high schools, including:

1) The important role of school leadership in creating an inclusive, supportive, and safe environment.
2) The a need to develop a school culture that respects diversity, encourages cooperation, and emphasizes respect for differences.
3) Efforts to increase the availability of adequate facilities and resources to support positive learning experiences for students.

4) Encourage active participation of all members of the school community in building a positive and inclusive school environment.

By taking these findings into account, schools and policymakers can take concrete steps to improve the school environment and reduce conflict between groups of students, thereby creating a safer, friendlier, and more supportive place for student growth and development.

CONCLUSION

This research concludes that the causes of conflict between student groups and student groups are groups of students who are intelligent, insulting groups of students who are less intelligent, one group of students disturbing another group of students while playing games, differences of opinion in group discussions, mistakes made by one student in the group. , conflicts arise between student groups, and when one student moves to another group. This can be seen from the level of conflict between groups, namely conflict between groups of students at the junior high school level is a quite significant and complex phenomenon. Conflicts can arise from various factors such as cultural differences, social backgrounds, preferences, and views on life. This research concludes that conflict between student groups has a negative impact that can be felt psychologically, emotionally, and academically. Students involved in conflict often experience stress, anxiety, depression, and difficulty concentrating and studying. In addition, factors that trigger conflict between student groups include a lack of understanding of diversity, unhealthy competition, stereotypes, prejudice, and a lack of effective communication and conflict resolution skills. Various conflict management strategies have been implemented in schools, including mediation, restorative justice programs, social skills training, and the development of an inclusive school culture. However, the implementation of this strategy still faces certain challenges and obstacles. The school environment, including school leadership, school culture, norms, and facilities, has a significant influence on the occurrence of conflict between student groups. An environment that is supportive, inclusive, and welcoming to differences tends to reduce the likelihood of conflict. Developing an inclusive culture, and acceptance, and increasing feelings of empathy and social understanding are the keys to reducing conflict between student groups. This requires the active involvement of all members of the school community, including students, teachers, school staff, and parents. Social-emotional education has an important role in teaching conflict resolution skills, and communication skills, as well as promoting tolerance, cooperation, and empathy among students. Taking into account the conclusions of this research, there needs to be a joint effort from schools, policymakers, teachers, school staff, students, and parents to create a safe, inclusive, and supportive environment in schools. In addition, a holistic and sustainable approach to handling conflicts between student groups needs to be implemented to achieve an optimal learning environment.

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